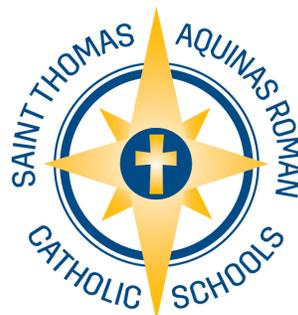




HOLY TRINITY ACADEMY

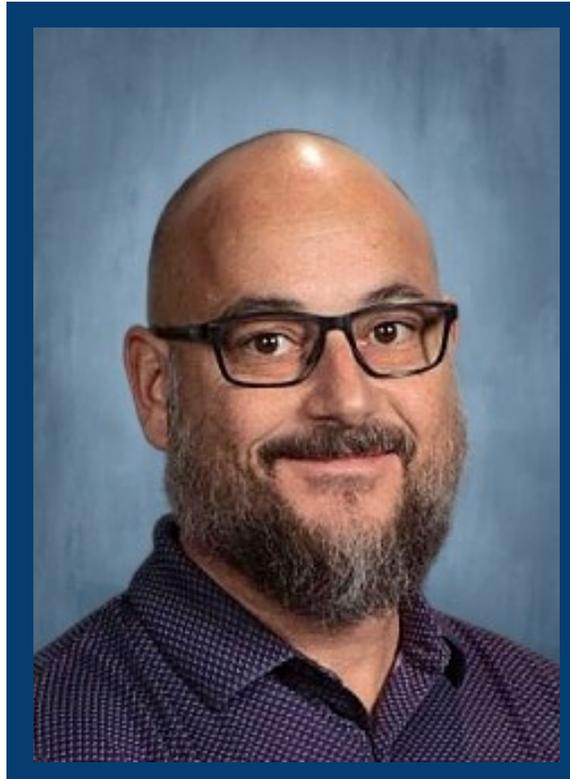
Education Plan

2023-2027



PRINCIPAL'S MESSAGE

MR. JAMIE BEAUCHAMP



The strategies in this report were set after a review of the data in our Alberta Education Results Report by our school staff and parent community. We are excited to present strategies that aim to improve learning and wellbeing for our students as well as our staff.

Although the pandemic is behind us, we continue to feel the effects from the many learning disruptions that occurred at that time. Through the strategies found in this report we aim to strengthen relationships, increase support to students, bolster teaching at Tier 1, increase success of all learners, and improve parental involvement.

As a growing school we are excited to welcome new staff members into our community. Next year will require us to build capacity across the school in Response to Intervention and the Third Path. This will be a good time to go back to the basic components of great teaching to ensure that all of our classrooms have the essential building blocks to create successful learners. We will rely on our School Leadership Team to analyze the data and direct the work of our PLC teams to improve education quality.

This year our faith goals center around supporting our staff in sharing their faith journeys with students and in building stronger connections between school, home and parish.

I am happy to share the evidence of our hard work as presented in this document, and excited to see what this new year brings.

God Bless

MEET YOUR LOCAL TRUSTEE



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.

SCHOOL PROFILE

Principal: Jamie Beauchamp

Vice Principal: Keri-Lynn Clark

Phone: 780 621-5735

Student Population: 259

Fax: 780 621-5733

Number of Teachers: 12

Grades Served: 9-12

Email: jamie.beauchamp@starcatholic.ab.ca **Web Page:** <http://ht.starcatholic.ab.ca>

Facebook Page: www.facebook.com/HTAhighschool/



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Surveys:

Students

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

Staff (Teacher & Support Staff)

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

Parents

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

Anecdotal list of PD offerings that are specific to faith

STRATEGIES

- All staff members will attend STAR Catholic's annual Reflection Day.
- There will be on-going faith formation throughout the year. The administration will offer 3+ faith based professional development sessions per year.
- There will be a faith-based retreat for all staff.
- Staff will gather for prayer at the beginning of all meetings.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Survey Questions

Students

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

Staff (Teachers)

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

Parents

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

STRATEGIES

- Teachers will work to speak openly about their faith journey beyond religion class, infusing faith into all areas of educational life.
- HTA will work to strengthen our relationship with the parish, by increasing connection with Father Felix. HTA will invite Father Felix to various events, including sporting events, Cultural Day, social justice initiatives, and in class discussions.
- Students participate in and direct 3 masses and 2-3 liturgies every year. Students will be involved in the planning, reading, and musical ministry to enhance faith leadership.
- All Religion classes will participate in a class mass.
- The graduation mass will be held at the church, reaffirming their faith filled education.
- Teachers lead prayer in their classrooms every morning.
- During Lent and Advent, weekly reflections will be sent home, establishing a faith connection between school and families.
- During Lent and Advent, students participate in school-wide prayer in the chapel.
- HTA will reinvigorate the student-faith leadership team. The team will lead faith-based in the school.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Survey Questions

Students

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

Staff (Teachers & Support Staff)

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

Parents

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

Anecdotal List of School Social Justice Projects

STRATEGIES

- HTA will work to connect and make evident the link between social justice initiatives and Catholic social teaching.
- HTA Feeds Families—HTA works with the local foodbank to feed the community.
- HTA Warms Up Winter—HTA hosts a clothing drive in collaboration with the St. Vincent de Paul Society at St. Anthony Parish.
- Trinity for Teens—HTA works with the Teen Mental Health ward of The Foothills Hospital, collecting donations to brighten the holidays of the teens in the hospital.
- Think Fast—HTA participates in a school-wide Think Fast, teamed with Wake-a-Thon.
- HTA will increase parent communication and invitation for participate around initiatives.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Survey Questions

Students

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

Staff (Teachers & Support Staff)

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

Parents

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

List of School Masses/Celebrations and Connections to Outside Organizations

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

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

STRATEGIES

- We will improve communication with parents around faith events, inviting parents to attend masses and liturgies in a more emphatic way.
- HTA will encourage parents to be involved in our social justice initiatives, building connection between school, parish, and community.
- Prayer and reflection will be incorporated into our monthly newsletter, giving parents an opportunity to connect to Catholicity.
- We will continue to send home weekly reflections during Advent and Lent, as well as invite parents in during these reflective times.
- In previous years, HTA had hosted a well-attended student-faith leadership team. This team will be reinvigorated in the coming years to build understanding and connection to faith.
- All students will participate in grade-level retreats in May.
- Father Felix host 1 class mass per Religion class. Father comes into the school to host these masses.
- The students will be the driving force at masses and celebrations, planning and executing the mass.
- Students will add their gifts and talents of dance, drama, and music to liturgy.
- Parents will be invited to all religious celebrations.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Achievement Tests (PATs) and Diploma exams 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.

STRATEGIES

- Ensure summative assessments include higher level questions.
- Increase quantity and quality of formative assessments .
- Reinvigorating the peer tutoring program to support both struggling learners as tutees and to consolidate knowledge for tutors.
- Teachers will hold closed tutorial sessions for students who fall just below the level of excellence
- Restructure flex block for grade 9s and 10s.
- Teacher professional development (PD) will concentrate on supporting Tier 1 strategies.
- Teachers PLC in order to collaboratively improve practice .
- School Leadership team will direct PLCs to ensure implementation of effective Tier 1 strategies.
- HTA will work to connect teachers with peers across the division, drawing inspiration for lessons and new ways to approach curriculum.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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.

STRATEGIES

- Counsellor will meet with grade 12 students at the start of each semester to ensure students are aware of their graduation plan.
- Counsellor will meet with all Grade 11 students to discuss progress towards graduation.
- Counsellor will communicate graduation progress with parents.
- HCS 3000 will be completed during CALM (Career and Life Management) to ensure all students have access to Work Experience.
- Jordan's Principle funding will be accessed for additional EA (Educational Assistant) support for at risk Indigenous students.
- Students in grade 10 will receive a presentation on high school credits and Work Experience .
- Continue to promote RAP (Registered Apprenticeship Program), allowing students to pursue interests and workplace readiness.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

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

STRATEGIES

- Establish a greater emphasis on Work Experience in grade 10 with continued focus in grades 11 and 12.
- Continue certify all students in First Aid in grade 11 .
- Continue to promote RAP (Registered Apprenticeship Program) and Work Experience in person in assemblies and in communications home .
- Students will continue completing HCS 3000 (prerequisite for work experience) as a part of CALM in grade 10, in order to be ready to collect work experience credits.
- Social justice will continue to involve students in charity works.
- Continue to prioritize learning as a part of disciplinary action, working towards restorative justice.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

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.
- Graph of School

STRATEGIES

- Staff review Tier 1 strategies and best practices for engagement at the beginning of the year
- School Leadership Team will discuss how PLC (Professional Learning Communities) teams can work to increase student engagement
- Staff will review and strategize around the fifth condition of The Third Path framework.
- Ensure that content is taught with sufficient depth of knowledge so students are appropriately challenged.
- Continue to engage kids through positive relationship building
- At the beginning of the year review with staff the RTI (Response to Intervention) philosophy that 'All Students Can Learn at High Levels'.
- Ensure instruction and assessment are aligned with curriculum objectives.
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision-making (such as student council, etc.).
- Continue to promote RAP (Registered Apprenticeship Program) and Work Experience in person in assemblies and in communications home .

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

Surveys:

Students

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

Staff (Teachers & Support Staff)

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



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Continue to focus on build authentic relationships with students.
- Increase focus on Family Team activities.
- Use of School Intervention Team to monitor student need and direct supports
- Ensure teacher counseling has a faith component .
- Access division Wellness Worker to increase teacher capacity in supporting students' socio-emotional and mental health needs.
- Implement Third Path strategies through School Leadership Team and Professional Learning Communities.
- Explore bringing in outside groups to present on Mental Health topics.
- Use of teacher counsellor to teach Mental Health Literacy, offer counselling, and connect families with community supports.
- Implement strategies lower exam-related stress, deliver strategies to all grades.
- Create a Google test calendar for teachers to establish collaborative test scheduling to ensure students have time to prepare for assessments.

DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

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

MEASURES

Graph of Overall School Results

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

Graph of Detailed School Results

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

STRATEGIES

- Use of School Leadership Team to drive improvement of common Tier 1 strategies across classrooms, through PLCs (Professional Learning Communities).
- Teacher PD (Professional Development) around Tier 1 strategies.
- Review RTI (Response to Intervention) with all staff at the start of year.
- Focus on mental health to ensure students can successfully access learning
- Use diploma exam and Provincial Achievement Test analysis to improve planning.
- Continue to understand the needs of our students through positive relationship building.
- Continue to prioritize PLC (Professional Learning Communities) in order to support teacher Development
- Increase Learning Support Facilitator time to better support teachers in addressing student needs.

DOMAIN 3: TEACHING & LEADING

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

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

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

MEASURES

Surveys:

Staff (Teachers)

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

Staff (Support Staff)

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

List of Professional Development Sessions During the School Year

STRATEGIES

- Focus on Tier 1 strategies, Indigenous topics, Mental Health supports, and faith.
- Access division coaches in the delivery of professional development.
- Planning of professional development opportunities by whole staff .
- Review the conditions of The Third Path to refresh teacher knowledge and understanding.
- Implement Response to Intervention training for newer staff and refresh the systems for veteran staff.
- Increase proficiency and understanding of intervention tools.

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Surveys:

Staff (Teachers)

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

STRATEGIES

- Professional development is planned in collaboration with school staff.
- SLT (School Leadership Team) meets to discuss school improvement.
- Include teachers in SIT (School Intervention Team) meetings when appropriate.
- Teachers are given opportunities to take on leadership roles in different areas such as technology, Indigenous, mental health and extra-curricular
- A variety of teachers have the opportunity to be designate principal.



DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Surveys

Staff (Teachers & Support Staff)

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

STRATEGIES

- All PD sessions on supporting student mental health have a component on self care for staff
- Administration builds trusting supportive relationships with staff to facilitate conversations when staff are struggling.
- Provide faith PD to increase connection between faith and mental health.
- Broaden staff understanding of the Employee Assistance Program, Health Spending Account, and Wellness Spending Account.
- Increase quantity of team building activities to increase teacher sense of belonging.



DOMAIN 4: LEARNING SUPPORTS

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

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

STRATEGIES

- Every staff member at HTA focuses on building positive relationships with students. When decisions are made, the decisions are rooted in what is best for our students.
- We will be increasing time for our Teacher Counselor, allowing more time for mental health and emotional supports.
- We will refocus on our overarching goal which centers on mental health.
- Rework parent teacher interviews to increase interaction between teachers and parents.
- Improve socio-emotional wellbeing of students by creating an environment where students feel welcomed and accepted with a solid connection to at least one adult in the building.
- Add welcome messaging in a variety of languages.
- Increase focus on Family teams in order to facilitate relationship building between staff and students.
- Increase school pride through newly designed school clothing
- Focus on implementation of The Third Path to maximize staff ability to build positive relationships
- Address issues with the building in a timely manner.
- Rearrange option classes to free up an additional classroom for core classes.
- Continue to maintain our facility at a high level of cleanliness.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

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

STRATEGIES

- Increase Learning Support Facilitator FTE to better meet student needs
- School Intervention Team members trained in ASSIST
- School Intervention Team will meet regularly to direct resources to best support students
- Teachers will be invited to SIT (School Intervention Team) meetings when planning support for students
- Academic career counselor to meet regularly with struggling learners
- Indigenous Lead to focus on improving learning and supports for our Indigenous population.
- Access Jordan's Principle funding for additional support for Indigenous students.
- Access division Wellness Worker to build teacher capacity for student support.

Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

Surveys

Students (self-identified only):

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

Students (Secondary)

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

Staff (Teachers)

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

Staff (Support Staff)

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

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

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Place increased focus on Indigenous celebrations and ways of being.
- School wide participation/observation of smudging.
- Including Treaty Land Acknowledgment in morning announcements that are created by staff and students.
- Staff to create personal land acknowledgement .
- Continue to access local elders who are visibly present in our school .
- Accessing division Indigenous Coach for support .
- Continue to invite families monthly for activities with an elder.
- Collaboration with stakeholders, elders, caregivers, students and families to build trust.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

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

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

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

MEASURES

Surveys:

Students

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

Staff (Teachers)

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

Parents

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

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Ensure supports are available to address all student needs.
- EA (Educational Assistant) schedules are dynamic in nature and change in response to student needs.
- Refocus Flex Block to ensure teachers have increased opportunities to provide Tier 2 supports.
- Strengthen relationships through 3rd Path implementation
- Continue the use of an intervention room where students who are behind on their work are required to attend during Flex Block until they are caught up on their work.
- Continue to hold regular SIT (School Intervention Team) meetings to directly support struggling students.
- Continue to hold regular LSF/teacher (Learning Support Facilitator) meetings to ensure IPPs (Individualized Program Plans) are up to date and regularly reviewed.
- School Leadership Team to build a set of common Tier 1 strategies to be used across classrooms
- School Leadership Team to review data and set priorities for Professional Learning Communities.
- Encourage staff to access the staff development fund to access professional development opportunities across the province.
- Use assessments to determine student need, and create data-driven strategies to address those needs.



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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

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

STRATEGIES

- Bolster our monthly news letter to highlight past achievements and events
- Invite parents through email to school celebrations and events
- Set guidelines for teacher communication home around student achievement
- Increase the frequency of Facebook and Instagram posts
- Broaden the scope of topics for which we communicate home
- Create parent engagement nights to increase connection between home and school



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

School Budget 2023-2024

St. Thomas Aquinas Roman Catholic Schools

2023-2024 Play Budget (May)

Holy Trinity

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$1,815,663	78.1%	\$1,421,602	87.8%
Specialized Learning Support (SLS) Allocations	\$227,281	9.8%	\$134,257	8.3%
Faith Development Allocations	\$19,156	0.8%	\$17,160	1.1%
ELL Allocations	\$6,600	0.3%	\$4,800	0.3%
FNMI Allocations	\$51,796	2.2%	\$20,400	1.3%
Federal Government	\$0	0.0%	\$0	0.0%
Other Program Allocations	\$14,798	0.6%	\$11,003	0.7%
One-Time Allocations	\$0	0.0%	\$10,540	0.7%
Facility Services Allocations	\$129,610	5.6%	\$0	0.0%
Local Revenues & Fees	\$0	0.0%	\$0	0.0%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$59,479	2.6%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$2,324,383	100%	\$1,619,761	100%

Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,671,650	71.9%	\$1,245,045	76.9%
Uncertificated Staff	\$506,853	21.8%	\$286,574	17.7%
Services Contracts and Supplies	\$139,264	6.0%	\$81,526	5.0%
Amortization (Depreciation)	\$6,617	0.3%	\$6,617	0.4%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,324,383	100%	\$1,619,761	100%

Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$2,324,383	\$1,619,761
Total Expenditures	\$2,324,383	\$1,619,761
Variance	(\$1)	(\$1)