



Education Plan 2020-2023

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DOMAIN 1: LOCAL & SOCIETAL CONTEXT

JURISDICTION PROFILE

St. Thomas Aquinas Roman (STAR) Catholic Separate School Division extends across a broad geographical area in central Alberta. The Division has a total of 12 schools in various grade configurations from Pre-K to Grade 12 in the communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka, and Wetaskiwin. The boundaries of STAR Catholic overlap with five different public school divisions. This overlap requires a significant degree of collaboration with our public partners in areas such as creation of school year calendars and coordination of student busing arrangements. The Division's central office is in the city of Leduc.

We are served by seven trustees and more than 465 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. For the first time since, our Division has seen a decrease in enrolment, dropping to 4,068 students for the 2020-2021 school year. This is a 2.97% decrease from the previous school year, and a 7.13% decrease in budgeted enrolment. This decrease in enrolment is attributed to the COVID-19 pandemic. For the 2021-2022 school year, our Division once again saw an increase in enrollment, climbing from 4,068 students to 4,367.

Within the Division, 11% of our students self-identify as First Nation, Métis, or Inuit. That number increases to 26% and 14% at Sacred Heart School and St. Augustine School, respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

Given our evangelistic character and spirit, we are also delighted to welcome and serve a substantial number of students who are from non-Catholic backgrounds. Each school community is a unique entity unto itself, while a common divisional focus on faith, learning and Response to Intervention (RTI) pedagogical approach unites us across our diversity.

We are pleased to be progressing through a replacement of Father Lacombe Catholic School in Lacombe. This will ensure we are able to provide high-quality Catholic education to the students and families of Lacombe for years to come. We continue to advocate for additional capital projects that will allow us to accommodate the diverse needs of our communities.

STAR Catholic school profiles are available for viewing on our website: www.starcatholic.ab.ca

STAR CATHOLIC HISTORY

St. Thomas Aquinas Roman Catholic School Division was formed in 1995 with the amalgamation of Leduc RCSSD No.132, Wetaskiwin RCSD No. 15 and Ponoka RCSSD No. 95 to serve the communities of Leduc, Ponoka and Wetaskiwin. Good Shepherd No. 13, serving the community of Drayton Valley, would join with St. Thomas Aquinas in 1997. In 2005, Catholic education was established in Lacombe, followed by the establishment of Catholic education in Beaumont in 2010. STAR Catholic today serves approximately 4,367 students in 12 schools in Lacombe, Ponoka, Wetaskiwin, Drayton Valley, Leduc, and Beaumont.

FOUNDATIONAL STATEMENTS

Mission Statement

Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic schools!

Vision Statement

Souls seeking Christ on a journey of faith, learning, and love.

ACCOUNTABILITY STATEMENT

The Education Plan for the three years commencing September 1, 2020 for St. Thomas Aquinas Roman Catholic Separate School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans.

The goals in this Education Plan are set for the next three years, but the strategies used to achieve these goals are flexible and may change over time. The Board is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved the Education Plan for 2020-2023, with updated strategies, on May 18, 2022.



Henry Effen
Board Chair



Board Chair's Message Henry Effen

At St. Thomas Aquinas Roman Catholic Schools, we continue to move forward despite the challenges we face, specifically our most recent challenge — the COVID-19 pandemic.

No matter the challenge, we continue to focus on our Vision Statement: Souls Seeking Christ on a Journey of Faith, Learning, and Love.

With this past October's election, we were pleased to welcome four new Trustees to STAR Catholic! Both returning and new Trustees are excited and committed to continuing the tradition of providing an outstanding educational experience rooted in the Catholic faith.

This Education Plan outlines the Division's goals, which are directed by both the Government of Alberta as well as the Board of Trustees through our Board Priorities. The strategies outlined herein speak to our continued commitment to pursue excellence and to provide the best experience for our students. The future looks bright!

Our journey continues as we weave our vision into all that we do; we are all souls seeking Christ on a journey of faith, learning, and love.

Yours in Catholic Education,

Henry Effen
Board Chair



Superintendent's Message

Charlie Bouchard

As we move into the 2022-2023 school year, I am excited about the possibilities!

The staff of STAR Catholic School Division continue to amaze me in the work they do. Despite the challenges of the last two years, they continue to forge ahead with an unrelenting focus on students and of providing a faith-filled experience.

This Education Plan identifies a number of goals and the associated strategies to achieve related success. No matter the obstacles we may encounter over the upcoming year, I know we will do our best to overcome them in order to help our students be successful.

Our Division places high value on parents and the parish as partners in the education of our children. Parents, thank you for all that you do as the primary educator of your child. To our parishes, you are an integral piece of our fabric and we appreciate your support.

With the Lord's grace and guidance, we continue onward in our pursuit of greatness.

In His Name,

Charlie Bouchard
Superintendent

Meet Our Trustees



Henry Effen
Board Chair and Wetaskiwin Trustee

Henry Effen is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.



Donna Tugwood
Vice Chair and Lacombe Trustee

Donna Tugwood is a wife to Earl Jackson, mother of five, step mother of four, and grandmother of 18. Donna attended Nova Scotia Teachers' College and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, she worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public, and Private schools. After retiring, she worked at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephen's Parish since 1994, serving on Parish Council for six years - three years as Chair - and is President of St. Stephen's Catholic Women's League. Donna loves to paint and to travel. She is honoured and proud to be serving her second term on the STAR Catholic Board of Trustees. She believes in keeping faith as the heart and soul of education and wants to ensure students have the knowledge, skills, and faith that will enable them to do well in life.



Marilyn Burke
Ponoka Trustee

Marilyn Burke is a member of St. Augustine Parish, an active volunteer with the church fundraising activities, and a member of the Catholic Women's League. She has children and grandchildren that know and have experienced the value and gift of Catholic education.



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.

Meet Our Trustees



Michael Linner
Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.



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.



Liz Taylor-Sirois
Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She has been employed by Covenant Health at the Grey Nuns Hospital for the past 30 years on a part-time basis. Liz has four daughters and 10 grandchildren, several of which attend Académie Saint-André Academy and École Mother d'Youville School. She enjoys gardening, walking, travelling, pontoon boating, and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and is the Parish Activities Coordinator. Serving in her second term, Liz believes quality Catholic education is so very important and hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.



May the road rise up to meet

May the wind be ever at your back

May the sun shine warm upon your

and rains fall soft upon your fields

and until we meet again,

in the palm of his hand.

Amen.

Magically Delicious

STAKEHOLDER ENGAGEMENT

STAR Catholic School Division is committed to engaging with a variety of community partners and stakeholders, including students, staff, parents and families, school councils, parishes, government officials, sister school boards, and community members.

The feedback we receive from stakeholder engagement is incorporated into this Three-Year Education Plan.

This engagement included school councils as outlined in Section 12 of the School Council Regulation.

Stakeholders:

- Parents/guardians
- Teachers
- School Administrators
- Support Staff
- Students
- Parish Priests
- Parishioners

Forms of Engagement:

- Regular conversations between local Trustees and families, division staff, parishioners, and other community members.
- Relationships and discussions between staff, students, and families
- Teacher/Board Advisory Committee (TBAC) meetings
- Public board meetings and input forums
- Division surveys
- School Council meetings
- Indigenous Education Summit
- Superintendent's Council Meetings
- Review of insights and implications from the Alberta Education Results Report with stakeholders

WE ARE DISCIPLES OF THE WORD

YEAR THREE: DISCIPLES THROUGH WORKS

STAR Catholic will adopt the third year of our three-year faith plan. The plan falls under one unifying theme: We are Disciples of the Word.

This theme reminds us that, as Christians, we are disciples — dedicated followers of Christ. “The Word” refers both to the person of Christ and to the word of God we find in scriptures. Christ is the Word of God made flesh, and Christians are the disciples who have chosen to follow Christ and his teachings. We come to know Christ through the Word of God and share The Word with all others we encounter.

This faith plan is carried out in three sub themes:

Year 1: Disciples Through Worship

Year 2: Disciples Through Witness

Year 3: Disciples Through Works

In Year 3, we will focus on how we encounter and serve Christ by encountering and serving those in need. To follow the Word of God means to follow Christ’s teachings and example. Christ constantly reached out to those who were marginalized, healed them, and invited them back into the community. He was concerned for those who were left out of society. As his followers, we continue his work to bring justice to society and care to those who need it. There will also be a focus on learning about Catholic-Christians who have used their faith as a basis for their life-giving work (Dorothy Day, St. Damien, St. Katherine Drexel, St. Marguerite D’Youville, etc.).



ROTARY BRANCH LIBR

Motorhead
England

DOMAIN 2: GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: Staff in Catholic schools transmit and carry the Church's educational tradition and their formation in the area of faith is essential to the success of this mission. "For the Catholic educator, religious formation does not come to an end with the completion of basic education; it must be a part of and a complement to one's professional formation, and so be proportionate to adult faith, human culture, and the specific lay vocation."

*Lay Catholics in Schools: Witnesses to Faith
The Sacred Congregation For Catholic Schools*

MEASURES

Survey Questions

Students

- We pray as a class or as a school every day.
- Teachers help me understand how faith can guide the way I live my life.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, ExCEL, etc.).
- I witness the faith and permeate curriculum and activities with gospel values.

Parents

- Teachers help students understand how faith can guide the way they live their lives.

Anecdotal List of PD Offerings Specific to Faith



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Administrators and staff access the Four-Year Faith Plan for a variety of suggested strategies related to year goals
- A minimum of three faith sessions/topics presented to staff over the year
- Promote the use of Catholic learning resources developed by groups such as Formed, Augustine Institute, and Dynamic Catholic
- Director of Faith strategizes with Religious Education Coordinators and Schools to assist staff in their work as witnesses of faith
- Schools are encouraged to share social media posts about religion classes, displays, activities, and liturgical celebrations
- The Director of Faith will lead high school subject area cohorts in developing permeation ideas based on subject curricular outcomes

PROFESSIONAL LEARNING

- Reflection Day - introduction and exploration of faith theme
- Administrator faith leadership learning sessions
- 2 Year Mentorship Program (Faith sessions for New Teacher Orientation and Year 1,2 Mentorship)
- Theme “Disciples of The Word: Disciples through Works” staff retreats centered on learning about various ways to bring justice and God’s love into our world.
- Specific faith & Religious Education sessions (Growing in Faith, Growing in Christ Religion programs, Christian Anthropology/ Human Sexuality training, The 4th R, staff book study)
- Faith development sessions as part of Religious Education Committee meetings



DOMAIN 2:

GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

Background: “The fundamental condition for being an effective Catholic educator is being in a relationship with Jesus Christ. If a teacher cannot witness to his or her relationship to Jesus in word and action, they simply cannot introduce others to Christ, which is the core mission of the Church.”

*Growing Forward
2014 Catholic Education Symposium*

“Schools prepare students to relate the Catholic faith to their particular culture and to live that faith in practice.”

*The Holy See’s Teaching on Catholic Schools
Archbishop J. Michael Miller*

MEASURES

Survey Questions

Students

- Teachers help me understand how faith can guide the way I live my life.
- Teachers speak to me about their own faith and the role of God in their life.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher’s life.

Parents

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher’s life.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Financial support for student and school-based retreats
- “Best Practices for School Retreats” document used during planning stages of retreats
- Schools are allocated .1 FTE to support either a Youth Minister or a Religious Education Committee Member
- Schools are encouraged to share social media posts about religion classes, displays, activities, and liturgical celebrations, using similar language as the division 2 survey in social media posts (i.e. “Check out our staff sharing their faith!”)
- Administrators are encouraged to intentionally share examples of how teachers share their faith at school council meetings

PROFESSIONAL LEARNING

- Support for regular meetings with the Religious Education Committee and support for yearly goal setting
- Administrators and Religious Education Committee representatives meet regularly to discuss and update the school faith plan
- Support the implementation of Growing in Faith, Growing in Christ Religion and Fully Alive resources
- Provide theory and resources to Family School Liaison Workers on permeation of faith into work with students
- Work with subject area cohorts to develop permeation ideas, resources, and plans

DOMAIN 2: 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.

Background: When staff and students understand Catholic social teaching, they understand how all people have inherent dignity and thus the call for Catholics is to seek the common good for all, especially the poor and marginalized.

“The Catholic school aims to form in pupils those particular virtues that will enable them to live a new life in Christ and help them to play their part in serving society and the Church.”

The Holy See’s Teaching on Catholic Schools
Archbishop J. Michael Miller

“What good is it, my brothers and sisters, if you say you have faith but do not have works?”

James 2:14

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)

- Teachers help students understand how faith can guide the way they live their lives.
- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

Parents

- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

Anecdotal List of Division Social Justice Projects



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Update “Charity and Social Justice Project Planning Guide” with the Religious Education Committee
- Promotion and use of Catholic charity and social justice groups and resources; encourage partnerships between schools and Catholic agencies
- Sharing of “good works” throughout the Division using social media
- The Religious Education Committee will track Charity and Social Justice work throughout the year

PROFESSIONAL LEARNING

- Central Office and Religious Education Committee will provide guidance in the use of the “Charity and Social Justice Project Planning Guide”
- The Director of Faith strategizes with Religious Education Coordinators and Schools to assist staff in their work as witnesses of faith
- School staff collaborate to plan and facilitate school-wide social justice and charity projects
- Information about various Catholic charities, organizations, projects, and contacts are communicated through the Religious Education Committee



DOMAIN 2: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

Background: Parents are the first and primary educators of their children. Schools, with parent consent and involvement, share the responsibility of education which is acknowledged through the Church principle of subsidiarity. The Church supports schools in the work of educating the whole person. The Bishop ensures Church doctrine is adhered to and that the culture of the school is reflective of the Catholic Worldview. By seeking, facilitating and strengthening partnerships and the relationship between parents, the parish and the school, the faith community is made whole.

MEASURES

Survey Questions

Students

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

Staff (Teachers)

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

Staff (Support Staff)

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

Parents

- My child participates in religious celebrations at the school or church.

List of School Masses/Celebrations and Connections to Outside Organizations (i.e. CSS)

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Administrators and staff access the Four-Year Faith Plan for a variety of suggested strategies related to year goals
- Extend invitation to parents to attend school events and parish events
- Communication from schools to parents/ families regarding families/parish/school events and/or information.
- Sharing the GrACE newsletter with parents, guardians, and staff
- Schools share social media posts with information about religion classes, displays, activities, and liturgical celebrations
- Schools collaborate with priests and parish staff to ensure a strong presence of the parish in the school

PROFESSIONAL LEARNING

- Regular meetings between school administrators and local priests as outlined in Standards for Preparing Children and Youth for the Sacraments - Edmonton Archdiocese program.
- Archdiocesan and parish programs and retreats (such as Rite of Christian Initiation for Adults, Advent and Lent retreats, etc.) are shared with staff through weekly updates and by the Religious Education Committee.
- Share parish and ministry information to new teachers through the mentorship program.
- Promote the Growing in Faith, Growing in Christ website to parishioners.
- Schools are encouraged to write and distribute “Congratulations” cards for reception of sacraments and acknowledge students at a school assembly and/or newsletter.





DOMAIN 3:

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 provincial areas:

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 on the exams.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

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

PROFESSIONAL LEARNING

- Schools will access and analyze Provincial Achievement Tests and Diploma Exam results through the Government of Alberta and the Learning Consortias
- Staff will access Division professional development offerings by the Central Office Learning Team

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.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Schools will utilize Response to Intervention strategies
- Key school personnel analyze district, school, classroom, and individual student data to make informed decisions and provide early interventions that have the greatest positive impact
- High schools' Student Advisors track student course completion towards graduation
- Staff work with students to acquire courses needed through STAR Outreach or St. Isidore Learning Center
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports
- Schools, in conjunction with the Director of Student Services will monitor attendance, as well as access the Office of Student Attendance & Re-engagement (OSAR), to work collaboratively with all stakeholders to improve attendance
- English Language Learner best practices are utilized to support student achievement
- The School Leadership Teams and individual Professional Learning Community groups will set goals

PROFESSIONAL LEARNING

- MyBlueprints training will be made available to all staff to help monitor and support graduation plans
- Access Division Professional Development offerings by the Central Office Learning Team

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.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Schools are educated in The Third Path framework, which is a relationship-based education, that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond
- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools
- Positive connections are created and maintained between the school staff, the student, and their family
- Focus on building strong and meaningful connections between students and at least one adult in their school
- Ensure access to mentorship programs, career counselling opportunities, and family-school liaison workers in order for students to find the support they need to graduate
- Monitor attendance by working with the Settlement Workers in Schools (SWIS) to identify and reduce barriers that affect student attendance
- English Language Learner strategies are utilized to focus on developing Cultural Awareness

PROFESSIONAL LEARNING

- Third Path Go-To Educator learning sessions focusing on Condition 7: Mastery and Condition 8: Meaning; schools will complete learning sessions on all conditions
- Regular meetings with English Language Learner school leads to review and share best practices and resources
- Provide opportunities for staff to utilize and learn about Settlement Workers in Schools (SWIS) supports.
- Division and schools access SWIS intercultural awareness training

DOMAIN 3: STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Student learning engagement.

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

MEASURES

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Ensure a focus on mental health and connection for all students using strategies from The Third Path
- Focus on strong pedagogical practices for staff that engage students
- New curriculum implementation sessions focused on best pedagogical practices
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy)
- Ensure instruction and assessment are aligned
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision-making (such as student council, etc.)

PROFESSIONAL LEARNING

- Staff receive professional development regarding student engagement.
- Third Path Learning Sessions with Schools
 - » Condition 7- Mastery
 - » Condition 8 - Meaning
- New curriculum collaboration meetings focus on strong pedagogical and engagement practices.



DOMAIN 3: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on student 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.

Background: Student mental health is a complex issue with many components. Many divisions and many provinces are strategically moving forward with initiatives and work related to student mental health. STAR Catholic data has shown increased rates of high anxiety in the student population. This appears to be a concern province-wide. Parents, staff and students all indicate a concern with the mental health of today's students.

MEASURES

Survey Questions

Students (Elementary)

- I have no worries about going to school
- I can solve problems at school (i.e. with friends, school work, etc.)
- I know how to lower my stress when doing school work (i.e. assignments or tests)
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

Students (Secondary)

- I have no worries about going to school
- I feel confident in my ability to solve issues at school
- I have strategies to lower my stress before writing an exam or a big assignment
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

Staff (Teachers)

- I am aware of the social and emotional well-being of my students.

- I am able to support the social and emotional well-being of my students.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

Staff (Support Staff)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am aware of the behaviour supports the student(s) I work with require.
- I utilize strategies to support the behaviour, with the student(s) I work with.

Parents

- My child has a friend at school
- I am satisfied with the access to social/emotional supports at school
- My child has one or more adult(s) that care about them at school



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Implement Year 4 of the Division Mental Health Plan: Mental Health Literacy and The Third Path training of 3 people per school)
- School trained staff will in-service the entire school staff
- Focus on proactive strategies for all students
- Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on mental health/anxiety strategies for at-risk students
- Work with School Intervention Teams to support at-risk students
- Mental Health resources and contacts are listed on the division and school websites
- The Board of Trustees advocates to government the increasing need for mental health supports

PROFESSIONAL LEARNING

- Parent session(s) are held to inform about mental health supports in the school and community (could be the psychologist, FSLW, etc.), which could be recorded and posted
- Third Path Go-To Educator learning sessions focusing on Condition 7: Mastery and Condition 8: Meaning; schools will complete learning sessions on all conditions



DOMAIN 4: TEACHING & LEADING

Provincial Goal: Education Quality

This Provincial measure is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

Strategies utilized by STAR Catholic, as well as the insights, conclusions, and implications drawn from them, demonstrate that STAR Catholic supports teaching and leadership quality through professional learning and evaluation.

MEASURES

Graph of Overall Authority Results

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

Graph of Detailed Authority Results

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Family School Liaison Workers (FSLW) work with parents
- The Central Office Learning Team will offer sessions for parents
- Effective engagement with School Councils to advance school goals

PROFESSIONAL LEARNING

- Council of School Councils meetings and professional development
- Involvement with the Catholic Women's League, Knights of Columbus, and other parish/community groups
- A portion of every FSLW meeting will focus on best practices for communicating with parents and other supports



DOMAIN 4: 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 is 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

Background: Teacher professional learning is important in that it allows teachers to develop the skills and pedagogy necessary to meet the needs of all learners. Professional learning is important in all stages of a teacher's career, especially as curriculum and society progress.

"Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study."

Teaching Quality Standard, Alberta

"A Teacher engages in career-long professional learning and ongoing critical reflection to improve teaching

Teaching Quality Standard, Alberta

MEASURES

Survey Questions

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Schools will create professional development plans that align with Division goals
- The Division will continue with an annual Learning Day
- A New Curriculum Implementation Plan strategically addresses supporting teachers with the new curriculum

PROFESSIONAL LEARNING

- A variety of professional development sessions related to the Leadership Quality Standards will be offered for administrators
- Professional development will be offered at administrator meetings on Faith and Indigenous Foundational Knowledge
- Conduct Grade level curriculum implementation collaboration sessions
- Assessment & reporting collaboration and professional learning opportunities for teachers are held to align assessment and reporting practices
- Mentorship sessions for beginning teachers
- Professional development offered for administrative assistants
- Community of Practice professional development sessions will be offered to educational assistants
- Use of external consultants to enhance Divisional expertise
- A variety of professional development sessions for teachers related to the Teaching Quality Standard.
- School administrators, in collaboration with their School Leadership Team, create a strategic Professional Development Plan that addresses Education Plan goals, as well as the Teaching Quality Standard



DOMAIN 4: 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.

Background: Teaching is no longer an isolated profession where classrooms are closed and teachers work in isolation. Teachers are expected to collaborate for the betterment of both teaching and learning. School and system success are likely when staff are provided opportunities, both formal and informal, to collaborate with others.

“Quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.”

Teaching Quality Standard, Alberta

“Collaborating with other teachers to build personal and collective professional capacities and expertise” helps teachers in their own learning and results in improved teaching and learning.

Teaching Quality Standard, Alberta

MEASURES

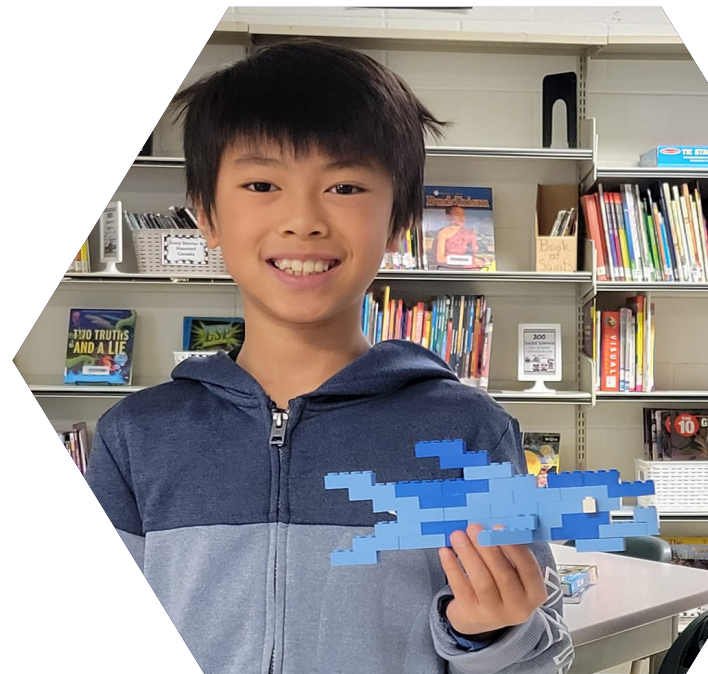
Survey Questions

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).

Professional Development Sessions Related to Leadership

List of Collaborative Leadership Structures



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Schools will have School Leadership Teams
- Professional Learning Communities
- Schools will have School Intervention Teams
- Lead roles within all schools: Religious Education Committee, Indigenous Leads, Learning Support Facilitators, PowerSchool Leads, Counsellor & Family School Liaison Workers
-

PROFESSIONAL LEARNING

- Leadership Development at Administrator Meetings
- Provide teachers with Acting Administrator opportunities
- Vice Principal attendance at Administrator Meetings
- Indigenous Education Leads in each school assist in sharing resources and supporting staff in permeating Indigenous culture and content
- Committee opportunities to demonstrate leadership regarding emergent issues
- Participation in the ExCEL (Excellence in Catholic Education Leadership) cohort with other Catholic school divisions and Newman Theological College



DOMAIN 4: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments, when capital planning and investment in infrastructure and facilities is appropriate.

Background: STAR Catholic is a growing division with year over year increases to student enrollment. The Division has a mixture of new and aging facilities. Both unique needs require appropriate funding to ensure students and staff are best able to meet the needs of teaching and learning.

“Adequate funding for new and replacement schools, modernization and other capital projects should be provided in order to eliminate the infrastructure deficit affecting all school boards. Funding that will completely support all start-up costs incurred when opening new schools, modernizations, and modulars should be provided to school boards.”

ASBA Position Statement

“Plant operations and maintenance funding should be sufficient to ensure that the real costs of utilities, telecommunications, maintenance, custodial services, insurance, and facility planning and administration are met. “

ASBA Position Statement

MEASURES

Survey Questions

Students (Elementary & Secondary)

- I am proud of my school and the way it looks.

Staff (Teachers)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.
- Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students.

Staff (Support Staff)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- The Board capital plan identifies facilities in need of modernization or replacement
- Meetings with the Member of Legislative Assembly Representatives
- Meetings with the Minister of Education
- Long Range Planning Committee Work

LENT is a time for growing



DOMAIN 5: LEARNING SUPPORTS

Provincial Goal: Safe and Caring

This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging. Learning supports are measured in the following provincial areas:

MEASURES

- Percentage of teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
-
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful, and safe.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Staff and student retreats focus on the dignity of all
- Staff and students openly share their faith experience
- School celebrations recognize student virtue and achievement
- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement
- Schools are encouraged to share, through social media channels, the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.)
- The Division follows the Violence Threat Risk Assessment (VTRA) Protocol
- The Division uses the “Supporting Students through Valued Attachments” (SIVA) Model

PROFESSIONAL LEARNING

- Mental Health Go-to Educators learning sessions for The Third Path, Conditions 7 and 8 and continued implementation and monitoring in schools of all conditions
- Mental Health Go-to Educator Community of Practice focuses on sharing of best practices from The Third Path and Mental Health Literacy at the school level and monitoring of implementation
- Sessions for staff that focus on trauma-informed care, grief and loss
- The Division Wellness Coordinator offers student, staff and parent sessions
- Administrators renew and new administrators are trained in VTRA levels 1 and 2
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs

DOMAIN 5: LEARNING SUPPORTS

Provincial Goal: Access to supports and 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

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Supports provided to and in schools:
 - » Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator)
 - » School Learning Support Facilitators
 - » Family School Liaison Workers
 - » Division Crisis Response Teams
 - » External Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)
- Early Intervention Programming
- Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.)
- Support the provincial Success in Schools Program for children and youth in provincial government care

PROFESSIONAL LEARNING

- A portion of every Family School Liaison Worker (FSLW) meeting focuses on best practices for communicating with parents and providing connections to outside supports
- School Learning Support Facilitators collaborate with community partners:
 - » Settlement Worker in Schools (SWIS)
 - » Wellness Resiliency and Partnership (WRAP)
- Continue to build capacity of Crisis Response Team members

DOMAIN 5: LEARNING SUPPORTS

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

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

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

Background: Currently, in STAR Catholic as well as in Alberta as a whole, an achievement gap exists between First Nations, Métis, and Inuit students and all Alberta Students. STAR Catholic is committed to supporting this group of students and working towards closing this achievement gap through continued work and implementation of promising, evidence-based, practices.

MEASURES

Survey Questions

Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions.

Students (Secondary)

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

Staff (Support Staff)

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

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.

Other

- Accountability Pillar & PAT/DIP results specific to First Nations, Métis, and Inuit students.



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- The Division will hire an Indigenous Education Coach to support the Division
- Schools will have visible displays that are symbolic of Indigenous culture, including language
- Refinement of the role of Indigenous Leads in each school
- Increase voice, perspective, and expertise of Indigenous leadership at the governance level
- Assessment strategies to support Indigenous learners
- Provide and use appropriate resources available to support student success
- Continuous school improvement meetings to monitor progress of First Nations, Métis, and Inuit goals
- Utilize the School Self-Assessment Tool to assist in identifying areas of growth towards identified initiatives in their Indigenous 4-year plan
- Examine underlying causes for student absenteeism and related solutions
- Create partnerships and collaboration of best practices with Maskwacis Educational Schools Commission (MESC)

PROFESSIONAL LEARNING

Staff will receive learning related to:

- What research says about Indigenous learners and closing the gap
- Leadership practices: Moving from foundational knowledge to pedagogical practices that impact student outcomes
- Understanding how to infuse Indigenous teachings in curriculum
- OECD Research, Reconciliation, Faith and First Nations Teachings



DOMAIN 5: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

Background: STAR Catholic has been using the Response to Intervention framework for over five years. The framework is founded on three tiers and principles. Tier 1 is meant to focus on quality core instruction with the goal of meeting 85% of students' needs. Tier 2 is focused on providing approximately 10% of students who struggle with concepts and curriculum in tier 1, with additional short-term interventions, often provided in small groups or individually. Tier 3 is meant to assist approximately 5% of students with intensive interventions, often for longer periods of time. This assistance is most often very strategic and longer term.

MEASURES

Survey Questions

Students (Elementary)

- In my classroom, I am allowed to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask.

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher.
- Adults help me when I ask.

Parents

- My child has the opportunity to reach his or her academic potential.
- My child receives the support he/she needs to be successful in school.

Staff (Teachers)

- I use a variety of Tier 1 strategies in my classroom.
- I use a variety of Tier 2, targeted strategies.
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).
- Our school has access to the resources necessary to support students and their families' social and emotional well-being.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Create and implement a strategic RTI Plan to further advance and support the Division's work
- Utilize District Data (EYE, Acadience, PAT, DIP) to identify and implement universal strategies that target specific gaps in learning
- Introduce behavioral supports and strategies that all students can access (such as visual schedules, supportive technology, self-regulation tools, etc.)
- Teachers work collaboratively with the Specialized Learning Support Team to meet student needs
- Continue to implement Year 3 of English Language Learner Supports Plan; focus on cultural awareness and supports which were postponed due to COVID-19
- Use of data to target and identify students needing intervention
- Administration, School Leadership Teams, Professional Learning Communities and Student Intervention Teams ensure that the following are provided:
 - » Tier 1 - solid, quality core instruction
 - » Tier 2 - targeted interventions with individual students and small group interventions. For example, district implementation of Leveled Literacy Intervention and Mathology
 - » Tier 3 - intensive interventions

PROFESSIONAL LEARNING

- Administration continues to be trained in Response to Intervention
- Continue the Educational Assistant's community of practice professional development sessions
- Annual Training for Leveled Literacy Intervention and Mathology





DOMAIN 6: GOVERNANCE

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.

Provincial Measure: Measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- School council
- Council of School Councils
- Surveys
- Community consultations

PROGRESS MONITORING

The Division monitors progress towards its goals in the following ways:

- Continuous School Improvement meetings
- Division surveys
- Student achievement data
- Literacy and Numeracy screens
- School Leadership Team data analysis
- Provincial surveys
- Provincial Achievement Tests and Diploma Exams
- Central Office Learning Team Meetings (COLT)
- Senior Administration Alberta Framework for School System Success meetings

BUDGET REPORT

To view STAR Catholic School Division's Budget Report, please visit our [website](#).

CAPITAL PLAN

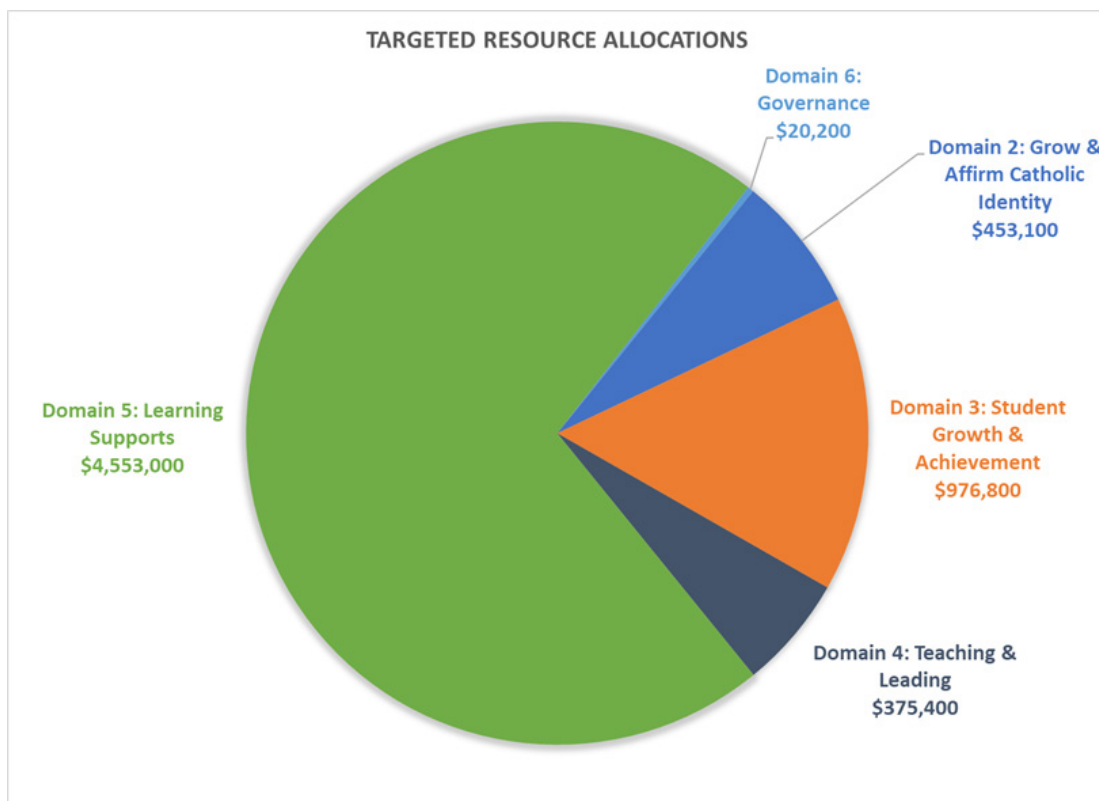
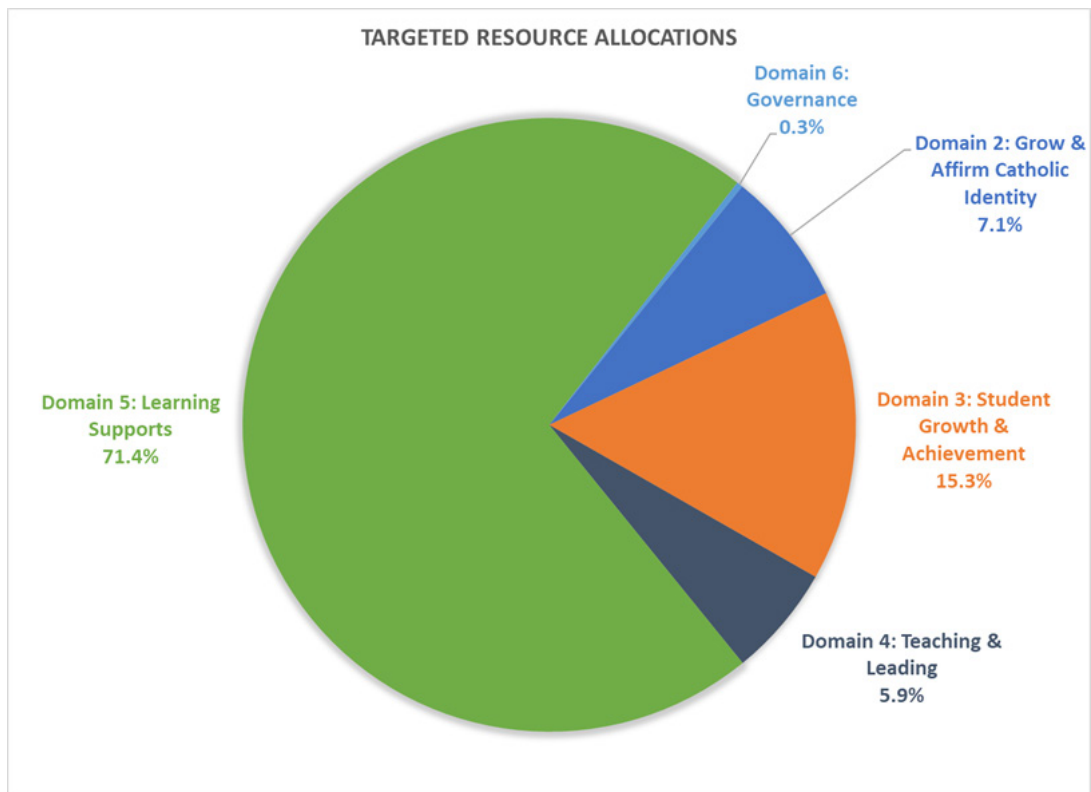
To view STAR Catholic School Division's Capital Plan, please visit our [website](#).

INFRASTRUCTURE MAINTENANCE & RENEWAL

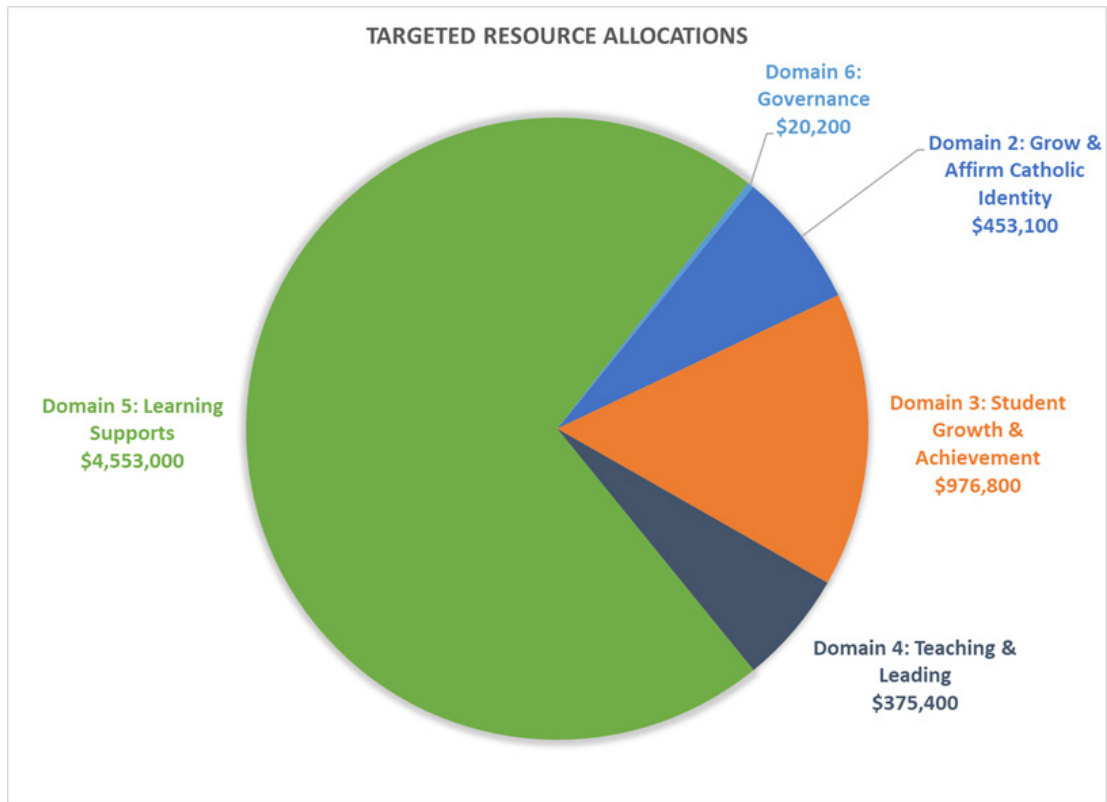
To view STAR Catholic School Division's IMR Projects, please visit our [website](#).



FINANCIAL INFORMATION & CHARTS

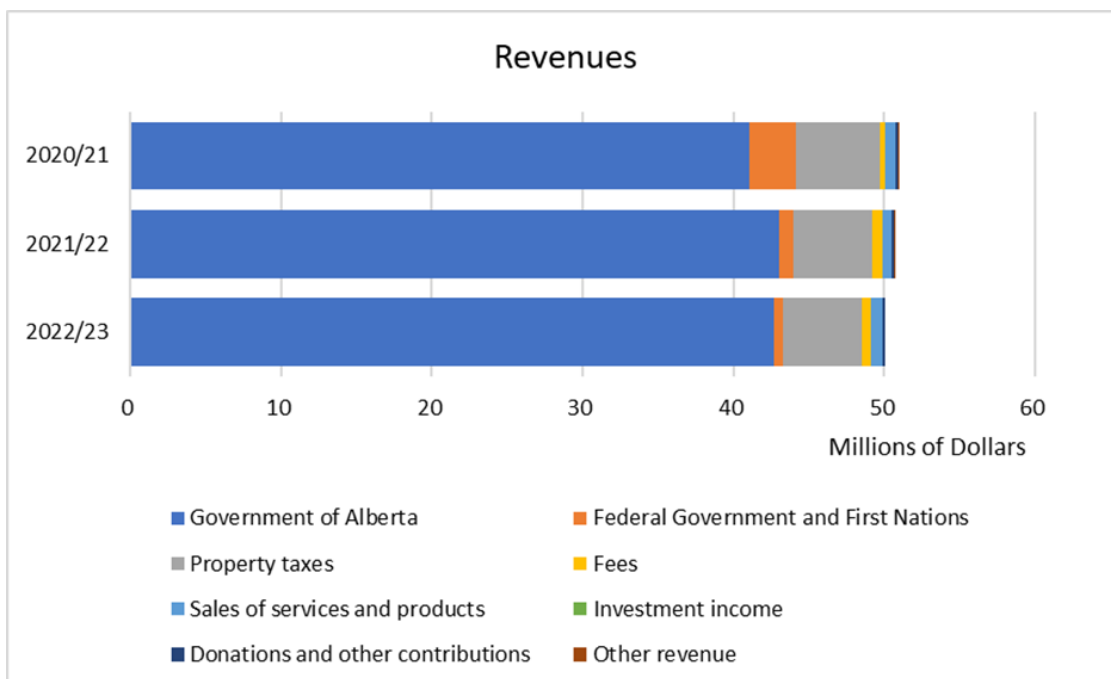


FINANCIAL INFORMATION & CHARTS



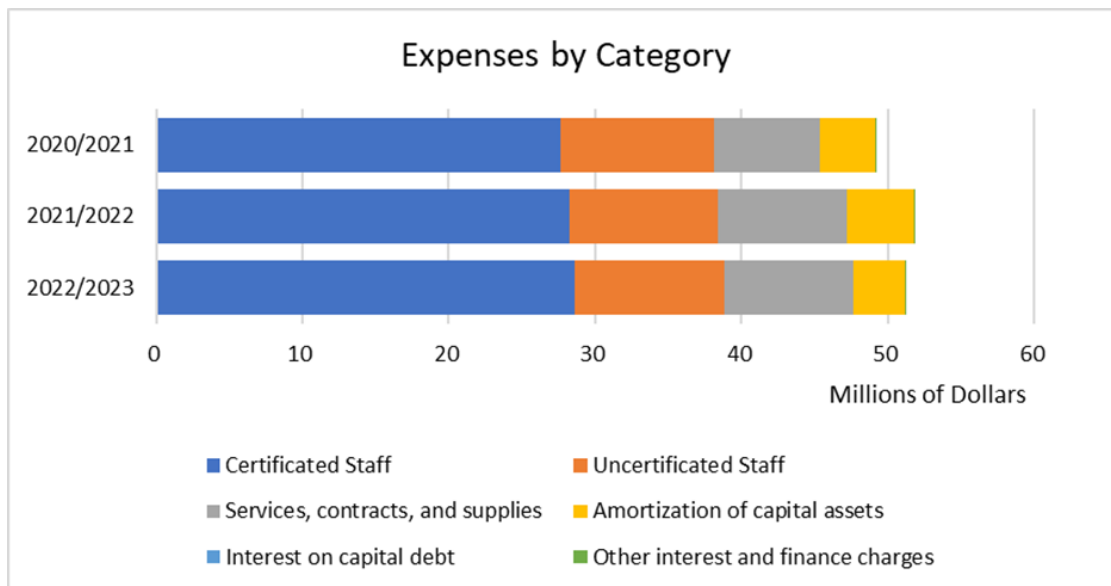
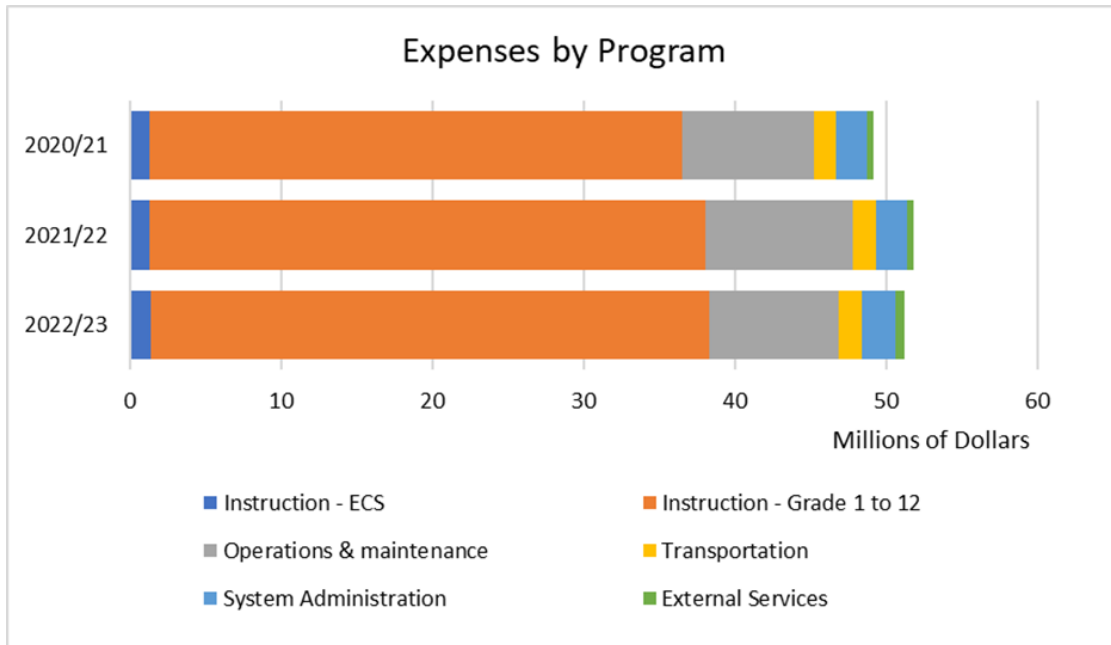
2022/2023 BUDGET SUMMARY

For comparison purposes, the Budget for 2021/2022 and Actuals for 2020/2021 are presented.



FINANCIAL INFORMATION & CHARTS

2022/2023 BUDGET SUMMARY



SUPPLEMENTAL DOCUMENTS

The following documents may be viewed on our website:

- Audited Financial Statement Provincial Roll ups
- Audited Financial Statements for the Year Ended August 31, 2021
- Administrative Procedure 505 – Mandatory Fees
- Alberta Education Results Report (AERR)
- Executive Summary
- AP 492 – Public Interest Disclosure (Whistleblower Protection)



STAR CATHOLIC SCHOOLS

Beaumont

SCHOOLS

Académie Saint-André Academy

(K to Grade 4)
Principal: Curt Baron
780-929-2961

École Mother d'Youville School

(Grades 5 to 9)
Principal: Jordan Robinson
780-929-0792

PARISH

St. Vital Parish

4905 - 50 Street
st.vitalchurch@shaw.ca
780-929-8541

Drayton Valley

SCHOOLS

Holy Trinity Academy

(Grades 9 to 12)
Principal:
Jamie Beauchamp
780-621-5735

St. Anthony School

(Pre-K to Grade 8)
Principal: Melissa Highfield
780-542-4396

PARISH

St. Anthony Parish

4708 - 50 Avenue
stanthony.draytonvalley@caedm.ca
780-542-5254

Lacombe

SCHOOL

Father Lacombe Catholic School

(K to Grade 9)
Principal:
Maria Wagner
403-782-9345

PARISH

St. Stephen's Parish

5128 53 Street
ststephen.lacombe@caedm.ca
403-782-3514

Leduc

SCHOOLS

Christ The King School

(Grades 9 to 12)
Principal: Dean Heck
780-986-6859

École Notre Dame School

(Pre-K to Grade 6)
Principal:
Monique Tellier - Phillips
780-986-9300

St. Benedict School

(Pre-K to Grade 6)
Principal: Connie Greer
780-986-7480

Father Leduc Catholic School

(K to Grade 8)
Principal: Darren Schneider
780-986-0045

STAR Catholic

Outreach School

(Grades 10 to 12)
Principal: Dean Heck
780-980-0955

PARISH

St. Michael Parish
5105 - 45 A Street
stmikerc@telusplanet.net
780-986-3253

Ponoka

SCHOOL

St. Augustine School

(Pre-K to Grade 12)
Principal: Kari-Anne Davidson
403-704-1155

PARISH

St. Augustine Parish

5113 - 52 Avenue
stachurch@shaw.ca
403-783-4048

Wetaskiwin

SCHOOL

Sacred Heart School

(K to Grade 9)
Principal: Tara McBride
780-352-5533

PARISH

Sacred Heart Parish

5113 - 49 Avenue
sheart@incentre.net
780-352-2365



SENIOR ADMINISTRATIVE STAFF

Charlie Bouchard — Superintendent

Laurie Kardynal — Assistant Superintendent, Learning Services

Tara Malloy — Assistant Superintendent, Human Resources & Technology

Ed Latka — Secretary-Treasurer

Kim Beaupré — Executive Assistant

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