

6010 ÉCOLE **MOTHER D'YOUVILLE** SCHOOL

5330 Rue Parc Beaumont, AB T4X 1W4 Phone: 780.929.0792



# ANNUAL EDUCATION RESULTS REPORT 2022-2023



# PRINCIPAL'S MESSAGE

## JORDAN ROBINSON

Reflecting on the 2022-2023 school year, we are filled with gratitude for how our community embraced a year filled with promises, changes, and the unknown. We stood united in our commitment to "Defend this House," and we remain dedicated to improving as a school each day, month by month, and year by year.

Our common purpose is clear: to provide our students with the highest quality educational program while imparting the teachings of the Gospel. Christ serves as our ultimate role model, guiding how we interact with one another, educate and mentor our students, and conduct ourselves. This shared foundation unites us and strengthens our vibrant community. In the upcoming year, École Mother d'Youville School will continue its pursuit of excellence. To achieve this, it is vital that we foster a culture of ongoing learning and focus on the best ways for our students to thrive. As a Catholic school community, we strive to create a diverse environment that excels in academics, athletics, the arts, and the personal growth of every individual. We approach the new year with excitement and optimism, firmly believing that we are doing God's work.

We look forward to collaborating with our families, parish, and students, building upon our strong school culture rooted in community, respect, and success. My commitment is to further develop a positive school culture that is open, accepting, and inclusive. It is through these efforts that we can measure our successes, track our students' progress, and identify areas for school-wide improvement. Together, we can transform École Mother d'Youville School into a place of excellence for learning and spiritual growth. We deeply appreciate your choice of Catholic education at École Mother d'Youville School and St. Thomas Aquinas Catholic Schools, and we humbly request your ongoing prayers as we embark on this journey.



Sincerely,  
Jordan Robinson  
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 **2022-2023** school year, École Mother D'Youville School offered a dual track, English - French Immersion programming for students in Grades 5 - 9.

French Immersion: 29% English: 71%

Administrators: 2

Teaching Staff: 19

Support Staff: 8

Program	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Total
F.I	29	19	24	26	10	108
ENG	44	48	49	59	61	261
TOTAL	73	67	73	85	71	370



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teachers)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Student Survey</b>	*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.	94 91	89 89	89 89	97 89	96 89	97 89
The adults in my school treat me with respect	90 78	88 74	88 74	90 75	91 75	91 76

\*Grades 4-6 | 7-12

## 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)

-Monthly Staff Meeting Faith PD Sessions on the following topics:

- 7 virtues (faith, hope, charity, justice, prudence, temperance, fortitude)

-Staff Faith Retreat

-Teaching Mass (St. Vital Parish)

-Participate in faith development sessions through PD (e.g. EXCEL, MRE at Newman)

# 2022-2023 SCHOOL YEAR STRATEGIES

## Encounter God's Goodness

1. **Deepen staff understanding of Catholic virtues and how to incorporate them into daily living**
  - a) Sharing of information with all staff on the development of virtues
  - b) Recognize staff and student virtuous behaviors (e.g. "Gospel" awards, "Caught Being Good" celebrations etc. utilizing our House System (Bears, Owls, Wolves, Foxes)
  - c) Development of staff and student retreats centered on virtues and gospel values with support from STAR Catholic Religious Education Coordinator
  
2. **Enhance staff capacity in regards to curricular and non-curricular permeation of faith**
  - a) 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)
  - b) Study Canadian text, "Educating for Eternity: A Teacher's Companion for Making Every Class Catholic", Brett Salkeld, Ph.D and share insights with MDY staff at staff meetings for PLC conversations.
  - c) Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass by attending masses at St. Vital Parish before professional development days.
  - e) Implement effective assessment practices related to Religion outcomes.
  - f) Give staff opportunity to share "best practices" of faith permeation in monthly staff meeting and school council meetings.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	School Name			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teacher)</b>						
Teachers help students understand how faith can guide the way they live their lives.	95	95	95	98	98	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Student Survey</b>						
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

## 2022-2023 SCHOOL YEAR STRATEGIES

### Encounter God's Goodness

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

- Students plan and celebrate the feast day of Mother d'Youville and other liturgical celebrations through our House System
- Highlight aspects of the curriculum that focus on active participation, service, and permeation into daily living.
- Connection with visits at school and at St. Vital Parish with parish priest and deacon.

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

- Invite and train students and staff 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.

- c. Encourage students to lead and participate in the prayer life of the school over the intercom, in class and at the start of assemblies.
- d. Support the development of student faith-leadership teams through our House System.

### 3. Support grade-level student retreats

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

### PROFESSIONAL LEARNING

- Faith presentations to staff on a variety of topics connected to liturgy, religious education curriculum and the life of the Church (liturgically)
- Highlighting retreat groups and their mission to support grade level retreat follow-up in the classroom (e.g. Face to Face Retreats)





# 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	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	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.	85	86	84	86	85	86
<b>Staff Survey (Teachers)</b>	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.	100	100	100	99	97	98
<b>Student Survey</b>	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	94 92	93 92	94 94	97  94	96   95	96   94

\*Grades 4-6 | 7-12

## SOCIAL JUSTICE PROJECTS

- Beaumont/Nisku Christmas Elves Toy Drive Collection
- Sister School Charitable Fundraisers Kandubai Primary School(Chalice)
- Terry Fox Cance Charity Fundraiser
- Catholic Social Services Toiletries Bag for Lurana Shelter
- Leduc and District Fall Food Drive



# 2022-2023 SCHOOL YEAR STRATEGIES

## Encounter God's Goodness

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

- a) Support staff in identifying opportunities to embed virtues in projects. Support Student council in adding social justice projects to their monthly programming.
- b) 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**

- a) Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and Catholic social teachings.
- b) Involve students in project planning whenever possible including partnerships with sewing projects through Catholic Social Services.
- c) Connect with Catholic service organizations whenever possible.

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

- a) Encourage projects that maximize staff and student participation.
- b) Strategically plan to maintain a balance between charity and social justice focused projects.
- c) When possible, partner with St. Vital Parish and/or Archdiocese.

## PROFESSIONAL LEARNING

- Community Engagement Workshops from Catholic Social Services
- Staff Meeting sessions on the difference between charity and social justice
- Professional development in staff meetings that connect service learning into the curriculum, helping students understand the importance of giving back to the community.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teacher)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	100	99	98
<b>Staff Survey (Support Staff)</b>	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	87	87	87	95	95	95
<b>Student Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

\*Grades 4-6 | 7-12

# 2022-2023 SCHOOL YEAR 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 St. Vital parish priest and deacon 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 at St. Vital parish whenever possible.
- Provide opportunities for small groups/grade-level staff to meet with the parish priest for fellowship and relationship building.

### 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

- Regular gatherings between MDY administration and our St. Vital parish priest in accordance with the guidelines presented in the Standards for Preparing Children and Youth for the Sacraments, a program within the Edmonton Archdiocese.
- Through partnership with St. Vital routinely communicate their programs and spiritual retreats (such as the Rite of Christian Initiation for Adults, Advent and Lent retreats, etc.) to school staff through weekly parent updates
- New teachers are introduced to St. Vital community and ministry information through the mentorship program.
- Students are recognized during a school assembly and/or in newsletters regarding the reception of sacraments or RCIC completion

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

### Insights:

- The robust Catholic identity at Mother d'Youville is consistently recognized and valued by parents, staff, and students. Overall, this stands as a significant strength of our schools, and the diverse strategies employed have yielded remarkable success.
- Both teachers and students have reported satisfaction in their opportunities to engage in religious celebrations, activities, and functions within the school or at St. Vital.
- Professional development opportunities on teachers' faith remains high
- Parents, students, and staff exhibit keen awareness of the charitable and social justice initiatives undertaken at MDY. Parents and teachers have observed and maintained consistency in this measure.

### Conclusions:

- Acts of charity and initiatives for social justice persisted throughout the year, with a central focus on involving students in these projects. This remains a notable strength of MDY. There arose a necessity to modify or limit some of the more conventional social justice and charity endeavors carried out in the school due to COVID-19, especially earlier in the year, such as during Advent.
- Visits to the parish for fall mass and spring mass (walking as a community) has made a strong connection between the parish, home, and school community. Parishioners often join MDY for daily mass and students get an opportunity to experience St. Vital with their school community.
- The data shows staff have strong opportunities to serve in the ministries not only at school led liturgical functions but also on the weekend for weekly mass.

### Implications:

- Mother d'Youville must maintain and cultivate robust connections with St. Vital's parish priest, St. Vital personnel, and community organizations. These connections stand as vital components of our Catholic identity.
- MDY community should perpetuate their encouragement of service projects at levels akin to previous years. The entire school community highly values the capacity to aid those in need. Employing effective communication strategies remains essential to ensure that all stakeholders remain informed about these humanitarian activities. MDY may explore the evaluation of existing and potential communication opportunities with the broader faith community.

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

- Whole School Masses: Masses at St. Vital Parish (Fall & Spring); observed Mass or a Liturgy of the Word (when suitable) on a monthly or bi-monthly basis.
- Celebration of the Feast Day of St. Marguerite d'Youville (October)
- Grade level masses as part of grade level retreats—celebrated either in person in the gymnasium or at St. Vital Parish with Face to Face Ministries and NET Canada
- Regular Staff Prayer Meetings: MDY staff convene for regular prayer sessions, which may occur daily or weekly.
- MDY donated regularly to Kandubai Primary school through the Chalice Organization; fundraisers in the school were connect to the Catholic social justice program (Chalice)

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

- Advent & Lent Observances: MDY convened virtually during both Advent and Lent to collectively engage in prayer and celebrate these significant seasons; students were invited to evening retreats in both seasons.
- Visits by Fr. Les and Fr. Arlan: visited during Advent and Lent to officiate the Sacrament of Reconciliation.
- Prayer: MDY prays together daily, typically over intercom or lead by individual classroom teachers. Each school gathers weekly or monthly to pray together. Every school held a Remembrance Day ceremony that included prayer.
- Parents are encouraged to attend weekday liturgies in the gymnasium and daily masses at St. Vital when MDY student body or grade level groups attend.





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

## MEASURES

Measure Category	School Name			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey (Elementary)</b>						
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	79	New Question	New Question	85	New Question	New Question
I have a friend at school.	94	New Question	New Question	95	New Question	New Question
<b>Student Survey (Secondary)</b>						
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	63	New Question	New Question	81	New Question	New Question
I have a friend at school.	91	New Question	New Question	96	New Question	New Question



# 2022-2023 SCHOOL YEAR STRATEGIES

- Implement and continue Connection Coverage to foster relationship building with staff and students
- Deepen understanding and awareness of foundational elements of social, emotional, and physical well-being
- Continued implementation of the Third Path framework
- Continue to build and sustain strong connectivity between students and staff
- Identify staff at MDY that have been appropriately trained to support mental health.
- Continue to provide training and support to Family School Liaison Worker at MDY
- Model and practice the essential conditions of the Third Path.
- Deepen understanding of mental health and stigmas attached to mental health.
- Social-Emotional professional development and classroom presentations and resource support.
- Educational opportunities to explore resiliency and skill building.
- Continue to send FSLW and LSF's to 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.
- Teach test taking strategies to all students to reduce anxiety
- Offer Mind Up resource instruction to all students through the MDY FSLW
- Teachers teach strategies for supporting mental health to reduce anxiety and stress in students

## PROFESSIONAL LEARNING

- Parent and students session(s) are held to inform about mental health supports in the school and community (including SWIS...settle workers in schools)
- Third Path Go-To Educator learning sessions participation focusing on Condition 7: Mastery and Condition 8: Meaning; MDY will complete learning sessions on all conditions with teaching staff and support staff.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Teachers and support staff acknowledge growing awareness of student social and emotional well-being, implementing supportive strategies.
- Elementary students perceive safety higher than our secondary students though all parties have a high perception of friendship at MDY.

## CONCLUSIONS

- The programs and direct instruction employed at the elementary level have introduced a shared vocabulary and practical resources, effectively equipping students to navigate the challenges they encounter in life.
- Within the secondary education sphere, an urgent requirement emerges for enhanced access to professional mental health support from the broader community and an acknowledgment of safety concerns for students.

## IMPLICATIONS

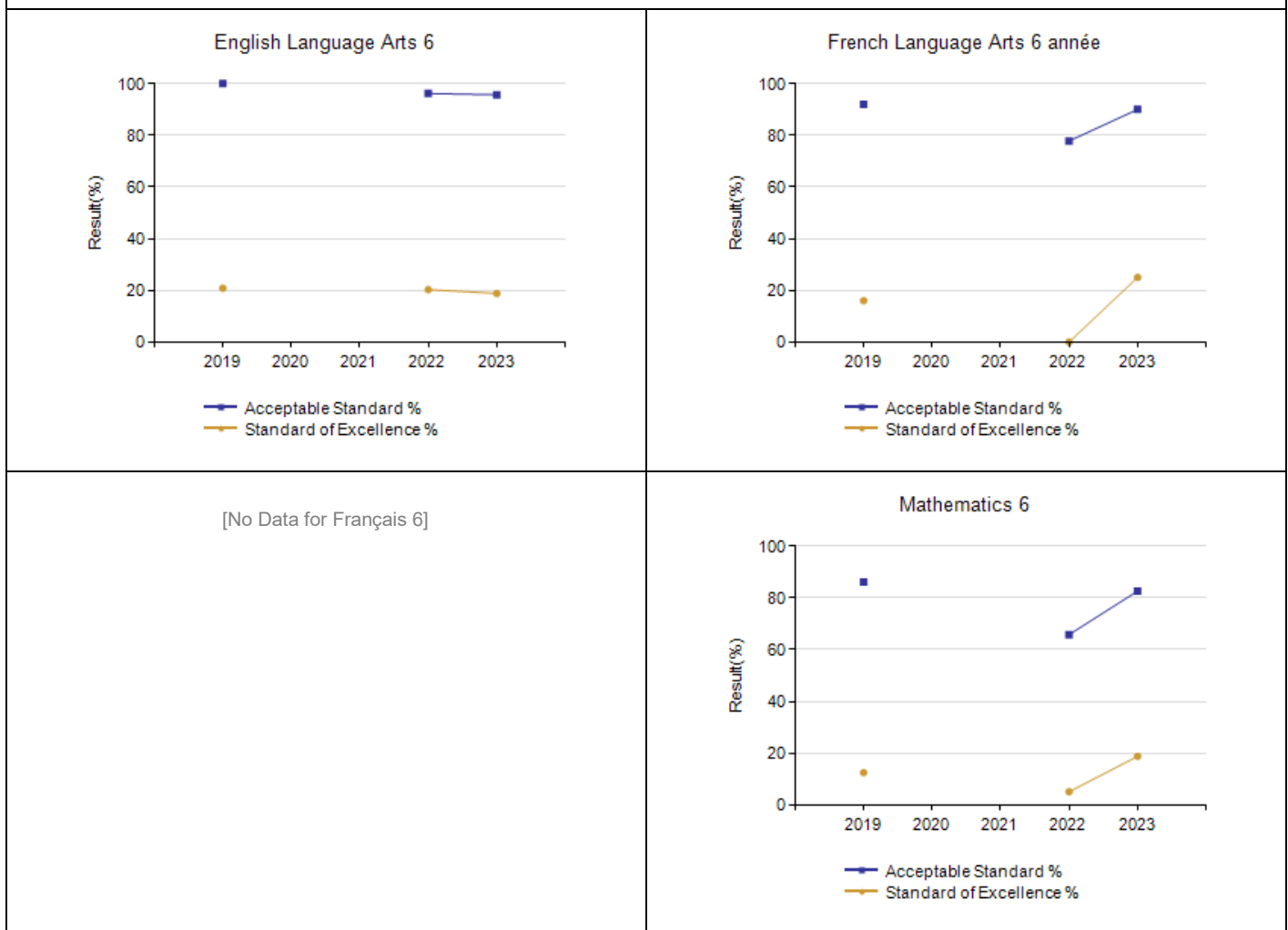
- MDY should proactively investigate streamlined communication methods and frameworks that facilitate the dissemination of relevant student information to all stakeholders as needed. Secondary students will actively

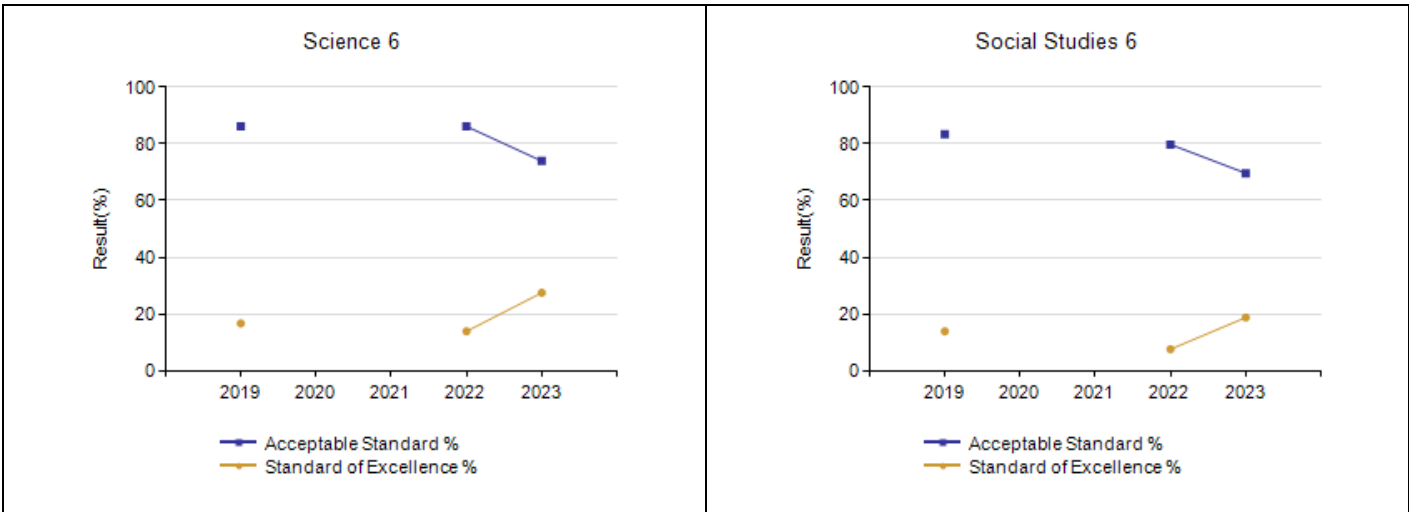
participate in surveys, focus group discussions, and community engagement (RCMP) to give feedback and insight on why safety levels are low for students.



	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	57.1	21.4	n/a	n/a	n/a	n/a	58.3	6.3	60.3	8.6		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	89.3	28.6	n/a	n/a	n/a	n/a	72.9	8.3	73.8	9.8		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	71.4	25.0	n/a	n/a	n/a	n/a	56.3	10.4	63.9	8.2		
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

Graph of Provincial Achievement Test Results by Course

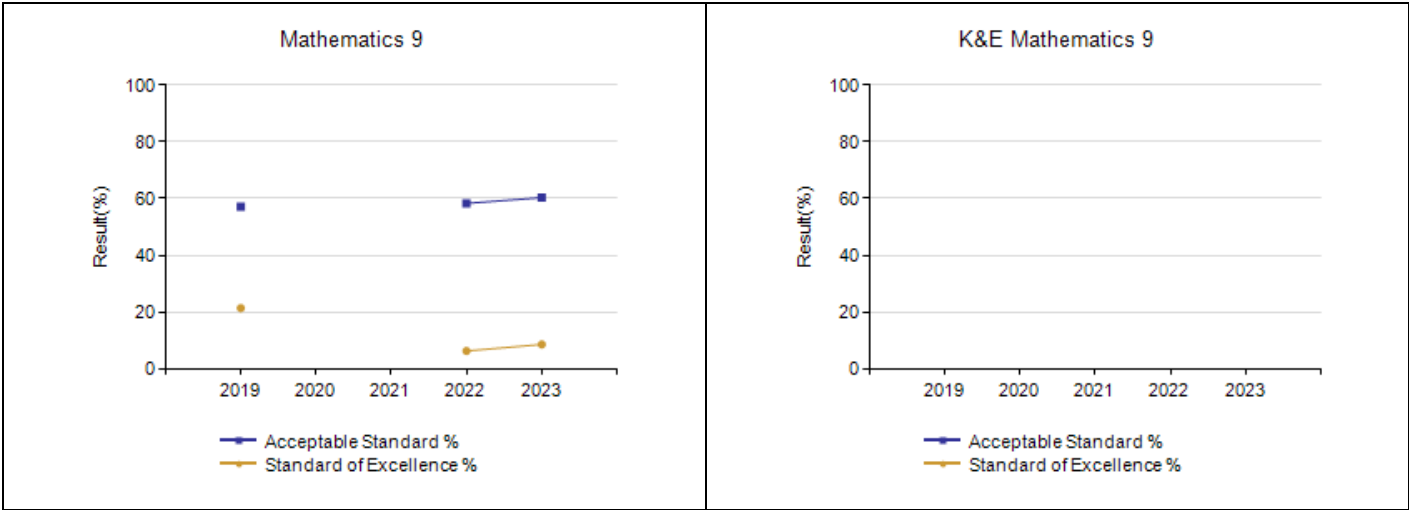




Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time. 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**





Notes:

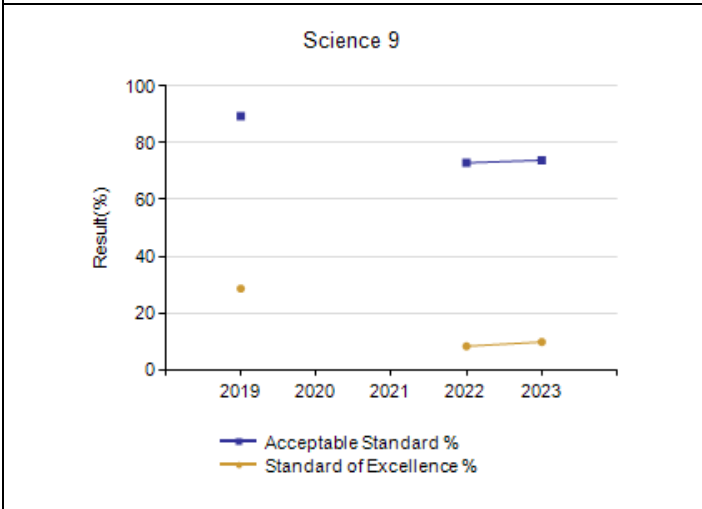
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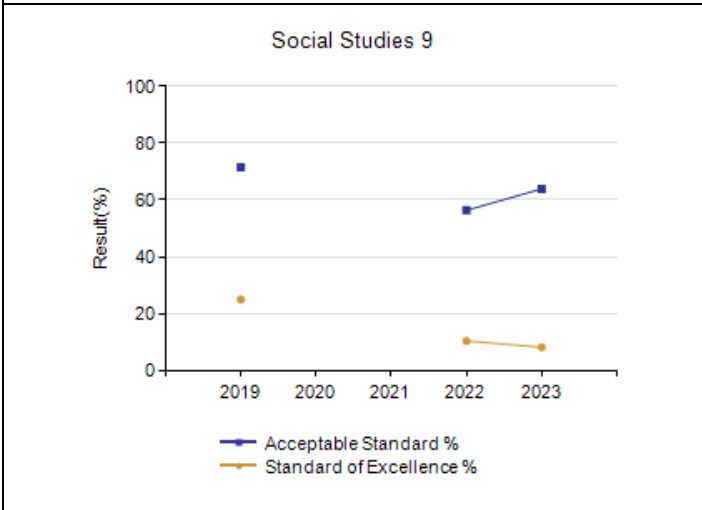
Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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 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	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	69	95.7	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	69	18.8	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	20	90.0	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	20	25.0	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	High	n/a	n/a	69	82.6	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	69	18.8	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	69	73.9	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	High	n/a	n/a	69	27.5	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	69	69.6	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	69	18.8	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	61	82.0	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	61	13.1	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	Low	n/a	n/a	10	70.0	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	High	n/a	n/a	10	20.0	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Low	n/a	n/a	58	60.3	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	58	8.6	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	High	n/a	n/a	61	73.8	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	61	9.8	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	61	63.9	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	61	8.2	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 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.



# 2022-2023 SCHOOL YEAR STRATEGIES

- Explicit teaching of test taking strategies and self-regulation.
- School Leadership Team 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.
- 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.
- Provide quarterly benchmark assessments for students in both math and reading (STAR Reading /MIPI)
- Analyze previous year's PAT data for trends and themes.

## PROFESSIONAL LEARNING

- MDY will access and meticulously analyze the Provincial Achievement Tests and outcomes, utilizing data from the Government of Alberta and Learning Consortias.
- Staff members will have the opportunity to access the Division's array of professional development opportunities facilitated by the Central Office Learning Team through our curriculum development meetings and numeracy/literacy lead meetings.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall the PAT results are 5% higher than the province in the Acceptable Standard, and 3.6% below in the Standard of Excellence. MDY will analyze subject specific results in both grade 6 and 9 where PAT results are lower (in Acceptable and Standard) than both the authority and the province. In addition, the school will need to consult with staff, students and central office members as to why MDY does not have higher levels of excellence across all PAT results.

## Grade 6

- In all subject areas in Grade 6, in both French and English MDY's results are higher than the province's results.
- The standard of excellence was higher than the province in all writings of the PATs in both languages.

## Grade 9

- In all recorded subject areas of the grade 9 PATs, MDY's results were higher than the provincial averages.
- Only FLA 9 was higher than the provincial average for standard of excellence.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## English as a Second Language (ESL)

- Minimum number of data for reporting from Alberta Education was not met.

## First Nation, Métis, and Inuit Students

- Minimum number of data for reporting from Alberta Education was not met.

## CONCLUSIONS

- The outcomes likely mirror the influence of COVID-19 pandemic restrictions and the reality of remote learning prior to these PAT years for students
- Math results are a source of significant concern, at the school, division and provincial level.
- Pertaining to ELL and FNMI learners while MDY consistently approaches or exceeds the provincial Acceptable Standard, the results for the Standard of Excellence persistently fall below the provincial average.

## IMPLICATIONS

- It is crucial for MDY to scrutinize their data, look at detailed question analysis, and engage in collaborative discussions with teachers and administrators to formulate enhanced pedagogical strategies that cater to the needs of every student.
- Exploring potential collaborations with other schools or PLC teams to pinpoint and cultivate best practices aimed at addressing deficiencies in math education on a provincial scale could be beneficial.
- Given the significant declines in student achievement, especially grade 9 math and acceptable scores in other subject areas, a thorough evaluation and strategic planning for interventions are imperative to ensure that all students acquire the fundamental skills and knowledge they need.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

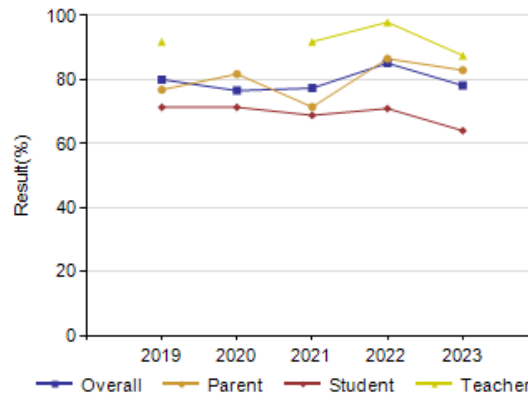
## PROVINCIAL GOAL: CITIZENSHIP

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

## CITIZENSHIP - MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	89	80.6	90	76.5	87	77.0	105	85.1	91	78.1	High	Maintained	Good	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	14	76.8	12	81.7	10	71.0	18	86.5	7	82.9	Very High	Maintained	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	58	71.3	57	71.3	53	68.8	68	70.9	64	64.0	Intermediate	Maintained	Acceptable	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	17	91.8	n/a	n/a	17	91.8	19	97.9	16	87.5	Intermediate	Declined	Issue	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

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.

# 2022-2023 SCHOOL YEAR 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
- MDY House system (4 houses 1 family) will introduce students to more cross-grade opportunities in both mentorship and leadership.
- 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
- Offer Career Day and Mental Health Day to students to explore wellness and possible career paths

## PROFESSIONAL LEARNING

- The Third Path Go-To Educator learning sessions will specifically center on Condition 7: Mastery and Condition 8: Meaning. These sessions are part of a broader initiative to ensure that MDY completes learning sessions for all conditions.
- Consistent meetings with English Language Learner school lead are held to facilitate the exchange of best practices and resource sharing with the student intervention team and professional learning communities across MDY.
- MDY staff are encouraged to educate themselves of opportunities for utilizing and gaining insights into Settlement Workers in Schools (SWIS) support services.
- Staff and students actively participate in SWIS intercultural awareness training to enhance their cultural competency and understanding.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Student satisfaction at MDY had declined 6% from the previous year and matches that of the province.
- Parents have expressed heightened satisfaction with these metrics compared to the previous year.
- Both student and parent satisfaction levels have been consistently maintained at high standards.

## CONCLUSIONS

- Parents are increasingly acknowledging that the citizenship programs implemented at MDY are effectively nurturing responsible learners.
- Both educators and parents perceive students as possessing a greater degree of responsibility than the students themselves tend to realize.

## IMPLICATIONS

- It is essential for MDY to maintain their collaborations with community partners to foster robust connections within the community.
- MDY should persist in their efforts to find innovative ways to engage students in shaping a positive and inclusive school environment for all. Students will actively participate in surveys, focus group discussions, and community engagement to give feedback and insight on what activities are at and should be at MDY.

# PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

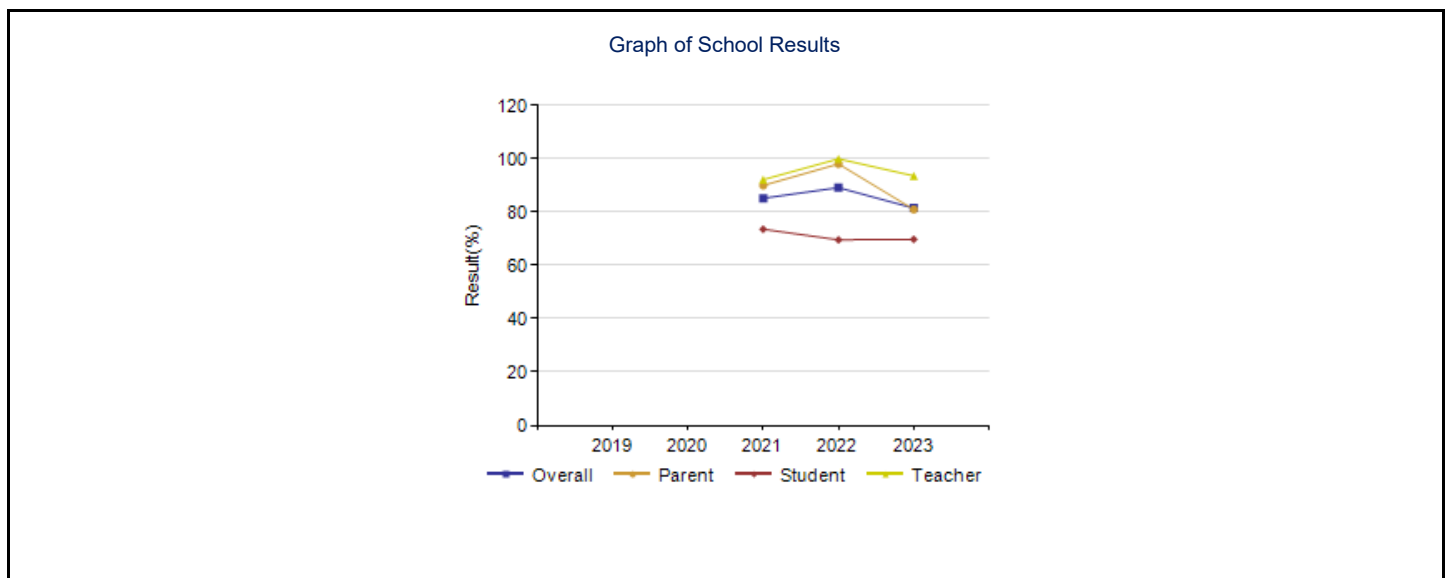
This is a provincial measure of student engagement in their learning at school.

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

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	8	85.0	10	89.2	9	81.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	1	90.0	18	98.1	7	81.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	5	73.6	68	69.6	6	69.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	1	92.7	19	100.0	1	93.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



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.

# 2022-2023 SCHOOL YEAR 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.
- Offer branching computer science elective through JH options to allow voice and choice to students in the CTF curriculum
- Offer Defenders Rec sports program to all students for engagement in a variety of physical activities off site through the PE curriculum
- Offer E-sports programming, STEM Challenges through Skills Alberta, Robotics, and 3D Printing electives

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- MDY students match the provincial average in terms of student learning engagement metrics and MDY is 5% lower than the division.
- Parents have declined slightly in their observations of student engagement; a low number of parents (7) participated in the survey targeting gr. 7's
- Lowest rated stakeholders are students with an 11% lower engagement than perceived by parents, and 21% lower than teacher perceived engagement

## CONCLUSIONS

- While parents and teachers hold the perception that students at MDY exhibit high levels of engagement, the students themselves did not share this sentiment.
- In the first complete year of returning to regular, in-person learning, students who were unaccustomed to the in-person rigor and expectations may have needed some time to adapt and engage fully.

## IMPLICATIONS

- Increasing student engagement and student perception of their engagement starts with connection and communication. As this is a relatively new indicator from Alberta Education, we need to explore ways to address these measures including how students want to be engaged in the classroom and what do they identify as current barriers to engagement.

# 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	School Name					
	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	91	89	91	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	100	99	92	85	89
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	74	77	79	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	100	99	78	76	81

## PROFESSIONAL DEVELOPMENT

School Wide Professional Development

- Faith Reflection Day
- Learning Day
- Educational Assistants Community of Practice
- ATA Institute Day
- Two Year Mentorship of New Teachers (to the profession and to the Division)
- Teachers leads for various priority areas at MDY (ex. Indigenous Education, Faith, Learning Supports)
- New Curriculum
- Assessment & Reporting

Other

- Mental Health, Wellness, and Resiliency

- Best Practices Working with English Language Learners
- Faith Growth and Professional Development
- First Nations, Métis & Inuit Cultural Awareness
- Social Emotional Learning in the Classroom
- Response to Intervention
- Supporting Individuals through Valued Attachments
- The Third Path Framework

# 2022-2023 SCHOOL YEAR STRATEGIES

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

## Elementary /JH Teachers:

- Deepen understanding of universal screeners (e.g. STAR Reading) and intervention supports for literacy and numeracy (e.g. Language Levelled Intervention LLI).
- Analyze classroom data during intervention/PLC blocks
- Scaffolded implementation of new curriculum
- Deepen understanding of and embed identified essential outcomes into pedagogical practices.
- Continue to collaborate to create unit plans.
- Provide targeted professional development to support French Immersion teachers.

## Educational Assistants:

- Provide opportunities for job-specific training.
- Strive to include educational assistants in MDY's professional development opportunities.

## Administrative Assistants & Learning Commons Staff:

- Virtual meetings focused on job-contextual needs.





# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Teachers have expressed high levels of satisfaction regarding professional development at MDY, with over 90% indicating contentment in this regard.
- Support staff have indicated a reduction in their satisfaction levels regarding access to professional development support, encountering a more pronounced 3% decline.

## CONCLUSIONS

- Teacher satisfaction predominantly stems from the extensive array of professional learning opportunities and the high quality of education provided by MDY admin and Central Office. This professional development consistently aligns with the educational objectives of both the Division and the province.
- Results among support staff indicate that their professional development progress is not occurring at the same pace as it is among teaching staff.

## IMPLICATIONS

- Both the MDY and the division must actively seek strategies for more deliberate and purposeful inclusion of support staff within their school communities. Support staff members may face disconnection from collaborative and professional development opportunities due to their specific working hours.
- Support staff would greatly benefit from targeted training programs aimed at enhancing their skills and knowledge, thereby better equipping them to support students and the broader school community. Evaluating the financial considerations associated with expanding personalized professional development opportunities for support staff could prove advantageous.



# 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	School Name			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	96	96	96	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	95	93	92	97	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	95	94

## COLLABORATIVE LEADERSHIP STRUCTURES

### MDY Teams:

- School Leadership Teams (SLT): administrators, teachers, and other staff who make governance decisions in a school
- School Intervention Team (SIT): a collaborative, solution-generating team consisting of administrators, Learning Support Facilitator, Family School Liaison Worker and/or counsellor, and select teachers to support teachers in Tier I, Tier II and III behaviour and academic interventions when needed.
- Professional Learning Communities (PLC) (grade level and subject level): educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students

### Division-Based (MDY has site-based leaders on these committees):

- Religious Education Coordinators (REC)
- Learning Support Facilitators (LSFs)
- Family School Liaison Workers (FSLWs)
- Go To Educators (Mental Health)
- PowerSchool Leads
- Indigenous Education Leads
- Specialized Learning Support (SLS) team
- English as an Additional Language Leads

# 2022-2023 SCHOOL YEAR STRATEGIES

- Consolidate guiding frameworks for leadership roles, which establish roles and responsibilities:
  - School Leadership Teams (SLT)
  - Student Intervention Teams (SIT)
  - Professional Learning Communities (PLCs)
  - Indigenous Education Lead
  - Learning Support Facilitators (French Immersion/English)
  - PowerSchool Lead
  - Designate Principal opportunities
- Assign FTE to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators.
- French immersion teachers will PLC with other French immersion teachers across the district.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### INSIGHTS & CONCLUSIONS

- 95-97% of teachers and administrators are highly satisfied with the opportunities provided to collaborate and be involved in leadership development.

### IMPLICATIONS

- Current strategies are proving effective.
- Continue to support the school leadership cohorts, so that staff can experience and participate in various forms of leadership.





# 2022-2023 SCHOOL YEAR STRATEGIES

## Foster positive organizational culture

**MDY 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.

- a) Direct MDY staff to supports created by STAR Catholic division that facilitate open and respectful communication
- b) Ongoing development of MDY's 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)
- c) Develop and share a wellness theme throughout the year connected through our professional development plan

Emotional: Coping effectively with life and creating satisfying relationships.

- a) Facilitate connection opportunities to build relationships
- b) Model and provide opportunities for wellness activities with staff; include ice breakers and monthly teambuilding activities in our wellness theme
- c) Build awareness of confidential supports MDY staff can access:
  - i) Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.)
  - ii) Foster and deepen effective relationships with community supports

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

- a) practice 6am-6pm for communication via email (no weekends, unless an emergency)
- b) Sharing best practices in our weekly Friday communication to staff.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### INSIGHTS

- Yet to be reported on as it is a new outcome

### CONCLUSIONS

- Yet to be reported on as it is a new outcome

### IMPLICATIONS

- Yet to be reported on as it is a new outcome

# DOMAIN 3: TEACHING & LEADING

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

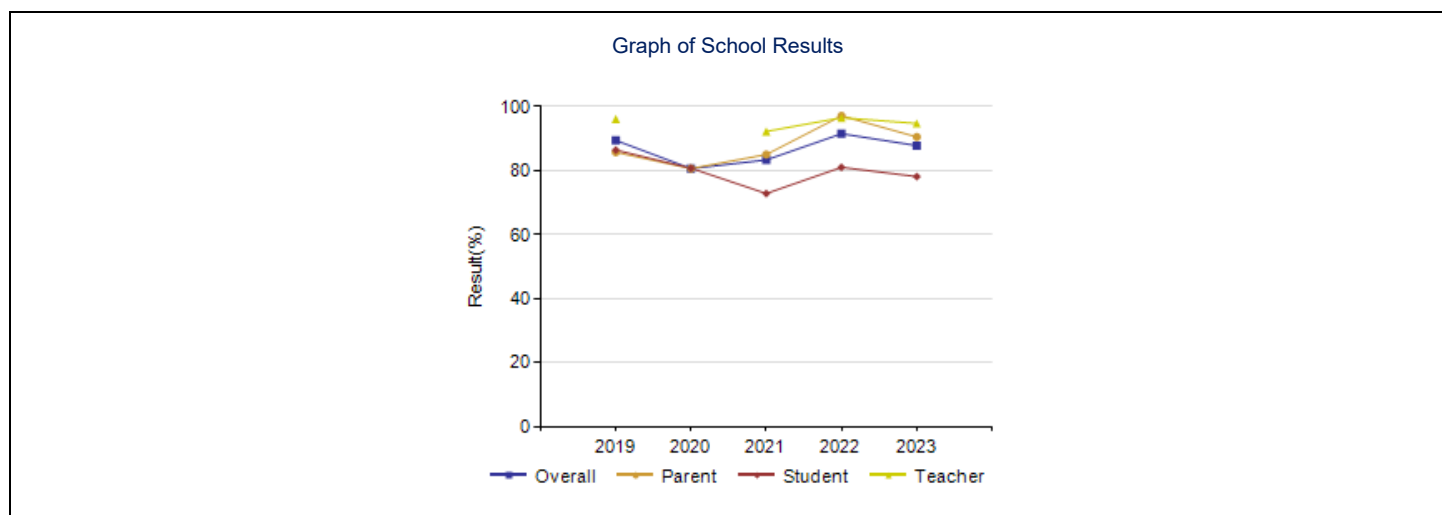
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

### Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	89	89.4	69	80.6	80	83.0	103	91.5	91	87.8	High	Maintained	Good	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	14	85.7	12	80.6	10	85.0	18	97.1	7	90.5	Very High	Maintained	Excellent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	58	86.4	57	80.7	53	72.8	68	81.0	68	78.1	Very Low	Maintained	Concern	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	17	96.1	n/a	n/a	17	92.7	19	96.5	16	94.7	Intermediate	Maintained	Acceptable	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



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

# 2022-2023 SCHOOL YEAR STRATEGIES

- 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.
- 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.

## PROFESSIONAL LEARNING

- A variety of professional development sessions related to the Teacher Quality Standards will be offered for teaching staff
- Professional development will be offered at staff meetings on Faith and Indigenous Foundational Knowledge
- MDY leads and teacher (per grade level) participate in Grade level curriculum implementation collaboration sessions
- Assessment & reporting collaboration and professional learning opportunities for teacher leads are held to align assessment and reporting practices; Leads report back and led sessions with teachers in staff meetings
- Professional development offered for administrative assistants
- Community of Practice professional development sessions will be offered to educational assistants

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Satisfaction with the overall quality of basic education exhibits exceptional levels, surpassing provincial outcomes.
- Student satisfaction remains low mirroring previous results that do not match with parent and teacher satisfaction of education.

## CONCLUSIONS

- All stakeholders are satisfied with the quality of education except for students.

## IMPLICATIONS

- Continue with the current strategies as they have proven effective and dig deeper as to why students shared a lower level of support for their education they have received. This could include surveys, breakout groups, and anonymous feedback.



# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES

Measure Category	School Name			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	91	80	88	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	92	80	88	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	95	80	88	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	100	98	98
<b>Staff Survey (Support Staff)</b>						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	87	80	88	92	93	92
<b>Student Survey (Elementary)</b>						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	92	90	88	96	97	95
<b>Student Survey (Secondary)</b>						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	82	80	78	91	89	89



# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
<b>Student Survey (Self-identified Indigenous only)</b>	<b>Current Result*</b>	<b>Current Result*</b>
My school is a place where I feel I belong.	44 22	77   63
I feel safe at school.	64  66	81   79
I have a friend at school.	81 78	92   94
(Elementary) At my school there is at least one adult who listens and cares about me	82	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	55	85

\*Grades 4-6 | 7-12



## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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

Assurance Domain	Measure	École Mother d'Youville School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	*	66.7	n/a	40.5	43.3	n/a	*	n/a	n/a
	<a href="#">PAT: Excellence</a>	*	0.0	n/a	5.5	5.9	n/a	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (W/CRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</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 (\*).
  - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
  - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
  - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
  - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
  - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# 2022-2023 SCHOOL YEAR STRATEGIES

- Consulting First Nations, Metis and Inuit stakeholders to create a strong foundation and relationships to build the division's future planning.

### Knowing:

- Attend Professional Development for Indigenous Education Leads who will share their learning with MDY staff.
- Enhance understanding of how to be culturally aware and sensitive.
- Tipi building with grade 6 and tipi builders

### Being:

- Develop a contact list of Elder(s) and Knowledge Keepers for our Beaumont/MDY community

### Doing:

- Collaboration with stakeholders, elders, caregivers, students and families to build trust.
- Create a cohort of elders and knowledge keepers.

### Relating/Belonging:

- Facilitate, design and create Indigenous spaces and prominent visuals within the schools.

### PROFESSIONAL LEARNING

- Staff will engage in learning that explores the latest research on Indigenous learners and strategies to bridge educational disparities.
- Staff development will encompass leadership practices, progressing from foundational knowledge to the

implementation of pedagogical approaches that positively influence student achievements.

- Participants will gain a comprehensive understanding of how to integrate Indigenous teachings into the curriculum effectively.
- Our program will delve into OECD research, reconciliation efforts, the significance of faith in education, and the invaluable insights of First Nations teachings.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### INSIGHTS

- 90% of both teachers and educational assistants believe that the school and curriculum are infused with Indigenous perspectives, and their school enhances their understanding of Indigenous worldviews, cultural beliefs, languages and values.
- FNMI student data is low for belonging; overall, our FNMI population is six students out of 370.

### CONCLUSIONS

- Staff at MDY are working hard to infuse Indigenous ways of knowing and being into their classrooms and the school culture, and both Indigenous and non-Indigenous students recognize this.

### IMPLICATIONS

- Collaboration with the Indigenous Education Coach remains vital in the ongoing effort to integrate Indigenous ways of knowing and being into MDY and our systems.





# DOMAIN 4: LEARNING SUPPORTS

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

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

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

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

## MEASURES *(Continued)*

Measure Category	School Name STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey (Secondary)</b>						
I understand how I learn best and am able to communicate this with my teacher.	58	61	60	77	77	78
Adults help me when I ask.	76	74	75	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	83	84	85	85	86	87

# 2022-2023 SCHOOL YEAR STRATEGIES

Foster a culture of high expectations that supports diversity and learner differences.

1. Deepen staff understanding on the purpose of assessment

- a) Create a common understanding of the Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
- b) Analyze and utilize assessment data to identify student needs and refine instruction.

2. Create a data driven culture that supports all students.

- a) Analyze diagnostic assessment data to identify and address trends at the different grade levels at MDY.
- b) Assessment data will identify students in need of targeted and intensive supports, including gifted students.
- c) Increase proficiency and understanding of intervention tools.
- d) Utilize supports from Central Office where needed with tier 3 students ( i.e. Speech

Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports for identified students at MDY.

## PROFESSIONAL LEARNING

- MDY staff continues to be trained in Response to Intervention
- Continue to send Educational Assistant’s community of practice professional development sessions
- Annual Training for Leveled Literacy Intervention and Mathology for teaching and support staff to assist with learning.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Elementary students consistently express their ability to showcase their learning in diverse ways, and they feel assured that supportive adults are readily available to assist them.
- Parent satisfaction with their child's access to adequate support for academic success and reaching their full potential in school has seen a minor decrease.
- “I understand how I learn best and am able to communicate this to my teacher” has decline 20% in the three year average.

## CONCLUSIONS

- Professional learning communities remain indispensable structures that foster collaboration and problem-solving, ensuring that students with learning challenges receive the tailored programming they require.
- Teachers require additional resources to enhance their capacity for effectively supporting the social and emotional well-being of both students and their families.

## IMPLICATIONS

- MDY should collaborate with community partners to coordinate access to support available outside of school.
- MDY should pursue a deeper understanding of why teacher satisfaction with access to resources to support students and families declined so steeply.

# DOMAIN 4: LEARNING SUPPORTS

## WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

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

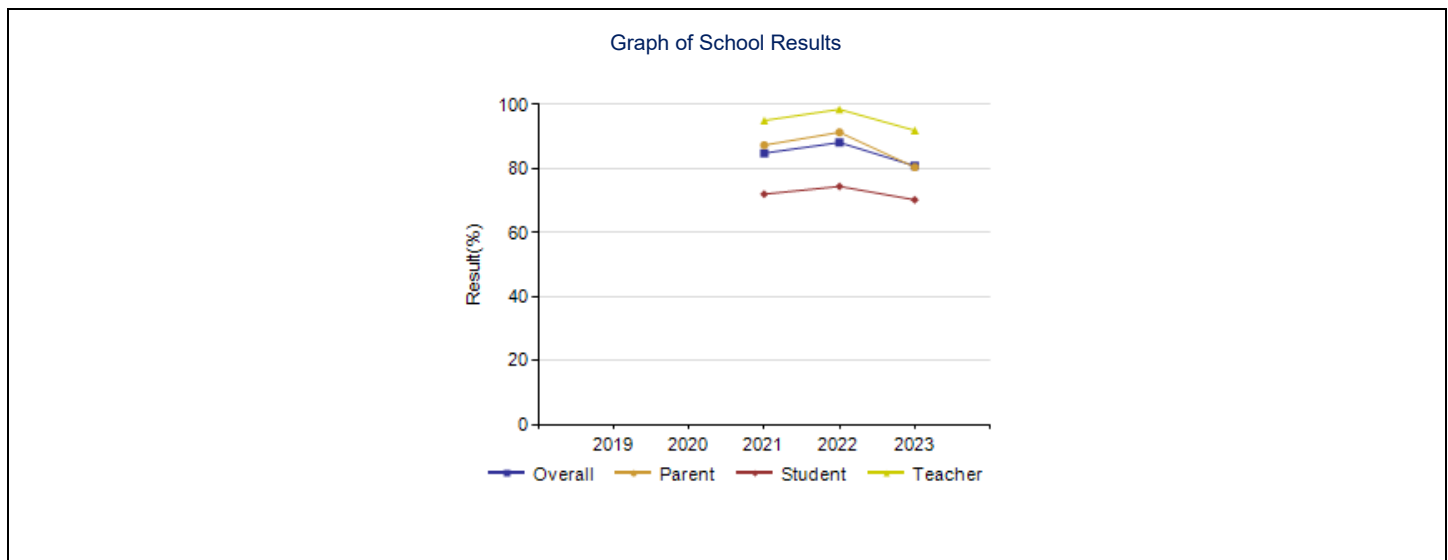
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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

### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	8	84.0	10	88.5	9	80.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,75	89.1	2,00	91.3	1,73	88.9	n/a	n/a	n/a	n/a	231,0	87.9	249,9	86.4	257,3	84.7
Parent	n/a	n/a	n/a	n/a	1	87.0	18	91.3	7	80.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,98	88.0	31,71	86.5	31,88	85.6
Student	n/a	n/a	n/a	n/a	5	72.3	68	74.4	6	70.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,40	84.2	1,61	83.0	1,36	80.9	n/a	n/a	n/a	n/a	169,9	79.8	187,2	77.5	193,1	76.6
Teacher	n/a	n/a	n/a	n/a	1	95.7	19	98.5	1	91.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,21	95.1	30,96	93.8	32,35	92.0



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

# 2022-2023 SCHOOL YEAR STRATEGIES

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement
- MDY is encouraged to share through social media channels, the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, House System buddies, reading buddies etc.)
- MDY follows the ARTO Process, “Assessment at Risk to Others”.
- MDY uses the “Supporting Students through Valued Attachments” (SIVA) Model.
- Send targeted staff to STAR Catholic’s Mental Health Go-to Educators refresher learning sessions for The Third Path and Mental Health Literacy.
- Attend and send specific targeted staff groups to STAR Division sessions for staff that focus on trauma-informed care, grief and loss.
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff that haven’t been trained on it yet at MDY.
- Annually review Suicide and Risk Assessment Protocol with FSLWs and trained staff at MDY.

## PROFESSIONAL LEARNING

- Mental Health Go-to Educators engage in learning sessions for The Third Path, encompassing all conditions while simultaneously overseeing the consistent implementation and monitoring of all conditions at MDY.
- Staff participation in specialized sessions focusing on trauma-informed care, as well as addressing the complexities of grief and loss.
- The Division Wellness Coordinator facilitates sessions tailored to students, staff, and parents, fostering a holistic approach to well-being. MDY will share these resources and presentations where applicable.
- SIT team members receive comprehensive training in VTRA levels 1 and 2, ensuring preparedness for their roles.
- Educational assistants and teaching staff undergo annual training in Supporting Students through Valued Attachments (SIVA) to enhance their capacity for nurturing student development.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Satisfaction levels have maintained among all stakeholders has decreased.
- Notably, parent feedback has exhibited the most significant decline, showing a commendable 11% drop.
- Teachers continue to express contentment with the safety and compassion offered within our learning environments, maintaining a high satisfaction rate of over 90%

## CONCLUSIONS

- Students generally feeling safe at school. Student will be consulted by administration and teachers in surveys and small groups to determine how to best improve the safety of the building.
- MDY are below provincial averages in all areas: parents, students, and teachers.

## IMPLICATIONS

- Teachers are encouraged to persist in the application of strategies derived from The Third Path to cultivate a safe and nurturing environment for all members of the school community. Prioritizing the establishment of meaningful relationships remains paramount.
- The School Intervention Team should maintain their focus on identifying and crafting intervention plans to support students at risk, underscoring the commitment to student well-being.
- The Violent Threat Risk Assessment Protocol should persevere in its efforts to identify students of concern and foster collaborative partnerships with the community to devise efficient and effective intervention plans.



# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

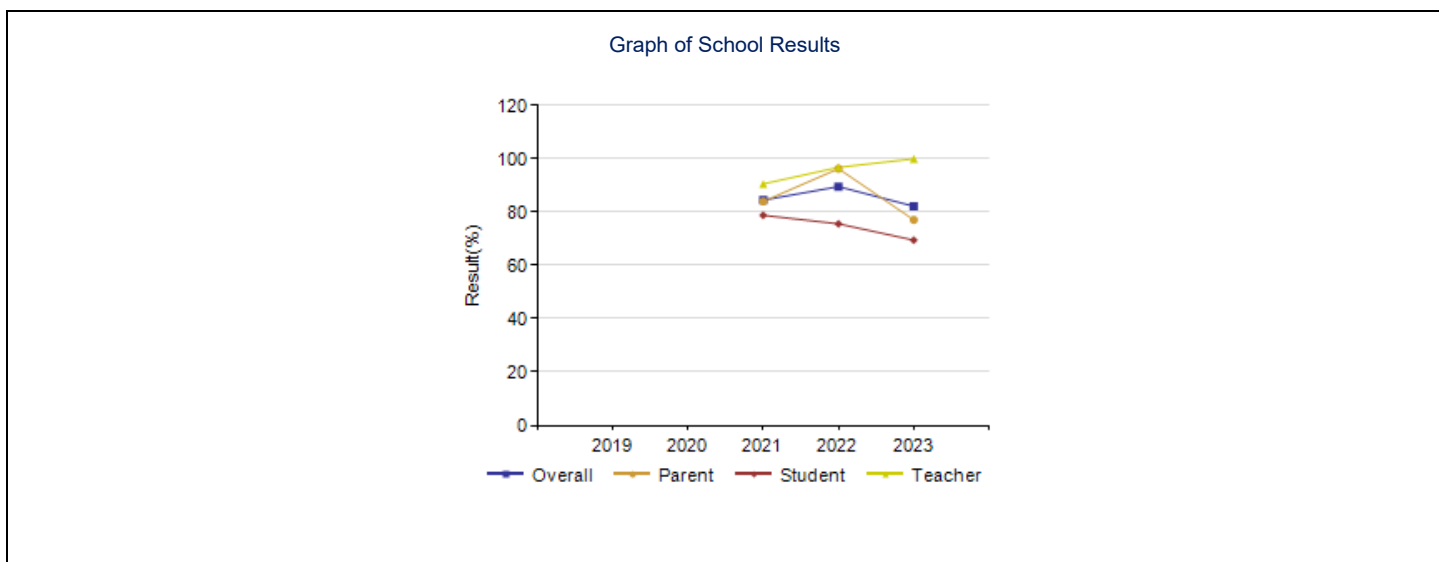
**Access to Supports & Services:** A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

## ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

### Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	8	84.0	10	89.4	9	82.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	1	84.0	18	96.3	7	77.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	5	78.3	67	75.6	6	69.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	1	90.6	19	96.8	1	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



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

# 2022-2023 SCHOOL YEAR STRATEGIES

- Access division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator) when collaboration or support with MDY students is needed
- Family School Liaison Worker
- Access to Division Crisis Response Teams
- Access to external Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)
- Access to Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.)
- Access to Success in Schools Program for children and youth in provincial government care
- Access to Settlement Workers in Schools
- Access to Wellness Resiliency and Partnership (WRAP)

## PROFESSIONAL LEARNING

- Utilize and share best practices for effective communication with parents and facilitating connections to external support resources from other FSLW's in the division.
- Engage in collaborative efforts with various community partners, including the Settlement Worker in Schools (SWIS) and the Wellness Resiliency and Partnership (WRAP) program to offer supports to students and parents where appropriate.
- The ongoing emphasis is placed on enhancing the expertise and readiness of Crisis Response Team members as they continue to build their capacity.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall, stakeholder's satisfaction of support and services in school has maintained; however parent support has dropped ( 7 total parents completed the survey).
- Teacher satisfaction has shown the biggest growth with a 4% increase.

## CONCLUSIONS

- MDY exceeds the provincial average in all three categories except students.
- Parent and student satisfaction has decreased over last year, although teacher satisfaction has increased slightly.

## IMPLICATIONS

- MDY can continue to utilize the division's Specialized Learning Support team to bridge between school and community support to ensure students and families have access to what they need.
- MDY can continue to provide wrap around support for all students.
- MDY can continue to collaborate with community partners.

# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

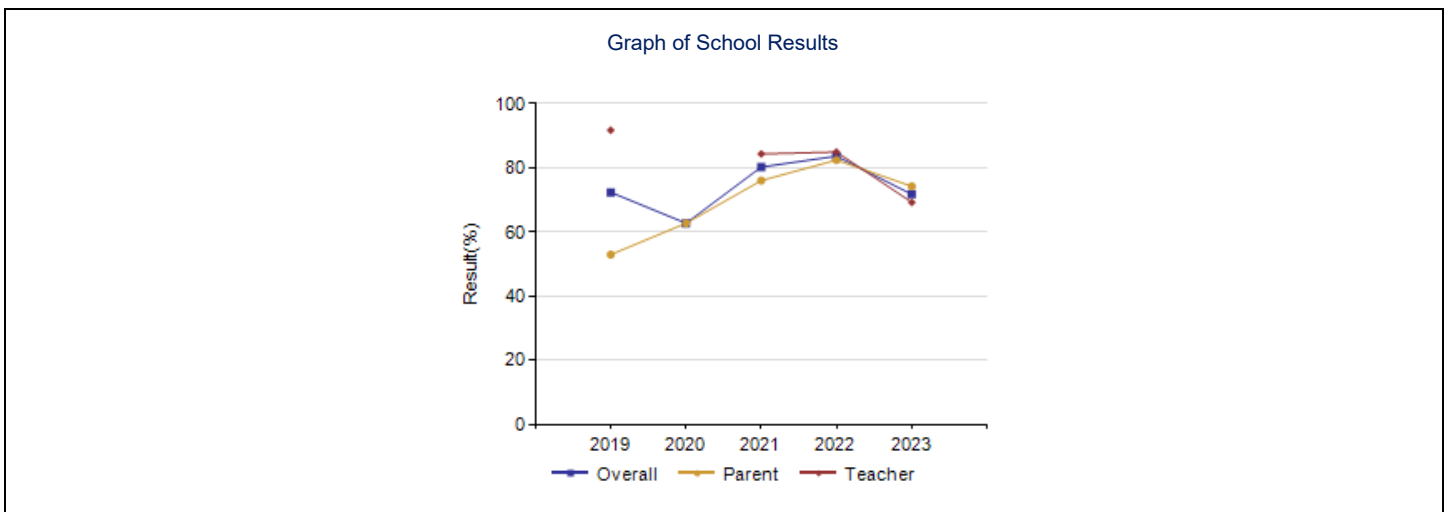
Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic. Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

## PARENTAL INVOLVEMENT - MEASURE DETAILS

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	72.3	12	62.7	27	80.2	37	83.6	23	71.3	Low	Maintained	Issue	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	681	81.3	703	81.8	609	79.5	624	78.8	639	79.1
Parent	14	52.9	12	62.7	10	76.0	18	82.4	7	74.2	Very High	Maintained	Excellent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	349	73.4	365	73.9	308	86.2	315	72.3	317	72.5
Teacher	17	91.7	n/a	n/a	17	84.3	19	84.9	16	69.2	Very Low	Declined	Concern	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	331	89.0	338	89.6	300	86.3	308	85.2	322	85.7



- 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.

# 2022-2023 SCHOOL YEAR STRATEGIES

- MDY administration will model positive communication strategies, stakeholder involvement with activities and decision making including weekly newsletters, and a weekly social media presence
- MDY will be strategic in consulting stakeholders regarding the Education Plan
- Regular attendance of the MDY chair at Council of School Councils (COSC) to learn more about:
  - Communication
  - Involving parents in school activities
  - Offering opportunities to involve parents in decision making
- MDY Admin will be in-serviced and will share best practices with staff in:
  - Communication
  - Involving parents in school activities
  - Offering opportunities to involve parents in decision making
  - Promote wellness/inclusion theme to families

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### INSIGHTS

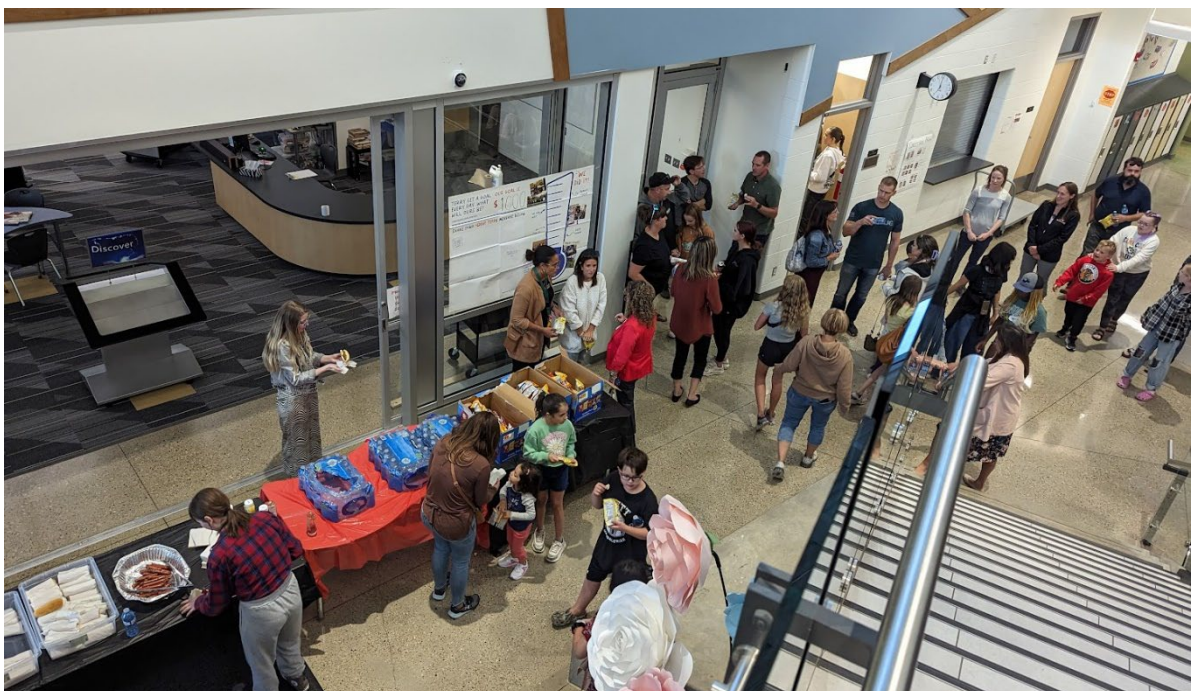
- Parental involvement by parents is considered high and is considered low by teachers
- There has been a 15% decline in teacher satisfaction with parental involvement.
- There is a 12% decrease in parent satisfaction with their involvement.

### CONCLUSIONS

- Scores in overall parental satisfaction with parental involvement have been maintained.
- Teachers are dissatisfied with parental involvement.

### IMPLICATIONS

- MDY administration should consult with teachers to determine why their satisfaction with parental involvement has declined.



# DOMAIN 5: GOVERNANCE

## 2023-2024 Budget

### Budget Summary

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

#### Ecole Mother D'Youville Catholic School

##### Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$2,097,925	72.5%	\$2,097,925	74.3%
Specialized Learning Support (SLS) Allocations	\$292,335	10.1%	\$292,335	10.4%
Faith Development Allocations	\$21,526	0.7%	\$21,526	0.8%
French Language/Immersion Allocatons	\$118,260	4.1%	\$118,260	4.2%
ELL Allocations	\$3,960	0.1%	\$3,960	0.1%
FNMI Allocations	\$42,556	1.5%	\$42,556	1.5%
Other Program Allocations	\$25,334	0.9%	\$18,989	0.7%
One-Time Allocations	\$19,860	0.7%	\$0	0.0%
Local Revenues & Fees - 397 SGF	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$152,484	5.3%	\$152,484	5.4%
Local Revenues & Fees	\$15,574	0.5%	\$15,574	0.6%
Transfers between Schools, Departments & SGF	\$18,000	0.6%	\$10,000	0.4%
Previous Year Unspent and Surplus Allocations	\$86,480	3.0%	\$50,000	1.8%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$2,894,294</b>	<b>100%</b>	<b>\$2,823,609</b>	<b>100%</b>

##### Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,133,542	73.7%	\$2,108,420	74.7%
Uncertificated Staff	\$628,458	21.7%	\$608,704	21.6%
Services Contracts and Supplies	\$132,294	4.6%	\$106,485	3.8%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,894,294</b>	<b>100%</b>	<b>\$2,823,609</b>	<b>100%</b>

##### Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$2,894,294	\$2,823,609
Total Expenditures	\$2,894,294	\$2,823,609
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

# Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

## Fall 2023 Supplemental 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	81.5	89.2	89.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	78.1	85.1	80.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	69.7	72.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	12.1	8.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	91.5	86.1	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	88.1	88.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.2	89.6	89.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.7	83.6	73.2	79.1	78.8	80.3	Low	Maintained	Issue

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.