



ANNUAL EDUCATION
RESULTS REPORT
2021-2022



PRINCIPAL'S MESSAGE

MR. JORDAN ROBINSON

Looking back over the 2021-2022 school year we are grateful for how our community approached a year with promise, change, and the unknown. We are in this together— to Defend this House—and we strive to continue to be better as a school day by day, month by month and year by year.



Our one common purpose is to provide the highest quality educational program for our students and, at the same time, to teach and to live the Gospel message. Christ is our model for how we relate to others, how we instruct and lead our students, and for how we conduct ourselves. This gives us a common purpose and makes us a strong and vibrant community. This year, École Mother d'Youville School will continue its pursuit of excellence. To do so, it's essential that we continue to grow as a learning community and to focus on how our students will best learn. As a Catholic school community, we strive to create a diverse culture rich in academics, athletics, and the arts, and overall improvement as persons. We are all excited and optimistic about a new year in our beautiful building. We are a school community of hope and have a belief that we are doing God's work.

We are excited about the opportunity to work together with our families, parish, and students, as we build on our strong school culture of community, respect, and success. It is my intent to continue to build a positive school culture that is welcoming, accepting, and inclusive. These results provide us with feedback on where we have succeeded, how students are improving, and how we can improve as a school. Together we can make École Mother d'Youville School a great place to learn and grow in our faith. Thank you for choosing Catholic education at École Mother d'Youville School and St. Thomas Aquinas Catholic Schools and we continue to ask for your ongoing prayers as we embark on our journey!



Jordan Robinson, Principal
Angela Rastovski, Vice Principal

MEET YOUR LOCAL TRUSTEE



Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Mother d'Youville and Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term, Liz believes quality Catholic education is so very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.

SCHOOL PROFILE

For the **2021-2022** school year, École Mother D'Youville School offered a dual track, English - French Immersion programming for students in Grades 5 - 9.

Program	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Total
F.I	33	24	19	11	17	104
ENG	44	44	37	35	34	194
TOTAL	77	68	56	46	51	298

French Immersion: 35% English: 65%

Administrators: 2

Teaching Staff: 19

Support Staff: 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	Ecole Mother d'Youville			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	82	82	81.3	86	88	87.7
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	88	100	96	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	93	97.7	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	100	100	97.7	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	96	94	94.7	96	97	96.7
Teachers help me understand how faith can guide the way I live my life.	77	85	80.7	91	92	91
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	89	85	86.3	89	89	90
Teachers help me understand how faith can guide the way I live my life.	58	64	63.7	75	77	76.7

FAITH PD OPPORTUNITIES

- Daily prayer over the intercom with classes rotating as leaders (e.g. each homeroom gets the opportunity to write and pray them collectively)
- Teachers commit to praying daily with homeroom including grace, during difficult moments, or in end of the day blessing (e.g. "List 3 things you are grateful before we leave for buses"); parent communication of these events through social media and weekly parent bulletin (e.g. prayer link included).
- (Staff) Participate in faith development sessions through PD (e.g. EXCEL, MRE at Newman, STAR book club)

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	Ecole Mother d'Youville			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	82	82	81.3	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	61	63	62.3	69	70	68.7
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	88	100	96	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	88	86	89	95	96	93.7
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help me understand how faith can guide the way I live my life.	77	85	80.7	91	92	91
Teachers speak to me about their own faith and the role of God in their life.	62	71	66.3	82	84	82.7
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers speak to me about their own faith and the role of God in their life.	50	57	55.7	72	72	74

2021-2022 SCHOOL YEAR STRATEGIES

- Highlight profiles of students from social justice programs and how the support of students (e.g. financial) helps them.
- Provide opportunities for staff to share their faith at faith based invitation (e.g. Advent) retreats and faith based students retreats.
- Feature one staff member a month in our weekly bulletin, morning announcement, or social media on their favourite aspect of their faith (e.g. favourite prayer, saint, sacrament, or celebration)
- Feature one students a month from each division in our weekly bulletin, morning announcement, or social media on their favourite aspect of their faith (e.g. favourite prayer, saint, sacrament, or celebration)

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	Ecole Mother d'Youville			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	86	83	83.7	85	87	86.7
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	88	100	96	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	97	99	98.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	89	86	89.6	96	96	96.7
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	88	90	92.3	95	93	94.3

2021-2022 SCHOOL YEAR STRATEGIES

- Continue to support Chalice and sister school projects; continue to support Catholic Social Services in Lent and Boyle Street during Advent; continue to partner with St. Vital and ASAA for collecting for the foodbank at Thanksgiving.
- Invite speakers to talk about the impact of donations, help, and where the support goes (e.g. Catholic Social Services, Leduc Food Bank, Marian Center) and receive updates from our global projects (e.g. Chalice)
- Staff Retreats are focused around connection with charitable groups (e.g. Marian Center) and how staff can support (e.g. creating blessing bags)

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	Ecole Mother d'Youville			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child participates in religious celebrations at the school or church	91	90	87.7	88	91	90.7
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	93	97.7	99	96	98.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	93.3	95	96	95.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	75	82	79.7	90	91	91.3
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	70	85	80.7	88	86	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- Communicate with parents upcoming opportunities to receive the Sacrament of Confirmation through instruction by the Confirmation team; St. Vital's confirmation is compromised of several EMDYS staff members.
- Every December, we invite all students for a free Advent retreat and meal on the first Friday of Advent. This event is led by staff leading students through a variety of activities, providing opportunities for them to prepare for Christmas as a school community.
- MDY will connect with Academy St. Andre to do joint liturgies and prayers digitally where possible (e.g. digital rosary, digital novena, and some Advent liturgies)
- Invitation to CWL (Marian months October and May) and the K of C (Shrove Tuesday and Free

SOCIAL JUSTICE PROJECTS

- Established a social justice committee
- Fundraiser for Laurana Shelter through Catholic Social Services
- St. Valentine's Day Baskets for Chateau Vitaline Senior Centre
- Beaumont Christmas Elves Charity Drive December
- Marian Center Toiletries Bags Donations Staff Retreat



SCHOOL & PARISH COLLABORATION

2021-2022 SCHOOL YEAR STRATEGIES

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

- Daily prayer over the intercom with classes rotating as leaders (e.g. each homeroom gets the opportunity to write and pray them collectively)
- Teachers commit to praying daily with homeroom including grace, during difficult moments, or in end of the day blessing (e.g. “List 3 things you are grateful before we leave for buses”); parent communication of these events through social media and weekly parent bulletin (e.g. prayer link included).
- (Staff) Participate in faith development sessions through PD (e.g. EXCEL, MRE at Newman, STAR book club)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Of all 8 measures related to “staff are provided faith formation opportunities”, MDY improved in 5 of them. Teachers have expressed success in leading prayer on Fridays as well as our daily intercom prayer to start the day. Faith development programming provided by our religious education coordinator has been an asset to creating opportunities for staff to go deeper in faith.
- Of all 7 measures related to “students learn what it means to be in relationship with God”. MDY improved on 2 of them. Many of our strategies require parents and families to view our weekly communications; some of these outcomes may be missed if our communication plan does not provide opportunities for all to see the great social just work occurring in the building. With covid protocols lessened, we have improved opportunities for faith formation through more valuable connections (e.g. in-person retreats)
- Of all 5 measures related to “staff and students witness the gospel”, MDY improved in 3 of them. MDY continues to build partnerships with outside agencies including Catholic Social Services, Chalice, and the local community. MDY targets multiple times a year to address social justice; on occasion, it can be busier times of the year (e.g. Christmas)—students may be overwhelmed with other projects. MDY can improve on how our charitable work are celebrated (i.e. highlighting student/classroom good deeds).
- Of all 5 measures related to “strong home, school, and parish partnerships”, MDY improved in 3 of them. MDY has new opportunities to build on our strategies (e.g. in person assemblies); in addition, MDY can communicate more effectively with students. MDY is the hub for sacramental prep communication and our connection with the parish secretary ensures families are informed of upcoming events.

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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	93.0	16.9	100.0	20.8	n/a	n/a	n/a	n/a	96.2	20.3		
	Authority	92.9	16.3	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	School	87.1	12.9	92.0	16.0	n/a	n/a	n/a	n/a	77.8	0.0		
	Authority	87.1	12.9	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	School	81.7	9.9	86.1	12.5	n/a	n/a	n/a	n/a	63.3	1.3		
	Authority	76.8	10.8	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	83.1	15.5	86.1	16.7	n/a	n/a	n/a	n/a	86.1	13.9		
	Authority	86.6	27.6	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	85.9	21.1	83.3	13.9	n/a	n/a	n/a	n/a	79.7	7.6		
	Authority	82.1	21.1	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	School	*	*	85.7	17.9	n/a	n/a	n/a	n/a	89.6	12.5		

Provincial Achievement Test Results – Measure Details Continued

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	School	n/a	n/a	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Authority	n/a	n/a	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	School	*	*	57.1	21.4	n/a	n/a	n/a	n/a	58.3	6.3		
	Authority	64.6	11.8	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	*	*	89.3	28.6	n/a	n/a	n/a	n/a	72.9	8.3		
	Authority	79.1	20.9	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	*	*	71.4	25.0	n/a	n/a	n/a	n/a	56.3	10.4		
	Authority	67.7	22.6	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Stud-	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

Notes:

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

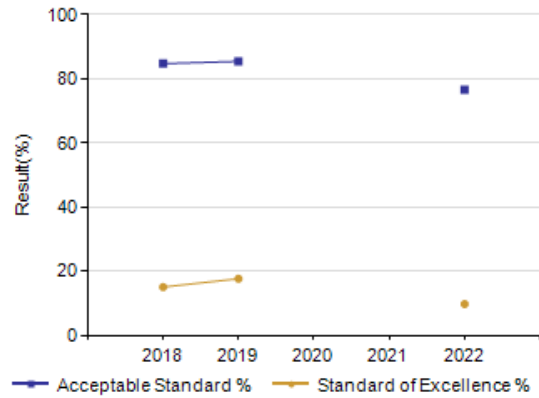
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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

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

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

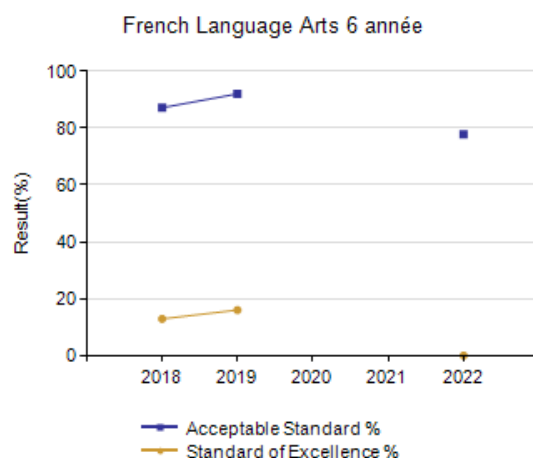
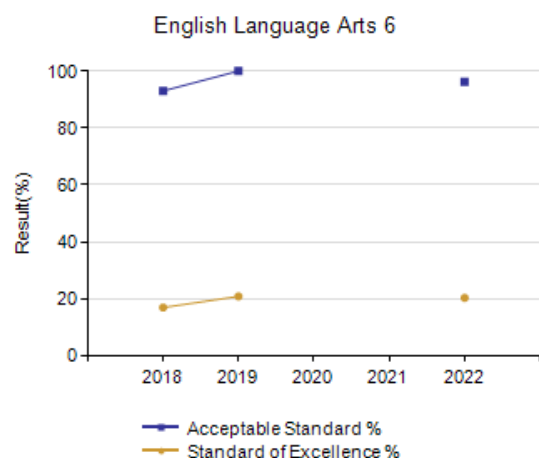
Graph of Overall Provincial Achievement Test Results



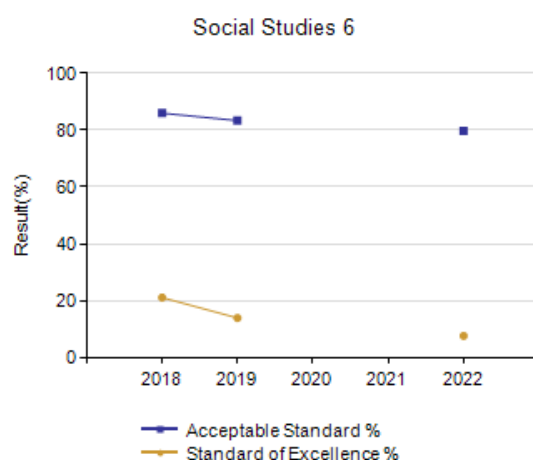
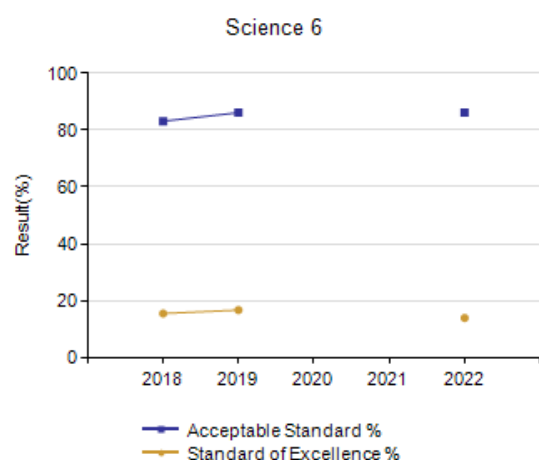
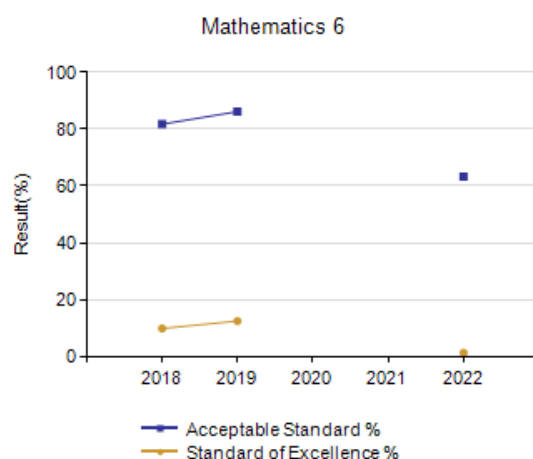
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Graph of Provincial Achievement Test Results by Course



[No Data for Français 6]



Notes:

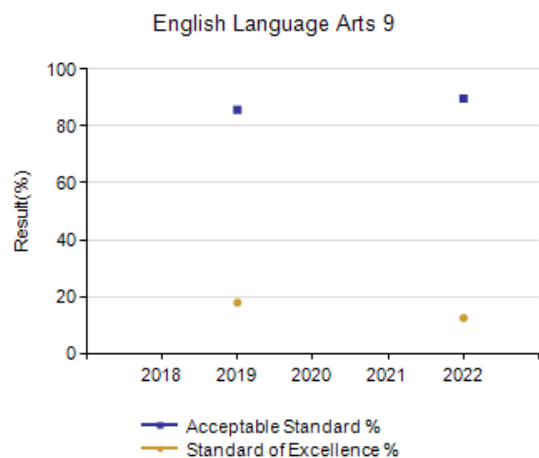
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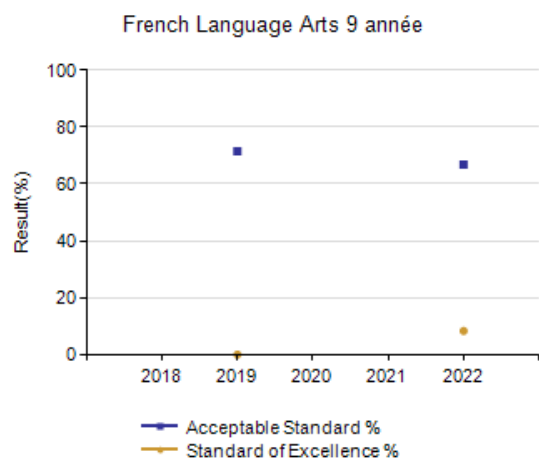
Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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

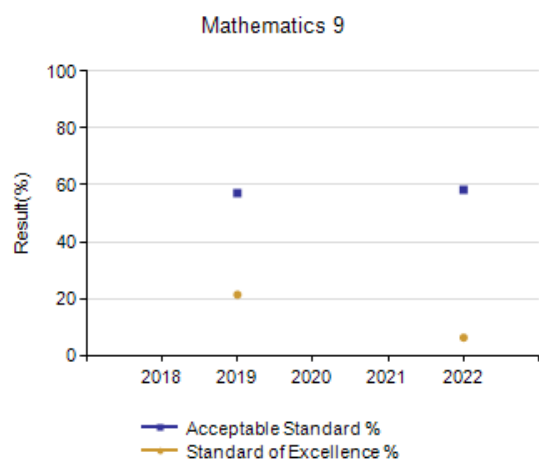
Graph of Provincial Achievement Test Results by Course



[No Data for English Lang Arts 9 KAE]



[No Data for Français 9]



[No Data for Mathematics 9 KAE]

Notes:

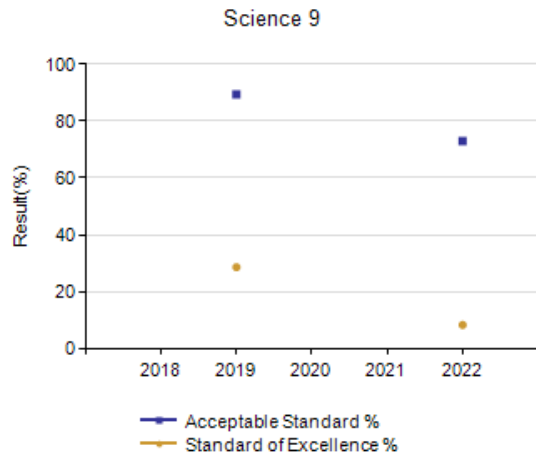
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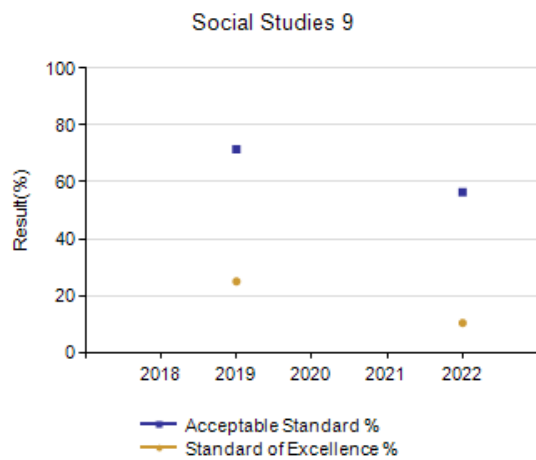
Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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Graph of Provincial Achievement Test Results by Course



[No Data for Science 9 KAE]



[No Data for Social Studies 9 KAE]

Notes:

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

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

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		École Mother d'Youville School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	79	96.2	72	100.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	79	20.3	72	20.8	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	27	77.8	25	92.0	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	27	0.0	25	16.0	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	79	63.3	72	86.1	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	79	1.3	72	12.5	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	79	86.1	72	86.1	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	79	13.9	72	16.7	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	79	79.7	72	83.3	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	79	7.6	72	13.9	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	48	89.6	28	85.7	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	48	12.5	28	17.9	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	12	66.7	7	71.4	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	12	8.3	7	0.0	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	48	58.3	28	57.1	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	48	6.3	28	21.4	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	48	72.9	28	89.3	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	48	8.3	28	28.6	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	48	56.3	28	71.4	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	48	10.4	28	25.0	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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

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

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

Student Growth and Achievement (Grades K-9)

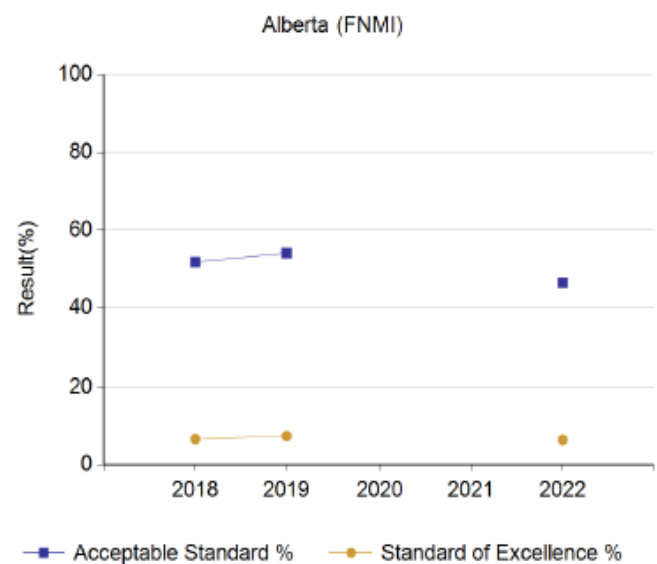
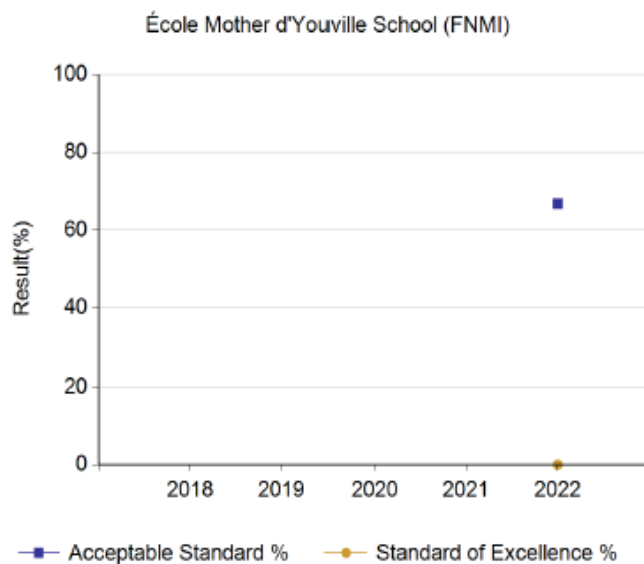


PAT Results By Number Enrolled Measure History

School: 2060 École Mother d'Youville School (FNMI)

Province: Alberta (FNMI)

	École Mother d'Youville School (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	2	5	n/a	n/a	8	7,671	7,845	n/a	n/a	8,610
Acceptable Standard %	*	*	n/a	n/a	66.7	51.7	54.0	n/a	n/a	46.4
Standard of Excellence %	*	*	n/a	n/a	0.0	6.6	7.4	n/a	n/a	6.4



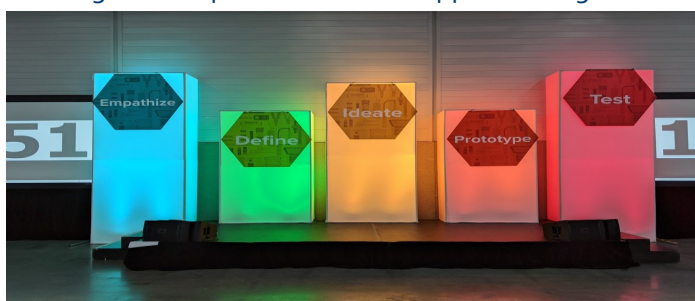
Notes:

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

2021-2022 SCHOOL YEAR STRATEGIES

Teachers utilize a variety of strategies to improve our results year to year relating to provincial achievement tests:

- Bench mark assessments for both ELA (English Language Arts) and Math using STAR Renaissance and MIPI software; these intervention checks give teachers information on students that may need targeted support to succeed
- PAT analysis work in PLCs (professional learning communities) ; provide joint marking days for teachers that share PAT specific subjects
- Re-teaching key learner outcomes
- Identifying struggling learners and applying appropriate interventions
- Avoiding large test taking settings (e.g. gymnasiums); students complete exams in their homerooms
- FSLW (Family School Liaison Worker) will work with students to develop skills to deal with test anxiety both individually and whole school (assemblies)
- Offering additional support blocks for students to access their core subject teachers (e.g. WIN block Whatever I Need)
- Ensuring students needing test adaptations receive support throughout the entire year (e.g. test read aloud)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Of the 10 PATs written at MDY in both grade 6 and 9, MDY exceeded the provincial average for Acceptable Achievement in 6 of them. Many students in 2021-2022 experienced multiple occasions of switching from in-person to online learning with at times extended absences from the building during periods of high illness. As a community, mental health support continues to be a pillar of our community (Mind your Mind) to help all community members to grow and improve in this area—most importantly in handling stress from school (e.g. test anxiety).
- With our first set of data since the 2020 covid shortened school year, teachers will have new opportunities to analyze relevant data with the most recent PAT results. Conversations on these topics in PLCs will continue to bolster our current strategies for improved tier 1 instructional practices.
- By building off data analysis of achievement, teachers can continue school wide strategies to incorporate appropriate interventions in our addition blocks (e.g. WIN block-whatever I need).

PROVINCIAL GOAL: CITIZENSHIP

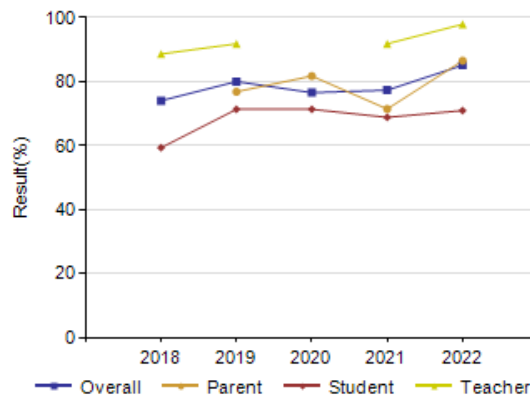
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

	School													Authority										Province									
	2018		2019		2020		2021		2022					Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	74.0	89	80.0	69	76.5	80	77.3	105	85.1	Very High	Improved	Excellent	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	1	*	14	76.8	12	81.7	10	71.4	18	86.5	Very High	Maintained	Excellent	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	201	59.3	58	71.3	57	71.3	53	68.8	68	70.9	High	Maintained	Good	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	16	88.6	17	91.8	n/a	n/a	17	91.8	19	97.9	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Graph of School Results



Notes:

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

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- Students are provided opportunities to experience civic responsibility and citizenship through student elections, leadership electives, and work preparation. Every October, students in junior high run for president, vice-president, and secretary through a campaign similar to a Canadian election
- Gr. 5/6 students also have class representatives **that sit on the student council so that** they can have input too. Several student run events including spirit days, a Christmas dance, and fundraisers (both for student council funds and social justice)
- MDY delivers a Careers week with a career day opportunity for students; over 20 presenters from a variety of careers present to students. Students can choose the career sessions they attend.
- Gr. 9's receive the supporter scarf yearly at the Gr. 9 Farewell; similar to a diploma, MDY references the scarf throughout the year as something to build towards as they approach high school and post secondary learning.
- Partnership with Skills Alberta through Cardboard Boat **Races**, Skills Exploration Day, and multiple school wide presentations throughout the year.
- 10-12 students from both divisions are recognized bi-weekly on our virtue and kids kudos boards.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- All three of our community partners (teachers, students, and parents) identified that MDY provides ample opportunity for student to model the characteristics of active citizenship. Students share their voice with staff including teachers and administration. Through our school council and room rep model, students can be creative, flexible, and responsible for activities and programming at MDY that make a positive contribution to our community and society—beyond our walls.
- Students have taken on lead roles in the past few years in celebrating and sharing their ideas and insights with the community. Students (under the supervision of teachers) plan Advent, Christmas, and Spring Time events and develop communication plans to make it easy for administration to share it with the parent community. Not only do these skills make them feel proud to contribute but they are real-world skills that can help them beyond their K-12 education experience.
- MDY provides many opportunities for students to excel in a variety of subjects through sports, club offerings, and leadership opportunities at the classroom level and school-wide. MDY takes pride in celebrating students achievements both weekly (e.g. kudos board) and monthly (e.g student assemblies).

PROVINCIAL GOAL:

STUDENT LEARNING ENGAGEMENT

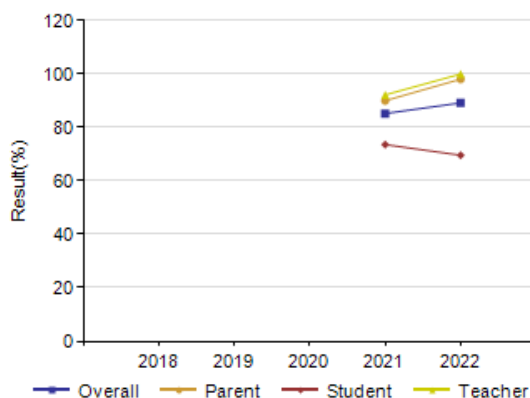
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School													Authority										Province												
	2018		2019		2020		2021		2022		Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Ac hie ve ment	Im- pro ve ment	Ov era ll	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Over all	n/a	n/a	n/a	n/a	n/a	n/a	80	85.2	105	89.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	10	90.0	18	98.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	53	73.6	68	69.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	17	92.2	19	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	

Graph of School Results



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

2021-2022 SCHOOL YEAR STRATEGIES

- Response to Intervention (RTI): Universal and targeted instruction , school leadership team analyzes results to drive professional development and instructional practices.
- Attendance monitoring to identify students who may require additional accommodations and support.
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes and technology).
- The School Leadership Teams and individual Professional Learning Community groups will set goals.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students are more familiar with MDY's cyclical nature of our benchmark assessments; through STAR reading and the MIPI (Math) assessment teachers gain valuable information on the progress of students and how they might need to adjust learning strategies for those in need of support
- Through social media and our weekly agenda, parents are updated on strategies that target tier 1 or tier 2 positive practices through posts about exam preparation, labs (in junior high science), and culminating projects (e.g. book talks)
- Our data for quality of student education dropped slightly from previous years. Administration plan to address homerooms (weekly/monthly) by getting feedback on the quality of their education and how that might improve through qualitative data (e.g. student survey comments at different points throughout the year)

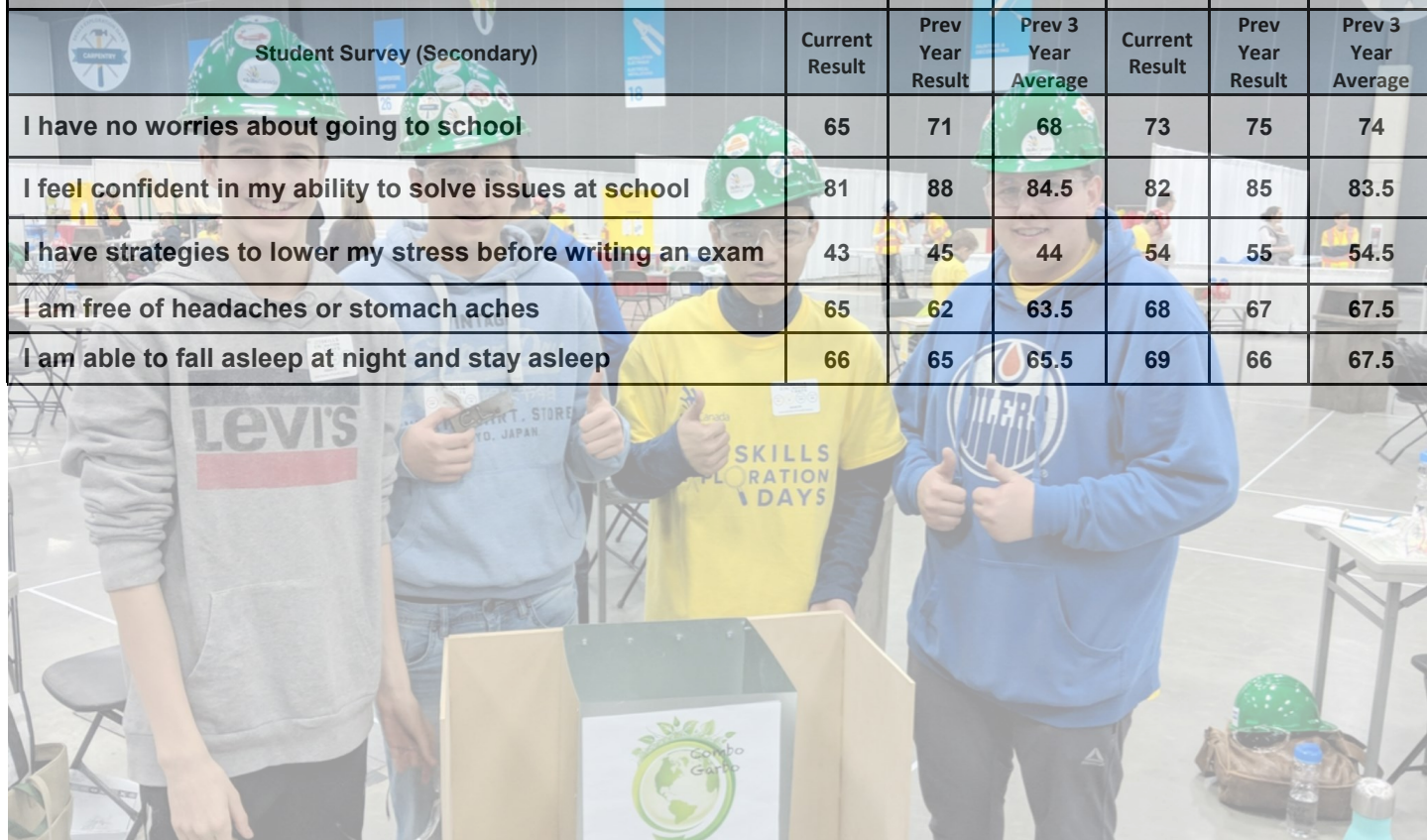
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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	Ecole Mother d'Youville			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	70	66	68	75	73	74
I can solve problems at school (i.e. with friends, school work, etc.)	93	93	93	92	89	90.5
I know how to lower my stress when doing school work (i.e. assignments or tests)	59	68	63.5	73	75	74
I am free of headaches or stomach aches	74	70	72	75	75	75
I am able to fall asleep at night and stay asleep	76	67	71.5	76	72	74
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	65	71	68	73	75	74
I feel confident in my ability to solve issues at school	81	88	84.5	82	85	83.5
I have strategies to lower my stress before writing an exam	43	45	44	54	55	54.5
I am free of headaches or stomach aches	65	62	63.5	68	67	67.5
I am able to fall asleep at night and stay asleep	66	65	65.5	69	66	67.5



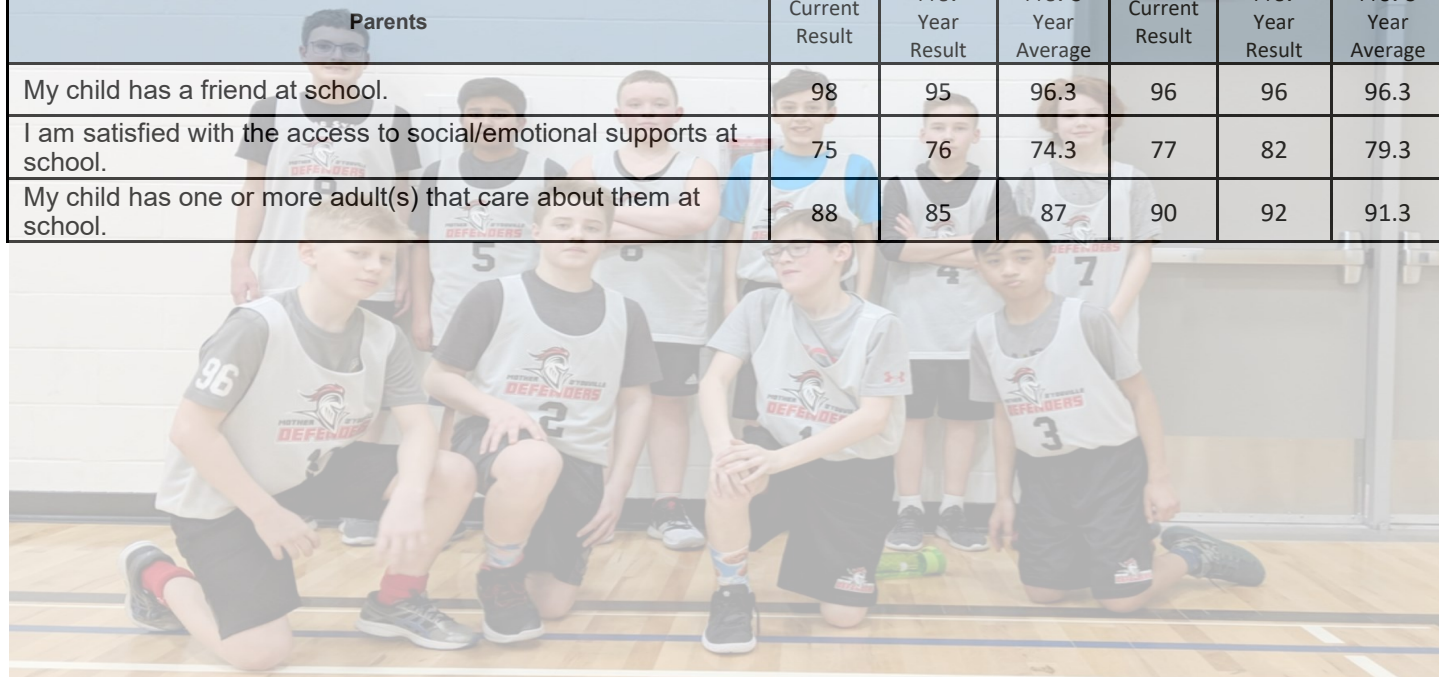
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES *continued*

Measure Category	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of my students	100	100	100	97	97	97.3
I am able to support the social and emotional well-being of my students	100	86	95.3	91	93	92.7
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of the students I work with	100	100	86.7	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	100	100	90	93	97	93.3
I am aware of the behaviour supports the students I work with require	100	100	93.3	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	100	100	93.3	97	98	95.7
Parents	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has a friend at school.	98	95	96.3	96	96	96.3
I am satisfied with the access to social/emotional supports at school.	75	76	74.3	77	82	79.3
My child has one or more adult(s) that care about them at school.	88	85	87	90	92	91.3



2021-2022 SCHOOL YEAR STRATEGIES

- Continue planning and implementing student mental health activities led by staff/students—ideas likely to continue include : breakfast baskets in every classroom, mental health WIN block topics, classroom visits by our Family School Liaison Worker
- Staff PD on a variety of mental health topics and speakers (e.g. SRO), and sharing these strategies with parents via social media and weekly parent bulletin. Implement year four elements of STAR Catholic's division mental health plan: mental health literacy and Third Path Training (3 go-to educators and whole staff PD)
- Host annual Mental Health Day— students will have opportunities to choose sessions provide by community based mental health professionals.
- Continue “Connection Corner”, a program where students are identified through intervention and individual connections are made with staff and students to improve connections within the building (e.g. Third Path Programming)
- Invite parents to present at mental health day in appropriate areas of expertise; host community events nights (e.g. Paint Night) to build community through social events and highlight positive aspects of our mental health plan
- Invite community mental health speakers on various days for student/parent engagement sessions based on a variety of pertinent topics

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students are facing many difficulties at school; sometimes these worries are expressed through physical ailments, anxiety, and stress. MDY students are sharing and communicating that they have the supports to face these challenges; whether peer , staff, or adult supports, students overwhelmingly feel that they can face obstacles with success.
- Parents and the school community continue to benefit from hearing the supports offered in our curriculum, through our FSLW and school wide presentations through our weekly update; this communication helps parents know how students receive information on mental health support and what the benefits of this type of work in their lives could be.
- As a community, mental health support continues to be a pillar of our community (Mind your Mind) to help all community members to grow and improve in this area.
- Our student data is low for worries at school and actions to lower stress. Our division surveys and “Friday Feedback” surveys can address this data (e.g. We are entering mid-terms, list some strategies to you to address stress). Depending on student response we can look to add or maintain communication on stress and anxiety.
- Our parent data is low on satisfaction with access to social and emotional supports; in our weekly newsletter we can add a “Let us know how we are doing” in our FSLW (Family School Liaison Worker) section to open a dialogue opportunity. We can also post this dialogue opportunity to social media for comments.

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.

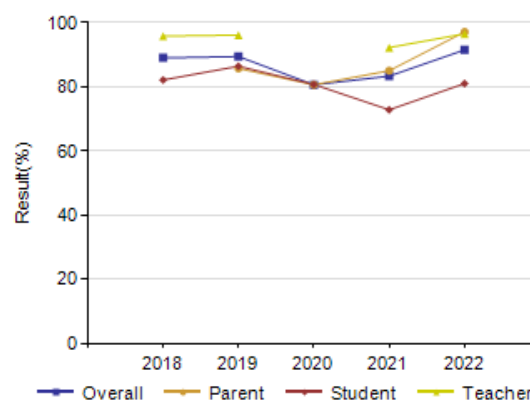
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

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

	School													Authority										Province									
	2018		2019		2020		2021		2022					Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	89.0	89	89.4	69	80.6	80	83.3	105	91.5	Very High	Improved	Excellent	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	1	*	14	85.7	12	80.6	10	85.0	18	97.1	Very High	Improved	Excellent	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	201	82.1	58	86.4	57	80.7	53	72.8	68	81.0	Very Low	Maintained	Concern	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	16	95.8	17	96.1	n/a	n/a	17	92.2	19	96.5	High	Maintained	Good	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Graph of School Results



Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- Three times in the year, MDY offers a broadcast, benchmark assessment in both Math and Literacy; utilizing STAR Reading and MIPI, teachers get a sense of students that may need intervention in either subject. These benchmark assessments are offered multiple times in the year (with interventions in between) to check to see which interventions are working best for students.
- WIN (Whatever I Need) Block provides opportunity for students to receive re-instruction from teachers on concepts they may have struggled with; further to that, this block of time provides built-in professional learner time for teachers to discuss data on shared students and building programming to support tiered interventions in both literacy and numeracy.
- Connection Corner Student Surveys are one examples of gaining student voice of how they are connected/disconnected to the MDY community
- Weekly, we share with parents on social media or our week at a glance activities what we are doing in the classroom.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students are more familiar with MDY's cyclical nature of our benchmark assessments; through STAR reading and the MIPI (Math) assessment teachers gain valuable information on the progress of students and how they might need to adjust learning strategies for those in need of support
- Junior High students have experienced a new variety of electives with each student experiencing all electives offered at the grade level; this allows students to experience a field or subject they may not have chosen themselves but could find valuable nonetheless.
- Through social media and our weekly agenda, parents are updated on core curriculum through posts about exam preparation, labs (in junior high science), and culminating projects (e.g. book talks)
- Students experienced a mix of in person and online learning as we continued to progress through the pandemic; many activities are better experienced in person. Our hope is will changes this year to a more "normal" school year, student's satisfaction of their basic education experience at MDY will improve.

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	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	100	79	88.7	91	95	93.3
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	88	86	89	85	90	91
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	100	67	75.7	66	74	72
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	83	84.3	76	89	82

PROFESSIONAL DEVELOPMENT

- Vision and Mission Statement Development
- LLI (Levelled Literacy Intervention) Training
- The Third Path Mental Health Training
- Parts of the Mass (Faith Development)
- FNMI Cultural Awareness Tipi Raising
- Response to Intervention Refresher Training

2021-2022 SCHOOL YEAR STRATEGIES

- Mental Health First Aid Training (e.g. Third Path) gives teachers and staff insight into how students can be impacted by a positive/negative mental health
- Inviting elders and indigenous consultants into our building to learn more about FNMI in our area through a variety of topics.
- Concept based curriculum professional development built on Alberta Education's plan to lay out a more concept based curriculum change; overall, teachers gained insight into how skill development can support learning at all levels
- Invitations to coaches, directors and mentors to present and speak to our teaching and support staff at professional days and staff meetings.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- All of our results from staff in regards to the outcome "continue to build and develop staff capacity" improved.
- To maintain our results, teachers identified the need to have more access to division supports; this could be assisted through more invitations by administration to have division supports such as mini-workshops in staff meetings, and on professional development days.
- Support staff shared there has been an improvement to access to meaningful professional development; administration has made it a priority to share and communicate with support staff opportunities for pd (e.g. Education Assistant Conventions, course offerings, staff meeting PD)
- Our staff opportunities for professional development has gone down from previous years; to address this staff will choose their top 3 choices for PD in the upcoming school year (through google forms) and we will continually review our PD plan with staff so they are aware of all opportunities.

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	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	88	86	91.3	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	79	93	99	93	97
Teachers in our school value professional learning communities (PLC)	100	93	95.3	95	94	94.3

COLLABORATION & LEADERSHIP

- Leadership Professional development opportunities included Vision and Mission Statement Development, ATA workshops (e.g. Evaluation and Supervision), and Faith Formation (e.g. Staff Retreat)
- School Leadership Team has helped established our four pillars for support for students' behavior and mental health (Be Safe, Be Respectful, Be Responsible, and Mind your Mind); the SLT identifies the resources needed to best support core instruction and interventions; SLT assists to support teachers in identifying essential learning outcomes across grade levels and subjects; SLT lead's the school's benchmark assessment initiative (three times per year); lead's the schools efforts for school wide behavior. The SLT rotates through members every two years.
- Students intervention team identifies and supports students needing tier 2 interventions; the SIT meets bi-monthly providing a referral process to teachers to identify those student with behavior and academic needs. In addition, the SIT monitors MDY's systemic approach in identifying students for referrals.
- Professional Learning Communities provide time for grade level and subject partners to meet collaboratively to discuss how to help support all students to achieve at high levels; teachers have built in time through assemblies and WIN (Whatever I Need) blocks
- Extra Curricular opportunities are provided to all staff through our following groups and teams: X country, track and field, basketball, volleyball, badminton, retreats, student leadership and skills Alberta.

2021-2022 SCHOOL YEAR STRATEGIES

- Shared Leadership through professional development—throughout the year MDY offers opportunities for teachers to lead in prayer, professional development, and on a school wide level (e.g. planning liturgies)
- Teachers on the SLT solicit information, feedback, and data from staff members to bring to the group once a month; these conversations, dialogue, and data driven discussions in PLC (Professional Learning Communities) drive the SLT to help all students to achieve at high levels.
- Student Intervention Team meets bi-monthly to discuss students in green, yellow, and red categories based on academic and behavioural needs; from here, students can be supported with additional tiered interventions or can be removed from the list once demonstrating success based on need.
- Exit card opportunities are provided multiples time a year for staff to solicit feedback on leadership opportunities within the school setting and how they might want to contribute.
- PLC (Professional Learning Communities) time is provided monthly for grade level meetings and bi-weekly during WIN block for subject specific teaching groups.
- Lead roles for staff in the building include French Learning Support Facilitator, English Learner Support Facilitator, Religious Education Committee Lead, Indigenous Lead, PowerSchool Lead, and Athletic Coordinator.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Of the three outcomes related to “foster a culture of collaboration and leadership development” MDY improved substantially. New timetables with students outside of cohorts allowed for greater opportunities for PLC’s in our community.
- Leadership opportunities for staff are organized through our Stewardship List to start the year—essentially highlighting all opportunities teachers and staff have to organize and lead in extra curricular, social justice, and sports teams throughout the year.
- With new data from PAT’s and a structured plan for PLC’s at MDY, administrators can be available for teaching teams to meet while their classrooms are covered by a substitute (admin); this allows for meaningful conversation on data inside school hours.
- MDY’s opportunities for PLC were high compared to previous years and compared to the division. Teachers will be given feedback opportunities in exit cards at staff meetings to offer insights into how PLC’s might improve based on the current reality of teaching in a pandemic.

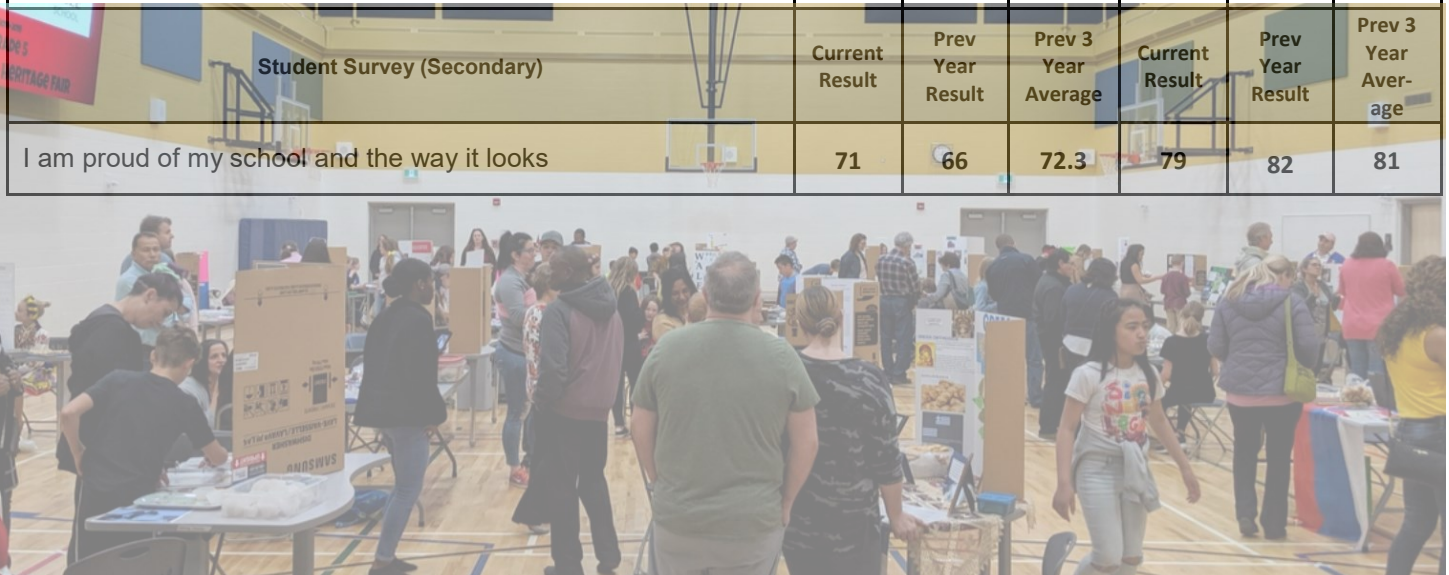
DOMAIN 3: TEACHING & LEADING

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	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teachers)	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	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	88	86	91.3	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	100	100	87	92	90.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	96.7	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	100	83	91	77	80	79.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	83	87	83.3	90	92	90
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	71	66	72.3	79	82	81



2021-2022 SCHOOL YEAR STRATEGIES

- Students access the building from the same doors for entry, exit and recess; students are provided with boot rooms, lockers, and changerooms for safe storage/changing in the building
- MDY has utilized a variety of breakout rooms for small group learning and test writing opportunities; EA's/Teachers can take groups of students into these rooms for re-teaching, read alouds, and other interventions.
- Students have access to a sensory room; many students experience anxiety and other emotions that are difficult to manage at school—the sensory room provides an opportunity for them to center and return to class.
- Staff members sit on an occupational health and safety team that meets as a division to address safety concerns and provide training for all staff at MDY.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Of all 7 indicators in regards to a “safe, welcoming, and optimal learning environment” MDY improved on all 7 indicators substantially.
- Students and staff help maintain a safe and clean environment —especially in the winter months— by removing footwear, notifying staff of an unsafe situation (e.g. wet floor), and keeping their rooms and lockers tidy and orderly
- Prior to each large break students organize and clean their lockers— this could be an additional opportunity to highlight (through morning announcements or weekly agenda) all of the ways our custodial staff keep the building clean for staff and students.
- As the Beaumont community and the board continue to have conversations of the need for a Catholic High School —facilities at MDY (should we receive grade 10-11-12) will need to be adapted and modified for a high school setting.

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.

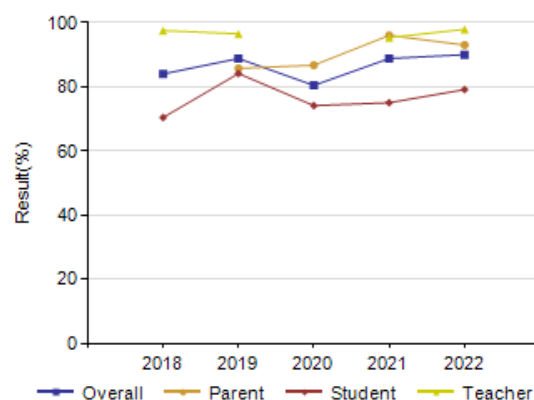
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	217	84.0	89	88.8	69	80.4	80	88.8	105	90.0	Very High	Improved	Excellent	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	2,003	93.0	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	1	*	14	85.7	12	86.7	10	96.0	18	93.0	Very High	Maintained	Excellent	224	94.0	241	91.9	180	93.2	144	89.7	201	93.0	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	201	70.4	58	84.1	57	74.1	53	75.0	68	79.1	High	Maintained	Good	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	1,610	88.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	16	97.5	17	96.5	n/a	n/a	17	95.3	19	97.9	Very High	Maintained	Excellent	215	95.7	229	98.1	185	98.8	205	98.1	192	97.8	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of School Results



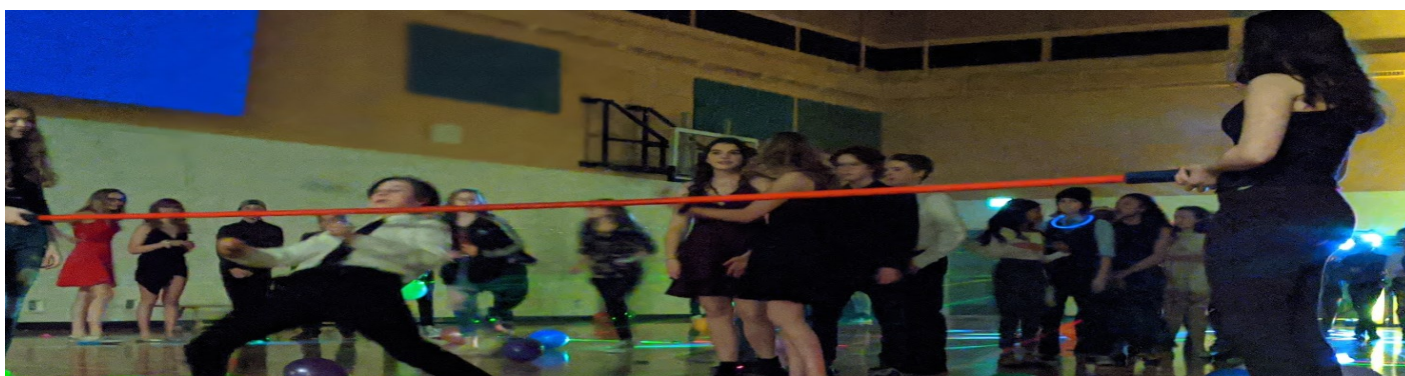
Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- Every Monday morning and at every assembly, administration highlight our four pillars of MDY : Be Safe, Be Respectful, Be Responsible, and Mind your Mind.
- Grade 8's lead and welcome incoming grade fives in the spring before arrival; students get an opportunity to experience leadership by showing grade fives around the building and welcoming them to MDY
- Students participate on leadership teams and students council to promote, encourage, and building school culture so that students feels welcomed and part of a group. (e.g Adopt a Class—connecting older grades with younger ones)
- School council identified and hosted events that welcomed parents into the building (e.g. Spring Fund-raiser, Mother's/Father's Day events)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Improving in all categories of our safe and caring measures, MDY will continue to spread the joy in caring for others, practicing respect for all including and most importantly those on the fringes of society and community, and lastly, treated everyone with fairness.
- Administration visits to classrooms (e.g. reading a book, prayer) provide an opportunity for students to hear these reminders and for staff to know it is held with importance from leadership .
- MDY's Kid's Kudos board continues to be a great opportunity for students to have their good deeds highlighted to the school and community abroad; these moments, though often unnoticed, are essential for staff and students to feel safe and cared for; in addition, the board allows for parents to see the good deeds of the building that they might not otherwise get a chance to observe.
- Our data for students expressing safety is lower than both parent and teacher input; to address this data, students will share in Friday Feedback to give information through qualitative and quantitative data on how our school can improve the safety of the building.

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

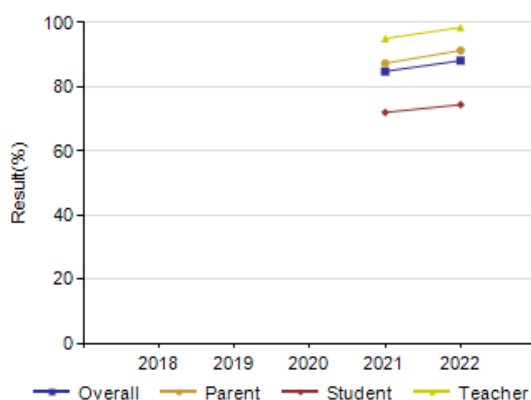
Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

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									
	2018		2019		2020		2021		2022					Measure Evaluation		2018		2019		2020		2021		2022		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im- pro ve me nt	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Over all	n/a	n/a	n/a	n/a	n/a	n/a	80	84.8	105	88.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Pa ren t	n/a	n/a	n/a	n/a	n/a	n/a	10	87.3	18	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Stu de nt	n/a	n/a	n/a	n/a	n/a	n/a	53	72.0	68	74.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Te ac her	n/a	n/a	n/a	n/a	n/a	n/a	17	95.0	19	98.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Graph of School Results



Notes:

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2021-2022 SCHOOL YEAR STRATEGIES

- Administration will visit classrooms to discuss and gain insight from students on what a safe, caring, and respectful school looks like in their minds. Administration or teachers will lead the discussion to gain valuable insight into how this can improve throughout the year or as concerns arise
- Students are provided quarterly surveys to names connections they have in the building (e.g. adults); students that list zero or only one connection are targeted through an intervention program called Connection Coverage; teachers have opportunities to meet in small groups with students that have identified limited connections
- Students in grade 9 welcome and lead new grade 5's through their first few days at MDY; in addition, Leadership electives are used to maintain connections between our youngest and oldest grade levels.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Student, teacher and parent data is trending upward in relation to the percentage of students who agree that their learning environments are welcoming, caring, respectful, and safe. Students have voice in our building and have many opportunities to share that voice with teachers and administration.
- Student Council have spent money from fundraising and leadership initiatives to create a welcoming flex space for students to socialize and connect with one another



PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

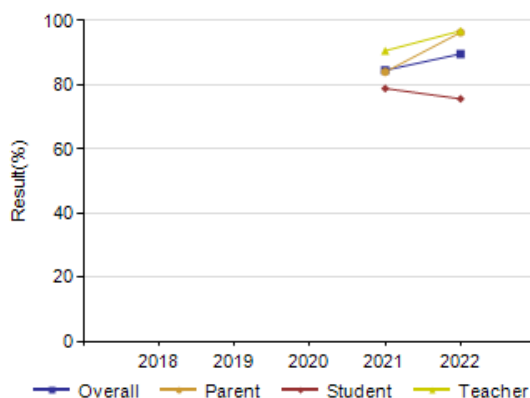
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

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

	School													Authority										Province									
	2018		2019		2020		2021		2022					Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	80	84.5	104	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	10	84.0	18	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	53	78.8	67	75.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	17	90.6	19	96.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Graph of School Results



Notes:

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2021-2022 SCHOOL YEAR STRATEGIES

- Provide opportunities to identified students to access division supports including Speech Language Therapist, Occupational Therapist, Wellness Coordinator through the recommendation of the School Intervention Team.
- Provide connections to students and parents to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.); continue community partnership with Beaumont FCSS
- A portion of every weekly agenda to staff focuses on best practices for communicating with parents and providing connections to outside supports.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students can access support through a variety of ways at MDY including referrals, seeking out assistance, parent contact, and classroom based identification (e.g. benchmark assessments)
- Our data for students accessing supports is low (76%) compared to the division and the province. To help assist students in this teachers and administration will demonstrate how students can ask for help at our school and then get feedback to determine how that system can improve. This data can be collection through classroom dialogue or a google form.

DOMAIN 4: LEARNING SUPPORTS

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

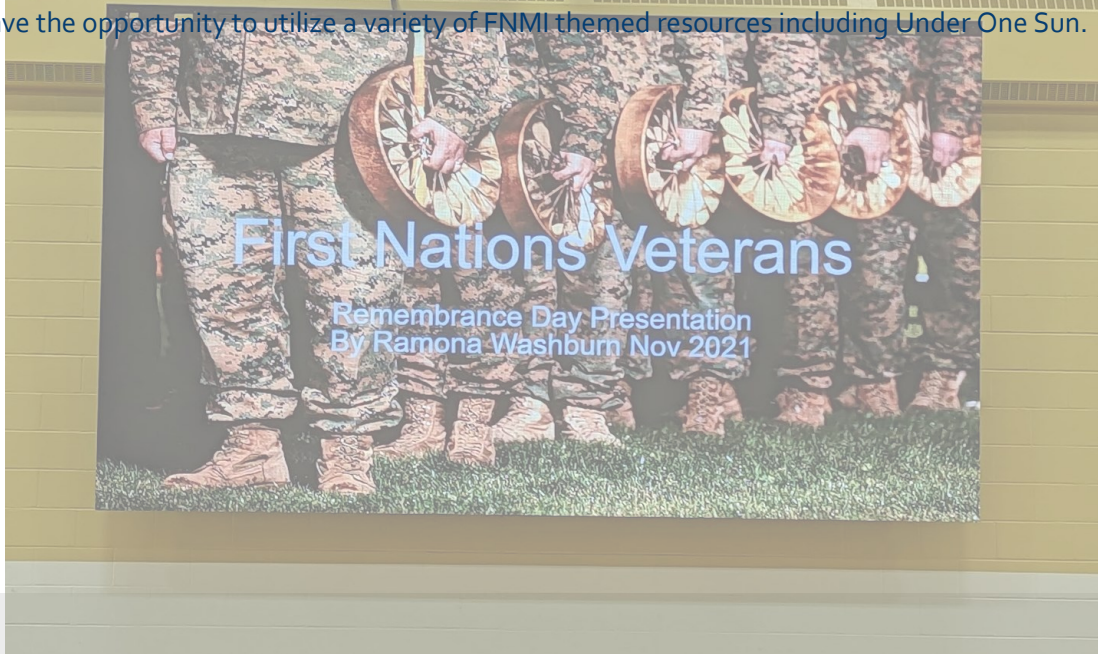
Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Measure Category	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	43	72	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	88	64	75	93	93	92.7
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	79	75	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	88	100	96	98	97	97.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	83	87.7	93	92	92.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	93	90	88	97	92	94.3
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	85	83	82	89	87	86

2021-2022 SCHOOL YEAR STRATEGIES

- Annually, we celebrate Orange Shirt Day to recognize and highlight the injustice of Residential Schools and its inter-generational impact on indigenous peoples. Students and staff both participate in the day (wearing orange shirts) and by participating in learning activities based on Phyllis' Orange Shirt Story
- Junior High Electives utilize opportunity to explore, try, and experience indigenous art; through beadwork, painting styles, and investigating indigenous artists, students are exposed to traditional art forms.
- MDY's learning commons purchases and highlights indigenous themed books and indigenous authors throughout the year; in addition, MDY purchased a tipi for set up in the learning commons through the school year.
- Staff have the opportunity to utilize a variety of FNMI themed resources including Under One Sun.



IN-

- FNMI students are successful with high quality tier one instruction, intervention when needed, and strong partnerships with home/school to build trust; these practices are core components of MDY's educational offering.
- MDY has built a partnership with three elders and FNMI educator throughout the year; by inviting elders multiple times per year, MDY's hopes to offer an intimate FNMI experience to all students.
- June and September are important months for FNMI education; however, invitation in winter months (for winter stories) could enhance the learnings of all in the community during the middle of the year.
- Previously, MDY has completed the blanket exercise through the ATA PD program; a return of this experience could be valuable for new staff.

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	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use a variety of Tier 1 strategies in my classroom	88	100	96	97	97	97.7
I use a variety of Tier 2, target strategies	88	100	96	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	79	93	99	93	97
Teachers in our school value professional learning communities (PLC)	100	93	95.3	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	88	93	93.7	74	89	84.7
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	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)	92	94	90.7	93	92	92.3
At school, adults help me when I ask	82	94	88.3	95	95	94.7
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	62	66	65.3	77	79	78.3
Adults help me when I ask	80	78	81.3	90	92	90.3
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	84	91	85.3	88	92	90
My child receives the support he/she needs to be successful in school	83	85	83.3	86	90	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- Create and implement lessons for students with established, high yield, research based teaching strategies including backwards design, project based learning and multiple intelligences.
- Utilizing WIN (Whatever I need) and pull out blocks, teachers in collaboration with the student intervention team will deliver academic and behavioral strategies to help support students to achieve success at high levels
- Utilize School Wide Benchmark assessment data to identify and implement universal strategies that target specific gaps in learning
- Support students in all areas including their mental, physical, spiritual, and academic needs.
- Offer students choice in subject area help through our WIN block.
- Student Intervention team supports behavioral and academic planning; students and teachers have access to high intensity intervention resources and program (e.g. LLI– Levelled Literacy Intervention)
- Student Intervention Team ensures the following is provided: Tier 1 - solid, quality core instruction; Tier 2-targeted interventions with individual students and small group interventions. For example, district implementation of Levelled Literacy Intervention and Mathology; Tier 3 - intensive interventions



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The variety of high quality strategies offered by MDY teachers and support staff continue to be the root and priority of learning at MDY. PLC opportunities continue to grow and develop at MDY with more opportunities for teachers and support staff to meet.
- Students feel they have an opportunity to work in a variety of ways (e.g. group, partners, with technology); as our BYOD (Bring your own device) program expands we expect to continue to see these results improve.
- Students in junior high have shared lower results in understanding how they learn and seeking help; our WIN (Whatever I Need) block has returned as a tier 2 support for students to seek/receive help from targeted instruction by standard by student with teaching staff.
- Parents have expressed a decrease in satisfaction in the opportunity for their child to reach their academic potential.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

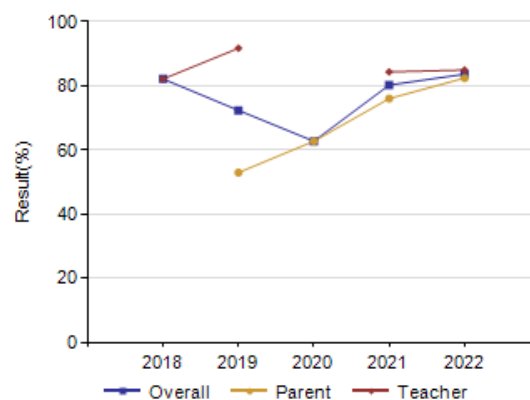
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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											Authority										Province											
	2018		2019		2020		2021		2022		Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	82.1	31	72.3	12	62.7	27	80.2	37	83.6	Very High	Improved	Excellent	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	n/a	n/a	14	52.9	12	62.7	10	76.0	18	82.4	Very High	Improved	Excellent	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	16	82.1	17	91.7	n/a	n/a	17	84.3	19	84.9	Low	Maintained	Issue	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Graph of School Results



Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- Continue invitational school council activities for both fundraising and socializing
- Highlight elements of MDY's programming at our monthly school council meetings and weekly bulletins; parents will be encouraged to provide feedback and ask questions in both formats.
- Share on social media how parents can support the school and support their child's learning
- Highlight how support workers that assists with learning at MDY (e.g. school resource officer)
- Invite parents to volunteers for events, tasks, or programming that MDY needs help with throughout the year (e.g. Fruit basket assembling)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Both parents and teachers expressed an increase in satisfaction in regards to parent involvement in their child's education. Weekly agenda emails to parents now also include a link to the online School Council meetings; in addition, School Council members have made it a priority to communicate via social media in regards to meeting topics, faith education (e.g. GrACE), and special topics (e.g. fundraising and community building)
- Parents have provided feedback on topics including hot lunch, technology (BYOD), and family activity gatherings.
- Our data for teacher and parent satisfaction with parental involvement in decisions about their child's education is higher than both the school authority and the province; though still low, we can look to improve by asking via February surveys how we might improve in this area and if parent can provide examples of what success might look like through qualitative and quantitative data.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

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

Ecole Mother D'Youville Catholic School

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$1,961,029	75.8%	\$2,034,036	78.7%
Specialized Learning Support (SLS) Allocations	\$238,740	9.2%	\$280,484	10.9%
Faith Development Allocations	\$20,850	0.8%	\$20,885	0.8%
French Language/Immersion Allocations	\$112,080	4.3%	\$111,542	4.3%
ELL Allocations	\$6,000	0.2%	\$7,200	0.3%
FNMI Allocations	\$18,000	0.7%	\$25,200	1.0%
Other Program Allocations	\$16,934	0.7%	\$16,625	0.6%
One-Time Allocations	\$86,349	3.3%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$109,304	4.2%	\$70,000	2.7%
Local Revenues & Fees	\$17,677	0.7%	\$17,677	0.7%
Total Revenue and Allocations to Budget Center:	\$2,586,963	100%	\$2,583,649	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$2,032,742	78.6%	\$2,016,894	78.1%
Uncertificated Staff	\$344,871	13.3%	\$397,434	15.4%
Services Contracts and Supplies	\$209,350	8.1%	\$169,320	6.6%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,586,963	100%	\$2,583,648	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$2,586,963	\$2,583,649
Total Expenditures	\$2,586,963	\$2,583,648

Fall 2022 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	École Mother d'Youville 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	89.2	85.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.1	77.3	78.2	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	76.6	n/a	85.4	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	9.7	n/a	17.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.5	83.3	85.0	89.0	89.6	90.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.1	84.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.6	84.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.6	80.2	67.5	78.8	79.5	81.5	Very High	Improved	Excellent

Notes:

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

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

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

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

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

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