



EDUCATION PLAN

2023-2027



PRINCIPAL'S MESSAGE

MR. DEAN HECK

As principal of STAR Catholic Outreach School. I am pleased to offer our Education Plan. This plan clearly demonstrates the tremendous work that teachers have done to create a personalized program that meets the spiritual, academic, health, wellness and learning needs of every student at STAR Catholic Outreach. We are proud that we are able to provide our students a Christ-centered Catholic education to those students whose needs are varied and do not fit into a traditional education setting.

Even though we are out of the pandemic, where we experienced an increase in alternative learning, the STAR Catholic Outreach model continues to see increased enrollment. We are able to provide Outreach staff an opportunity to reflect on the previous school year and plan for the upcoming year. Our Education Plan continues to focus on providing our students and staff with a plan that will ensure student success.

In this report, there are indicators that do not have sufficient data to provide accurate analysis. However, we are continually implementing strategies to provide support to our teachers and students to make them successful in this nontraditional environment.

God Bless,

Dean Heck
Principal

MEET YOUR LOCAL TRUSTEE

**Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*



Jolyne De Marco

Leduc Trustee

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



Dawn Miller

Leduc Trustee

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

SCHOOL PROFILE

Mission Statement

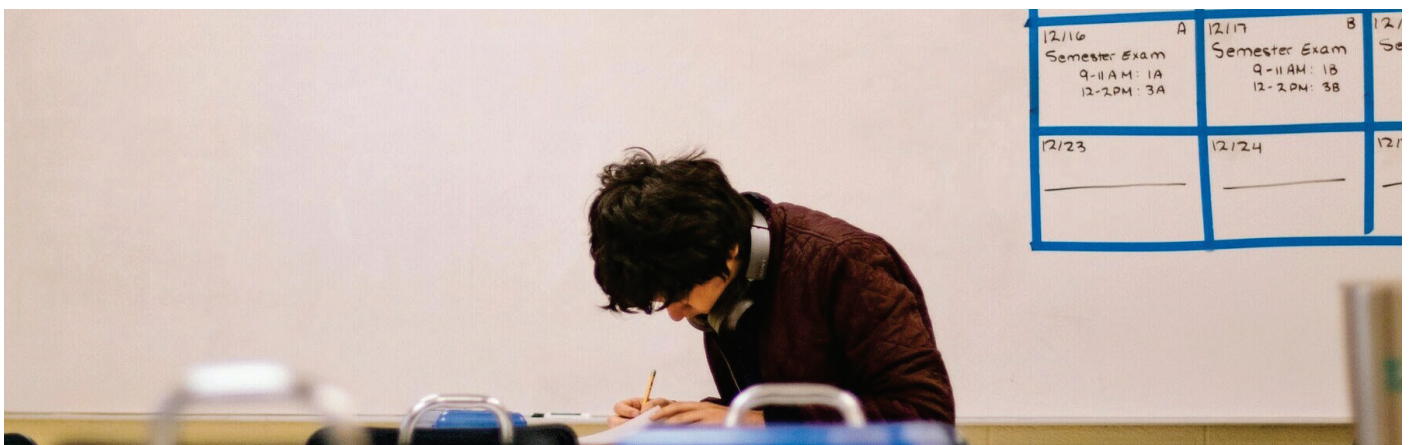
"We are a Christ-centered Catholic community that fosters a hope-filled environment where all students reach high levels of growth and success"

STAR Catholic Outreach will be moving to a new location for the start of the 2023-2024 school year . Our campus will be conveniently located at the Christ the King School in Leduc.

The make-up of our student body continues to evolve with most students being "shared" with the senior high schools in our division (Christ the King in Leduc, Holy Trinity Academy in Drayton Valley and St. Augustine in Ponoka). However, the number of our students who do not attend these schools and/or make our school the only senior high they are attending is on the rise.

We operate using a non-mandatory attendance model for our students with teachers available during scheduled hours to provide instruction, assistance and support. Our flexible scheduling, anytime/anywhere learning format, extended hours of operation, and year-round calendar allow for programming to fit the student rather than the student fit the program.

School Name:	STAR Catholic Outreach School
Administration	Mr. Dean Heck Principal
E-mail:	outreach@starcatholic.ab.ca
Address:	4815 - 50 Avenue Leduc, AB T9E 6X8
Phone:	(780) 980-0955
Website Address:	www.or.starcatholic.ab.ca
Grades Served:	Grades 10 – 12 and Adult Learners. Averaging 19 dedicated Outreach students
Staff Members:	Teaching Staff (1.65 FTE), Administrative Assistant (.50FTE)



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

Surveys:

Students

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

Staff (Teacher & Support Staff)

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

Parents

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

Faith PD Sessions:

STRATEGIES

- Outreach staff will join CTK staff for staff led prayer on Mondays.
- Admin will lead prayer and fellowship in the staff room on Friday after school.
- Celebrate and focus school attention on Catholic celebrations and the Liturgical Calendar including Advent, Lent and other seasons of the Liturgical Calendar.
- Intentional communication to share with parents the opportunities that students have to grow in their faith through social media and messenger.
- Faith development opportunities embedded into Professional Development activities throughout the school year.
- All staff will be invited to celebrate Mass as a school community in the local Parish with food and fellowship.

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

Survey Questions

Students

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

Staff (Teachers)

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

Parents

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

STRATEGIES

- Staff will begin sessions with students with prayer and reflect on Christ centered learning.
- Faith development embedded into every Professional Development activity.
- Encourage all staff and students to share their own personal faith experiences.
- Use Social Media to recognize, promote and celebrate faith activities.

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

Survey Questions

Students

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

Staff (Teachers & Support Staff)

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

Parents

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

Anecdotal List of School Social Justice Projects

STRATEGIES

- Professional Development session for staff to learn about social justice and charity and the call to stewardship and justice.
- Support and promote social justice initiatives.
- Communicate with the larger community more frequently about STAR Outreach acts of charity and social justice established within the focus of our Catholic Faith.
- Staff will work collectively with Christ the King to take on a social justice project in line with Catholic social teachings.

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

Survey Questions

Students

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

Staff (Teachers & Support Staff)

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

Parents

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

STRATEGIES

- Invite parish priest, parents and student families to the school to celebrate and participate in Outreach Graduation.
- Share and promote faith events through social media.
- Celebrate the Holy Mass with STAR Outreach and Christ the King staff and families at St. Michael's Parish followed by fellowship at the school.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

PROVINCIAL DIPLOMA EXAMS

Provincial Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

STRATEGIES

- Work with students in helping to plan for high school completion, utilizing strategies such as high school redesign.
- Teachers will monitor and report to the Student Intervention Teams the progress of students at risk for not completing high school.
- Utilize data from provincial assessments to drive instructional practices.
- Ensure access to mentorship programs using outside agencies (Selections Career Support Services), career counselling opportunities, and other supports to help students find the support they need to graduate.
- Explicit teaching of test taking strategies and self-regulation.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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.

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.

STRATEGIES

- Increased positive communication about existing social justice programs students and staff are currently involved in.
- Increase student recognition and celebration of their involvement in social justice activities.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

MEASURES

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Graph of Overall School Results

STRATEGIES

- PLC collaboration with Christ the King staff to focus on and develop interventions.
- Provide staff with relevant technology and programs for their instruction.
- Involve students in creating action plans for increasing student learning engagement.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

Surveys:

Students

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

Staff (Teachers & Support Staff)

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

STRATEGIES

- Continue to use the strategies from The Third Path training.
- Implement Third Path review sessions for staff at each PD Day.
- Continue to develop and foster staff/student relationships.
- Support students with emerging and diagnosed mental health issues.
- Counsellor Meetings - focus on mental health/anxiety strategies for at-risk students.
- Share information with the school intervention teams regarding students at risk.
- Mental Health resources and contacts are listed on the division and school websites.

DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

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.

MEASURES

Graph of Overall School Results

A visual demonstration of the overall satisfaction of the school community with quality of education.

Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

STRATEGIES

- Professional Development supporting learning in an outreach environment.
- Communication with parents about students' learning and progress.
- Communicate information for parents through school websites.

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.

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

MEASURES

Surveys:

Staff (Teachers)

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

Staff (Support Staff)

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

List of Professional Development Sessions During the School Year

STRATEGIES

- Third Path Mental Wellness refresher sessions.
- Promote access and role understanding of Central Office Learning Team and SLS Team.
- Focused PLC meetings throughout the year (including faith permeation, Indigenous teachings, RTI).
- Create a Professional Development plan that aligns with division goals.

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

Surveys:

Staff (Teachers)

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

STRATEGIES

- PLC groupings review landscape data analysis of provincial exam results and development of goals.
- Professional Learning Community scheduled collaboration time.
- Receive input and feedback from staff on meaningful PD.

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Surveys

Staff (Teachers & Support Staff)

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

STRATEGIES

- Create structures that facilitate open and respectful communication.
- Communicate with staff resources available through the ATA, STAR Central Office and the community.
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness. (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems).
- Invite Outreach staff to meet at the end of the week in the Christ the King staff room for prayer and fellowship.
- Provide opportunities for wellness activities with staff and intentionally identify areas of wellness including physical, emotional, mental.
- Increase awareness of Health and Wellness account.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

Welcoming, Caring, Respectful and Safe Learning Environment: This is measured provincially by the percentage of teachers, parents, and students agreement that learning environments are welcoming, caring, respectful and safe.

STRATEGIES

- Continued review and implementation of the Third Path.
- Share through social media the ways that a safe and caring environment is cultivated at Outreach School (Pink Shirt Day, Orange Shirt Day, Social Justice Projects).
- Encourage students and families to share feedback to highlight the safe and caring environment of the Outreach School.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: This is measured provincially by the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

STRATEGIES

- Partner with each high school's Student Intervention Team to provide access to support and services.
- Provide access to supports on division website.
- Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services).
- Supports provided to and in schools:
 - ♦ Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator).
 - ♦ School Learning Support Facilitators
 - ♦ Division High School counsellors
 - ♦ Division Crisis Response Teams

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

Surveys

Students (self-identified only):

- Building trust with the Indigenous community: students, caregivers, staff
 - ◇ My school is a place where I feel I belong
 - ◇ I feel safe at school
 - ◇ I have a friend at school
 - ◇ (Elementary) At my school there is at least one adult who listens and cares about me
 - ◇ (Secondary) I have a positive and healthy relationship with at least one adult in my school

Students (Secondary)

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

Staff (Teachers)

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

Staff (Support Staff)

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

Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- PLC strategies to embed FNMI into all curricular areas.
- Access the Division Indigenous Coach.
- Indigenous learning embedded into Professional Development.
- Continue to promote Orange Shirt Day, Red Dress Day and Indigenous month (June).
- Develop an Outreach school Treaty 6 Land Acknowledgement.
- Recognize all graduating Indigenous students with the sash and feather ceremony.
- Have staff present their own personal treaty land acknowledgement during PD and staff meetings.

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 is 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

Surveys:

Students

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

Staff (Teachers)

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

Parents

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

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Learning support facilitation of IPPs with division high schools.
- Create and implement a strategic RTI Plan to further advance and support the division's work.
- Use of data to target and identify students needing intervention.
- Increase proficiency and understanding of intervention tools through intentional professional development opportunities.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

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

STRATEGIES

- Increase parent awareness of events such as parent/teacher conferences where parents will have the opportunity to discuss their child's achievement and progress.
- Involve the parent community in supporting, preparing for and executing a variety of events at the school including graduation, Shrove Tuesday and social justice projects.
- Increase parent awareness that they can track and monitor students' progress and achievement.
- Increase survey completion by students and parents.

DOMAIN 5:

GOVERNANCE

SUPPLEMENTAL DOCUMENTS

School Budget 2023-2024

Christ The King - Budget Report

2023-2024 Play Budget (May)

STAR Outreach				
Revenue and Allocations to Budget Center				
	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$241,244	91.0%	\$241,602	72.6%
Specialized Learning Support (SLS) Allocations	\$21,270	8.0%	\$2,179	0.7%
Faith Development Allocations	\$0	0.0%	\$0	0.0%
ELL Allocations	\$0	0.0%	\$0	0.0%
FNMI Allocations	\$2,640	1.0%	\$2,400	0.7%
Other Program Allocations	\$77	0.0%	\$77	0.0%
One-Time Allocations	\$0	0.0%	\$37,800	11.4%
Facility Services Allocations	\$0	0.0%	\$0	0.0%
Local Revenues & Fees	\$0	0.0%	\$0	0.0%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$0	0.0%	\$48,680	14.6%
Total Revenue and Allocations to Budget Center:	\$265,230	100%	\$332,737	100%
Expenditures				
	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$204,143	77.0%	\$190,251	57.2%
Uncertificated Staff	\$18,193	6.9%	\$28,715	8.6%
Services Contracts and Supplies	\$38,850	14.6%	\$109,500	32.9%
Amortization (Depreciation)	\$871	0.3%	\$871	0.3%
Held in Reserve	\$3,174	1.2%	\$3,400	1.0%
Total Expenditures:	\$265,231	100%	\$332,737	100%
Summary				
	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Total Revenue and Allocations to Budget	\$265,230		\$332,737	
Total Expenditures	\$265,231		\$332,737	
Variance	\$0		\$1	