



EDUCATION PLAN

2023-2027



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 moved to a new location in September 2023. Our campus is conveniently located at the south end of Christ the King Catholic High School.

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, Principal
E-mail:	outreach@starcatholic.ab.ca
Address:	3511 Rollyview Road Leduc AB T9E 6N4
Phone:	(780) 980-0955
Website Address:	www.or.starcatholic.ab.ca
Grades Served:	Grades 10 – 12 and Adult Learners. Averaging 14 dedicated Outreach students
Staff Members:	Teaching Staff (1.85 FTE), Administrative Assistant (.50FTE)

PRINCIPAL'S MESSAGE

MR. DEAN HECK

STAR Catholic Outreach strives to provide our students a Christ-centered Catholic education through a self-directed, alternate delivery approach. We reach out to those students whose needs may not be met in the more traditional education model and strive to personalize the student's learning experience within a caring and faith-filled learning community.

The development of this annual report provides our dedicated team with an opportunity to reflect on the previous school year and plan for the upcoming year. It allows us to both celebrate our successes and collaboratively chart our course to enhance the overall educational experience at our school. During this time of pandemic, it is recognized existing data may be anomalous or missing. It is also acknowledged that current plans will have to be fluid and tremendously adaptable. We look forward to implementing the strategies outlined within this report.

God Bless

Dean Heck
Principal

MEET YOUR LOCAL TRUSTEES



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.

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

Survey Questions

Students (Secondary)

- 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.)
- I am building capacity in my understanding of how to permeate faith into all school activities.

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.

Anecdotal list of PD offerings that are specific to faith [Populated in AERR]

STRATEGIES

- Outreach staff is invited to join Christ the King staff for prayer and fellowship on Fridays after school.
- Outreach staff and students are invited to Catholic celebrations including the Feast of Christ the King, Advent, Lent, and other seasons of the Liturgical Calendar.
- Support staff with Faith permeation opportunities provided by Central Office pertaining to specific subject matters.
- Faith development 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 (Secondary)

- I learn about faith and God at our 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 or functions at the school or parish.

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 at the school or parish.

STRATEGIES

- Faith development embedded into every Professional Development activity.
- Encourage all staff and students to share their own personal faith experiences with Outreach community.
- Provide resources/information for staff and students about events or opportunities in their local parishes.

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 (Secondary)

- 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 [Populated in AERR]

STRATEGIES

- Daily prayer
- Staff highlight Catholic feast days and liturgical days of observance through visuals, videos and discussions.
- Social Justice Project—"The Push Up Challenge" to raise awareness and funds for mental health tied into the theme of Catholic Social Teaching.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Survey Questions

Students (Secondary)

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

Staff (Teachers & Support Staff)

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

Parents

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

List of School Masses/Celebrations and Connections to Outside Organizations

- STAR Outreach staff and students are welcomed to all Masses and liturgical celebrations that Christ the King School celebrates.
- STAR Outreach staff and students participate in Graduation Mass at St. Michael's Parish.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Summary of Involvement Between Home, School, Parish, and Parish Priests

- Invite Father Mathew to come into the Outreach.
- Promote and share special events on social media.
- Invite families to celebrate Graduation Mass with staff and Father Mathew at St. Michael's Parish.
- Continue to link STAR Outreach with Christ the King School's Mass and Celebrations.

STRATEGIES

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

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

Surveys:

Students

- (Secondary) I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know who to talk to to get help if I am struggling with my emotions or 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 (teams, clubs, volunteering, etc.)
- I feel safe at school
- I have a friend at school
- I am encouraged to do my best so I can reach my full potential

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 (self-awareness, building positive relationships, responsible decision-making, etc.)
- 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

Parents

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.)
- I feel welcome when I contact or visit my child's school
- My child has a friend at school
- My child feels safe at school
- My child has one or more adult(s) that care about them at school
- My child feels a sense of belonging at school
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.)
- My child has the opportunity to reach his or her full potential
- My child has one or more adult(s) that care about them at school

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Outreach initiative and participation in the Social Justice Project — “The Push Up Challenge,” to raise awareness and funds for Mental Health.
- Staff is trained in Third Path to support Mental Health awareness and implement strategies and new learnings for staff and students
- Continue to develop and foster staff/student relationships.
- Support students with emerging and diagnosed mental health issues.
- Share information with school intervention teams regarding students at risk.
- Mental health resources and contacts are listed on the division and school websites.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Goal: Diploma Exam Acceptable/Excellence

Background: 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.

Diploma Exams: 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.

MEASURES

Diploma Exams

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

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Professional Development is provided for staff
- Teachers are given time in Professional Learning Communities with Christ the King staff to collaborate and share best practices with other teachers and to focus on and develop interventions.
- Teachers are supported in attending professional development sessions in STAR district and other related sessions.
- Utilize data from provincial assessments to drive instructional practices.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

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

MEASURES

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

STRATEGIES

- Work with students in helping to plan for high school completion, utilizing strategies such as high school redesign.
- Work with Student Intervention Team to identify students at risk for not completing high school.
- Communicate with parents of students at risk for not completing high school.
- Ensure access to mentorship programs using outside agencies, career counselling opportunities, and other supports to help provide students with the supports they need to graduate high school.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

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

MEASURES

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

STRATEGIES

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

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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.

MEASURES

- Teacher, parent and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students
- Graph of Overall Authority 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.
- Communicate with students and student families ways that Outreach supports and optimizes student engagement.

DOMAIN 3: TEACHING & LEADING

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

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

Star Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 4.11\)](#) 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 [Populated in AERR]

STRATEGIES

- Third Path Mental Wellness refresher sessions offered to all staff.
- Continue to Promote access and role understanding of Central Office Learning Team and SLS Team.
- Focused PLC meetings throughout the year.
- Create a Professional Development plan that aligns with division goals and considers the feedback from Out-reach staff.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and to be involved in leadership.

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.
- Dedicated Professional Learning Community scheduled collaboration time.
- Receive input and feedback from staff on meaningful PD opportunities.
- Invite staff that attend PD sessions to share their PD with other staff at staff meetings or during PLC time.

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

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

- Continue to implement structures that facilitate open and respectful communication.
- Communicate with staff resources that are available through the ATA, STAR Central Office, ERLC, ASEBP, 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 staffroom for prayer and fellowship.
- Provide opportunities for wellness activities with staff and intentionally identify areas of wellness including physical, emotional, spiritual, and mental.
- Increased awareness of Health and Wellness account.

DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

Outcome: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

MEASURES

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

STRATEGIES

- Professional Development supporting teachers in an outreach environment.
- Communication with parents about students' learning and progress.
- Communicate information through school websites and emails.
- Provide PLC time for teachers to collaborate and share best practices.

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 Indigenous only):

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

Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit worldviews, 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, 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 worldviews, cultural beliefs, and values.

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 [Populated in AERR]

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Indigenous learning embedded into Professional Development.
- Access to elders, knowledge keepers, school Indigenous lead and other available resources, and knowledge sources to continue to support teachers, students, and student families.
- Continue to promote Orange Shirt Day, Red Dress Day and Indigenous month (June).
- Develop and display the Outreach school Treaty 6 land acknowledgement.
- Recognize all graduating indigenous students with a sash and feather ceremony.
- Continue to add indigenous resources to Outreach library.

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

Surveys:

Students (Elementary)

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

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults in our school help me when I ask
- I get feedback from my teacher on practice work or 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 an exam or assessment

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, etc.)
- I give students opportunities to practice and develop their understanding before a test or assessment

Parents

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.)
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

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

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

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

STRATEGIES

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DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

MEASURES

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

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 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)

MEASURES

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

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 survey completion by parents and students.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans.

- Outreach continues to explore ways to increase engagement from stakeholders. Outreach teachers, students and parent survey results were reviewed. Administration and teachers also engaged in individual conversations with students to receive valid feedback and help guide strategies.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2024-2025

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2024 - 2025 BUDGET SPRING LIVE

Christ The King

Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$151,129	4.4%	\$0	0.0%
School Fees - Regular Instruction	\$46,966	1.4%	\$0	0.0%
Base Allocations	\$2,585,501	75.3%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$328,402	9.6%	\$0	0.0%
Faith Development Allocations	\$23,390	0.7%	\$0	0.0%
French Language/Immersion Allocatons	\$0	0.0%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$18,287	0.5%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$71,660	2.1%	\$0	0.0%
Other Program Allocations	\$24,683	0.7%	\$0	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$185,016	5.4%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$3,435,034	100%	\$0	100%

Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$20,955	0.6%	\$0	0.0%
Certificated Staff	\$2,541,362	74.0%	\$0	0.0%
Uncertificated Staff	\$608,650	17.7%	\$0	0.0%
Services Contracts and Supplies	\$264,067	7.7%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$3,435,034	100%	\$0	100%

Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget		\$3,435,034		\$0
Total Expenditures		\$3,435,034		\$0
Variance		\$0		\$0