



ANNUAL EDUCATION
RESULTS REPORT
2022-2023



PRINCIPAL'S MESSAGE

We are very pleased to present STAR Catholic's Outreach's Annual Education Results Report from the 2022- 2023 school year. At STAR Catholic Outreach, we pride ourselves on providing a Christ centered alternative education for those students who find that a traditional school setting may not meet their needs. While providing a high-quality education, we also focus on evangelizing the gospel message

STAR Catholic Outreach provides instruction through a variety of methods including online and one-on one in person. Our dedicated staff provide stability to our learning community. We are seeing an increasing trend in students utilizing this alternative option to education.

We continue to work together with our staff, families, parish, and students, as we build on the success that we have achieved.

These results provide us with feedback on where we have succeeded, how students are improving, and how we can improve as a school.

Thank you for choosing Star Catholic Schools. We continue to ask for your prayers and blessings as we continue to move forward.



Dean Heck

Principal



Mandy Rantucci

Vice Principal

MEET YOUR LOCAL TRUSTEE



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.”

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	Dean Heck, Principal Mandy Rantucci, Vice 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 24 dedicated Outreach Only students
Staff Members:	Teaching Staff (1.65 FTE), Secretary (.5 Part-Time)



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	STAR Outreach			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child's school upholds the dignity of every student as a child of God.	100	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.	100	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)						
Staff at the school uphold the dignity of every student as a child of God.	100	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.)	100	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
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or at school every day.	50	NA	NA	89	89	89
The adults in my school treat me with respect	50	NA	NA	75	75	76

FAITH PD OPPORTUNITIES

- Monday morning staff prayer led by staff and Friday morning staff prayer led by Administration team
- Faith development sessions embedded throughout the year at School Professional Development Days
- Teaching Mass with Father Mathew Kunnel
- Staff Week at a Glance incorporates Catholic faith teachings (“fun fact...”, “Did you know?”)
- Staff are supported to participate in faith development sessions through or furthering their education (EXCEL, Newman MRE)
- Participate with Christ the King Staff on retreat
- STAR Reflection Day

2022-2023 SCHOOL YEAR 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

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
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98
The school provides students an opportunity to pray and grow in their faith.	100	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.	100	New Question	New Question	New Question	New Question	New Question
Student Survey						
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

- Incorporate personal faith stories and education on selected faith topics throughout the school year: during Google Meets and through class announcements on Canvas and/or Google Classroom.
- Ensure that our facility has iconography and visual symbols of our Catholic Faith on display.
- Staff involvement in conjunction with Christ the King School Faith Development 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

Measure Category	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	25	47	86	85	86
Staff Survey (Teachers)	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.	50	100	100	99	97	98
Student Survey	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	100	NA	NA	94	95	94

SOCIAL JUSTICE PROJECTS

- Food Bank
- Santa’s Helpers
- Catholic Social Services



2022-2023 SCHOOL YEAR STRATEGIES

- Outreach teachers will continue to promote social justice and the Church’s teachings.
- Fundraising for various local charities will continue to be the norm.

PROFESSIONAL LEARNING

- Stewardship

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					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to 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
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	100	99	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	N/A	N/A	N/A	95	95	95
Student Survey	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

2022-2023 SCHOOL YEAR 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 Outreach

PROFESSIONAL LEARNING

- Learn how to develop Faith Permeation in teachers' subject area
- Learn about parts of the mass
- Stewardship

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results indicate that parents and staff are satisfied with the faith measures of the survey with the exception of Social Justice
- The small numbers of responses from stakeholders indicates that we need to strategize to increase parental and student response to the surveys

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

- Invite Father Matthew to come into the Outreach
- Promote and share special events on social media
- Invite Families to celebrate Graduation Mass with staff and Father Matthew
- Continue to link STAR Outreach with Christ the King School's Mass and Celebrations



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					
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	100	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	50	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.	50	New Question	New Question	81	New Question	New Question
I have a friend at school.	100	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Third Path
- Teacher Wellness and Soul Survivor

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Student have indicated that they feel like they do not belong in their learning environment
- Students have indicated they have a friend at school and
- Students have indicated they have a healthy relationship with an adult
- Students said they do not feel safe at school.
- Outreach *will need* to review and implement strategies that ensure students feel safe at 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 ACHIEVEMENT TESTS & DIPLOMA EXAMS

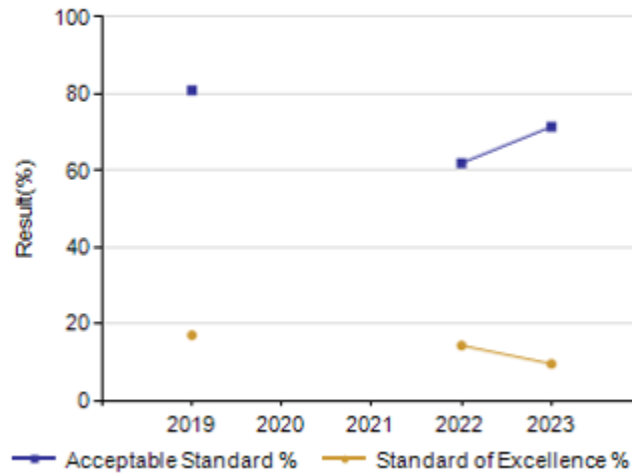
Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage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

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	87.5	0.0	n/a	n/a	n/a	n/a	*	*	72.7	0.0		
	Authority	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2	73.7	1.8		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	*	*	n/a	n/a	n/a	n/a	50.0	14.3	90.9	18.2		
	Authority	80.4	11.8	n/a	n/a	n/a	n/a	68.8	6.3	96.2	9.4		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	84.6	25.6	n/a	n/a	n/a	n/a	*	*	51.2	2.4		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3	69.8	9.3		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1	88.1	8.5		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	60.0	0.0	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8	74.0	3.9		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9	88.1	25.4		

	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8	66.1	12.9		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	83.3	28.6	n/a	n/a	n/a	n/a	76.9	23.1	84.6	15.4		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	88.2	55.9	n/a	n/a	n/a	n/a	83.6	20.0	74.1	11.1		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

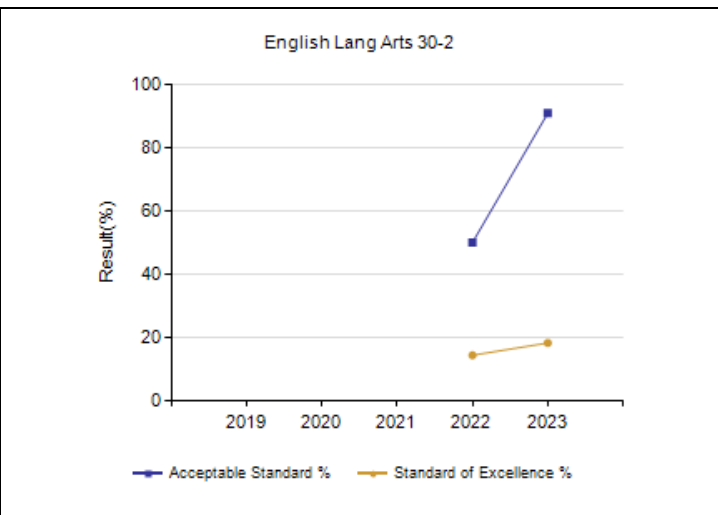
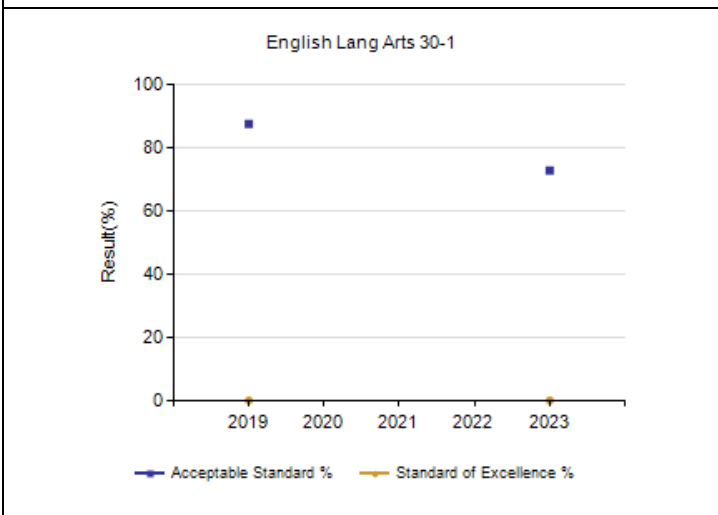
Graph of Diploma Examination Results – Overall



Notes:

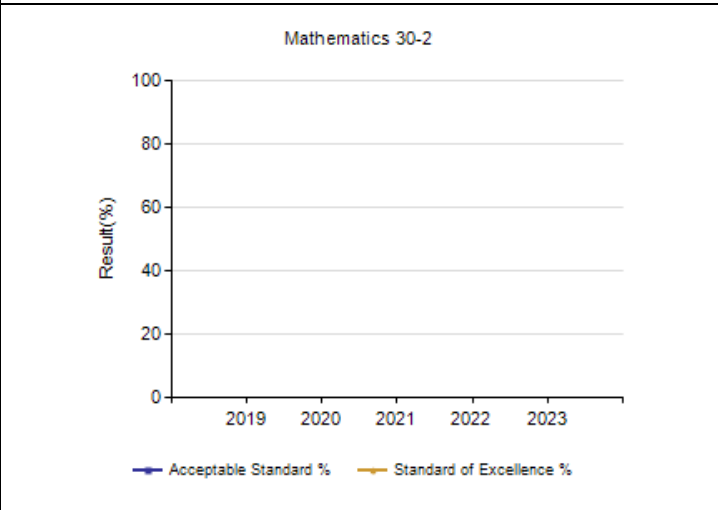
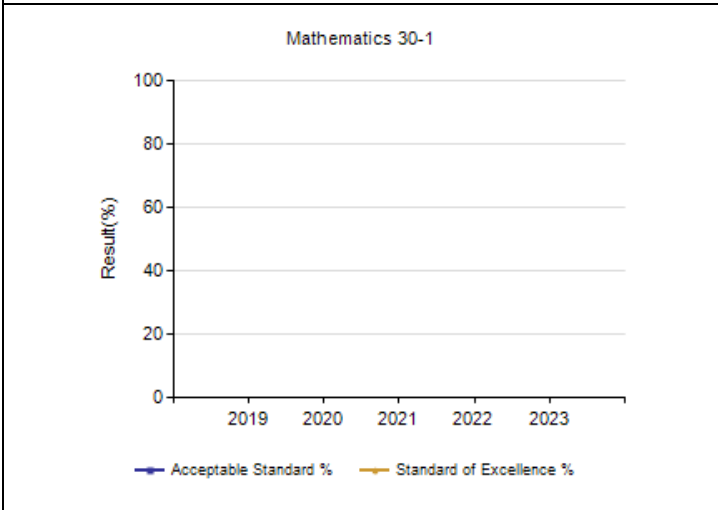
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the 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.
5. A written-response component worth 25% of the total exam mark was added to the [Mathematics](#) 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



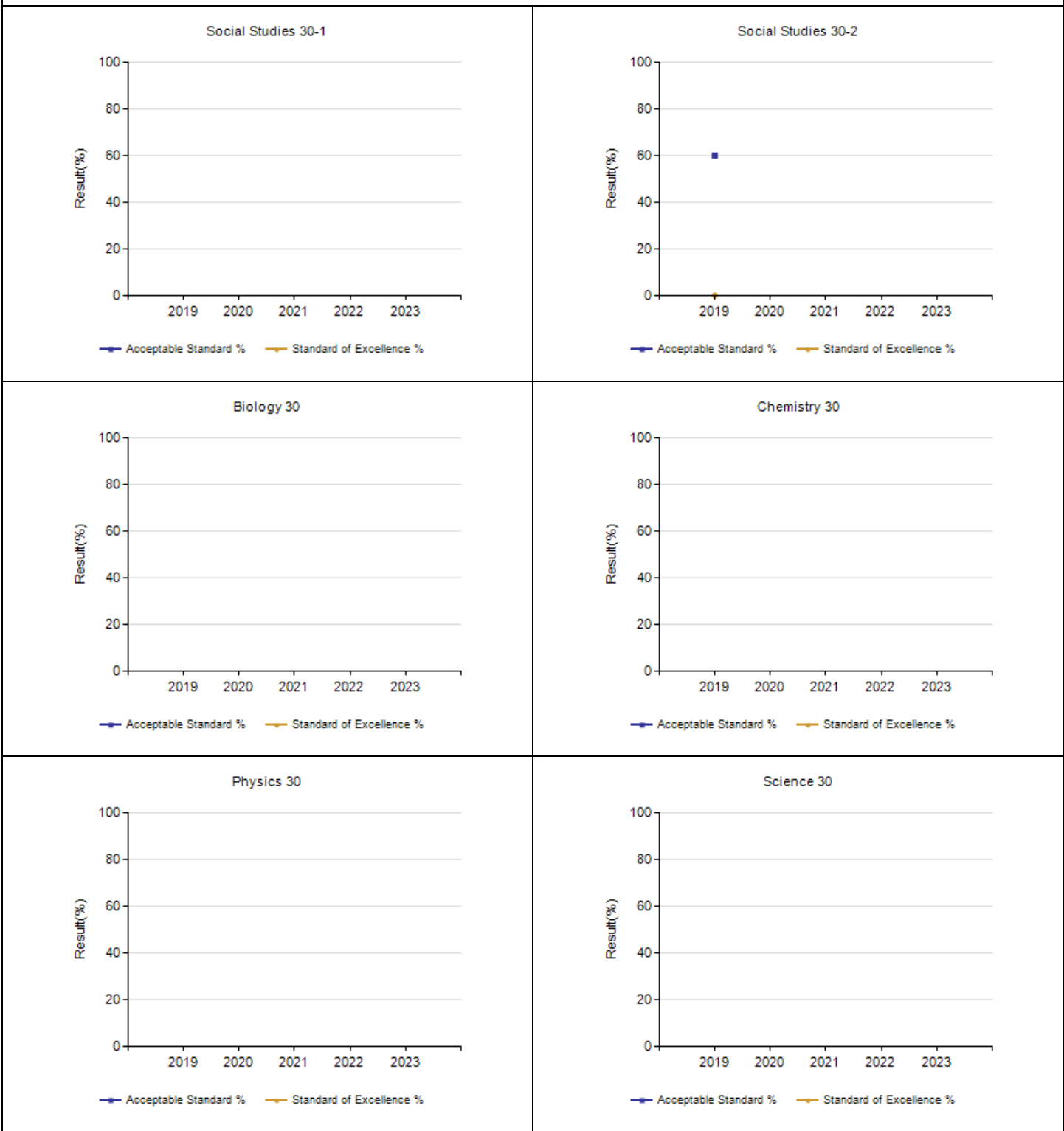
[No Data for French Lang Arts 30-1]

[No Data for Français 30]



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Diploma Examination Results Course By Course Summary With Measure Evaluation

		STAR Catholic Outreach School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	11	72.7	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	11	0.0	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Intermediate	n/a	n/a	11	90.9	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	11	18.2	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	*	*	*	4	*	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a

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 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
 3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the 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.
 5. A written response component worth 25% of the total exam mark was added to the mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	STAR Catholic Outreach School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	39	n/a	n/a	37	29	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	80.9	n/a	n/a	61.9	71.4	Very Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	17.0	n/a	n/a	14.3	9.5	Very Low	n/a	n/a	24.0	n/a	n/a	18.2	21.2

- 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 Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the 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.



2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Learning about IPP
- ELL online learners
- Canvas in-service and update
- Data Analysis
- Learning and Assessment Practices

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Overall acceptable standard scores are increasing
- Very low standard of excellence scores
- Not all diploma exams are written every year

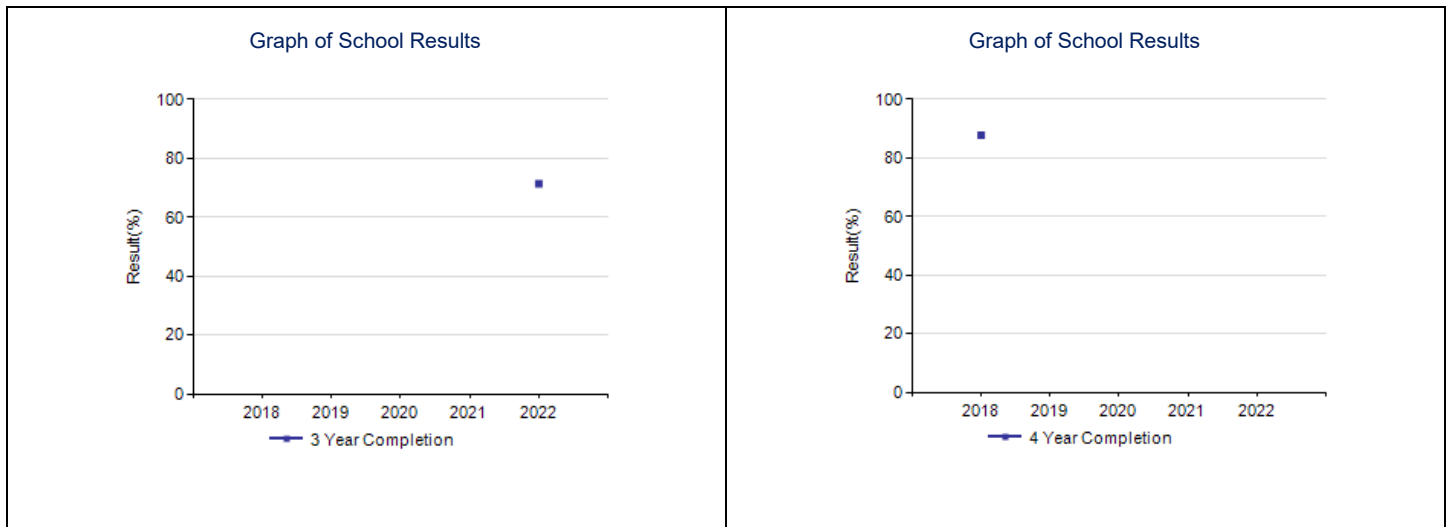
PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

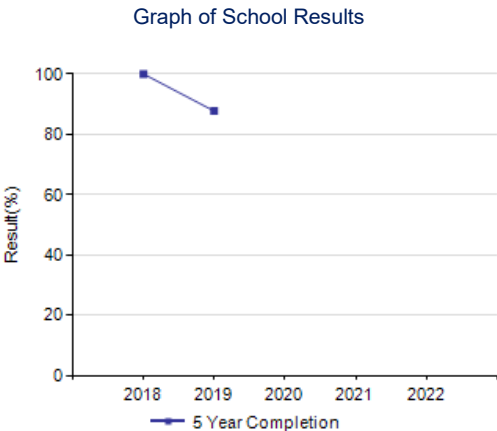
High School Completion Rate is measured by the percentages of students who completed high school within three, four, and five years of entering Grade 10.

HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	1	*	5	*	3	*	1	*	7	71.4	Low	n/a	n/a	115	89.4	138	87.2	125	91.2	136	89.4	175	83.1	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	8	87.7	1	*	5	*	3	*	1	*	*	*	*	133	90.8	115	91.3	137	90.7	125	94.5	136	93.6	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	7	100.0	8	87.7	1	*	4	*	3	*	*	*	*	128	92.2	133	91.5	115	92.0	137	93.3	125	95.3	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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. Caution should be used when interpreting high school completion rate results over time.

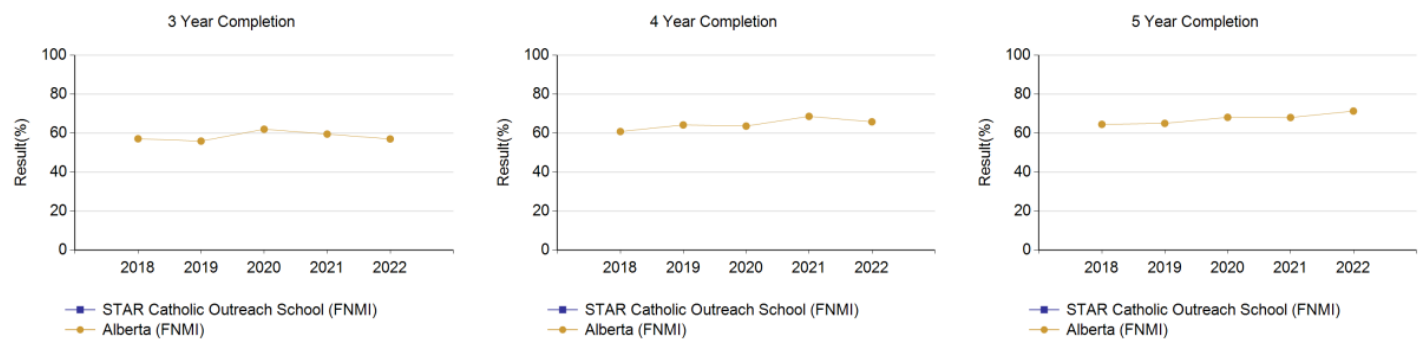


HIGH SCHOOL COMPLETION RATE: ESL

Notes:

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

HIGH SCHOOL COMPLETION RATE: FNMI



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Caution should be used when interpreting high school completion rate results over time.



2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Data Analysis
- Learning and Assessment Practices

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ESL students' data has been suppressed due to less than 6 students
- 3-year high school completion rates are low
- 3,4-, and 5-year high school completion rates are consistent
- No FMNI identified students. There is only historical data

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

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. There is no Citizen data for STAR Catholic Outreach

2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Stewardship

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data was suppressed as there was not enough respondents
- The small numbers of responses from stakeholders indicates that we need to strategize to increase parental and student response to the surveys



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

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach

2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Learning and assessments practices
- Data Analysis
- FMNI infusion PLC

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach
- Outreach will need to review ways that to ensure student completion of the surveys

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	100	100	100	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	100	92	85	89



PROFESSIONAL DEVELOPMENT



Professional Development Plan 2022-2023

SCHOOL: STAR Outreach

PD for Educ. Assistants in **GREEN**, if different from teachers

Faith PD in **BLUE**. * Retreat is separate from the 3 required PD sessions

Month	Date	What goal(s) does this professional learning target? • School Education Plan goals	8:30-10:15	10:30 - 12:00	1:00 3:30
August	23	Provide a high quality learning and working environment	Be Available to students		Teacher Preparation Time
August	24	Provide a high quality learning and working environment	Teacher Preparation Time		Opening Staff Meeting
August	25	Provide a high quality learning and working environment	PLC meetings	Canvas Inservice	Powerschool grade book set up
August	26	Grow and Affirm Catholic Identity	Reflection Day	Reflection Day	Reflection Day
August	29	Working and Learning Environments/Mental Health	Opening Staff Meeting part 2	Third Path Refresher and Conditions 5/6	Teacher Wellness and Soul Survival
September	16	A focus on students with learning challenges	ELL online learners	All about IPPs	ATA Blanket Exercise at CTK
October	7	Provide a high quality learning and working environment	ATA Teacher Institute Day Admin Assistant PD Day	ATA Teacher Institute Day	ATA Teacher Institute Day

October	11	Grow and Affirm Catholic Identity	Staff Retreat	Staff Retreat	Staff Retreat
November	1	Provide a high quality learning and working environment	Learning Day	Learning Day	Learning Day
December	5	Working and Learning Environments/Mental Health	Faith Permeation in the subject areas	Third Path Conditions 7/8	Mental Health Literacy
January	30	Foster a culture of collaboration and leadership development.	Canvas Inservice and update	PLC Goal Setting for Semester 2	Semester 2 Prep
February	9/10	Provide a high-quality learning and working environment	Teachers' Convention	Teachers' Convention	Teachers' Convention
February	17	Provide a high-quality learning and working environment	RTI Update and differentiated instruction Admin Assistant PD Day	Learning and Assessment Practices	Powerschool updates and teacher work time (Canvas)
March	13	Foster a culture of collaboration and leadership development.	Data Analysis	Stewardship	Staff meeting
April	28	Foster a culture of collaboration and leadership development.	Learning about the Mass	Staff meeting	Survey and Data Analysis
May	19	FNMI Student Success	ATA the 60s Scoop	FNMI Infusion PLC	Grad ceremony with the elders
June	5	Provide a high-quality learning and working environment	Staff meeting	PLC year in review and goal setting for next year	Transition notes and IPPs
June	28/29	Provide a high-quality learning and working	Year End Wrap Up	Year End Wrap Up	Year End Wrap Up

2022-2023 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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teachers see their professional development as meaningful
- Teachers value the access they have to Division supports and school support.
- Continue to solicit feedback from staff to guide and direct their professional learning

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.)	100	100	100	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	97	99	96
Teachers in our school value professional learning communities (PLC)	100	NA	NA	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

- Professional Learning Communities (PLC)
- Student Intervention Team (SIT)
- School Leadership Team (SLT)
- Opportunity to lead in extra-curricular programs



2022-2023 SCHOOL YEAR 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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teacher results demonstrated a strong feeling of being able to participate in their school leadership activities
- Teacher collaboration through PLC is highly valued and beneficial

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

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

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question

2022-2023 SCHOOL YEAR 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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- These are new questions and there is no available data

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

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Therefore, there is no Education Quality data for STAR Catholic

2022-2023 SCHOOL YEAR STRATEGIES

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

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data values have been suppressed where the number of respondents/students is fewer than 6. Therefore, there is no Education Quality data for STAR Catholic Outreach.
- Outreach will need to review ways that to ensure student completion of the surveys

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
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	0	50	61	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	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	100	100		98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100		100	98	98
Student Survey (Secondary)						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	100	NA	NA	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	STAR Outreach	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	100	63
I feel safe at school.	50	79
I have a friend at school.	100	94
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	100	85



2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Third Path refresher
- FNMI Infusion PLC

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teacher results reflect that teachers are satisfied that First Nation, Metis and Inuit knowledge keepers or community members are invited into the school.
- Outreach School presents a strong understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- Student results show that our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

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

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use data to establish intervention targets for students who have not mastered core concepts.	New Question	New Question	New Question	New Question	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.	New Question	New Question	New Question	New Question	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	New Question	New Question	New Question	New Question	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	New Question	New Question	New Question	New Question	New Question	New Question

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	STAR Outreach			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Secondary)						
I understand how I learn best and am able to communicate this with my teacher.	100	N/A	N/A	77	77	78
Adults help me when I ask.	100	N/A	N/A	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
Parent Survey	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.	100	100	97	85	86	87

2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- IPP development and implementation
- Canvas in-service and update
- Third Path refresher
- RTI Update and differentiated instruction

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parent results show satisfaction with the supports to be successful.
- Student results show satisfaction with their ability to interact with teachers
- Student results show satisfaction with the help they receive from their teachers

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:

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach

2022-2023 SCHOOL YEAR 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.

PROFESSIONAL LEARNING

- Third Path refresher
- Stewardship

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach
- Need to develop strategies to increase survey completion by students and parents

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:

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach

2022-2023 SCHOOL YEAR 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

PROFESSIONAL LEARNING

- RTI and differentiated instruction.
- FMNI Infusion

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach
- Need to develop strategies to increase survey completion by students and parents

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

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach

2022-2023 SCHOOL YEAR 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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data values have been suppressed where the number of respondents/students is fewer than 6. There is no student learning engagement data for STAR Catholic Outreach
- Need to develop strategies to increase survey completion by students and parents.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

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

STAR Outreach

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$241,244	87.7%	\$241,244	91.0%
Specialized Learning Support (SLS) Allocations	\$21,270	7.7%	\$21,270	8.0%
Faith Development Allocations	\$0	0.0%	\$0	0.0%
ELL Allocations	\$0	0.0%	\$0	0.0%
FNMI Allocations	\$2,640	1.0%	\$2,640	1.0%
Other Program Allocations	\$77	0.0%	\$77	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
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	\$10,000	3.6%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$275,230	100%	\$265,230	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$204,143	74.2%	\$204,143	77.0%
Uncertificated Staff	\$18,193	6.6%	\$18,193	6.9%
Services Contracts and Supplies	\$48,850	17.7%	\$38,850	14.6%
Amortization (Depreciation)	\$871	0.3%	\$871	0.3%
Held in Reserve	\$3,174	1.2%	\$3,174	1.2%
Total Expenditures:	\$275,231	100%	\$265,231	100%

Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$275,230	\$265,230
Total Expenditures	\$275,231	\$265,231
Variance	\$0	\$0

Fall 2023 Required Alberta Education

Assurance Measures—Overall Summary

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	STAR Catholic Outreach 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	n/a	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	n/a	92.5	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	71.4	*	n/a	80.7	83.2	82.3	Low	n/a	n/a
	5-year High School Completion	*	*	87.7	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	71.4	61.9	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	9.5	14.3	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	98.5	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	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. 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.
3. 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.