



FORT McMURRAY CATHOLIC SCHOOLS

Grade 4 - 6 Students

Record Count
1,537

EEP - Grade 6 Teachers

Record Count
149

Grade 7 - 9 Students

Record Count
1,077

Grade 7 - 12 Teachers

Record Count
95

Grade 10 - 12 Students

Record Count
811

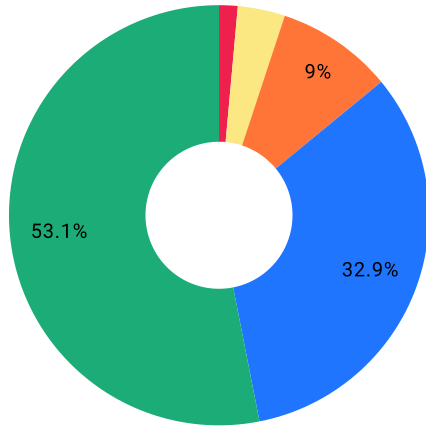
Parents/ Guardians

Record Count
795

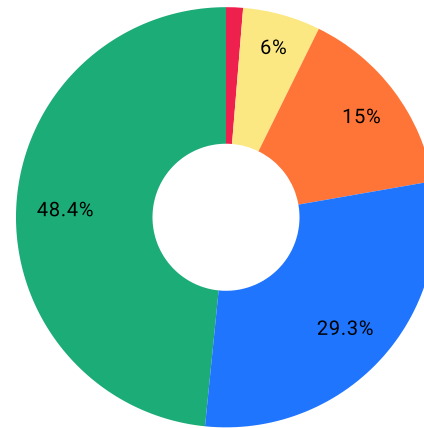
CUPE & Out of Scope
Staff

Record Count
311

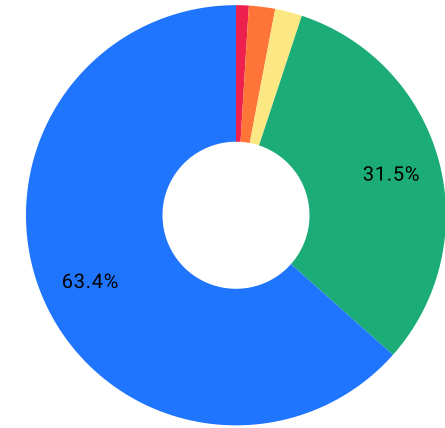
Our school liturgies, celebrations, and other activities help to grow my faith.



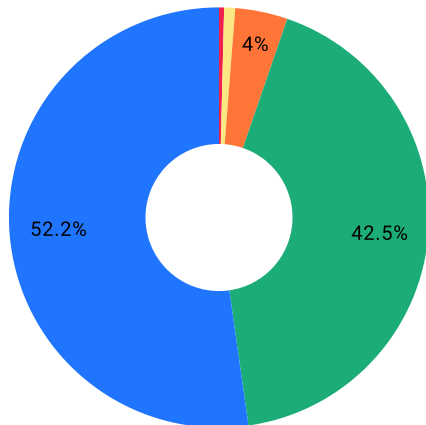
I know my school's four core values.



We pray regularly at my school.

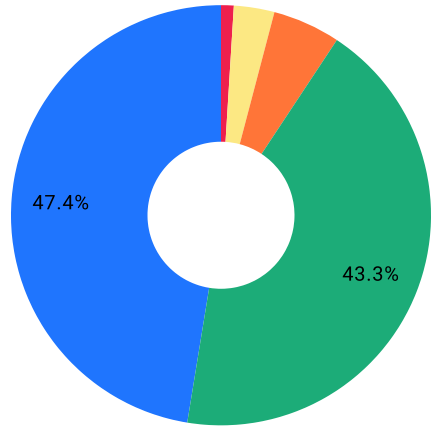


My school teaches me about the Catholic faith.

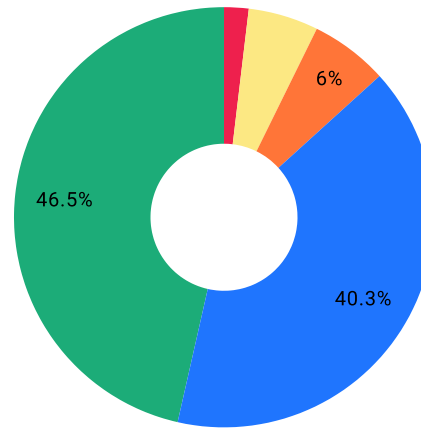


Student Success | Grade 4 - 6 Students

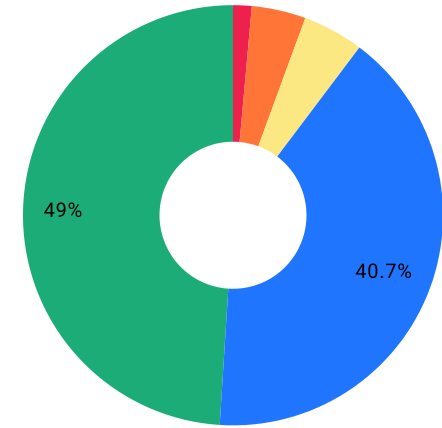
I receive an excellent education at my school.



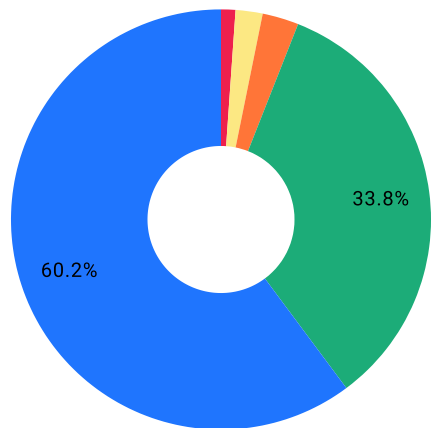
I learn skills and strategies that help me to read.



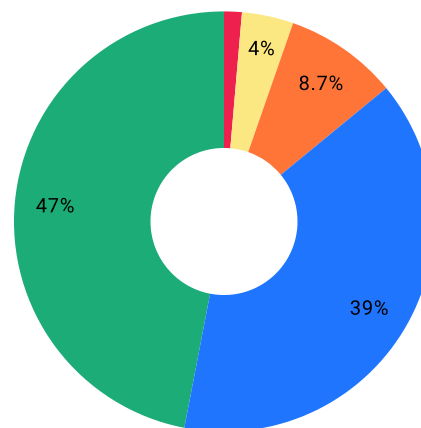
I learn skills and strategies that help me to write.



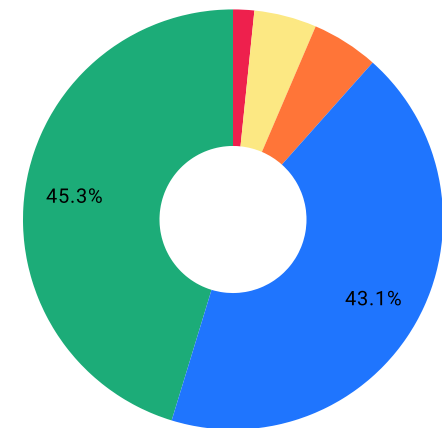
I learn skills and strategies that help me to do math.



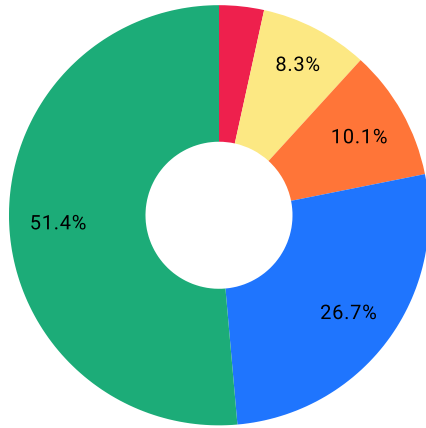
My school is teaching me to be a better thinker.



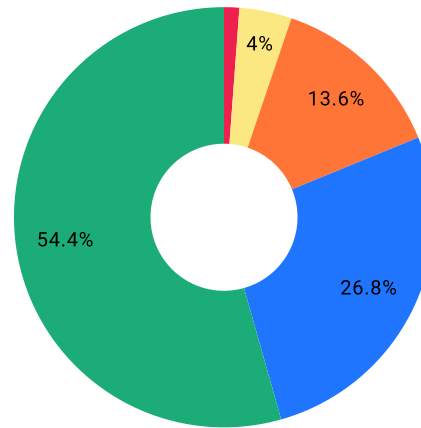
My school work challenges me to do my best.



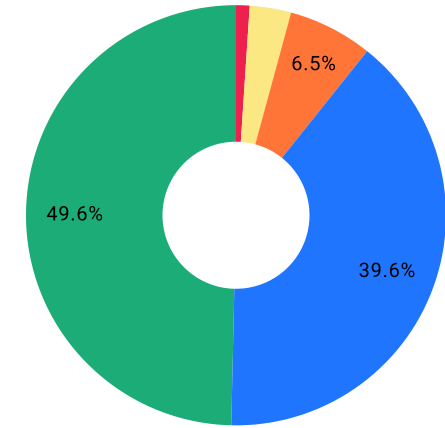
The activities and work I do in class are interesting.



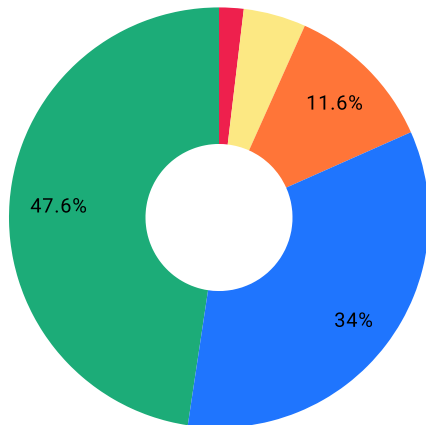
I can make choices about how to demonstrate my learning.



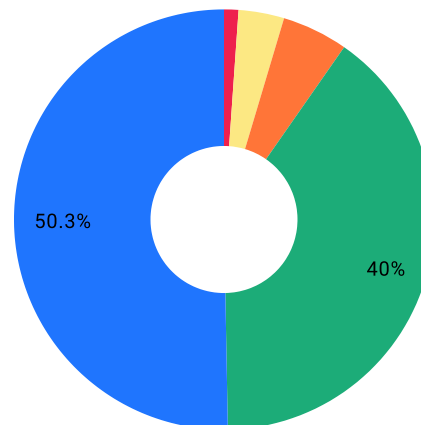
I am given examples of what is expected of me in my assignments.



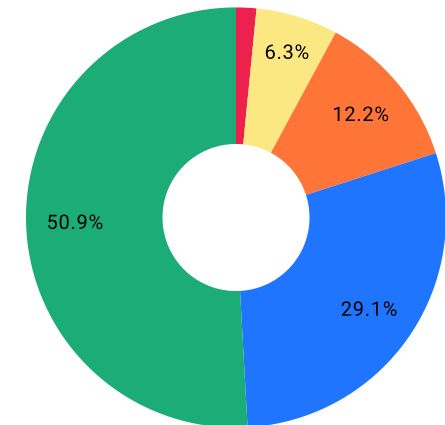
I receive clear and specific feedback about my learning throughout the school year.



I have a chance to edit and make corrections before handing in my work.

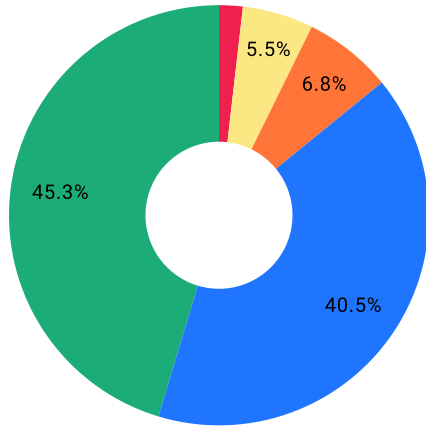


I am taught how to use feedback to improve my learning.

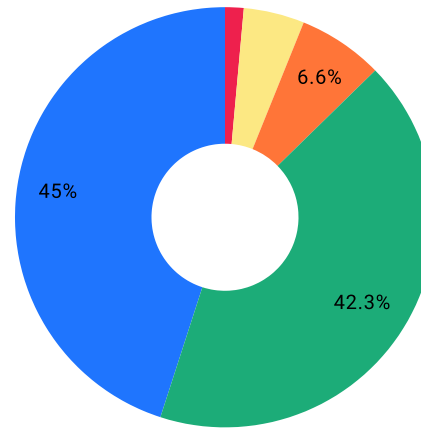


Student Success | Grade 4 - 6 Students

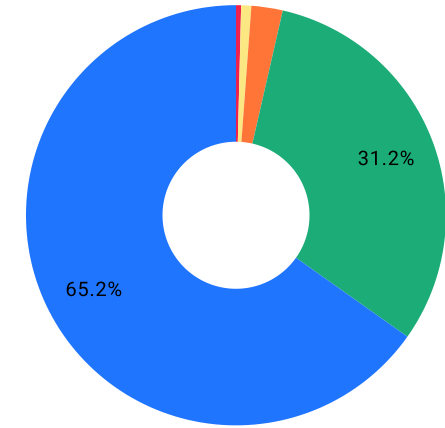
When I do not understand something my teacher explains it again.



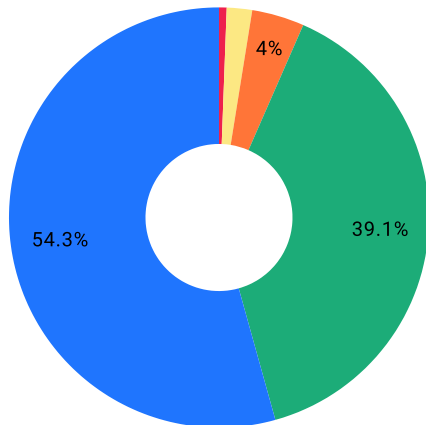
I am learning leadership skills at school.



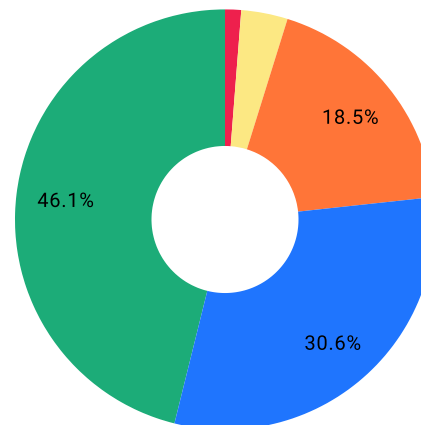
I can participate in social justice activities at my school (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).



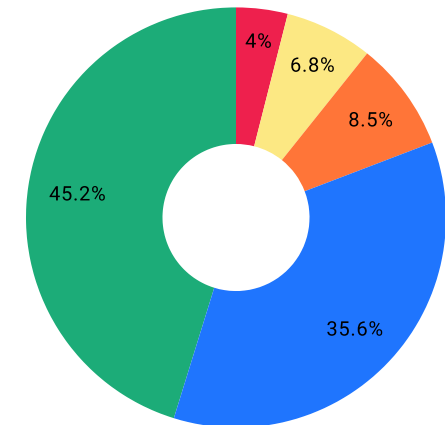
I am learning about the histories and cultures of Indigenous peoples.



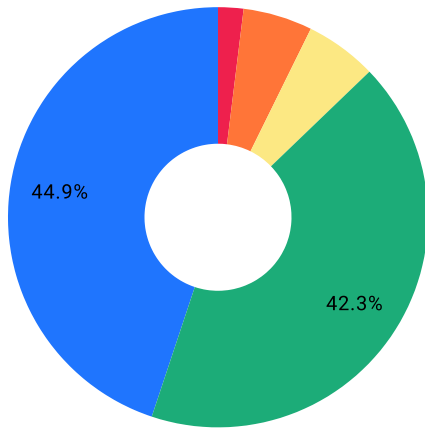
I am aware of some of the Calls to Action and the importance of Truth & Reconciliation.



I feel good about the work I do at school.

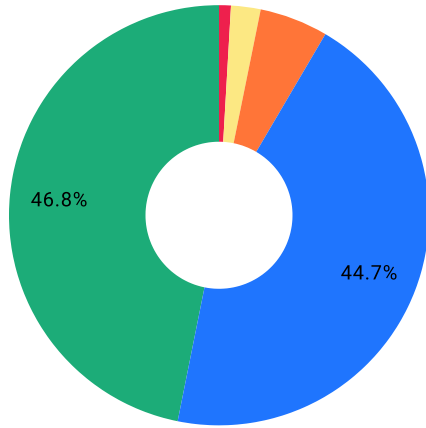


My parent/guardian asks me about my learning.

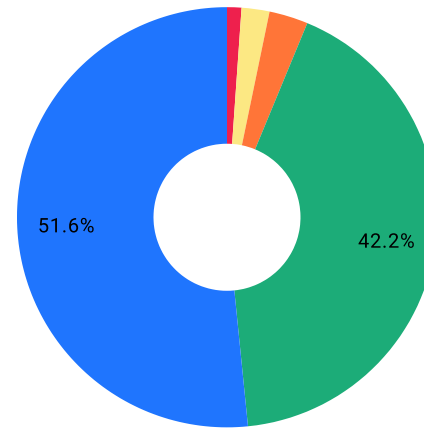


Student Wellness | Grade 4 - 6 Students

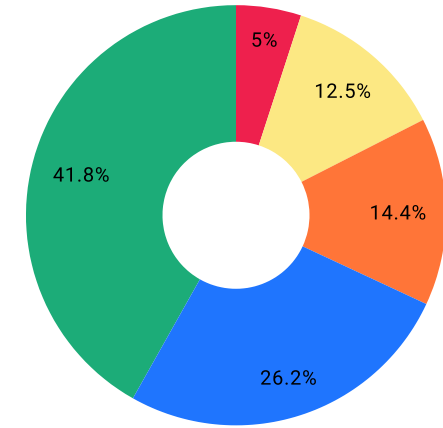
I can get the help and support I need to be successful with my school work.



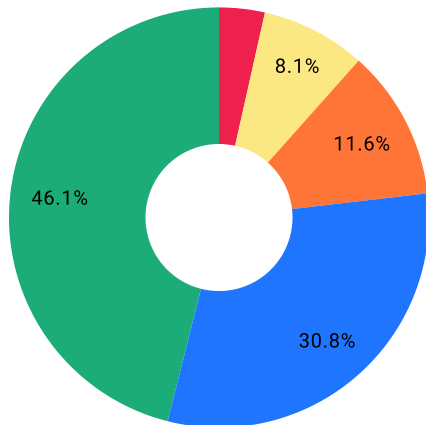
I am learning how to respect and include others in my school.



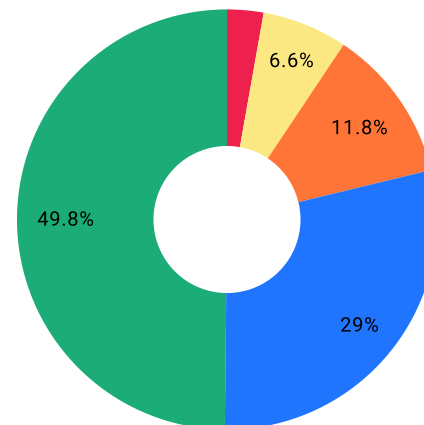
At school, students treat each other with kindness.



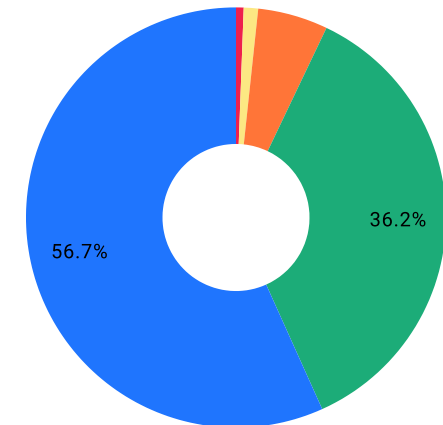
I feel accepted and included by other students at school.



Other students are kind to me.

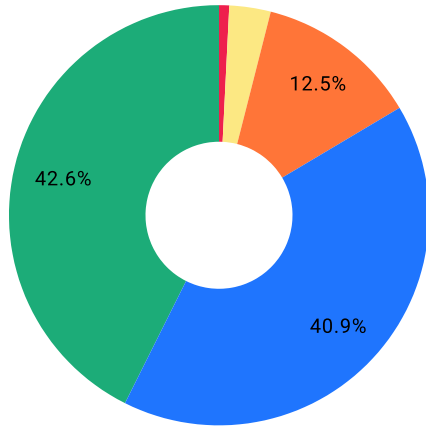


My school teaches me to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.

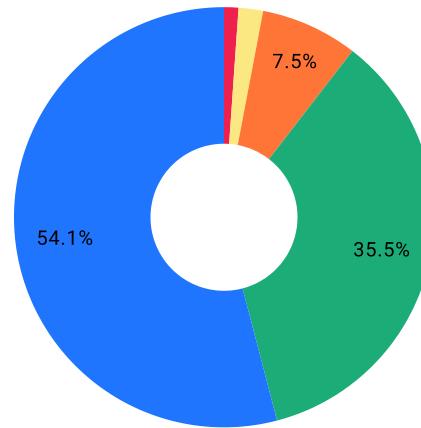


Student Wellness | Grade 4 - 6 Students

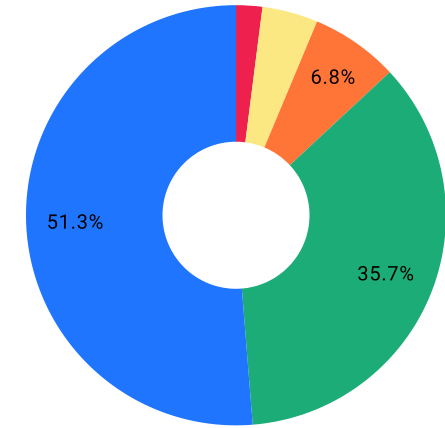
My school celebrates diversity by having events and activities that highlight different cultures, backgrounds, and identities.



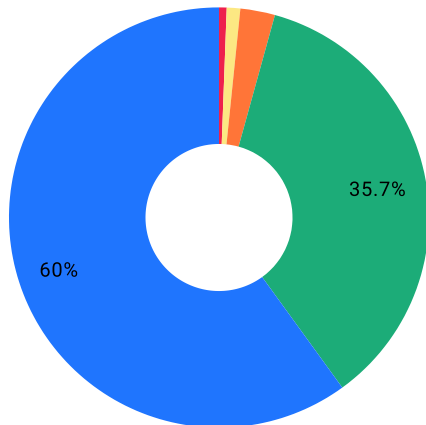
The adults in my school care about me.



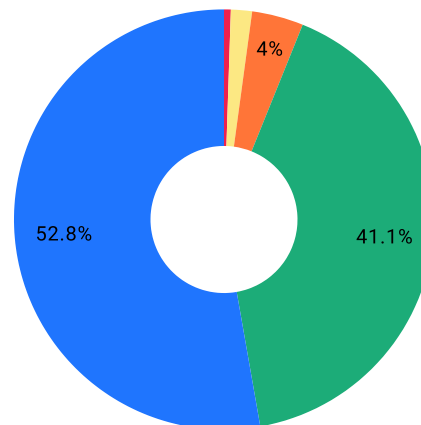
I can talk with at least one adult at school.



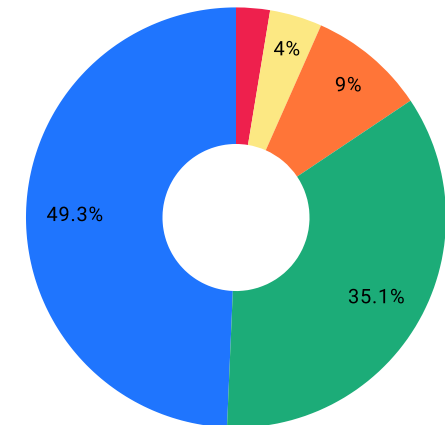
I know how I am expected to behave in the classroom.



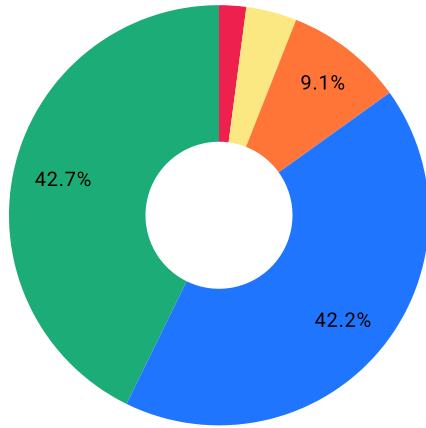
I am able to follow the classroom and school rules.



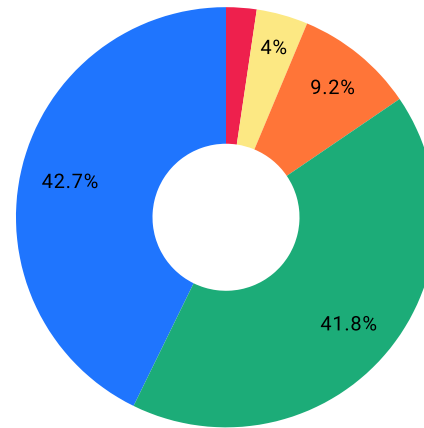
I feel safe at my school.



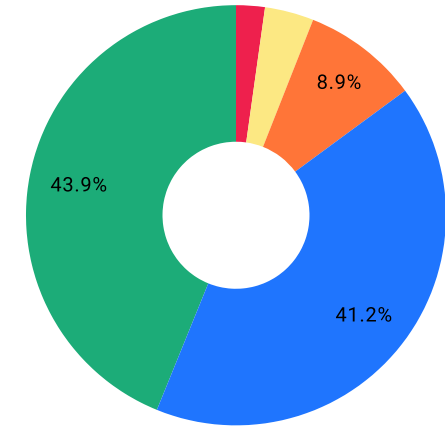
I can talk to a teacher when I am worried about school and school work.



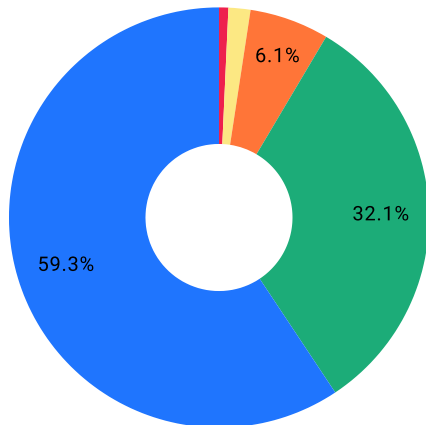
I can get the help and support I need from adults at school when I feel sad, worried, scared, etc.



My school and teacher(s) help me feel good about myself.

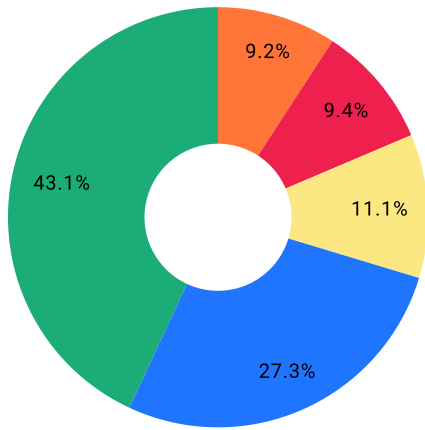


There are lunch and after-school activities at my school.

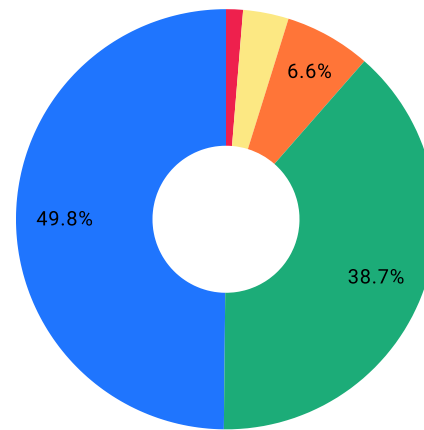


Summary | Grade 4 - 6 Students

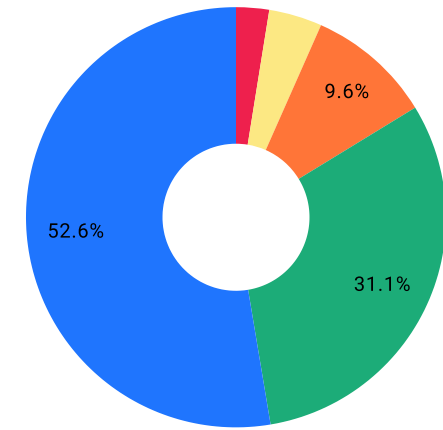
I like being at school most days.



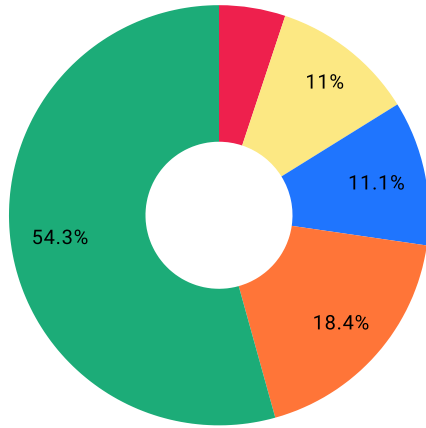
I am proud of my school.



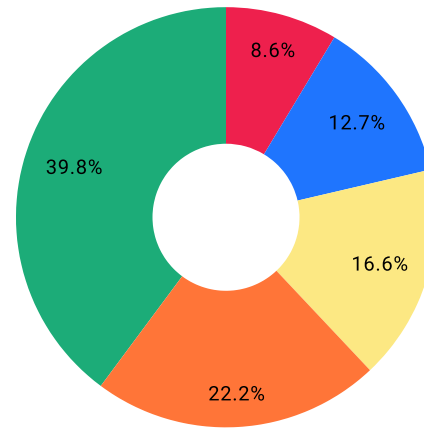
I would recommend my school to a friend.



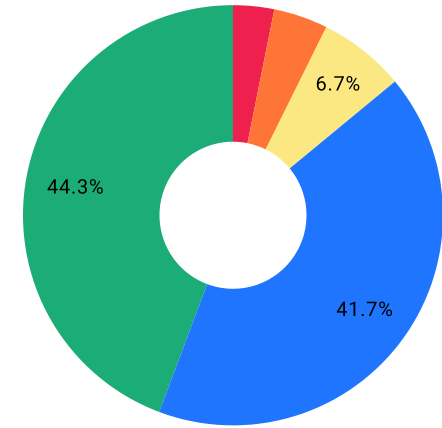
Our school liturgies, celebrations, and other activities help to grow my faith.



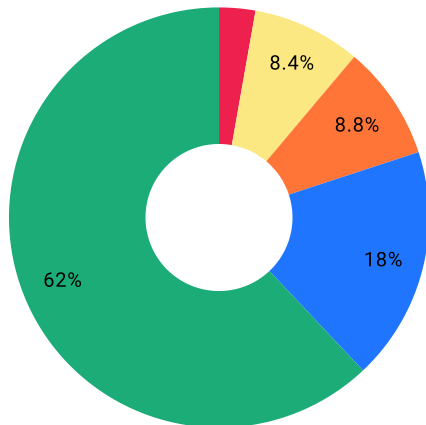
I know my school's four core values.



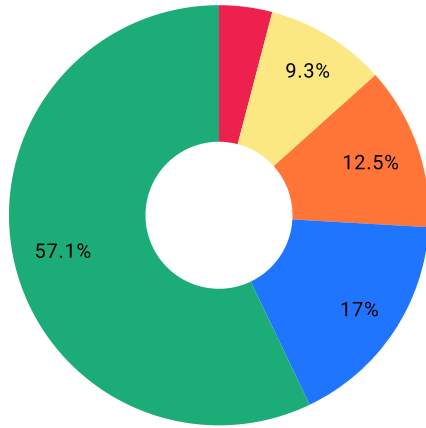
We pray regularly at my school.



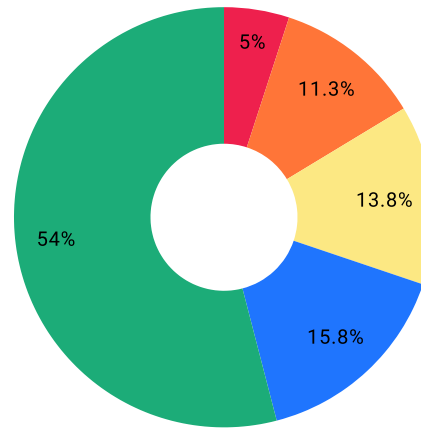
My school teaches me about the Catholic faith.



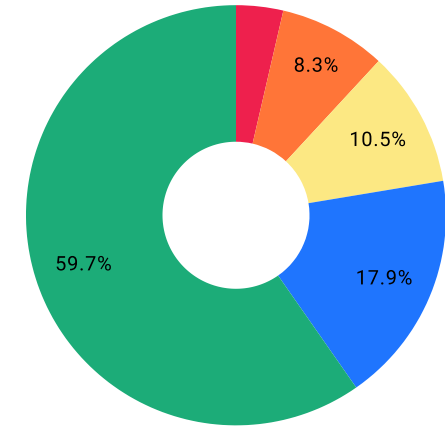
I receive an excellent education at my school.



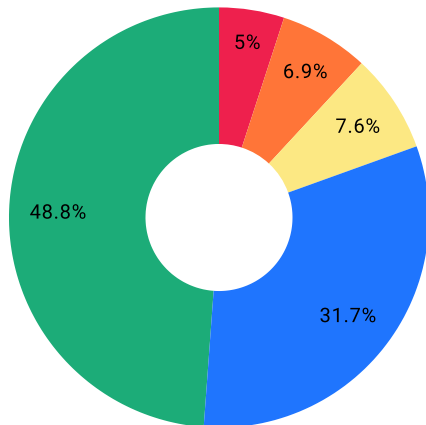
I learn skills and strategies that help me to be a better reader.



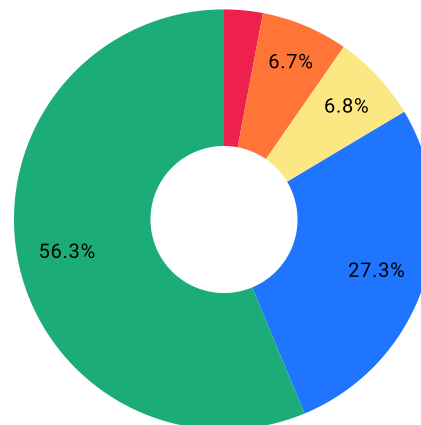
I learn skills and strategies that help me to be a better writer.



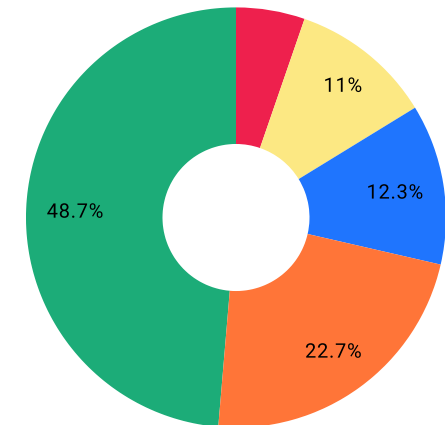
I learn skills and strategies that help me to understand and do math.



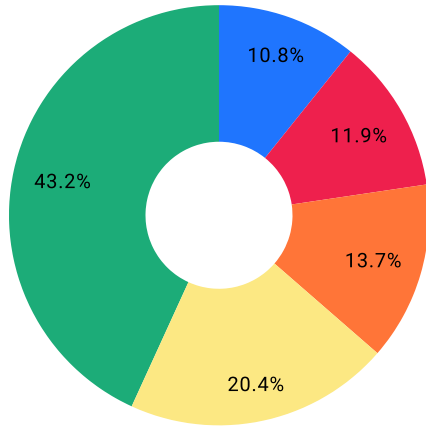
I am learning about the histories and cultures of Indigenous peoples.



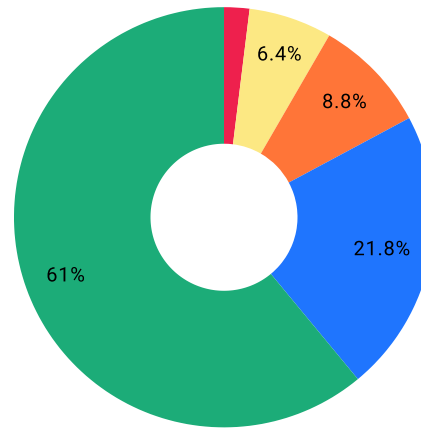
I am aware of some of the Calls to Action and the importance of Truth & Reconciliation.



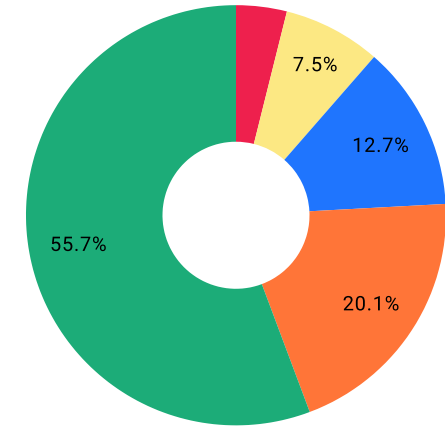
The activities and work I do in class are interesting and engaging.



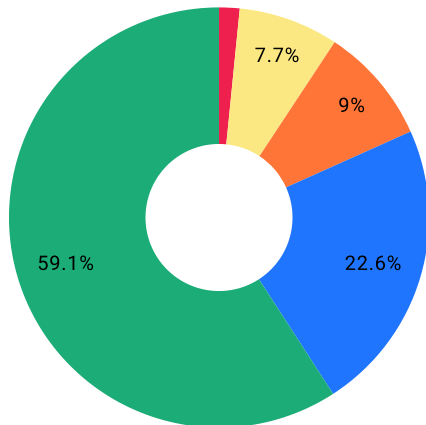
I actively participate in my learning.



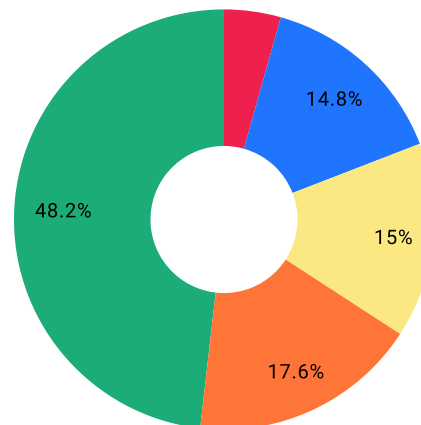
I can make choices about how to demonstrate my learning.



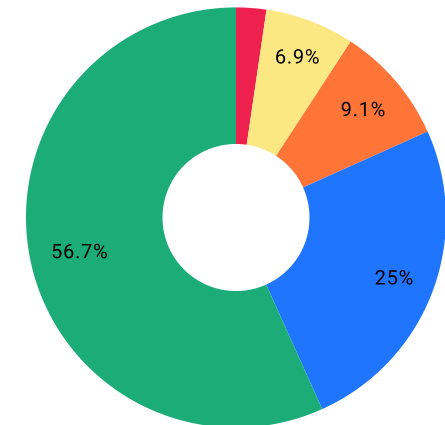
I am given examples of what is expected of me in my assignments.



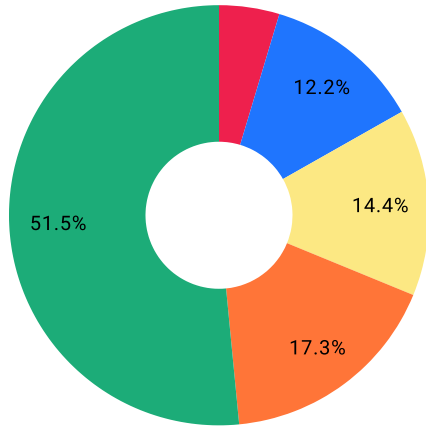
I receive clear and specific feedback about my learning throughout the school year.



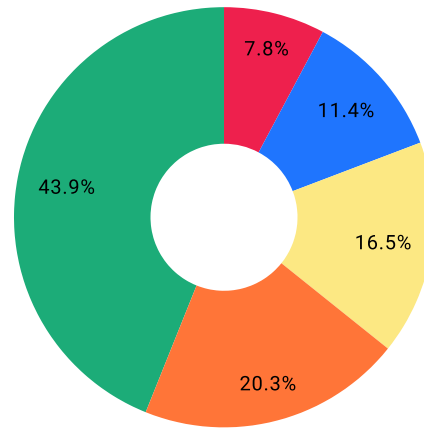
I have the opportunity to edit and make corrections before handing in my work.



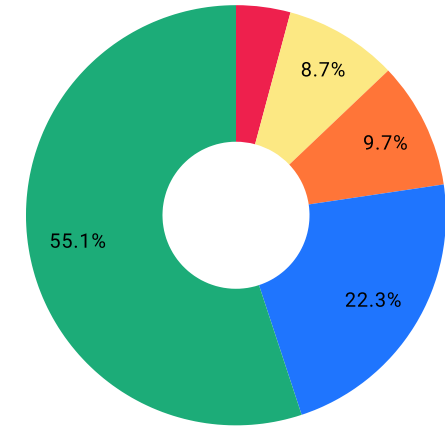
I am taught how to use feedback to improve my learning.



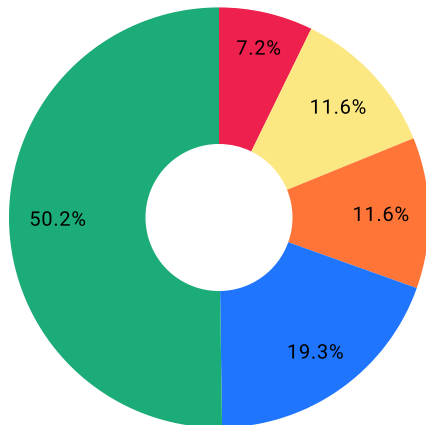
I have the opportunity to re-do or re-write assessments to show new learning.



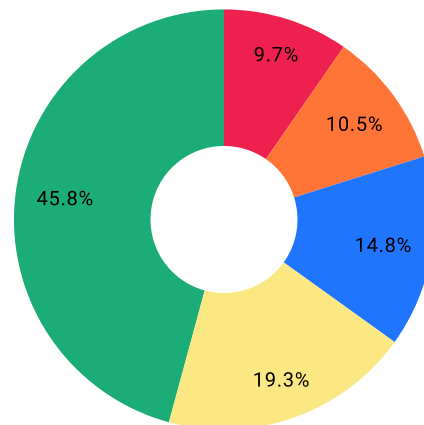
When I do not understand something my teacher explains it again.



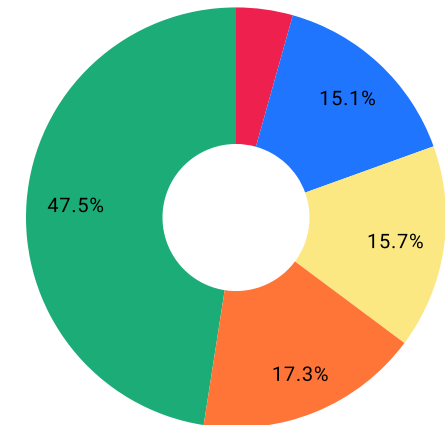
I know how to study and prepare for tests and assignments.



I regularly study and prepare for tests and assignments.

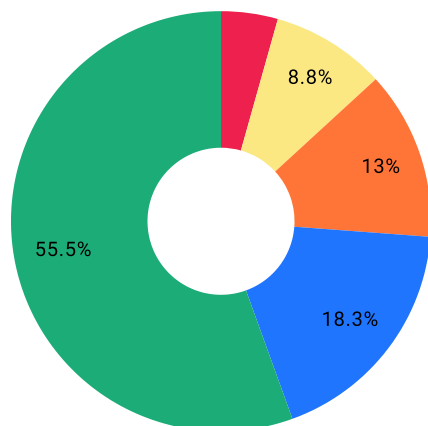


When I have homework, projects, or assignments, I hand them in on time.

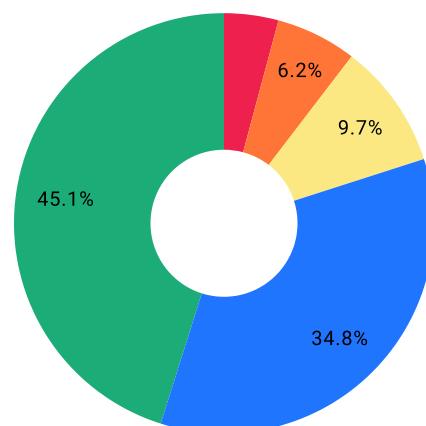


Student Success | Grade 7 - 9 Students

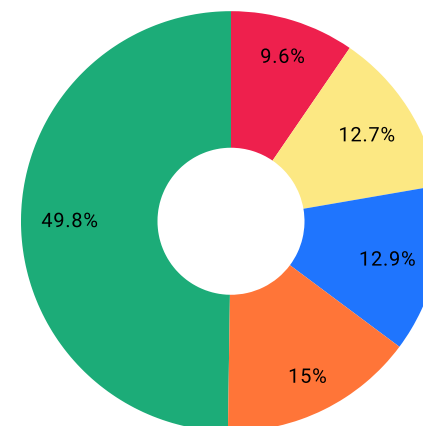
At school, students can get the help and support they need to be successful with their school work.



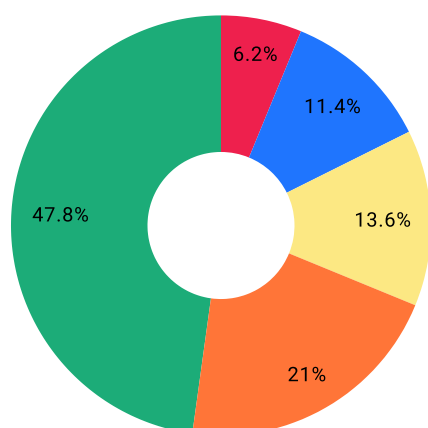
My parent/guardian asks me about my learning.



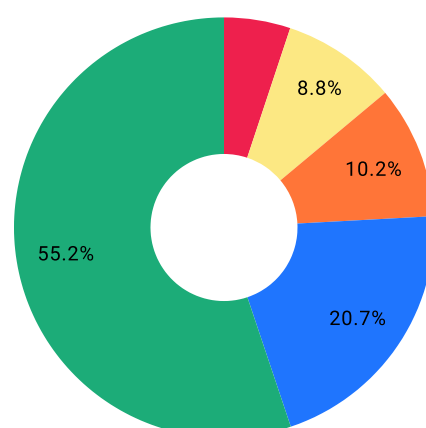
I am learning the skills and attitudes that I will need to be successful in life.



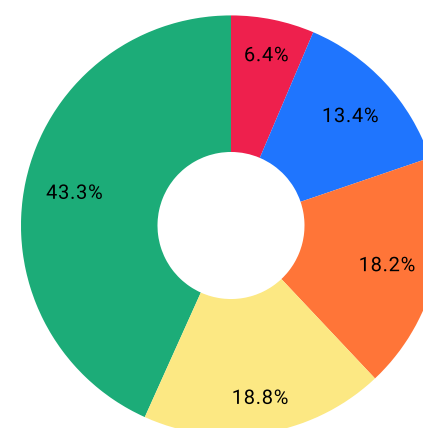
My school is teaching me to be a critical thinker.



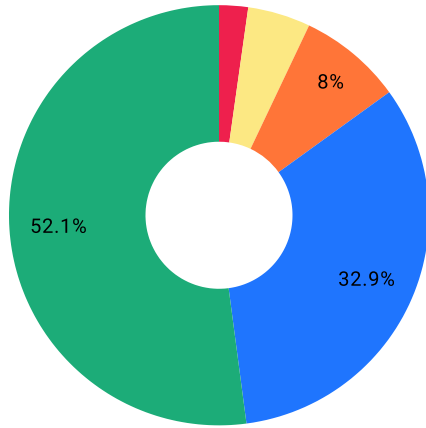
My school work challenges me to do my best.



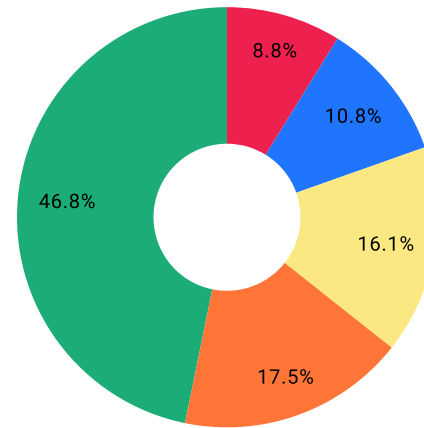
I am learning leadership skills at school.



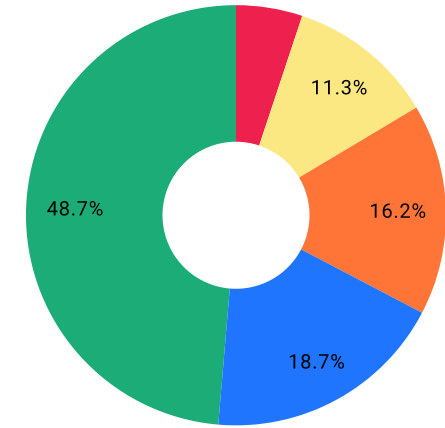
I can participate in social justice activities at my school (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).



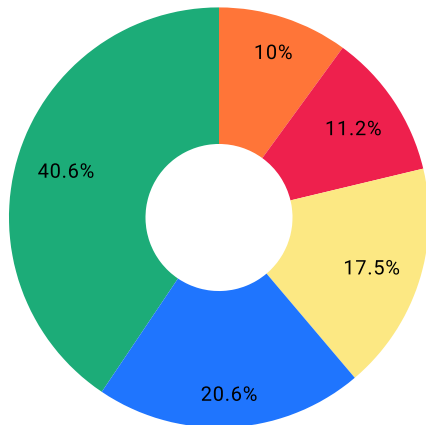
I feel good about the work I do at school.



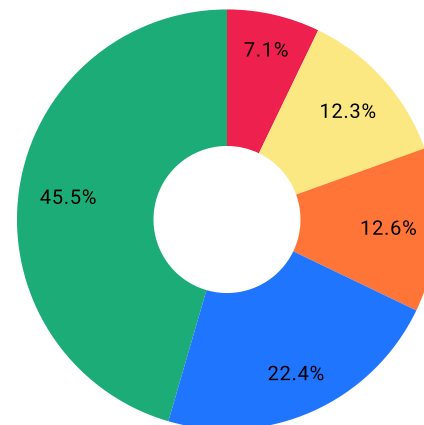
I am satisfied with the variety of extracurricular opportunities offered at my school.



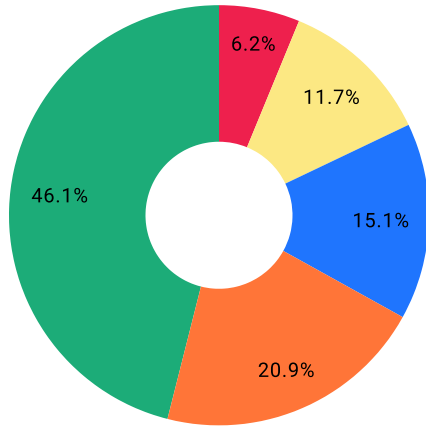
I am satisfied with the variety of electives/options offered at my school.



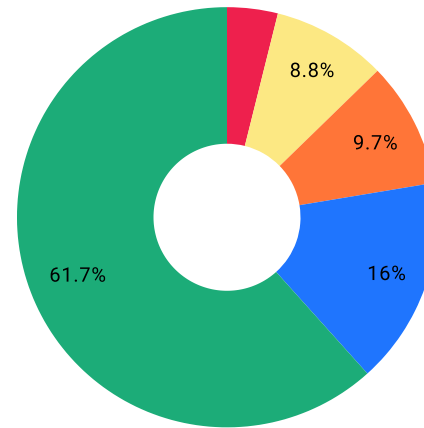
The electives/options offered at my school allow me to explore a variety of career pathways.



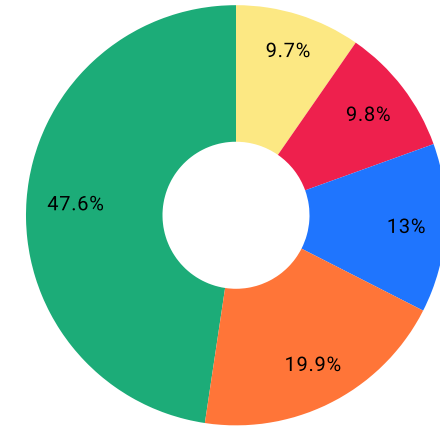
When students have social or emotional problems, they can get help and support at school.



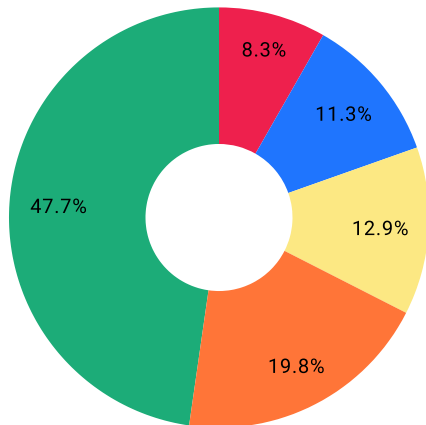
I am learning how to respect and include others in my school.



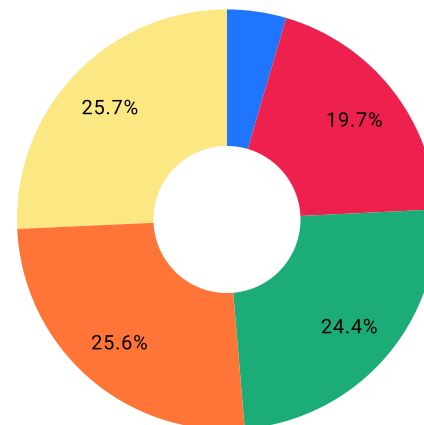
I feel safe at my school.



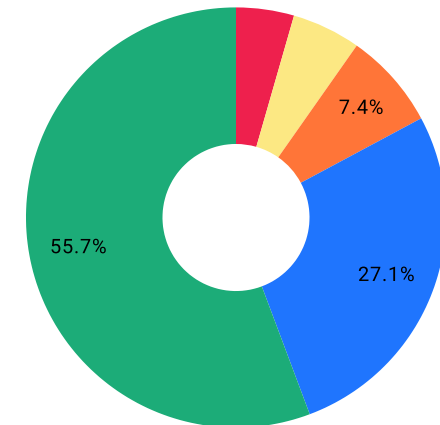
Other students treat me well.



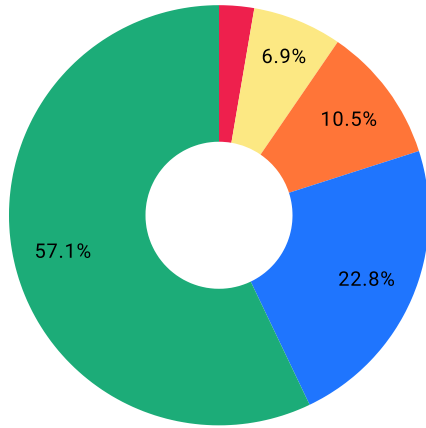
At school, students are kind to each other.



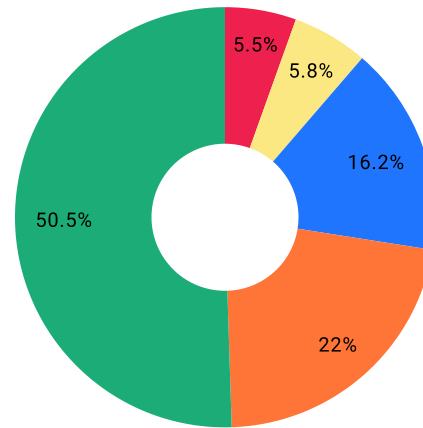
My school teaches me to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



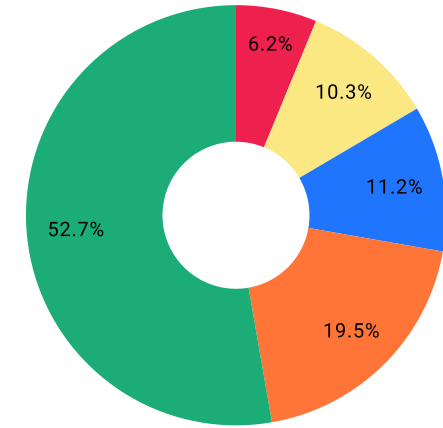
My school celebrates diversity by having events and activities that highlight different cultures, backgrounds, and identities.



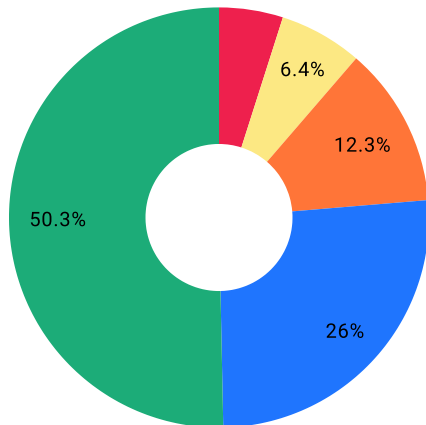
The adults in my school care about me.



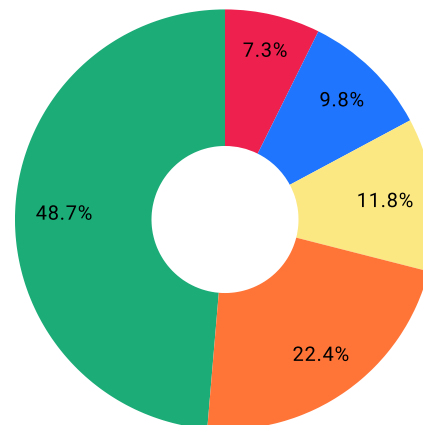
I feel included at school.



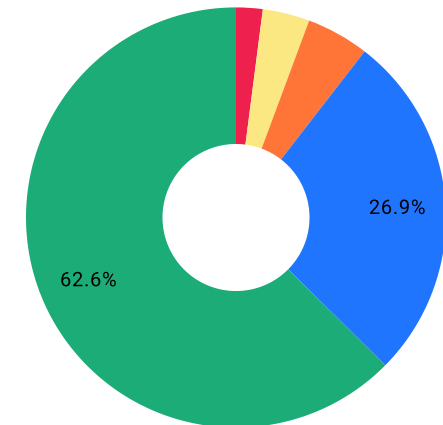
I can connect with at least one adult at school.



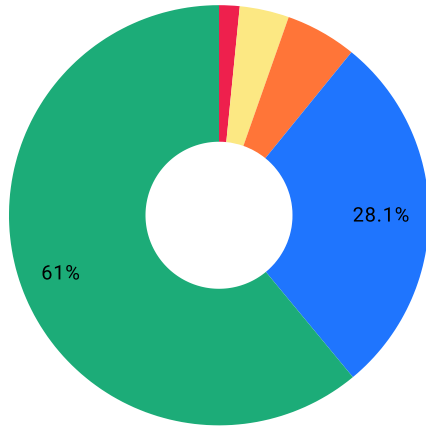
I feel accepted by other students.



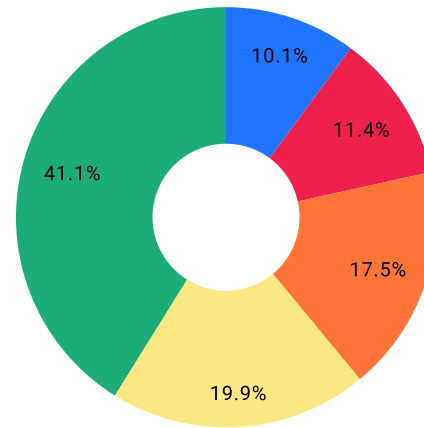
I am aware of the rules I must follow both in and outside of my classroom.



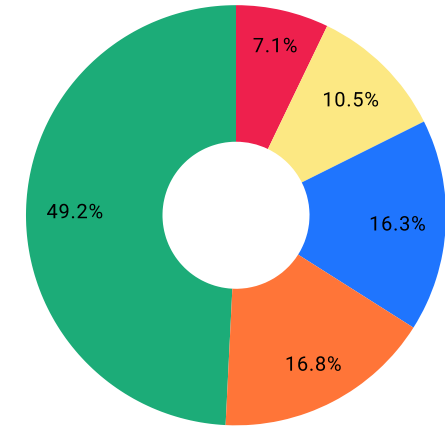
I am able to follow the classroom and school rules.



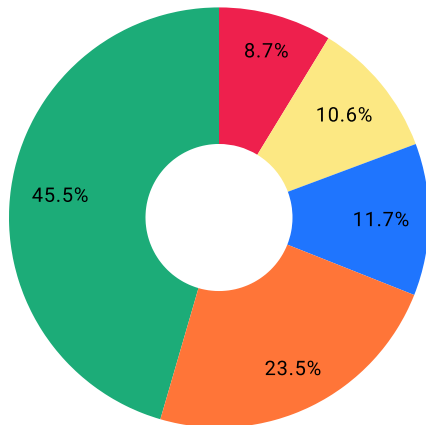
I have strategies for when I am worried about school or school work.



I can talk to a teacher when I am worried about school and school work.

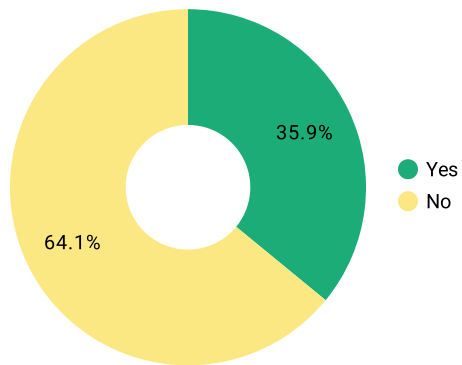


My school and teachers help me feel good about myself.

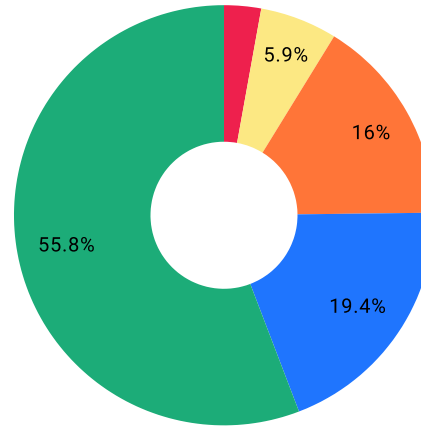


Accommodations | Grade 7 - 9 Students

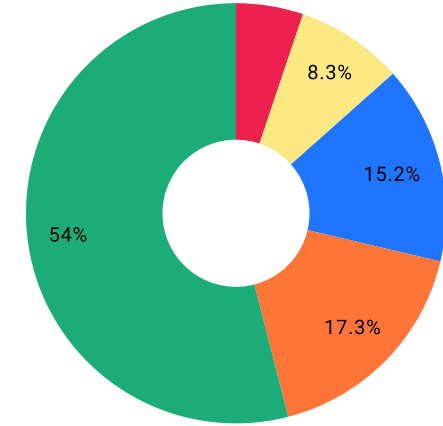
I am a student who qualifies for accommodations, not including extra time.



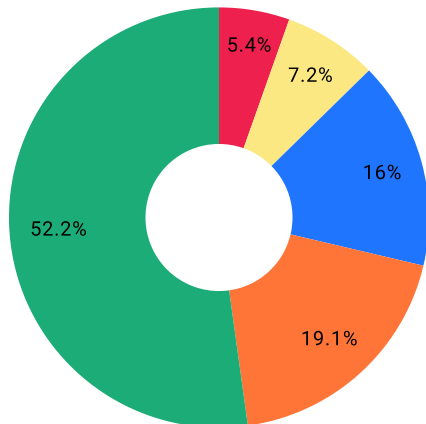
My accommodations make it easier for me to learn.



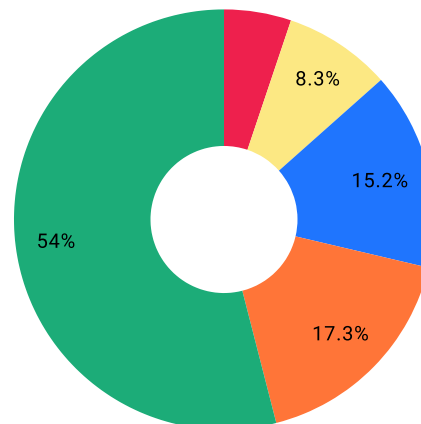
My accommodations are provided to me on a regular basis.



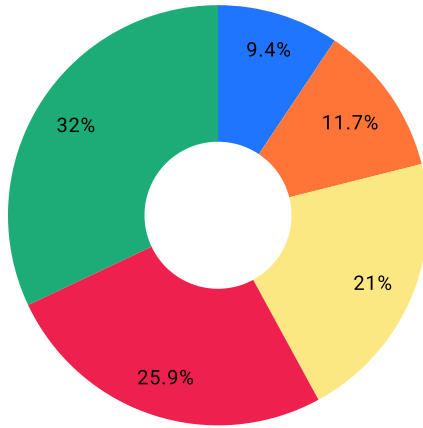
I am involved in deciding what accommodations and supports I need to be successful in school.



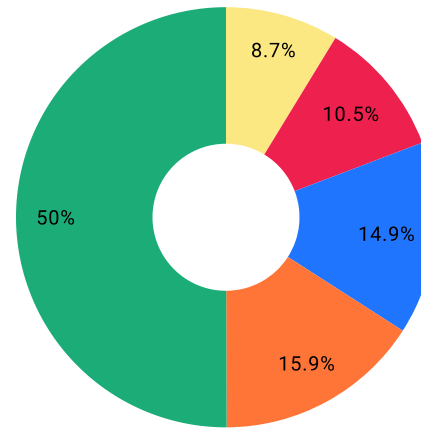
I use the accommodations that are provided to me.



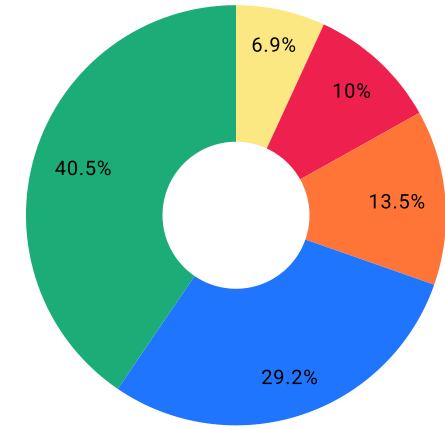
I like being at school most days.



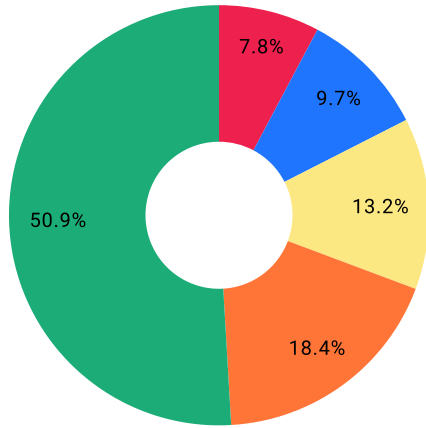
I am proud of my school.



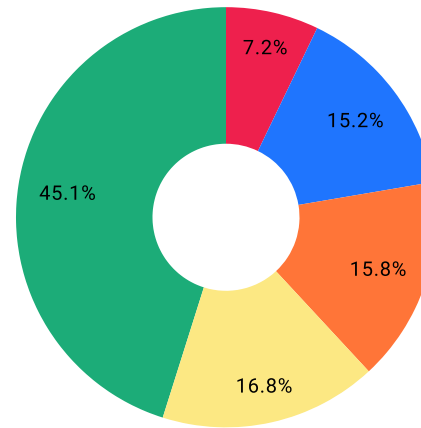
I would recommend my school to a friend.



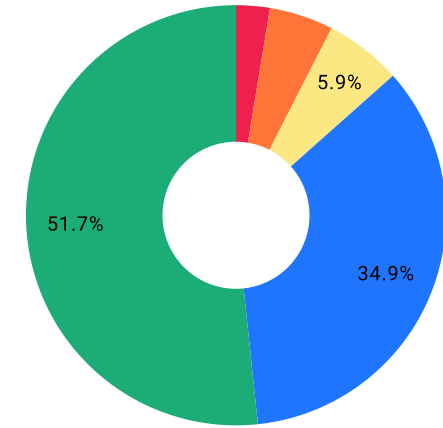
Our school liturgies, celebrations, and other activities help to grow my faith.



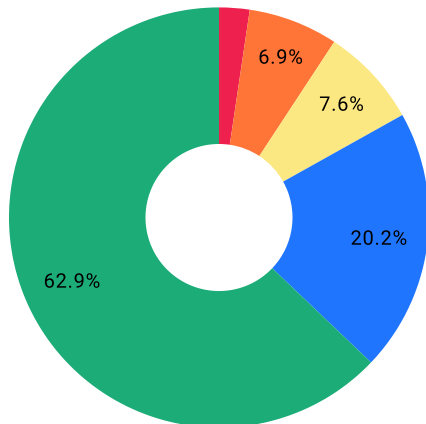
I know my school's four core values.



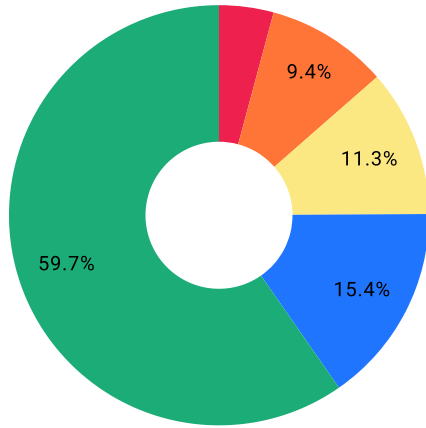
We pray regularly at my school.



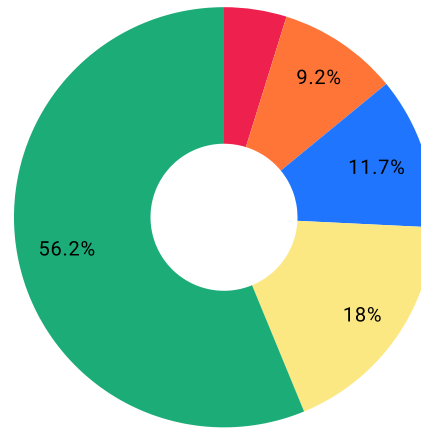
My school teaches me about the Catholic faith.



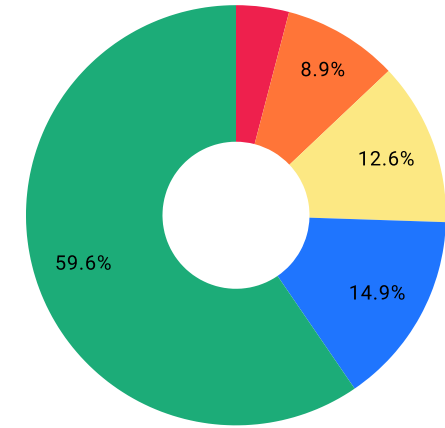
I receive an excellent education at my school.



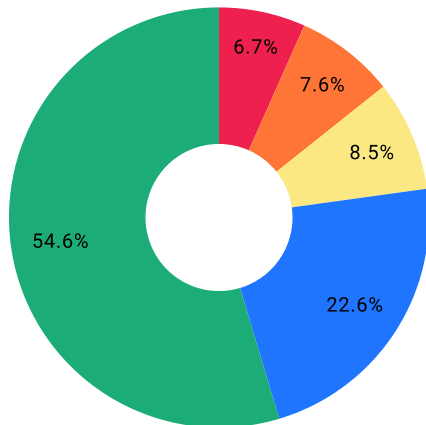
I learn skills and strategies that help me to be a better reader.



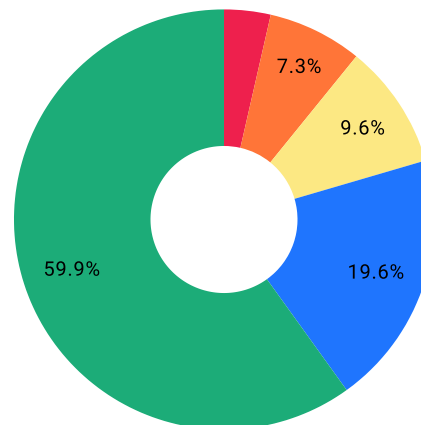
I learn skills and strategies that help me to be a better writer.



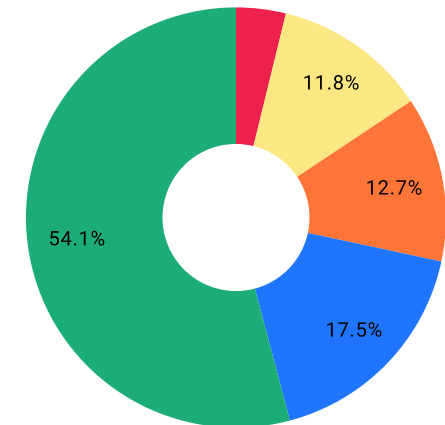
I learn skills and strategies that help me to understand and do math.



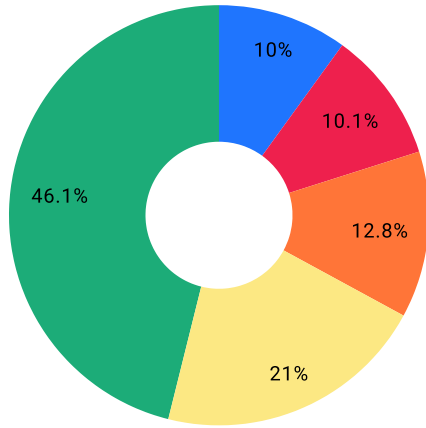
I am learning about the histories and cultures of Indigenous peoples.



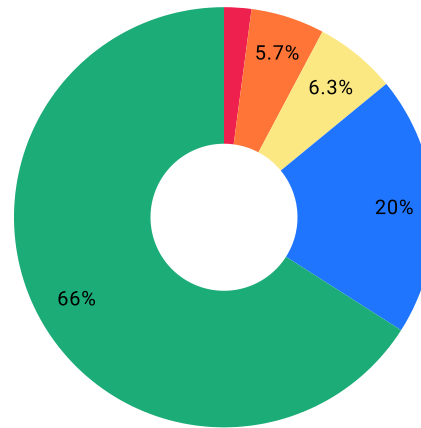
I am aware of some of the Calls to Action and the importance of Truth & Reconciliation.



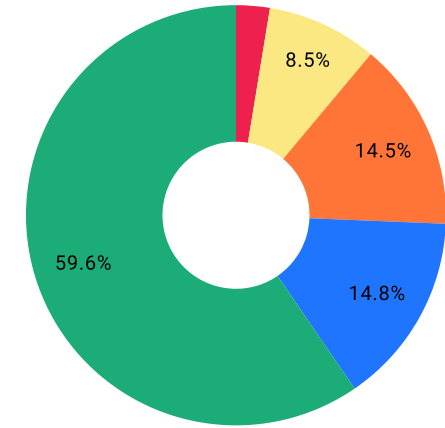
The activities and work I do in class are interesting and engaging.



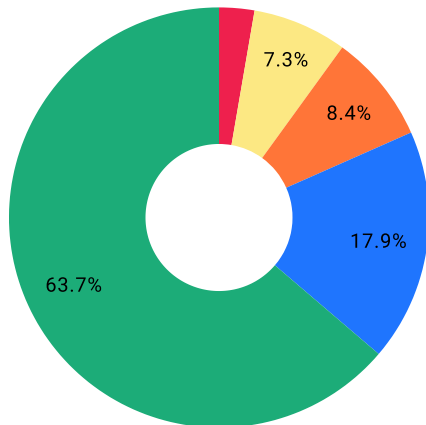
I actively participate in my learning.



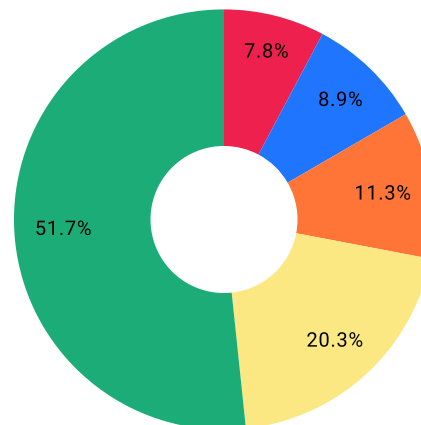
I can make choices about how to demonstrate my learning.



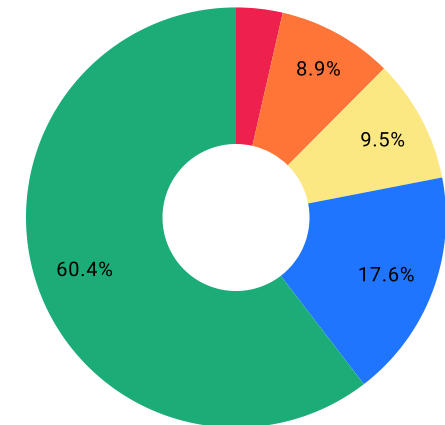
I am given examples of what is expected of me in my assignments.



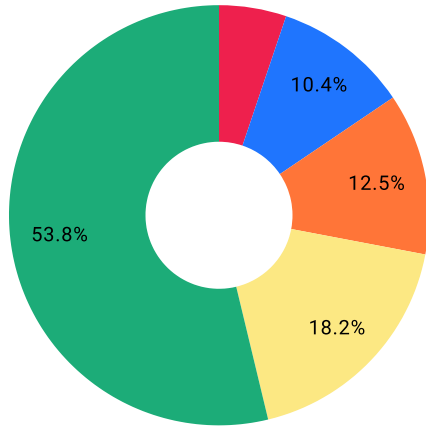
I receive clear and specific feedback about my learning throughout the school year.



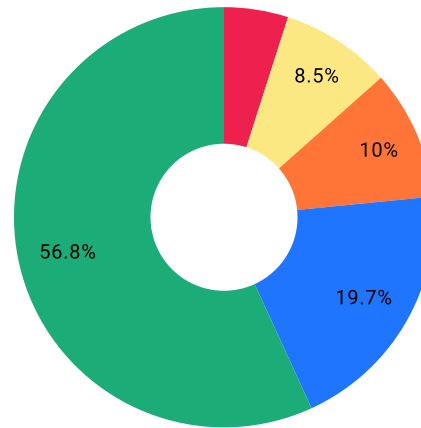
I have the opportunity to edit and make corrections before handing in my work.



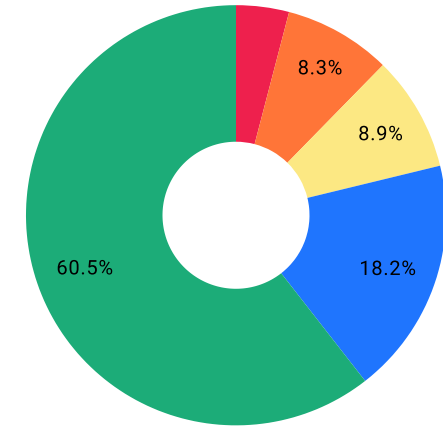
I am taught how to use feedback to improve my learning.



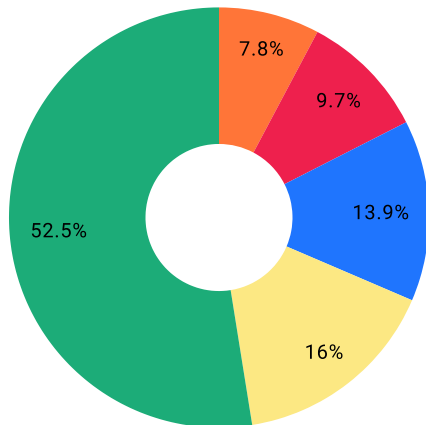
I have the opportunity to re-do or re-write assessments to show new learning.



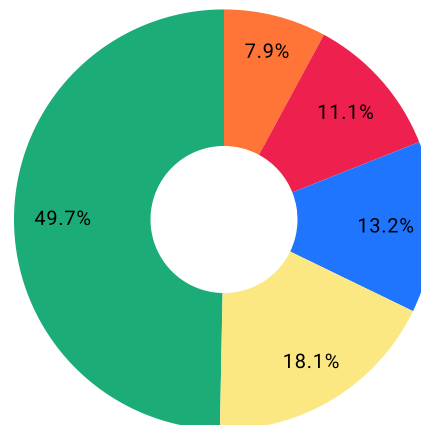
When I do not understand something my teacher explains it again.



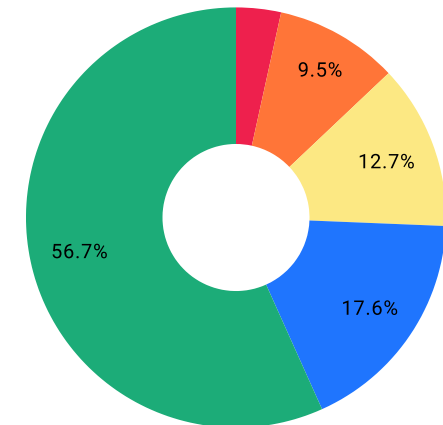
I know how to study and prepare for tests and assignments.



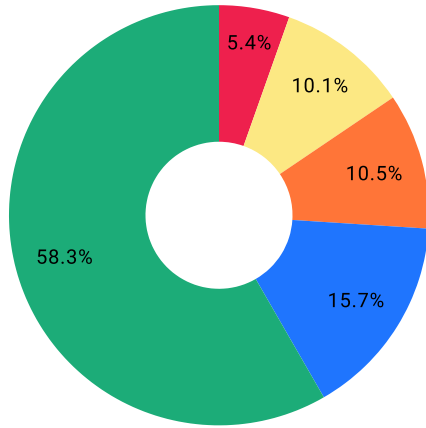
I regularly study and prepare for tests and assignments.



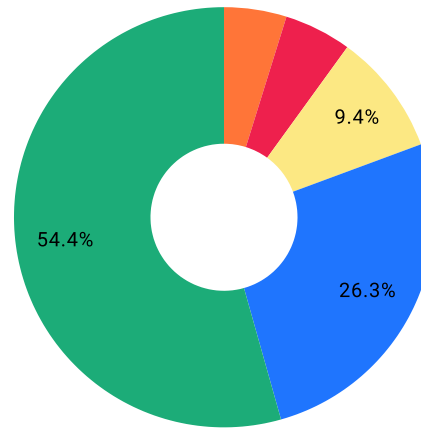
When I have homework, projects, or assignments, I hand them in on time.



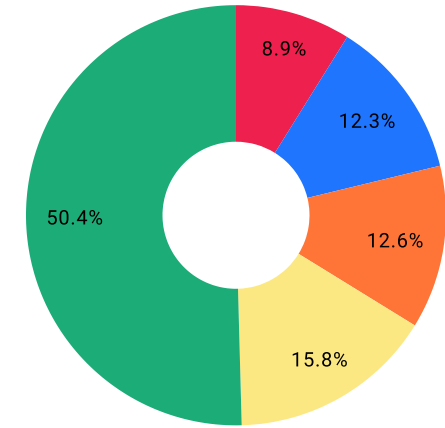
At school, students can get the help and support they need to be successful with their school work.



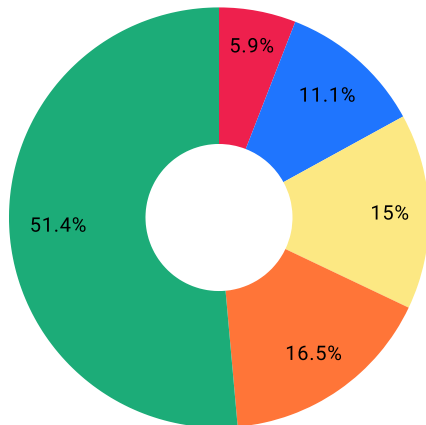
My parent/guardian asks me about my learning.



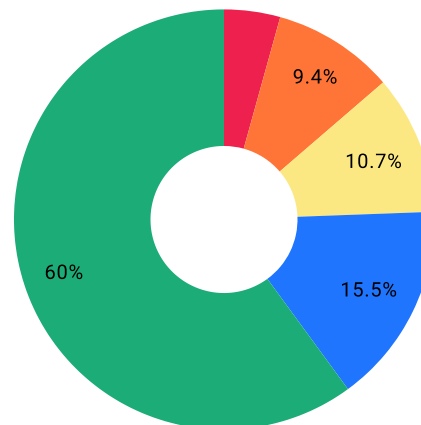
I am learning the skills and attitudes that I will need to be successful in life.



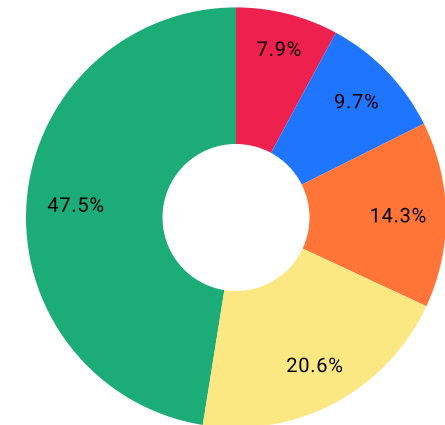
My school is teaching me to be a critical thinker.



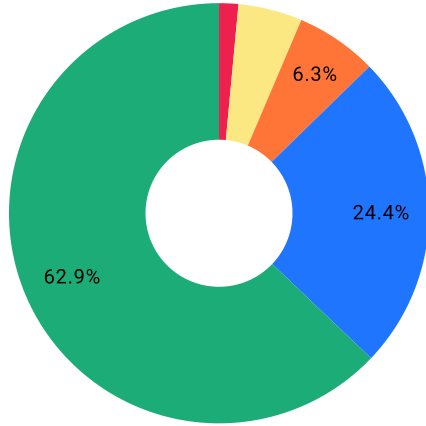
My school work challenges me to do my best.



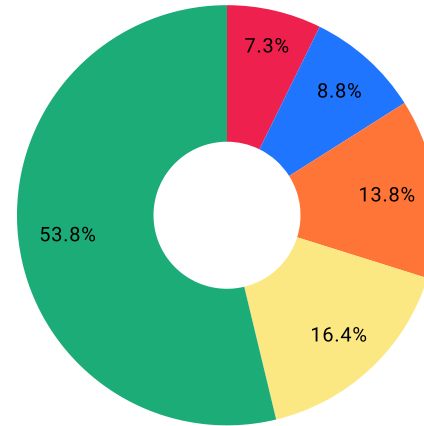
I am learning leadership skills at school.



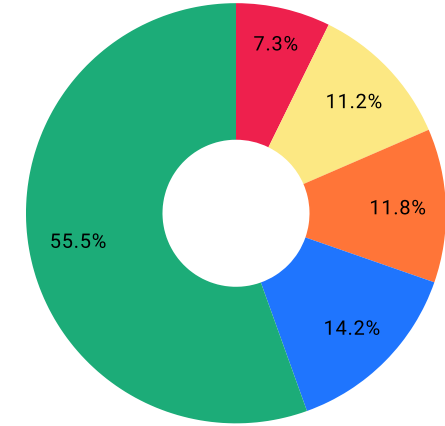
I can participate in social justice activities at my school (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).



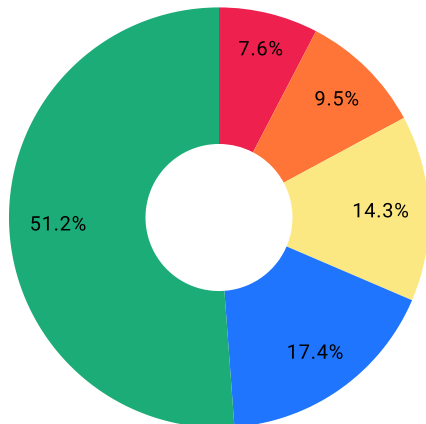
I feel good about the work I do at school.



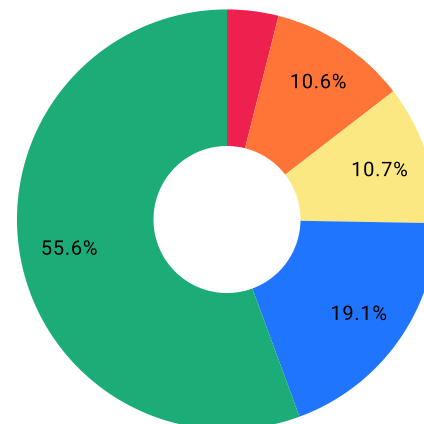
I am satisfied with the variety of extracurricular opportunities offered at my school.



I am satisfied with the variety of electives/options offered at my school.

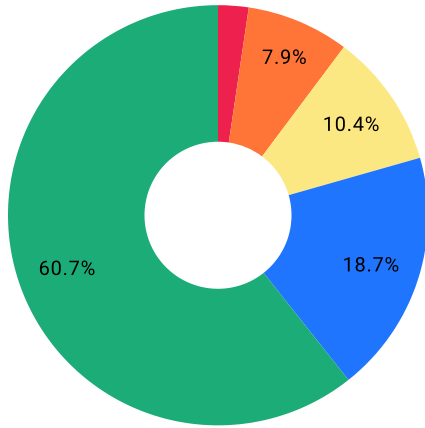


The electives/options offered at my school allow me to explore a variety of career pathways.

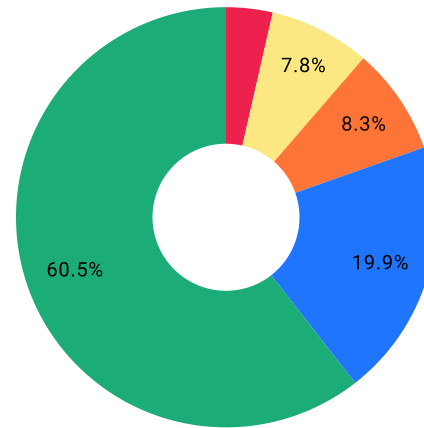


High School Success | Grade 10 - 12 Students

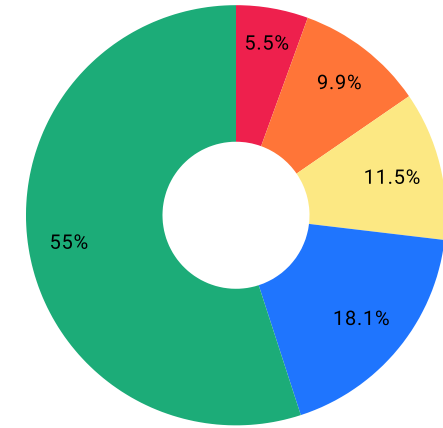
At my school, I have opportunities to explore, learn, and make decisions about potential career pathways.



At my school, I receive the support and resources necessary to understand the requirements to earn a high school diploma or certificate.

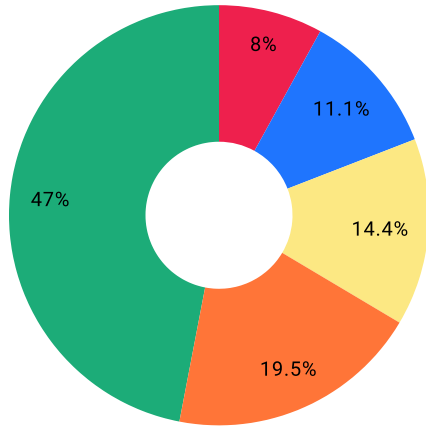


At my school, I receive the support and resources necessary to select courses that will help me achieve my goals for life after grade 12.

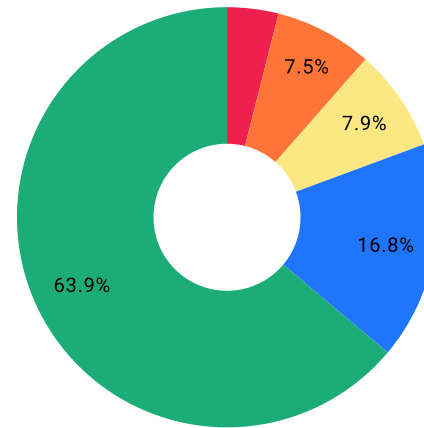


Student Wellness | Grade 10 - 12 Students

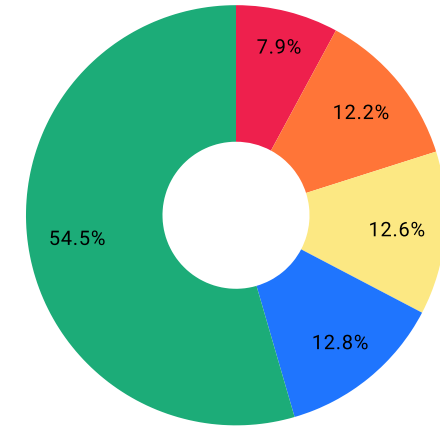
When students have social or emotional problems, they can get help and support at school.



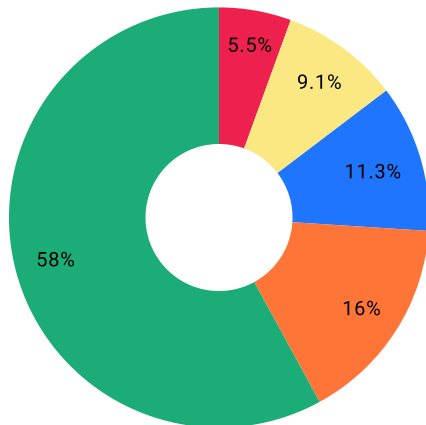
I am learning how to respect and include others in my school.



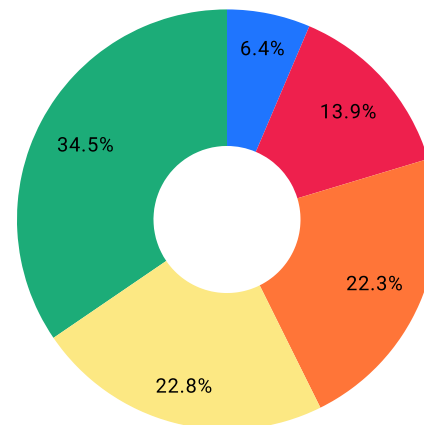
I feel safe at my school.



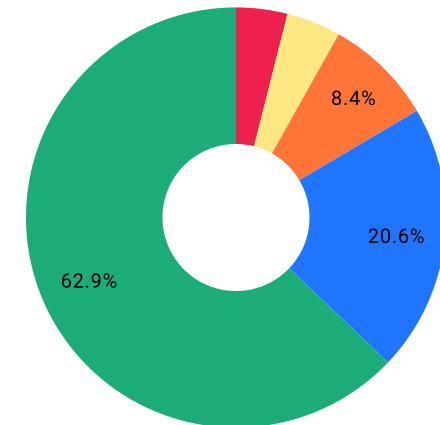
Other students treat me well.



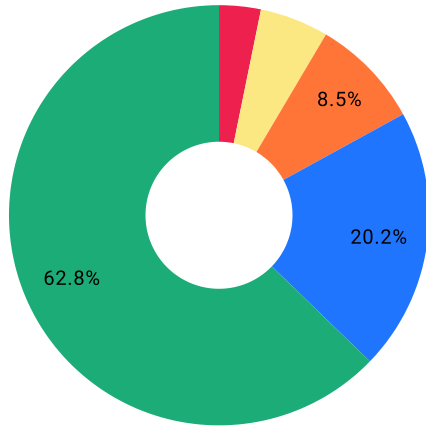
At school, students are kind to each other.



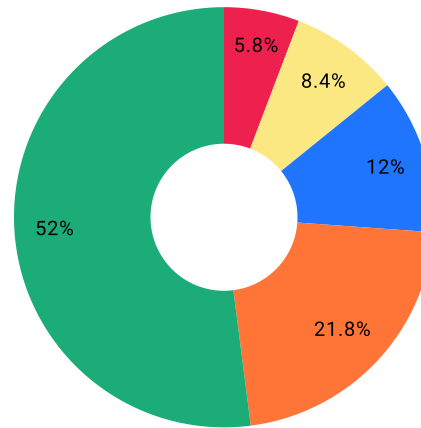
My school teaches me to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



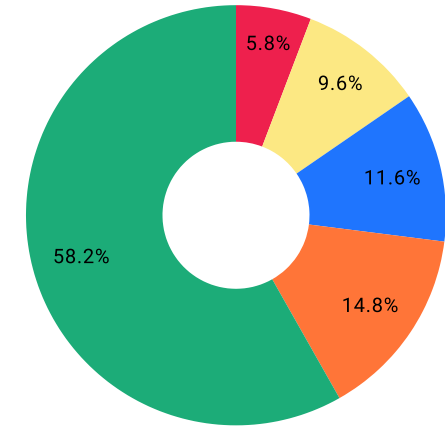
My school celebrates diversity by having events and activities that highlight different cultures, backgrounds, and identities.



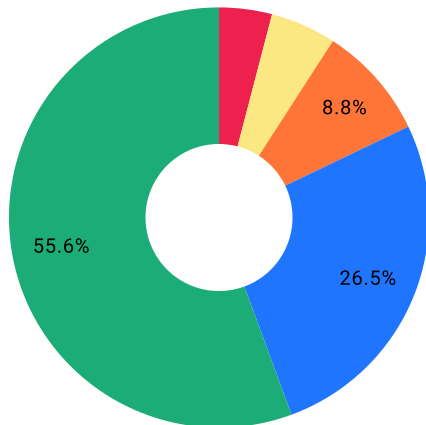
The adults in my school care about me.



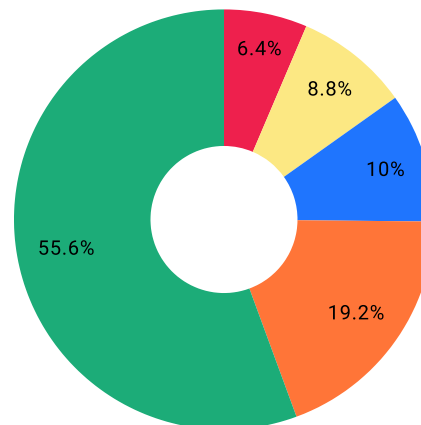
I feel included at school.



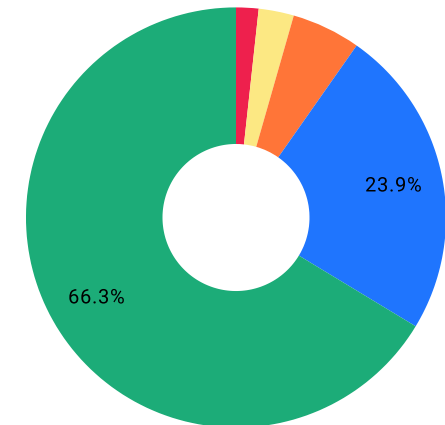
I can connect with at least one adult at school.



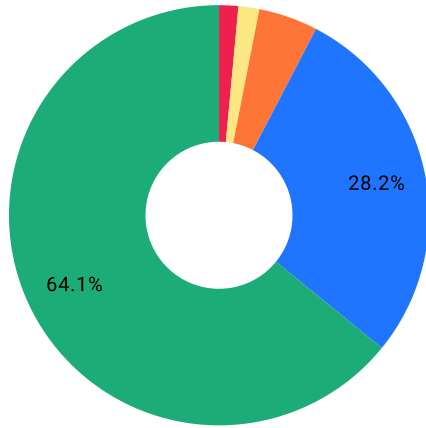
I feel accepted by other students.



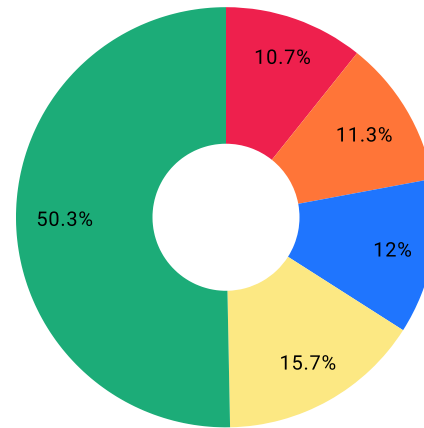
I am aware of the rules I must follow both in and outside of my classroom.



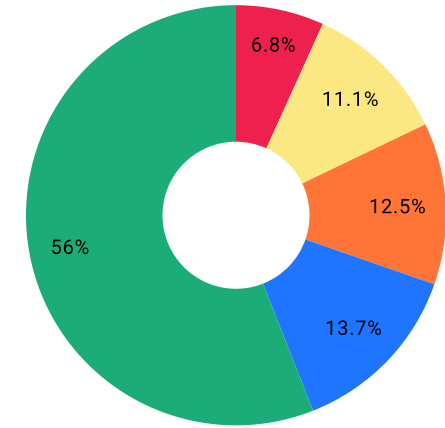
I am able to follow the classroom and school rules.



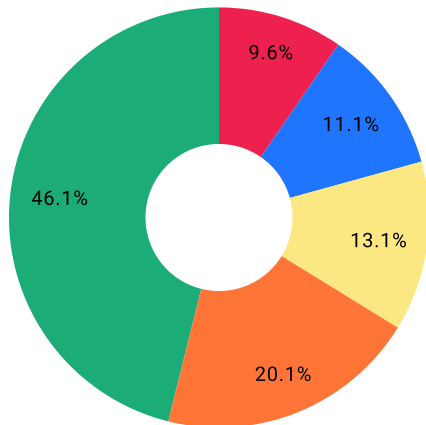
I have strategies for when I am worried about school or school work.



I can talk to a teacher when I am worried about school and school work.

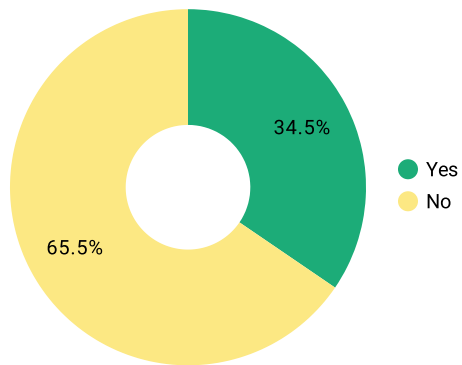


My school and teachers help me feel good about myself.

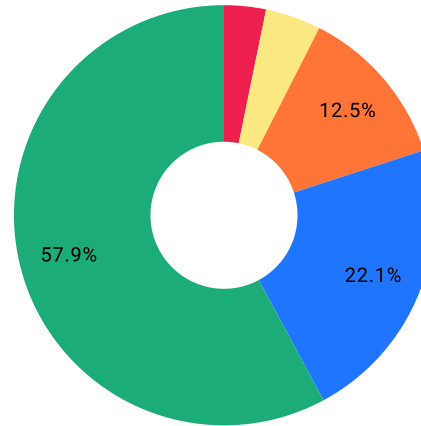


Accommodations | Grade 10 - 12 Students

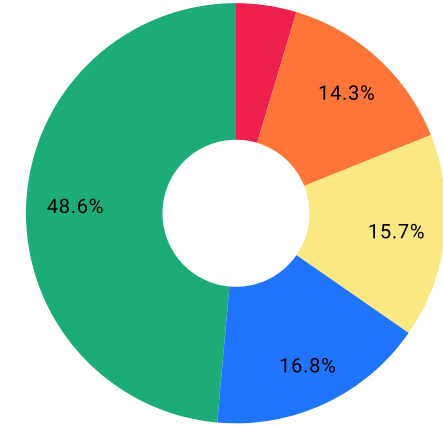
I am a student who qualifies for accommodations, not including extra time.



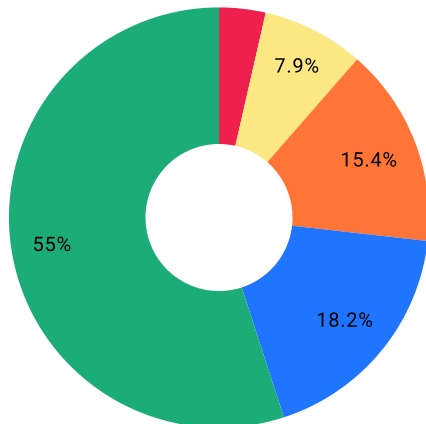
My accommodations make it easier for me to learn.



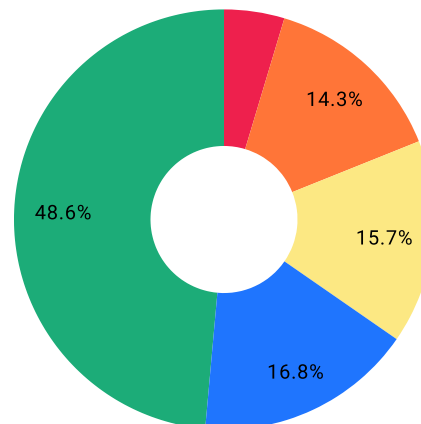
My accommodations are provided to me on a regular basis.



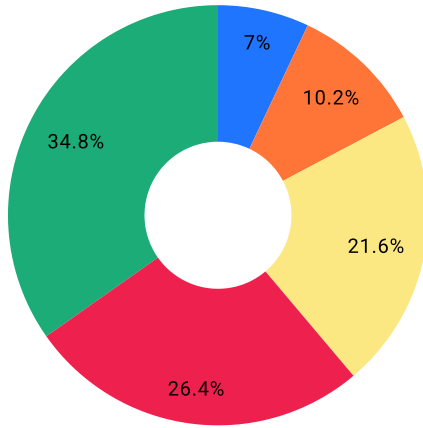
I am involved in deciding what accommodations and supports I need to be successful in school.



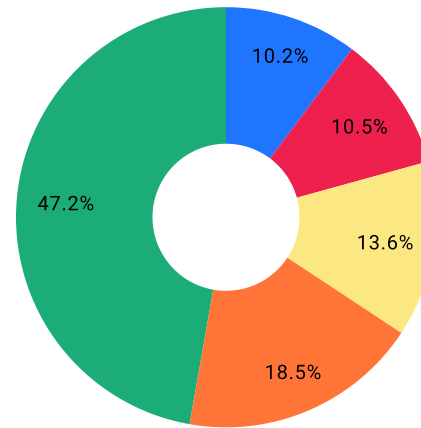
I use the accommodations that are provided to me.



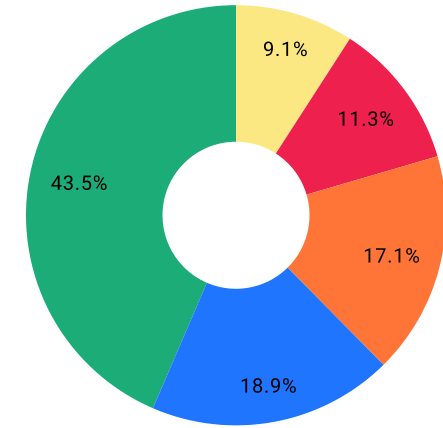
I like being at school most days.



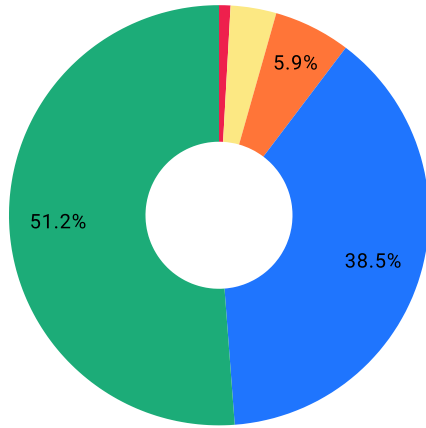
I am proud of my school.



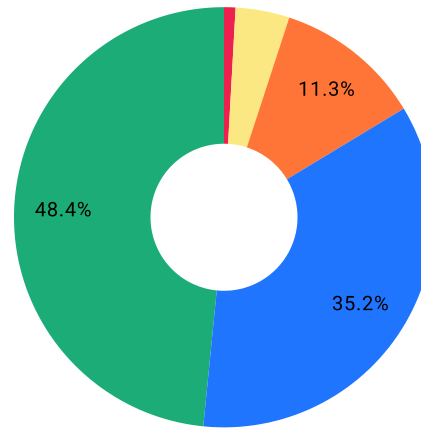
I would recommend my school to a friend.



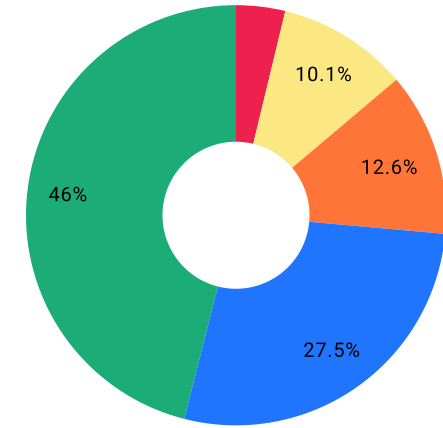
My child's school is successful at nurturing faith.



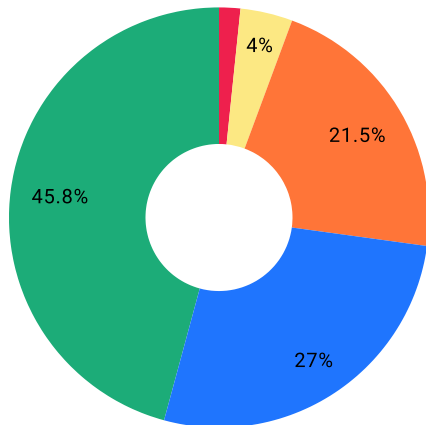
The school liturgies and other religious celebrations in which my child participates help to grow their faith.



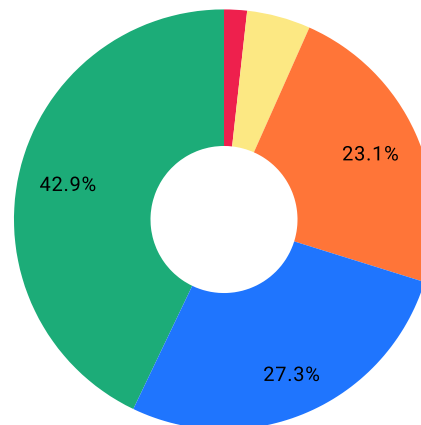
I know the school division's four core values.



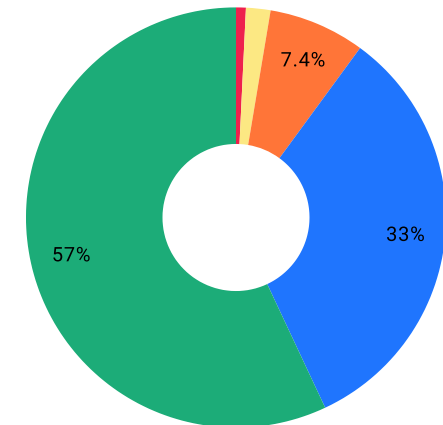
My child is learning about the four core values at school.



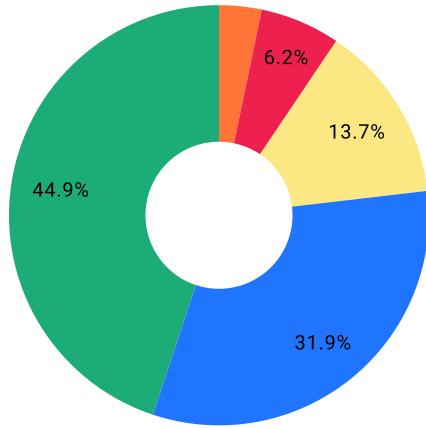
My child prays regularly at school.



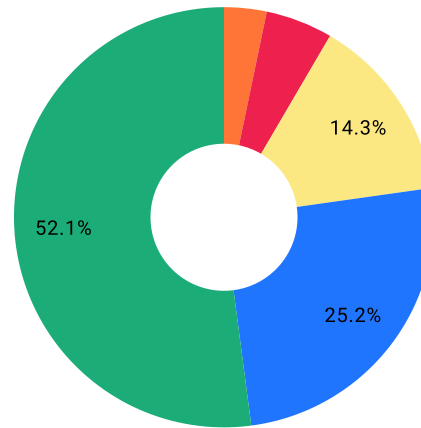
My child learns about the Catholic faith.



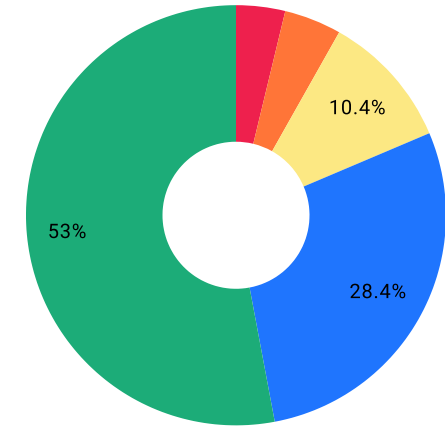
I am satisfied with the quality of education my child is receiving at school.



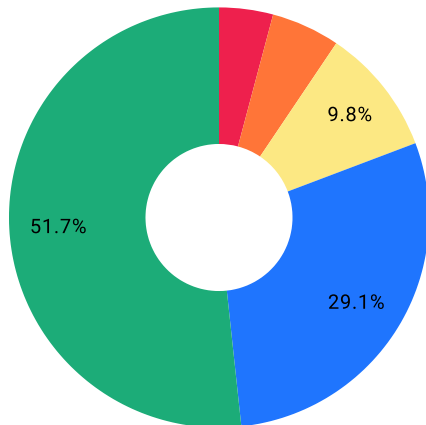
My child finds school work engaging.



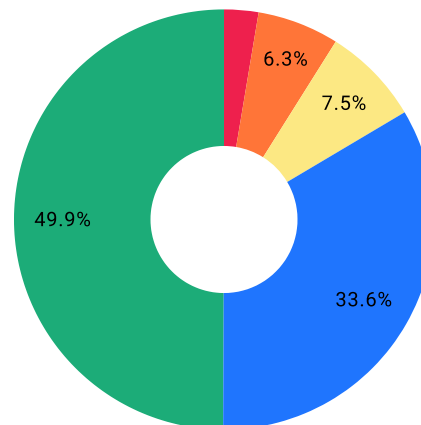
The work my child is completing at school is at an appropriate level to support effective learning.



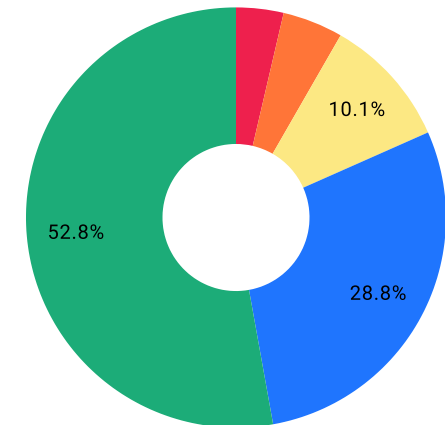
My child clearly understands what they are expected to learn at school.



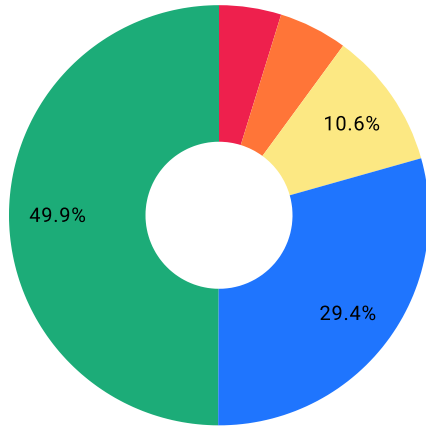
The reading skills my child is learning at school are having a positive impact on their ability to read.



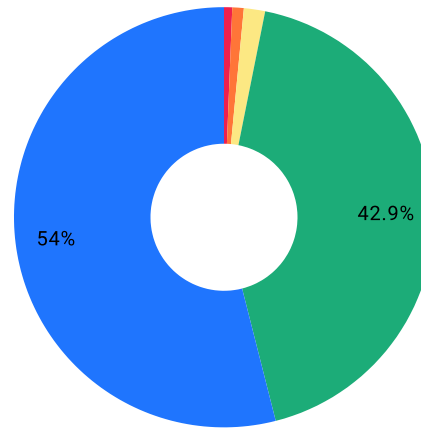
The writing skills my child is learning at school are having a positive impact on their ability to write.



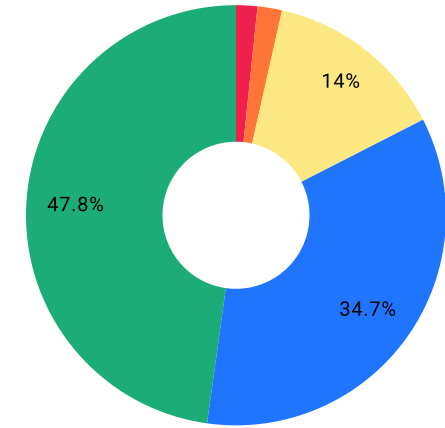
The mathematics skills my child is learning at school are having a positive impact on their ability to understand and do math.



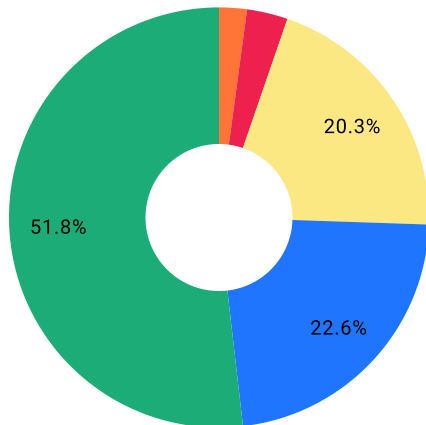
I talk to my child regularly about what they are learning at school.



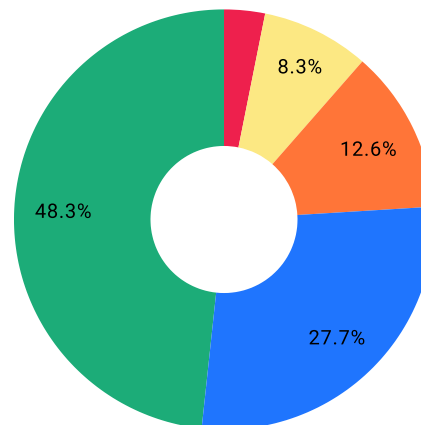
My child reads regularly at home.



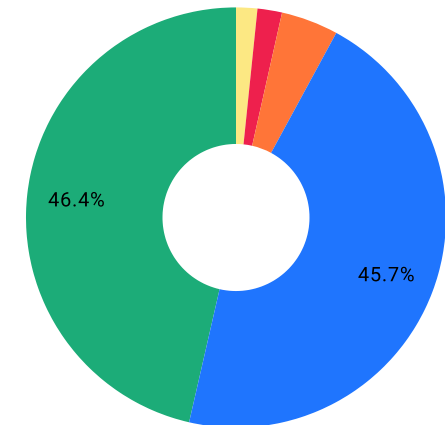
My child practices math regularly at home.



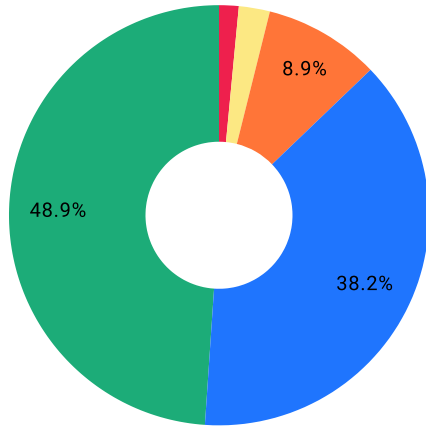
At school, my child is learning valuable leadership skills.



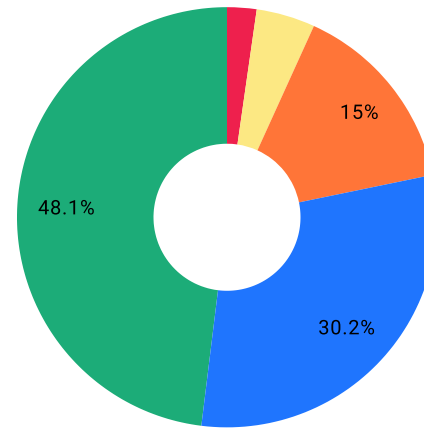
At school, my child has opportunities to be involved in social justice activities (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).



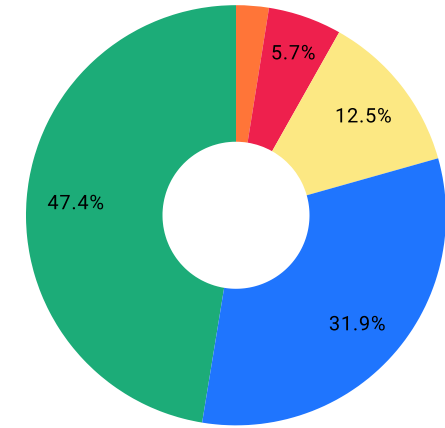
My child is learning about the histories, cultures and legacies of Indigenous peoples.



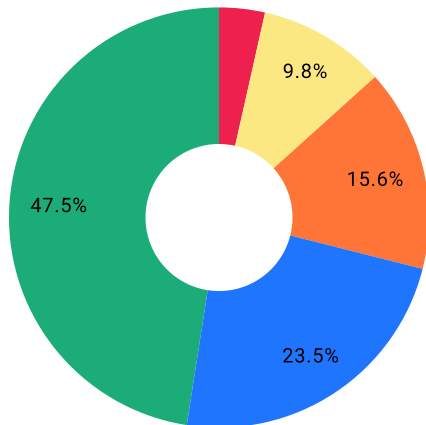
My child is aware of some of the Calls to Action and the importance of Truth & Reconciliation.



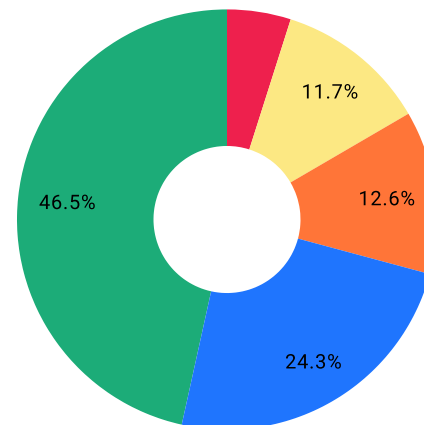
I am satisfied with the academic updates I receive about my child's learning (e.g., graded work sent home, Edsby Gradebook updates)



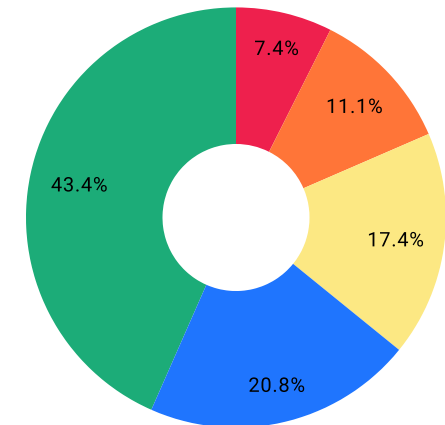
My child can make choices about how to demonstrate their learning.



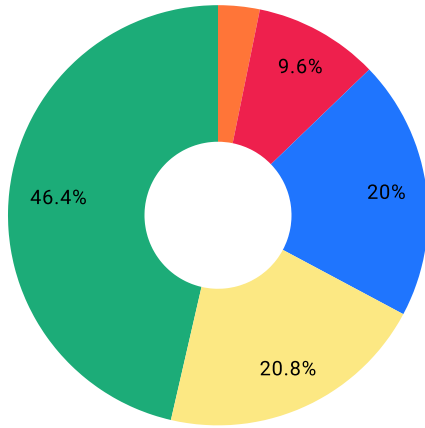
My child receives regular feedback about their learning that helps them to grow.



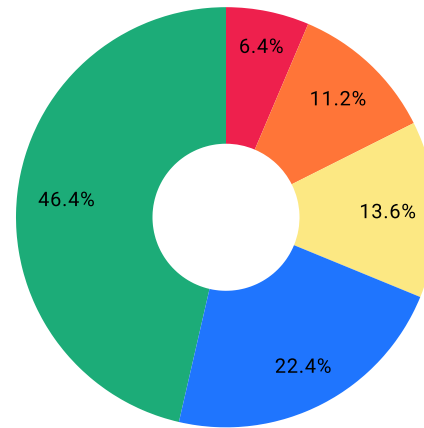
I am satisfied with the variety of extra-curricular opportunities offered at my child's school.



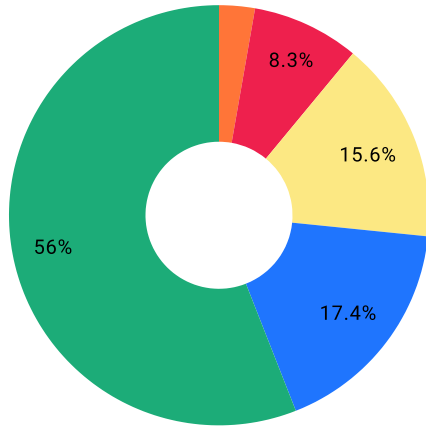
I am satisfied with the variety of options/electives offered at my child's school (middle school).



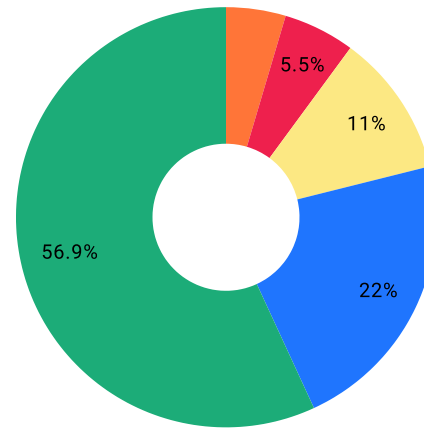
The electives, arts, and options courses offered at my child's school allow them to explore a variety of career pathways.



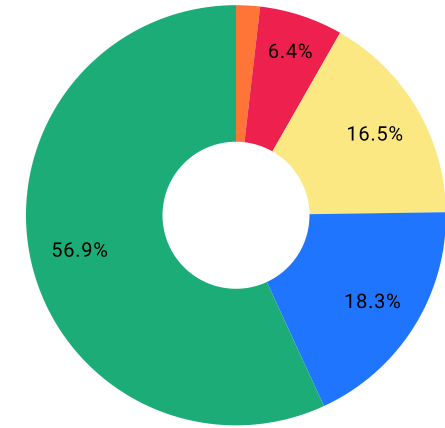
I am satisfied with the variety of options/electives offered at my child's school (high school).



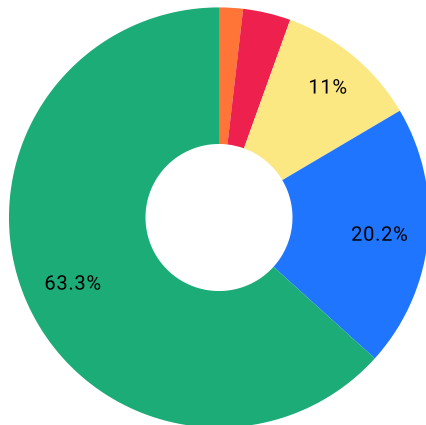
The CTS, arts, and other elective courses offered at my child's school allows them to explore a variety of career pathways.



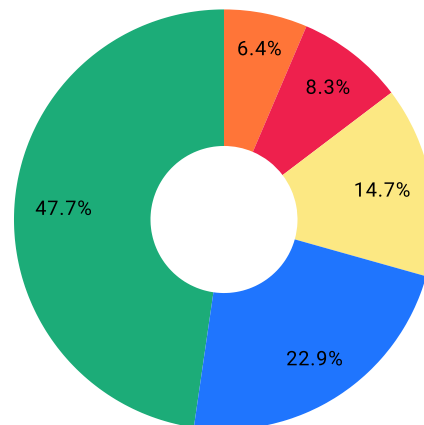
At school, my child has the opportunity to explore, learn, and make decisions about potential career pathways.



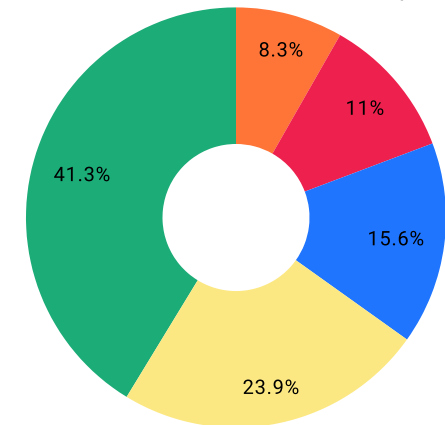
My child receives the support and resources necessary to understand the requirements to earn a high school diploma or certificate.



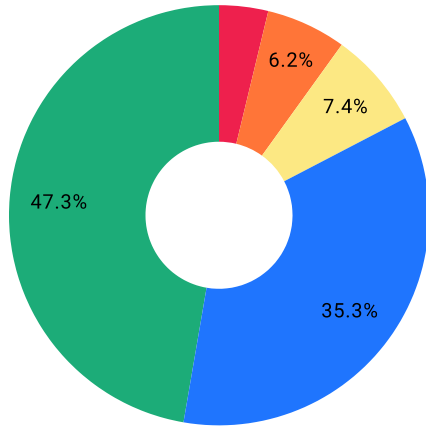
My child receives the support and resources necessary to select courses that will help them to achieve their goals for life after grade 12.



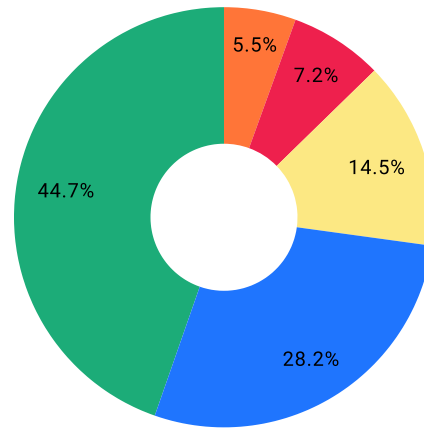
As a parent/guardian, my child's school is successful in helping me to be informed about high school diploma/certificates requirements, high school course selection processes, and possible career pathways.



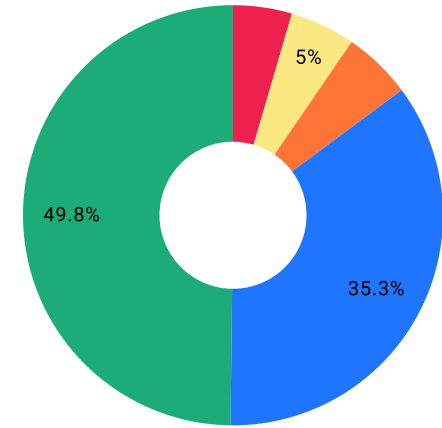
All staff promote and model a caring and inclusive environment at my child's school.



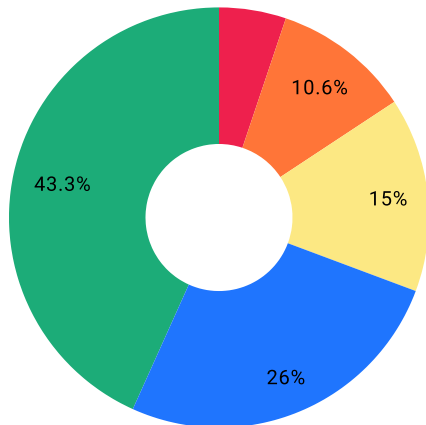
My child gets the help and support they need to be successful.



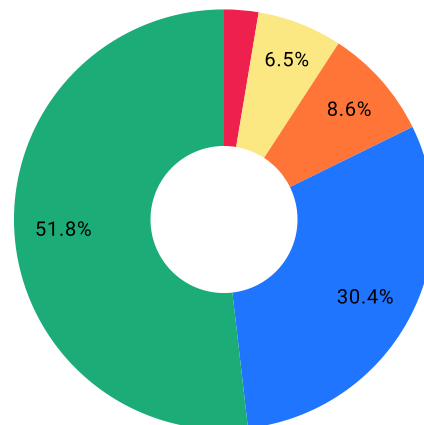
My child is treated fairly and equitably.



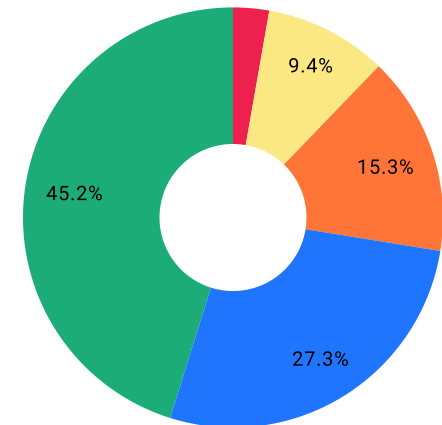
I am aware of school resources/programs available to support the physical and mental health of my child.



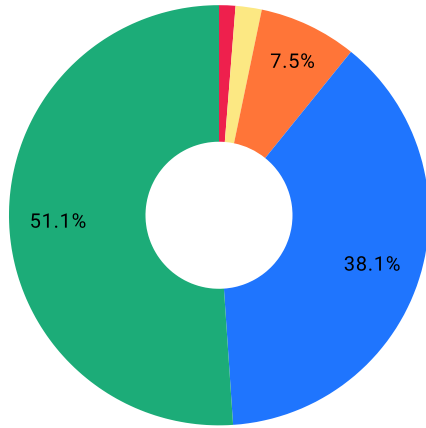
My child is taught attitudes, behaviours, and life skills to be successful at school.



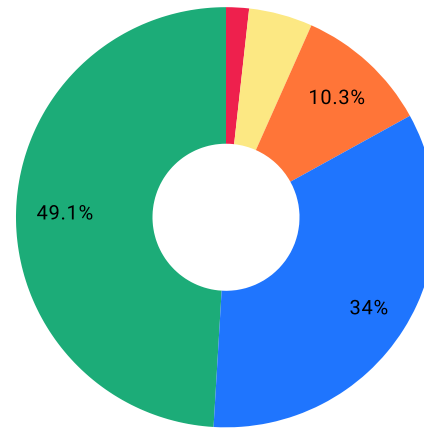
My child is taught attitudes, behaviors, and life skills to be successful in the world of work.



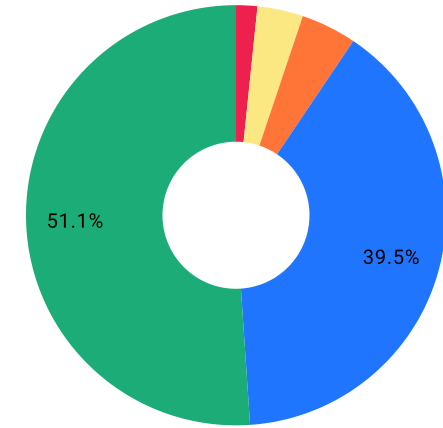
My child's school teaches them to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



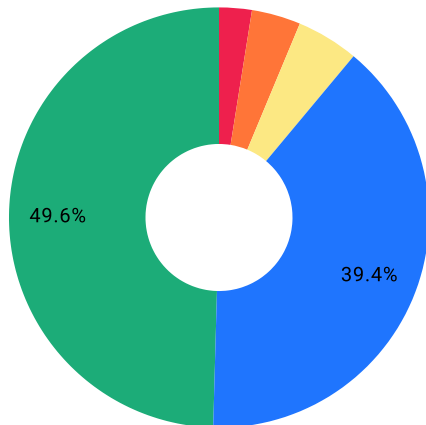
My child's school celebrates diversity by having events and activities that highlight different cultures, backgrounds, and identities.



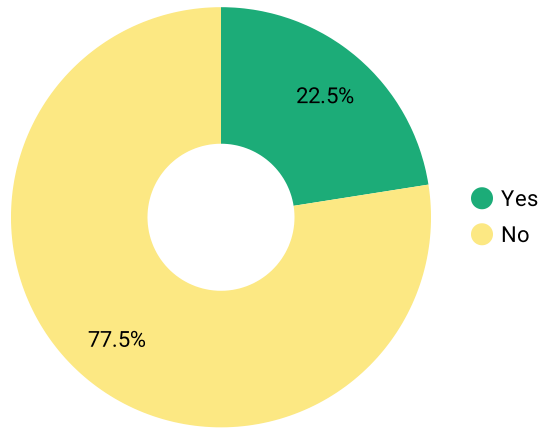
My child is safe at school.



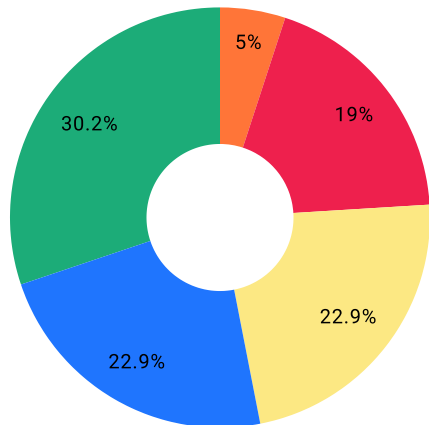
My child has a sense of belonging and feels welcome at school.



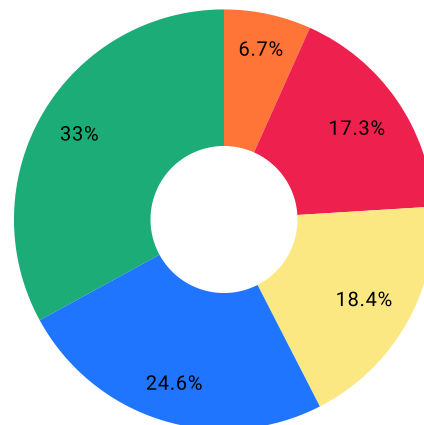
My child is on an Instructional Support Plan (ISP), Individualized Program Plan (IPP), or ISSP (Individual Student Service Plan).



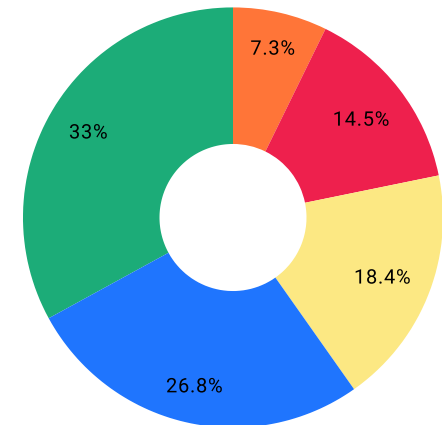
I am satisfied with the supports and services that my child receives as part of their ISP, IPP or ISSP.



I am satisfied with the degree to which I am involved in the development of my child's ISP, IPP or ISSP.

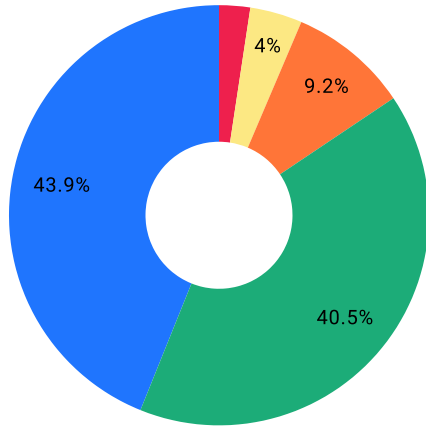


The accommodations/supports my child receives through their ISP, IPP or ISSP help my child to be more successful in the classroom.

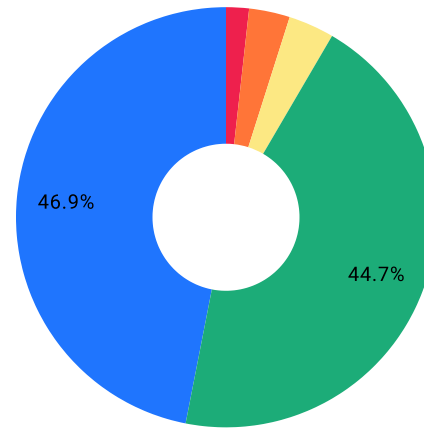


Summary | Parents/ Guardians

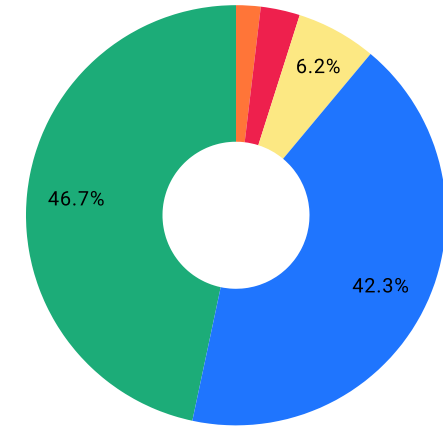
I would recommend my child's school to a friend.



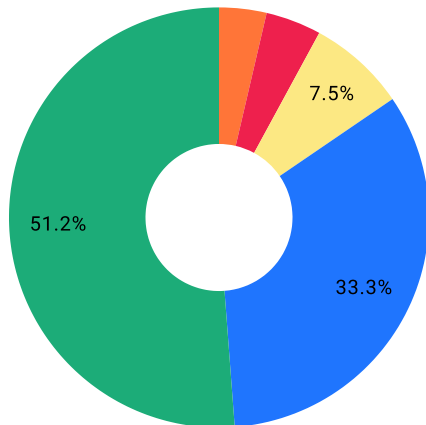
I feel welcome at my child's school.



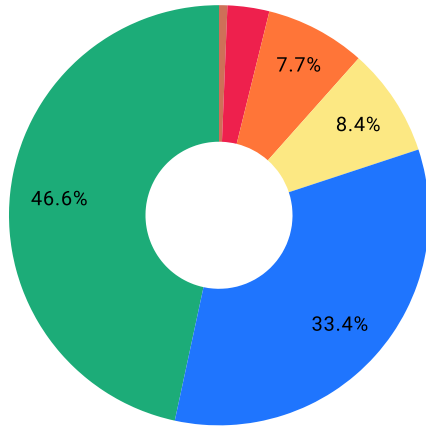
I am satisfied with the level of communication I receive from my child's school about important dates, upcoming events, etc.



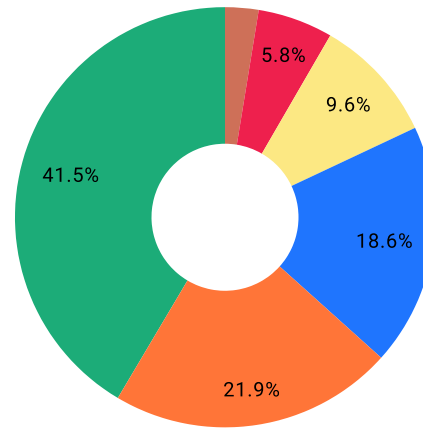
I am satisfied with the level of communication I receive from the Fort McMurray Catholic School Division.



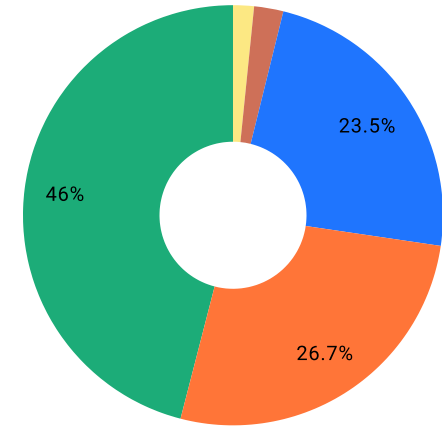
I am satisfied with how my school(s) encourages respectful relationships among all students, staff, and parents.



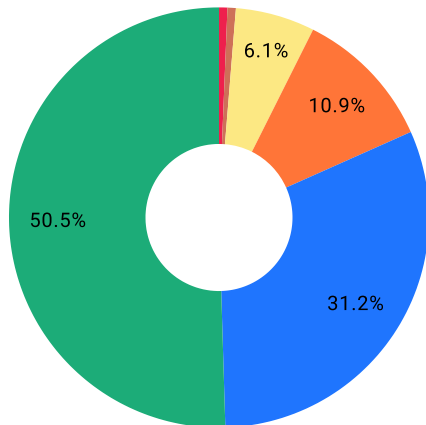
I am satisfied with how discipline is handled in my school(s).



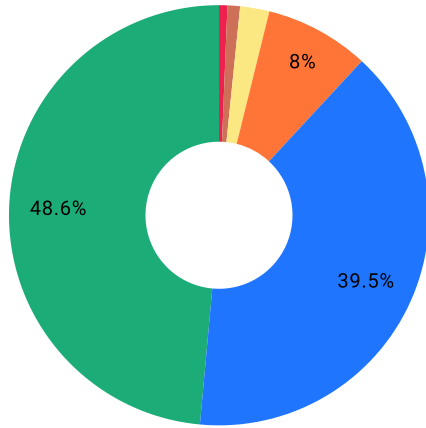
My school(s) teaches students to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



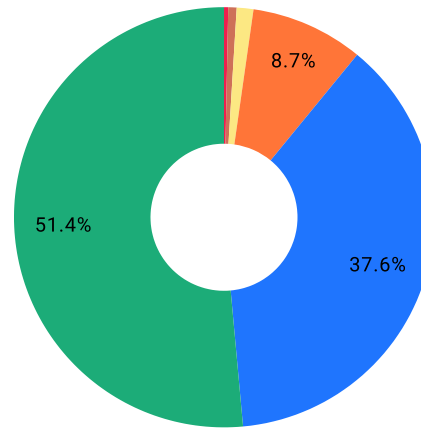
My school(s) celebrates diversity by having events and activities that highlight different cultures, backgrounds, identities, and experiences.



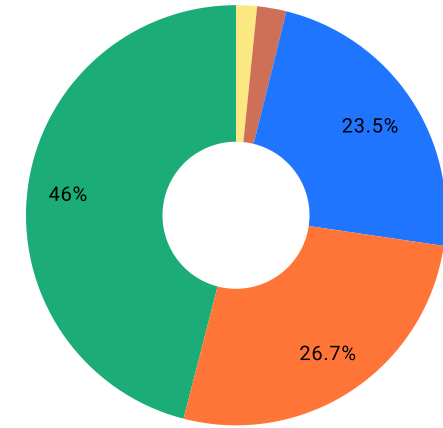
School liturgies, celebrations, and other spiritual activities effectively contribute to the faith formation of the students.



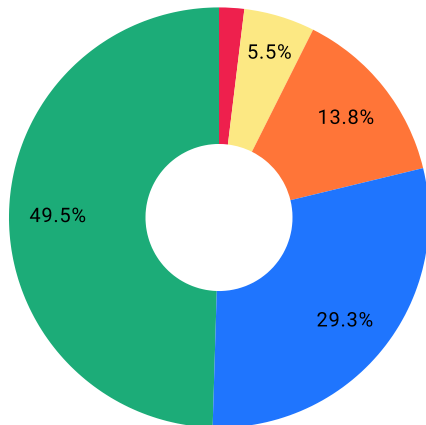
Students have the opportunity to pray regularly at my school(s).



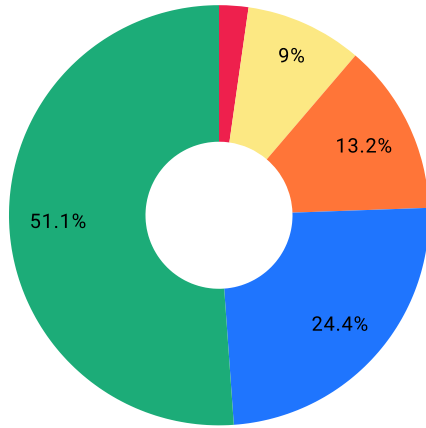
The 3-year faith theme and its related activities play a positive role in enhancing student faith formation.



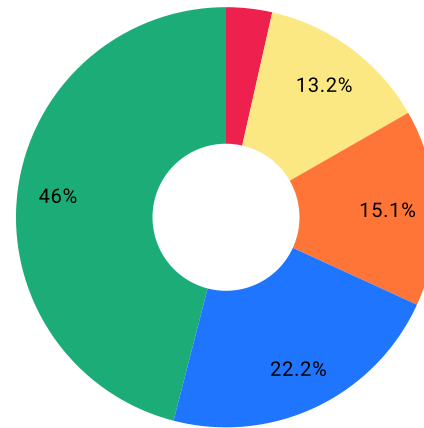
At my school(s) or workplace, the adults embody our four core values.



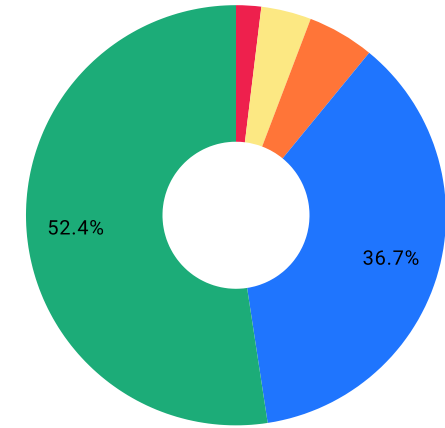
At work, my strengths and talents are recognized.



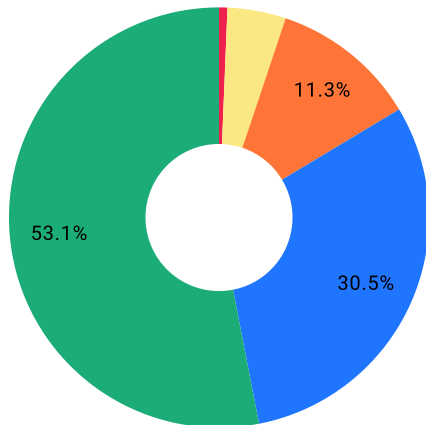
I receive meaningful recognition for doing my job well.



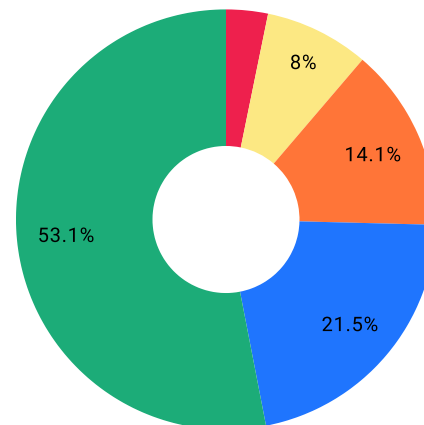
There is someone at work who I can talk to for support when I'm encountering a challenge.



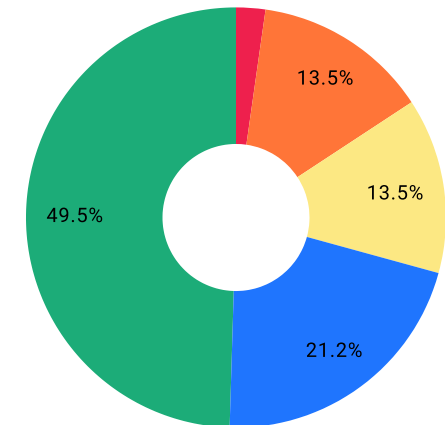
My school(s) or workplace nurtures an inclusive environment for all staff, embracing their diverse faiths, cultures, backgrounds, identities, and experiences.



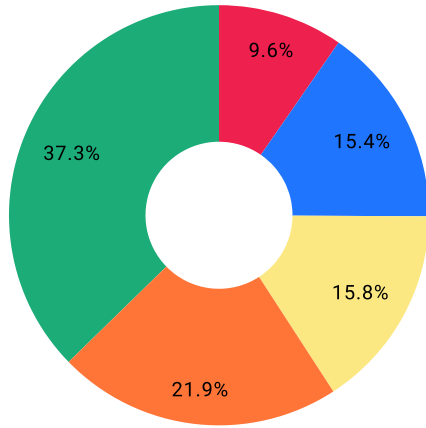
At work, my input is taken into account and considered.



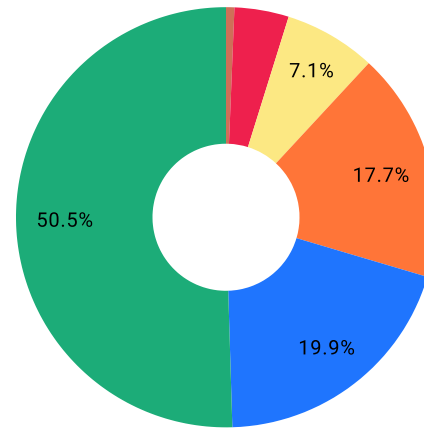
At work, I have opportunities to learn and grow in my role.



I am satisfied with the division's efforts to nurture staff wellness.

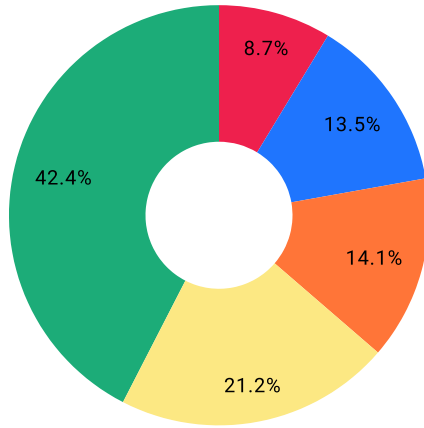


I am satisfied with my school's efforts to nurture staff wellness.

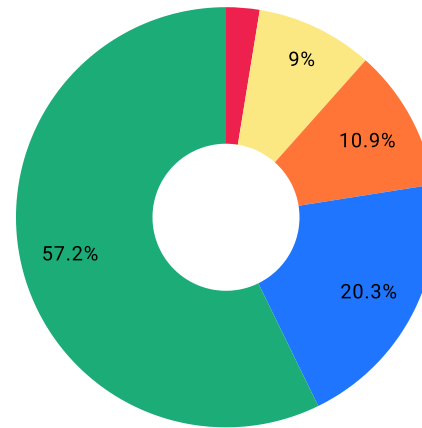


Summary | CUPE & Out of Scope Staff

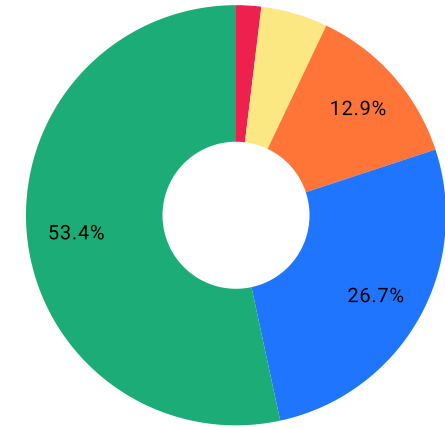
At work, I am satisfied with the professional development opportunities provided (e.g. EA PD Day, Public School Works, PLF Fridays)



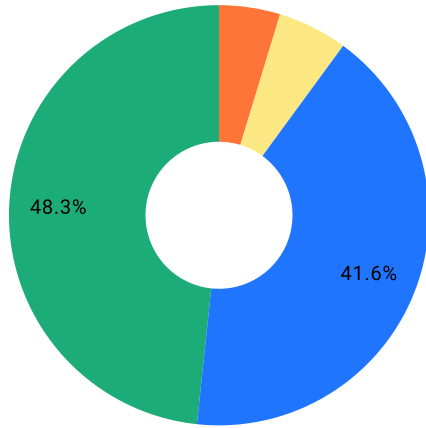
I have access to everything that I need to perform my job well.



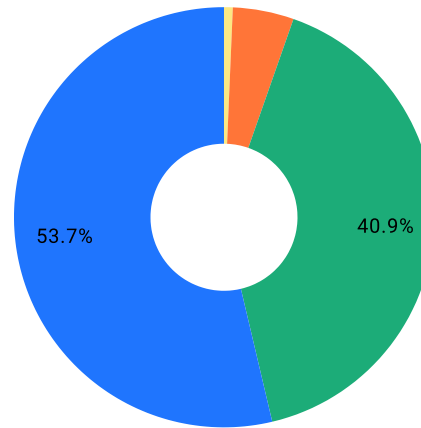
Overall, I am satisfied with my job.



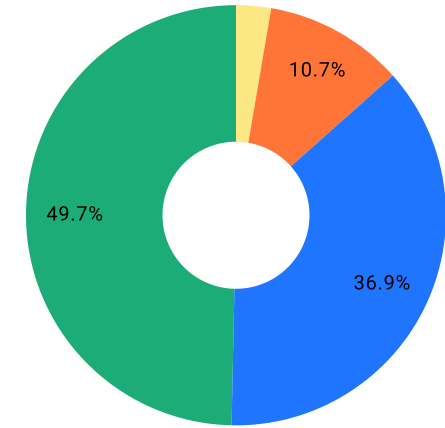
Our school liturgies, celebrations, and other spiritual activities effectively contribute to the faith formation of the students.



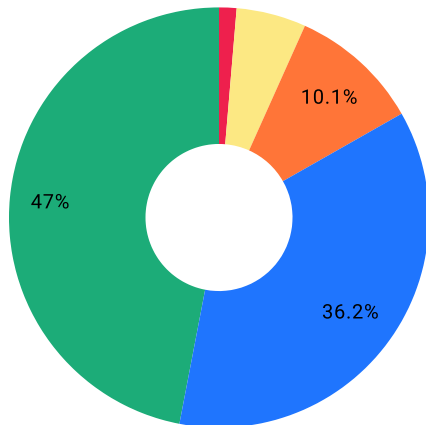
Students have the opportunity to pray regularly at my school.



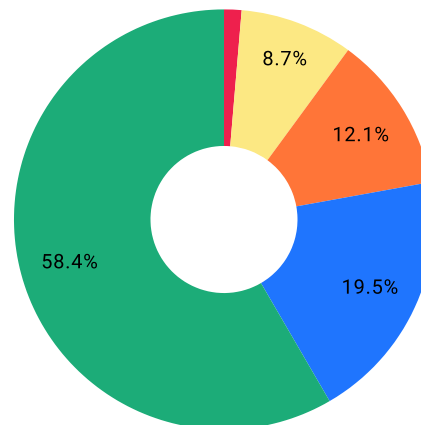
The 3-year faith theme and its related activities play a positive role in enhancing student faith formation.



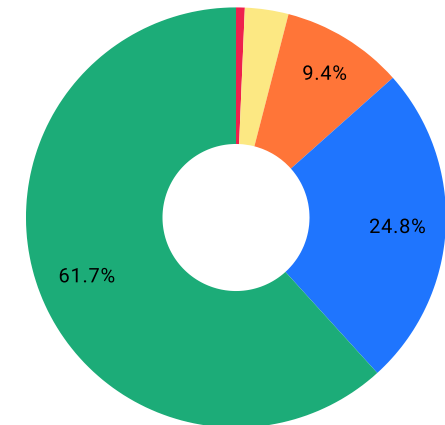
At my school, the adults embody our four core values.



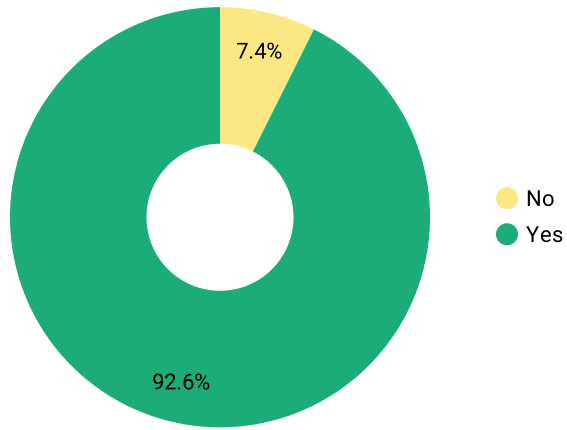
The spiritual development activities in which I participate (e.g., Spiritual Development Day, Prayer Reflections, PLF Masses, School-based Faith Activities) strengthen my vocation as an educator in a Catholic school.



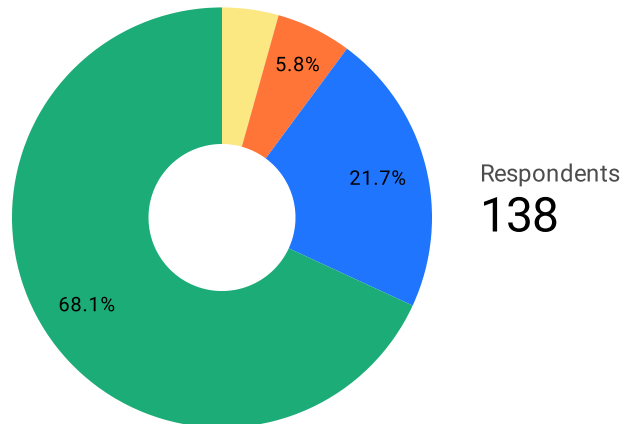
I am confident in my ability to permeate faith in all subject areas that I teach.



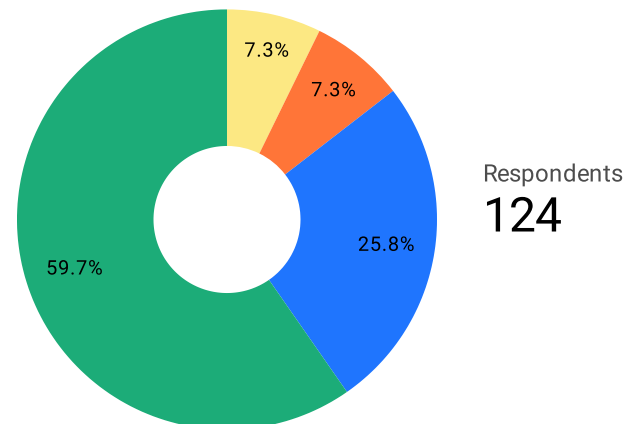
I teach Religion.



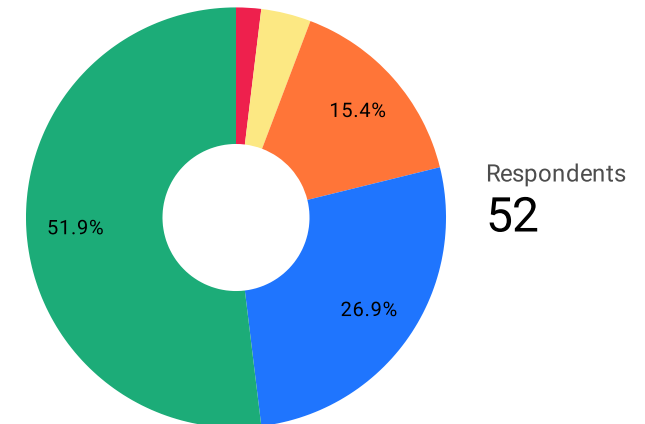
I am confident in my knowledge and skills related to planning, teaching, and assessing Religion.



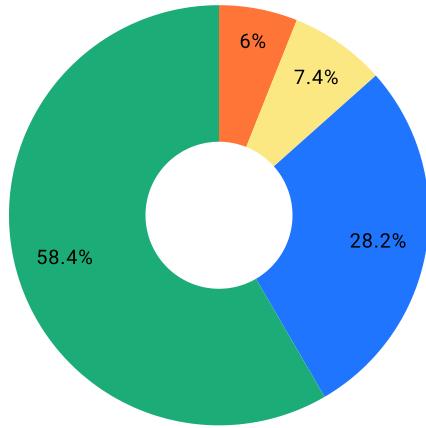
For Gr. 1-6 Teachers: I am confident in my knowledge and skills related to the utility of the Growing in Faith, Growing in Christ resource when planning for my Religion instruction.



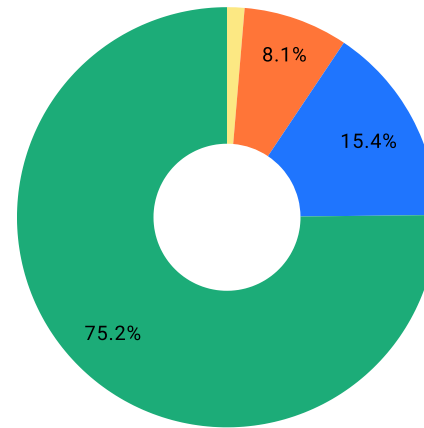
For Gr. 2 & 3 Teachers: Including sacramental preparation in my Religion lessons deepens the Catholic teachings for all students, regardless of whether they are receiving a sacrament.



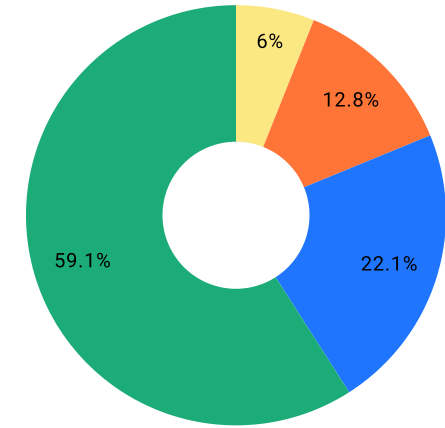
I am satisfied with the quality of teaching students are receiving at school.



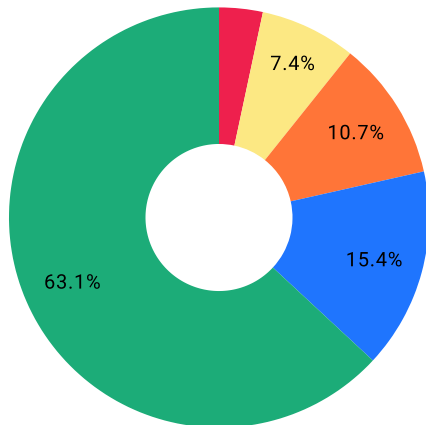
My students find school work engaging.



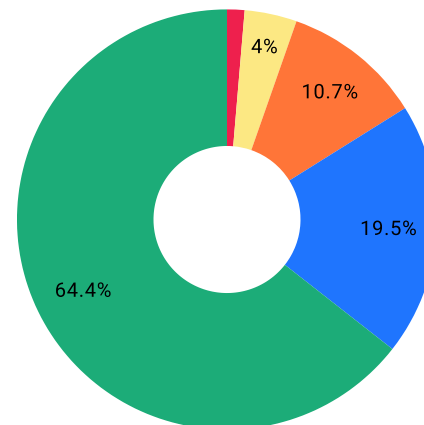
The literacy skills students are learning at school are having a positive impact on their ability to read.



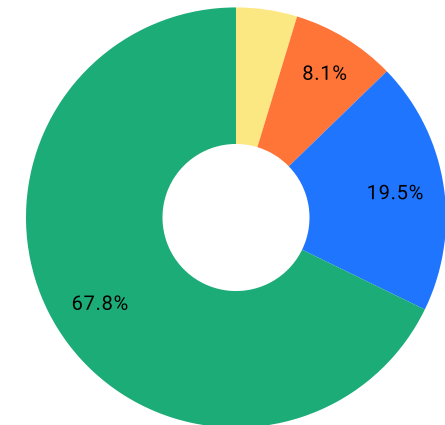
The literacy skills students are learning at school are having a positive impact on their ability to write.



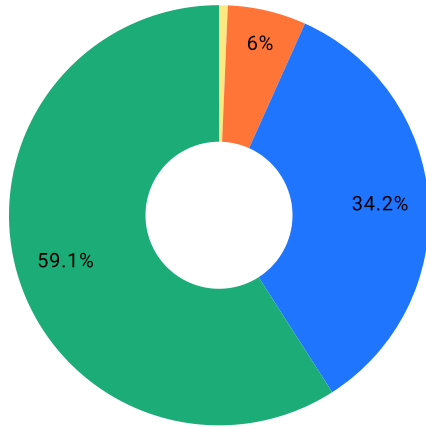
The numeracy skills students are learning at school are having a positive impact on their ability to understand and do math.



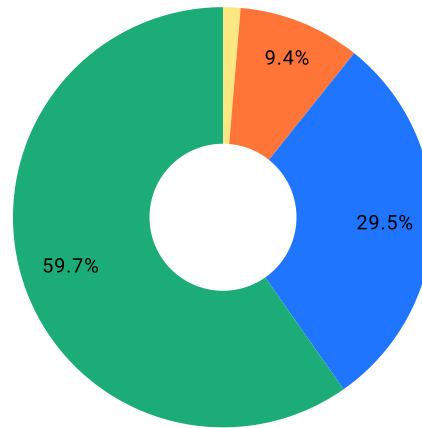
Students at my school can make choices about how they demonstrate their learning.



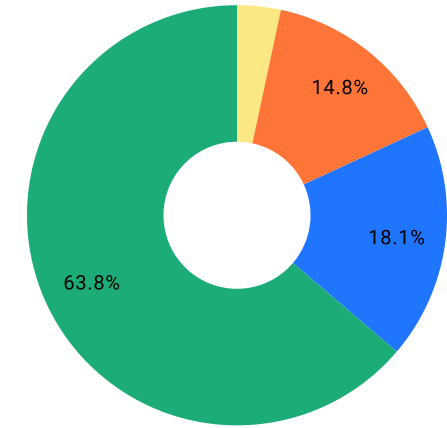
Students at my school are given examples of what is expected of them in their assignments.



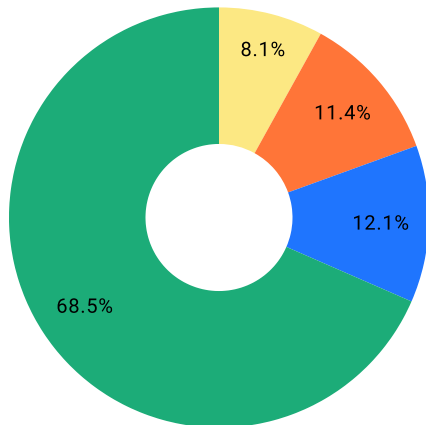
Students at my school receive clear and specific feedback about their learning throughout the school year.



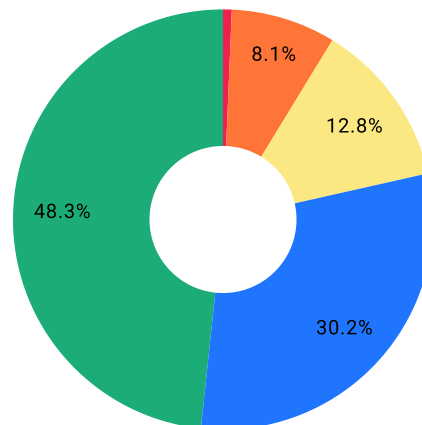
Students at my school are taught how to use feedback to improve their learning.



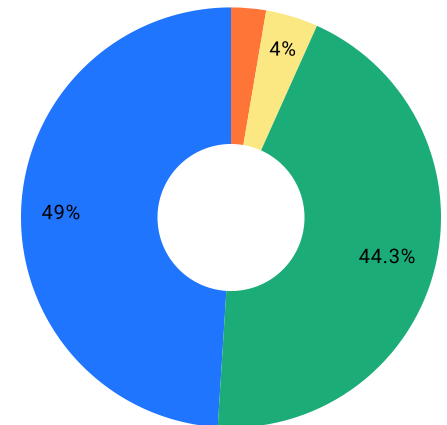
Students at my school regularly engage in activities that foster higher order thinking skills.



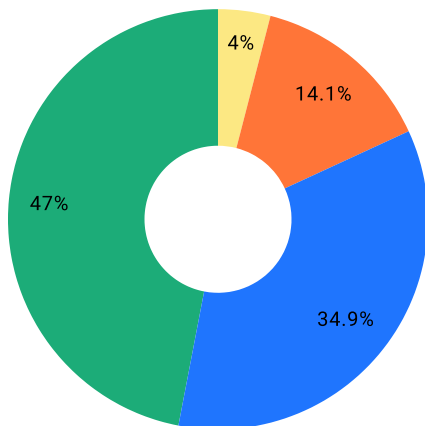
Students at my school are developing valuable leadership skills.



Students at my school have the opportunity to participate in social justice activities that help their community (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).

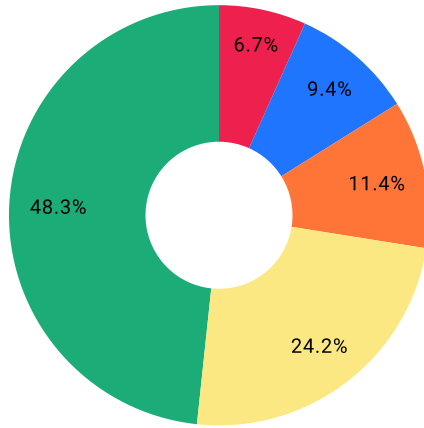


My school encourages our
parents/guardians to ask their child
about their learning.

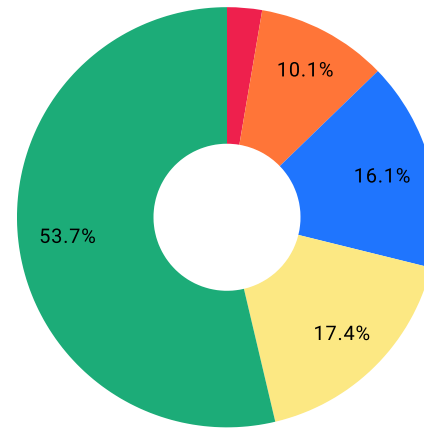


Professional Learning | EEP - Grade 6 Teachers

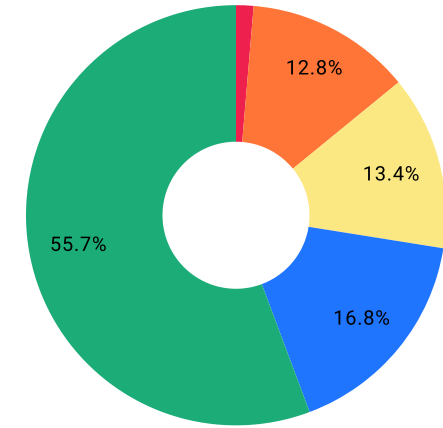
I am satisfied with the professional learning opportunities provided and supported by the division.



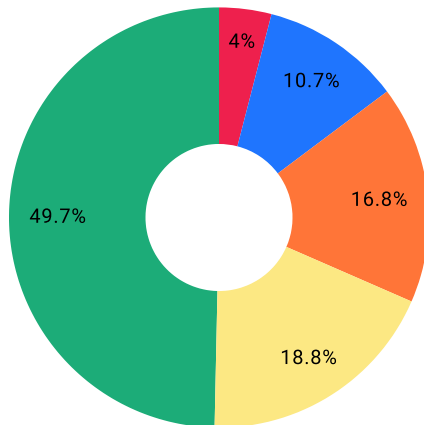
I am satisfied with the professional learning opportunities provided and supported by my school.



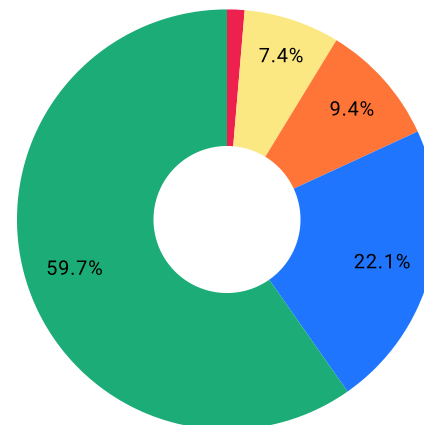
The work I have undertaken in my teacher-led Professional Learning Community (PLC) has expanded my professional body of knowledge and has increased my impact on student learning.



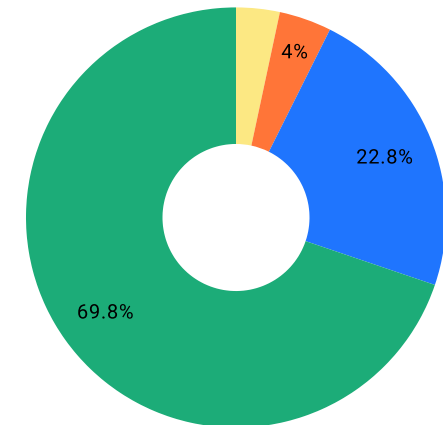
The work I have undertaken in the division-led Collaborative Learning Cohort has expanded my professional body of knowledge and has increased my impact on student learning.



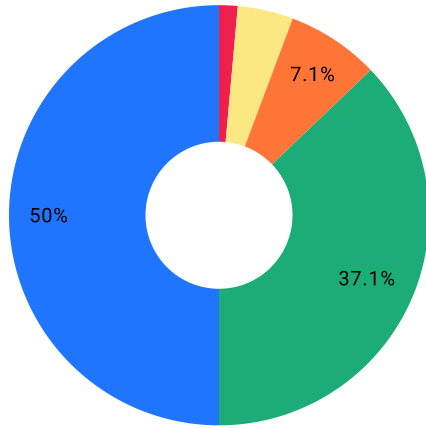
I am confident in providing curricular opportunities for all students to develop respect and understanding of the histories, cultures, and contributions of First Nations, Métis, and Inuit peoples.



I am confident in my knowledge and application of best practices related to literacy instruction within my subject area(s).

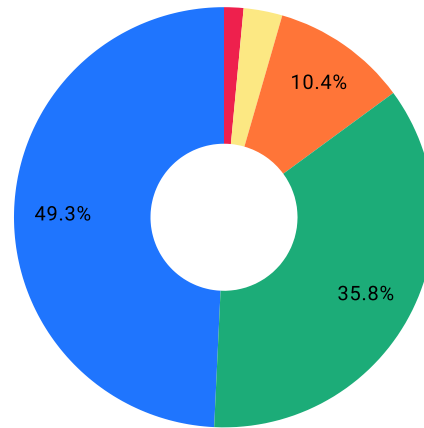


For EEP - Gr. 2 Teachers: I am confident in using Heggerty to support the development of my students' phonological awareness skills.



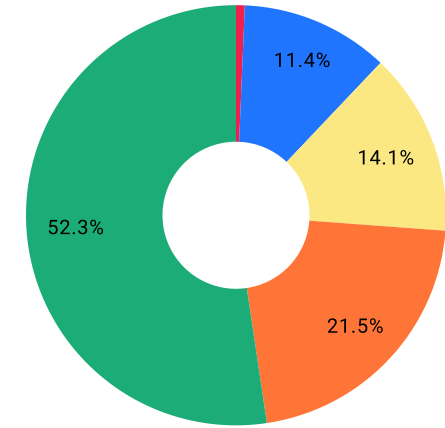
Respondents
70

For Kindergarten - Gr. 2 Teachers: I am confident in using UFLI to support the development of my students' phonics skills.

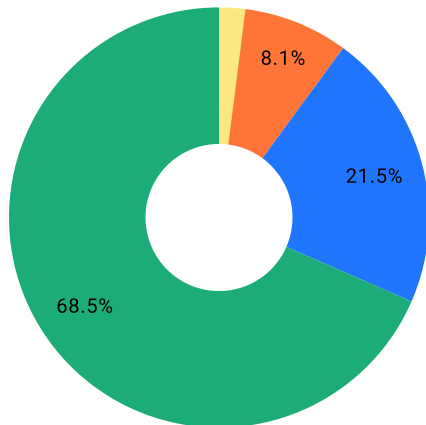


Respondents
67

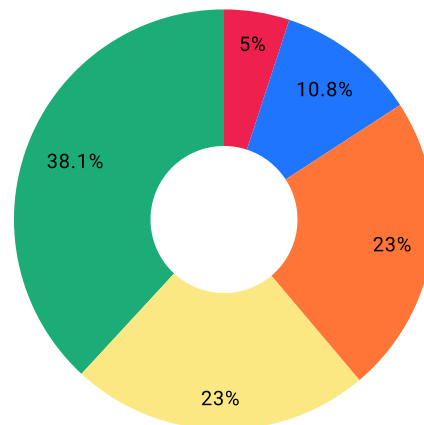
I am confident in my knowledge and application of intervention strategies to support students' literacy development.



I am confident in my knowledge and application of best practices related to numeracy instruction within my subject area(s).

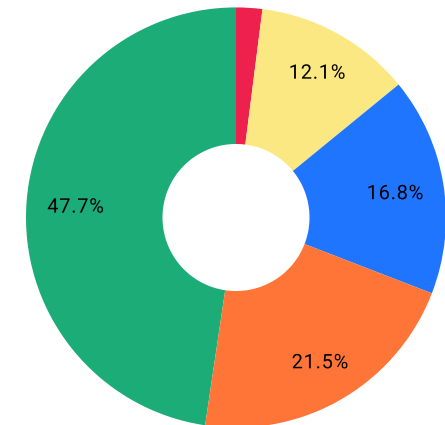


For Kindergarten - Gr. 6 Teachers: I am confident in using Mathology to support my planning, instruction, and assessment of mathematics.

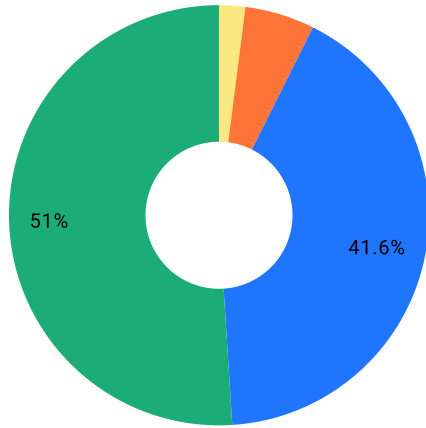


Respondents
139

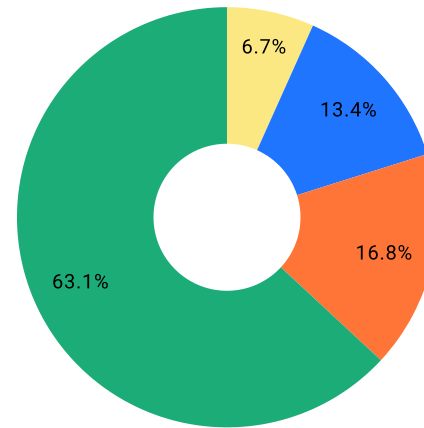
I am confident in using Matific to support the development of my students' mathematical understanding.



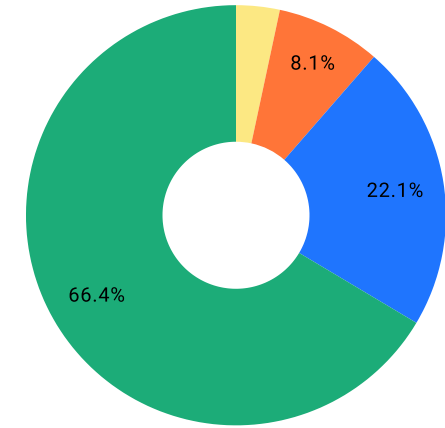
I regularly use manipulatives to support the development of my students' mathematical understanding.



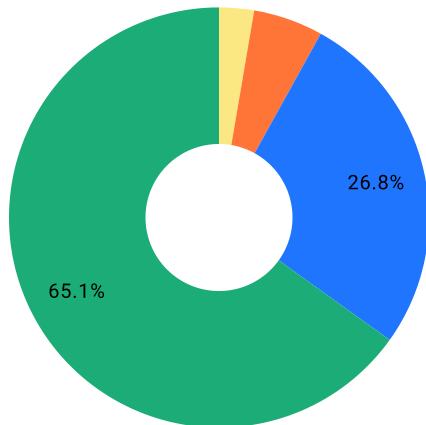
I am confident in my knowledge and application of intervention strategies to support students' numeracy development.



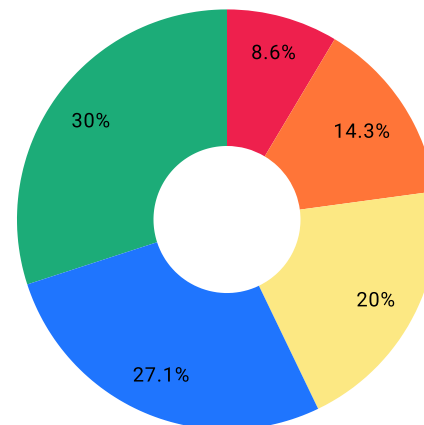
I am confident in designing assessments that effectively differentiate exemplary, proficient, approaching, and beginning levels of understanding, based on the curriculum.



When evaluating student work, I am skilled in identifying whether a student is demonstrating an exemplary, proficient, approaching, or beginning level of understanding.

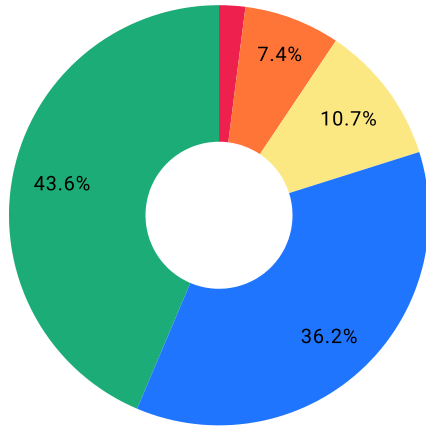


For Gr. 4-6 Teachers: I regularly use Edsby Gradebook for live reporting of students' academic progress.

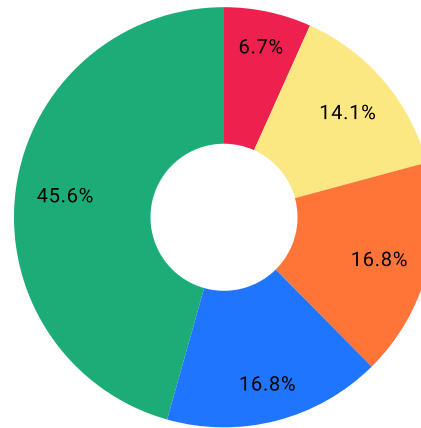


Respondents
70

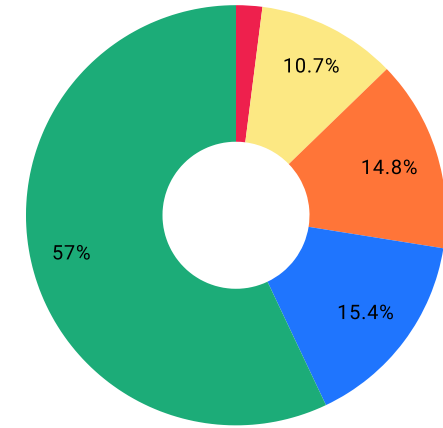
I am satisfied with how my school encourages respectful relationships among all students, staff, and parents.



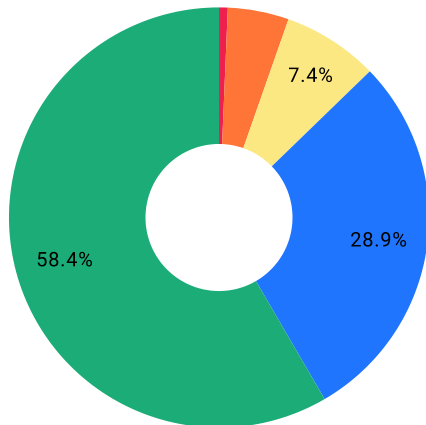
I am satisfied with how discipline is handled in my school.



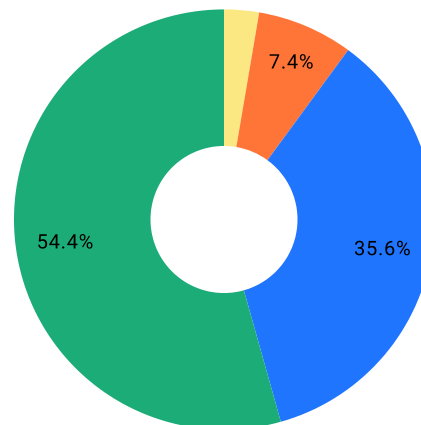
The mental health programming at my school supports the well-being of students.



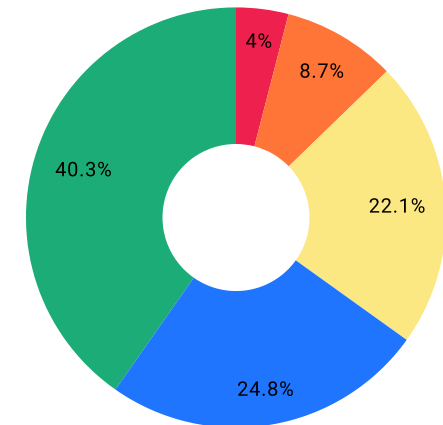
The physical health programming at my school (e.g., comprehensive school health, intramural sports, extra-curricular clubs) supports the well-being of students.



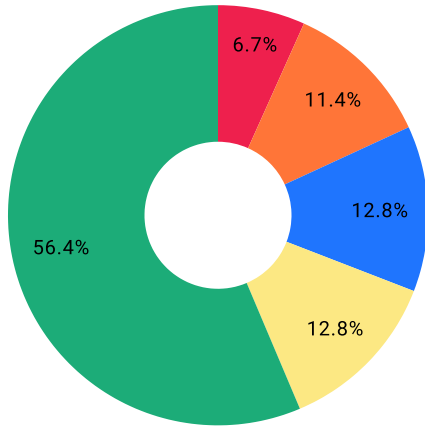
My school teaches students to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



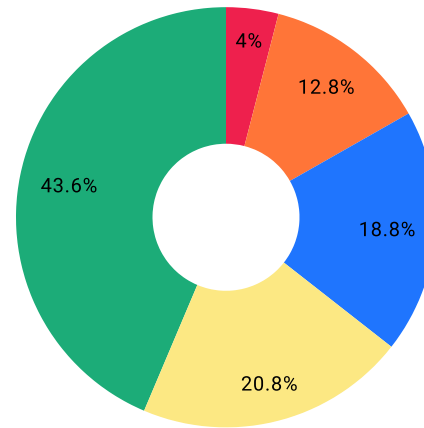
My school celebrates diversity by having events and activities that highlight different cultures, backgrounds, identities, and experiences.



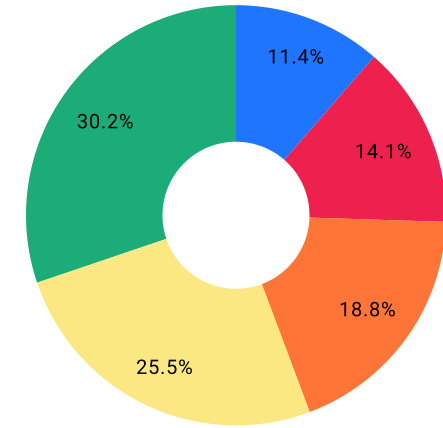
I have the knowledge, skills, and resources I need to support students with mild to complex learning needs.



I am satisfied with the support provided for the development and implementation of ISPs, ISSPs, and IPPs.

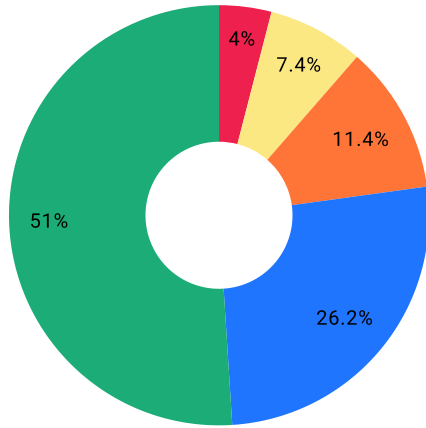


I am satisfied with the support provided for the inclusion of students with special needs in my classroom.

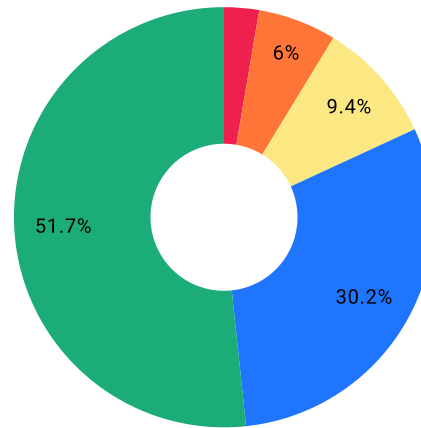


Staff Wellness | EEP - Grade 6 Teachers

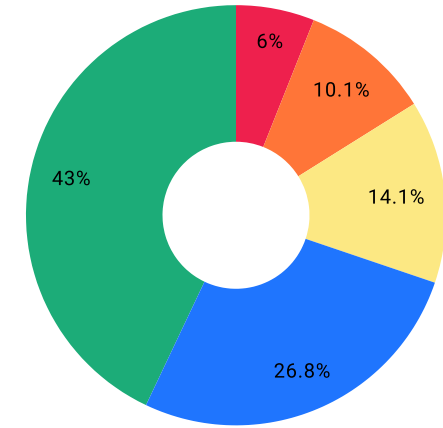
At work, my strengths and talents are recognized.



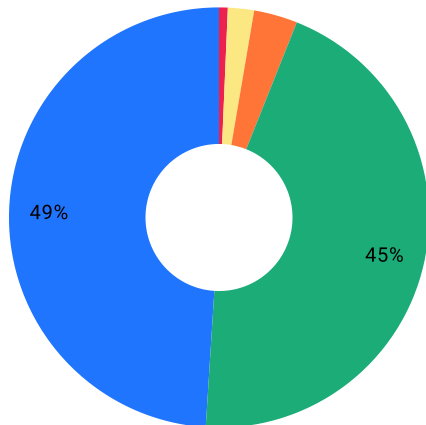
My school leaders encourage my professional growth and ongoing development (e.g., instructional walkthroughs and feedback, one-on-one conversations, coaching).



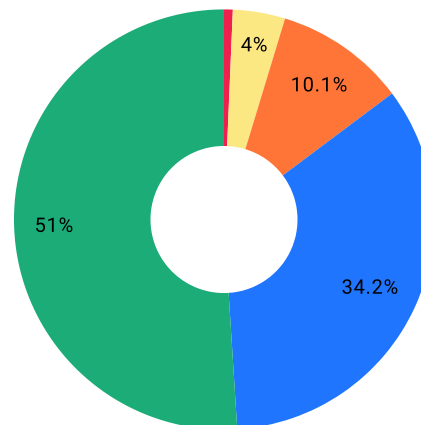
I receive meaningful recognition for doing my job well.



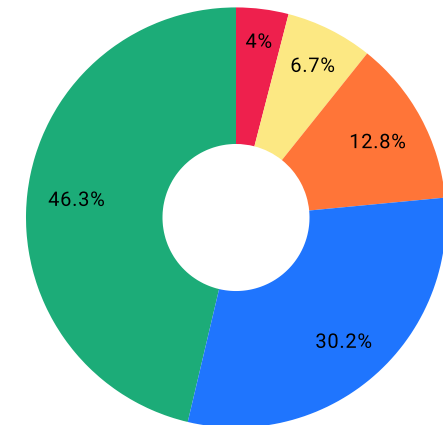
There is someone at work who I can talk to for support when I'm encountering a challenge.



My school nurtures an inclusive environment for all staff, embracing their diverse faiths, cultures, backgrounds, identities, and experiences.

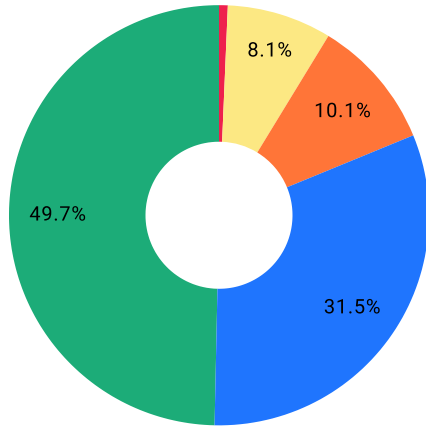


At work, my input is taken into account and considered.

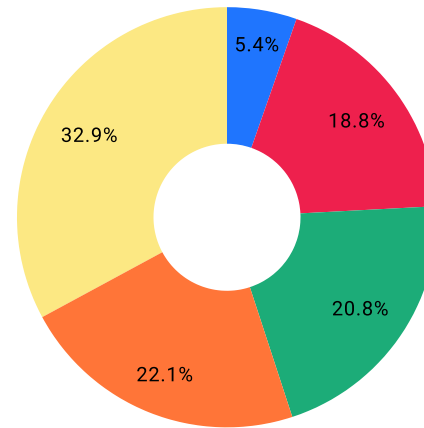


Staff Wellness | EEP - Grade 6 Teachers

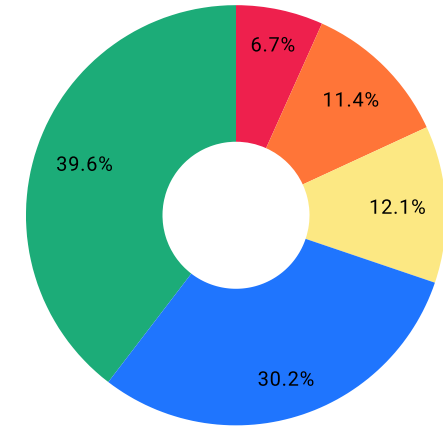
At work, I have opportunities to learn and grow in my role.



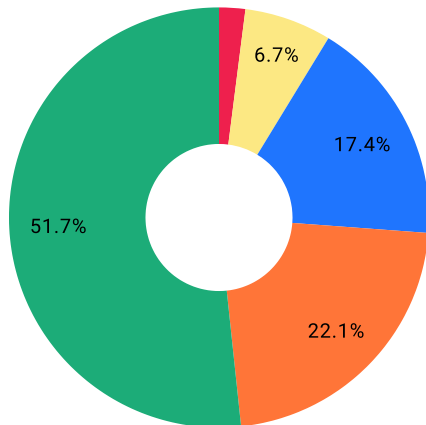
I am satisfied with the division's efforts to nurture staff wellness.



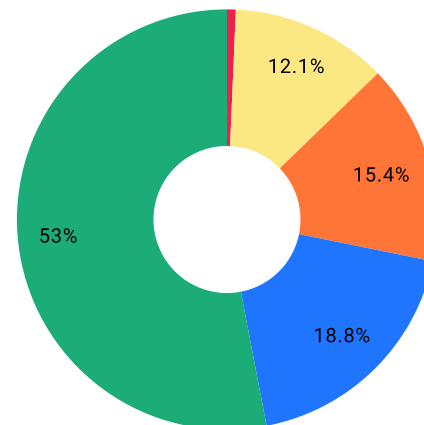
I am satisfied with my school's efforts to nurture staff wellness.



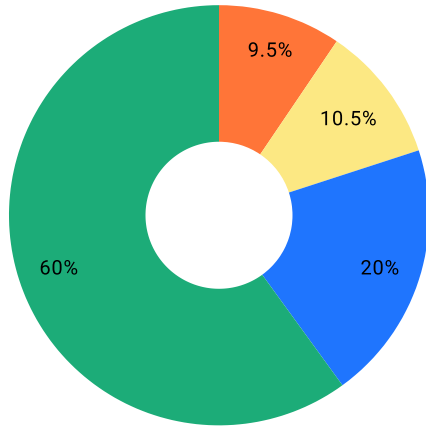
I am given the opportunity to participate in the development of our school's Education Plan.



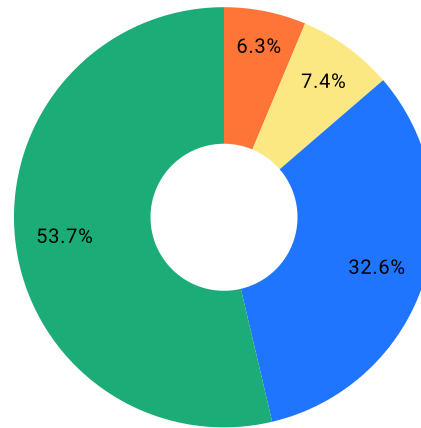
Overall, I am satisfied with my job.



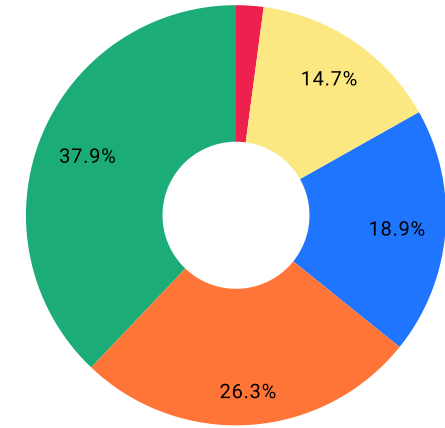
Our school liturgies, celebrations, and other spiritual activities effectively contribute to the faith formation of the students.



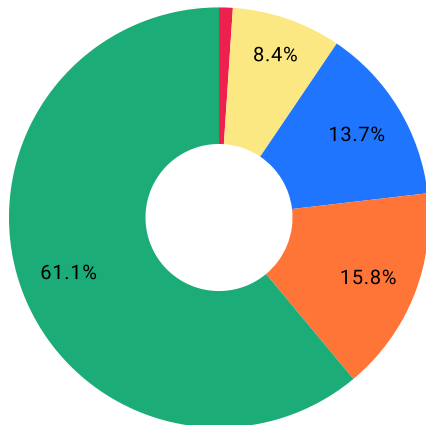
Students have the opportunity to pray regularly at my school.



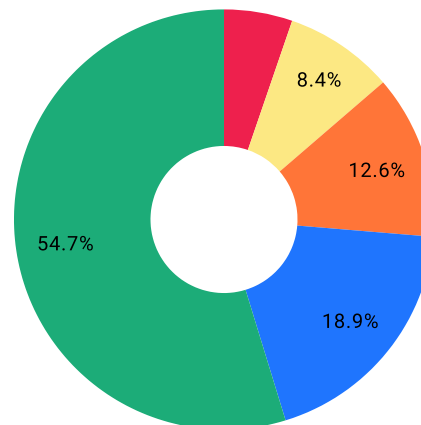
The 3-year faith theme and its related activities play a positive role in enhancing student faith formation.



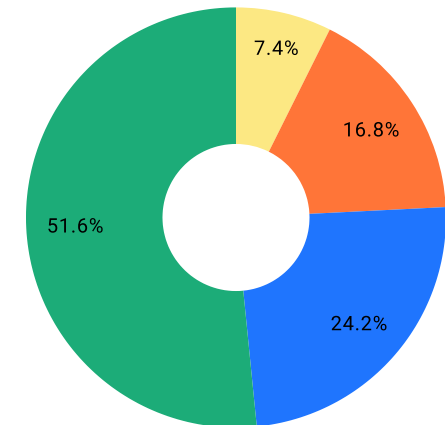
At my school, the adults embody our four core values.



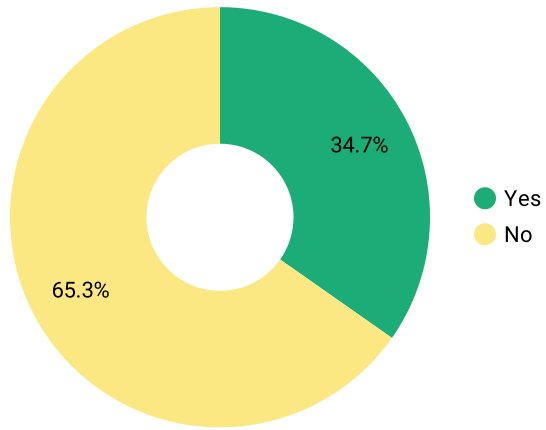
The spiritual development activities in which I participate (e.g., Spiritual Development Day, Prayer Reflections, PLF Masses, School-based Faith Activities) strengthen my vocation as an educator in a Catholic school.



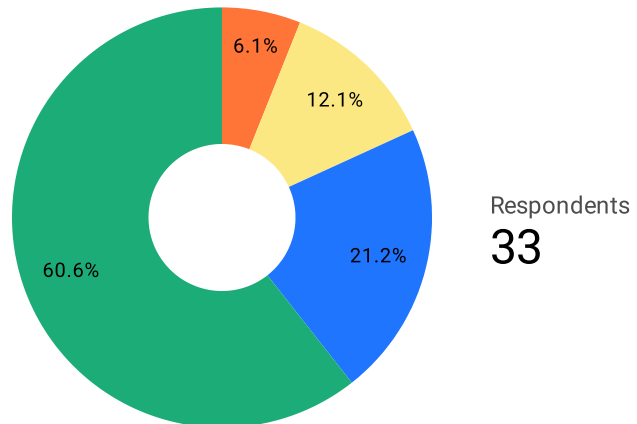
I am confident in my ability to permeate faith in all subject areas that I teach.



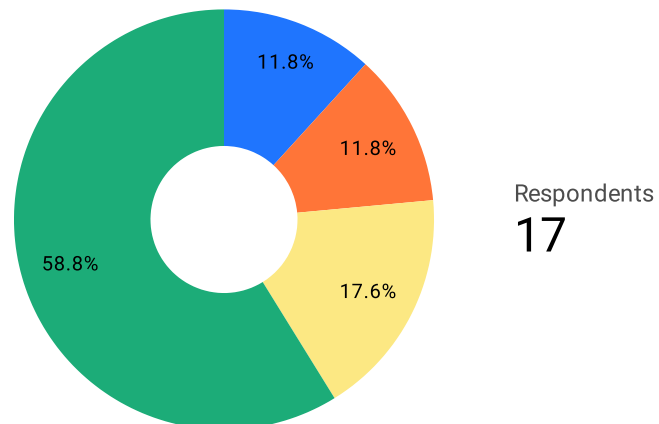
I teach Religion.



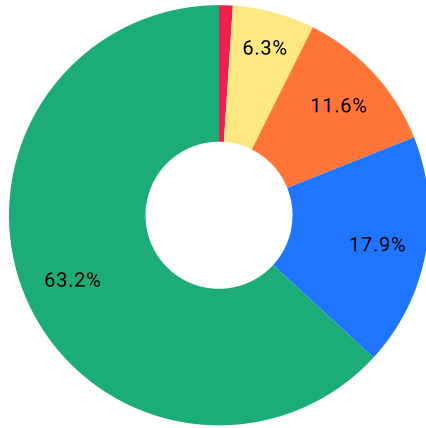
I am confident in my knowledge and skills related to planning, teaching, and assessing Religion.



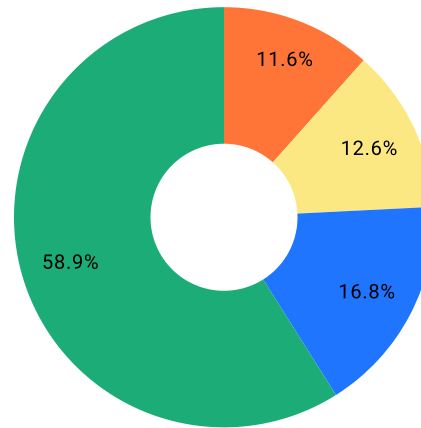
For Gr. 7 & 8 Teachers: I am confident in my knowledge and skills related to the utility of the Growing in Faith, Growing in Christ resource when planning for my Religion instruction.



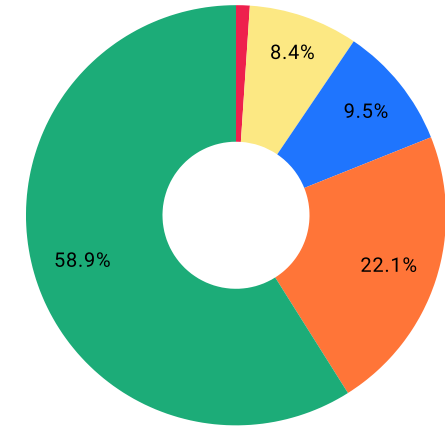
I am satisfied with the quality of teaching students are receiving at school.



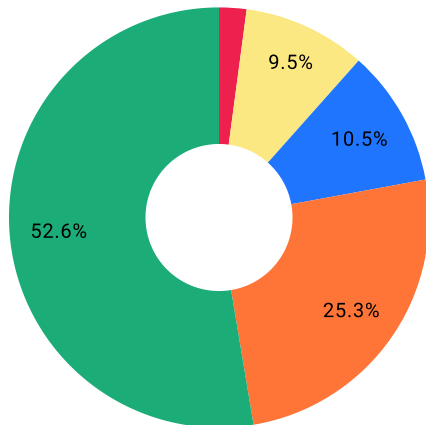
My students find school work engaging.



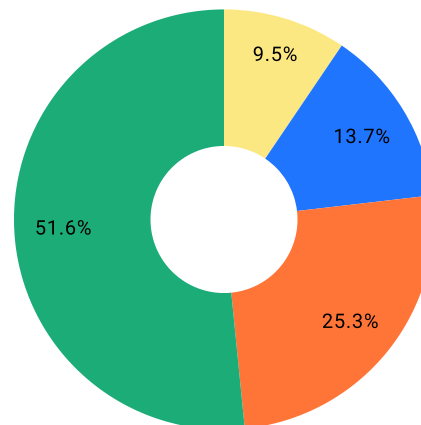
The literacy skills students are learning at school are having a positive impact on their ability to read.



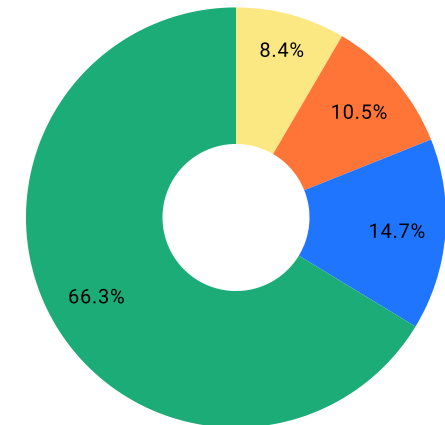
The literacy skills students are learning at school are having a positive impact on their ability to write.



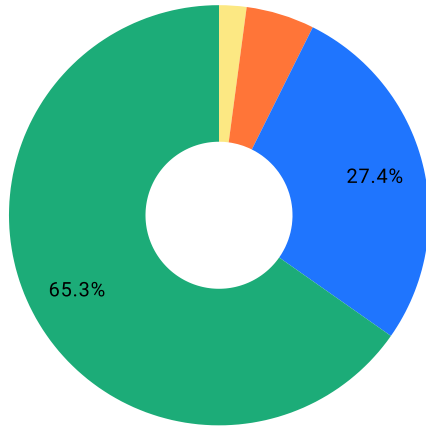
The numeracy skills students are learning at school are having a positive impact on their ability to understand and do math.



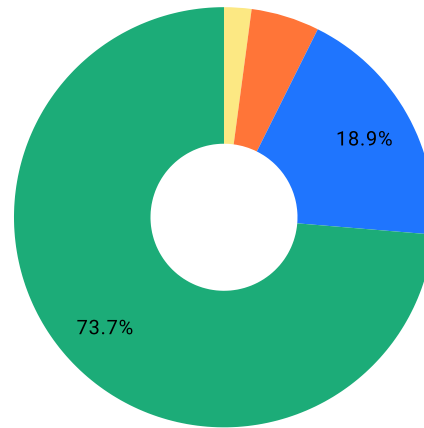
Students at my school can make choices about how they demonstrate their learning.



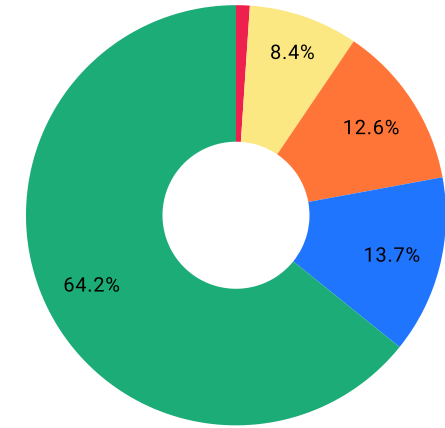
Students at my school are given examples of what is expected of them in their assignments.



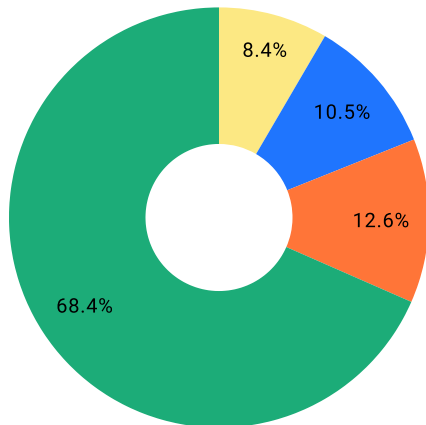
Students at my school receive clear and specific feedback about their learning throughout the school year.



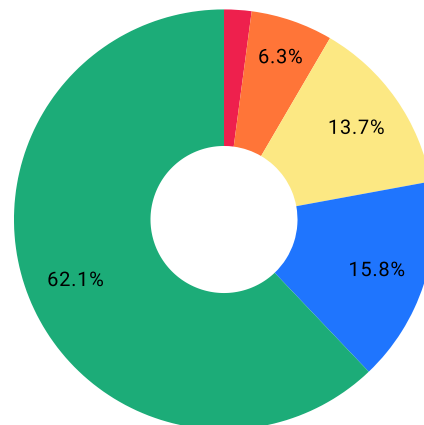
Students at my school are taught how to use feedback to improve their learning.



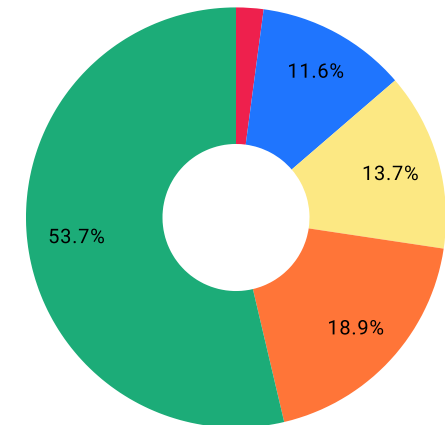
Students at my school regularly engage in activities that foster higher order thinking skills.



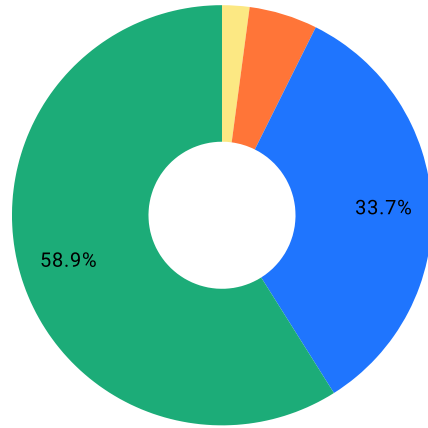
At my school, student grades are an accurate and reliable reflection of their achievement according to curricular learning standards.



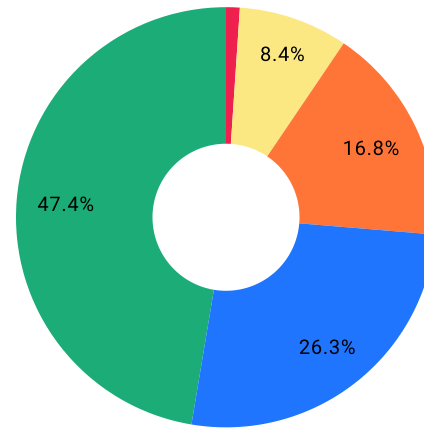
Students at my school are developing valuable leadership skills.



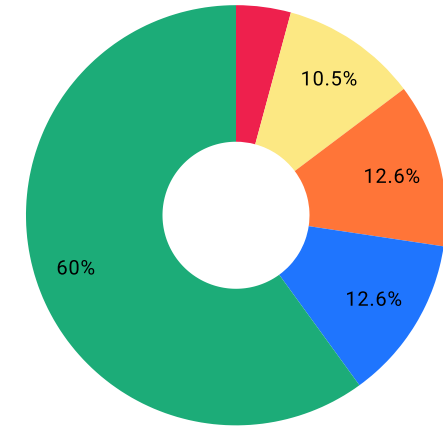
Students at my school have the opportunity to participate in social justice activities that help their community (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).



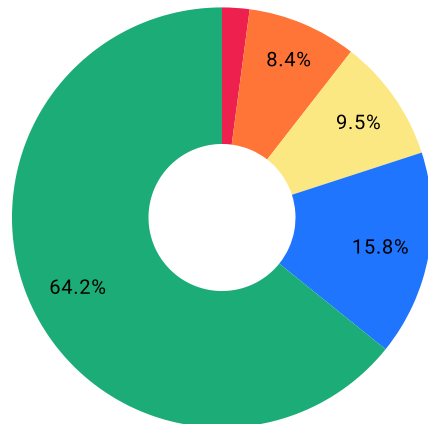
My school encourages our parents/guardians to ask their child about their learning.



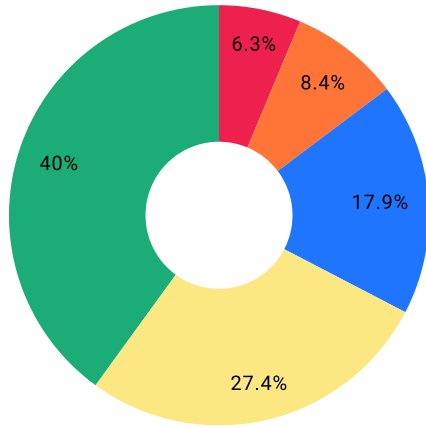
Students are learning the skills, attitudes, and competencies necessary to be successful in life after school (i.e., post-secondary studies or the world of work).



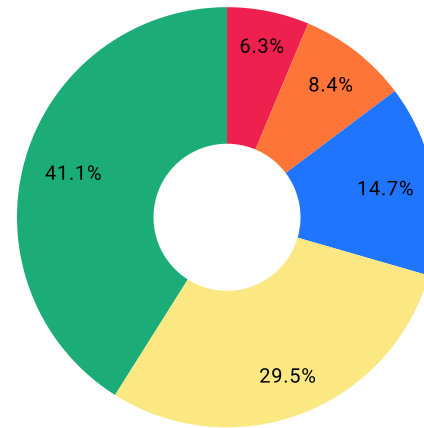
At my school, students have opportunities to explore a range of potential career pathways.



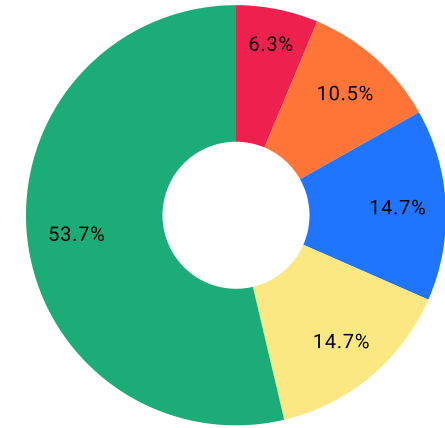
I am satisfied with the professional learning opportunities provided and supported by the division.



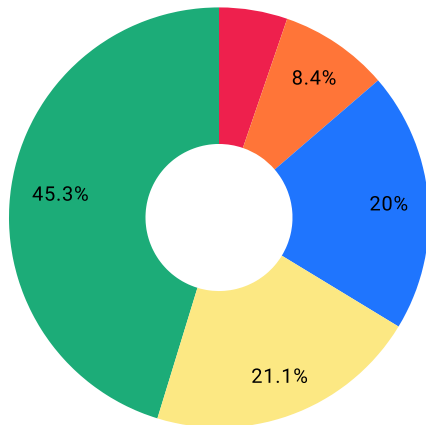
I am satisfied with the professional learning opportunities provided and supported by my school.



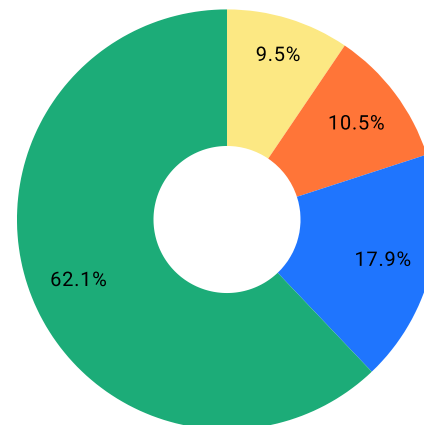
The work I have undertaken in my teacher-led Professional Learning Community (PLC) has expanded my professional body of knowledge and has increased my impact on student learning.



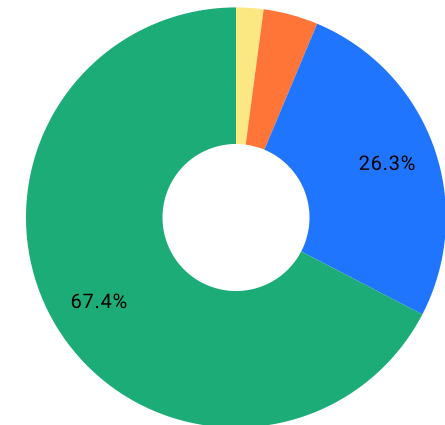
The work I have undertaken in the division-led Collaborative Learning Cohort has expanded my professional body of knowledge and has increased my impact on student learning.



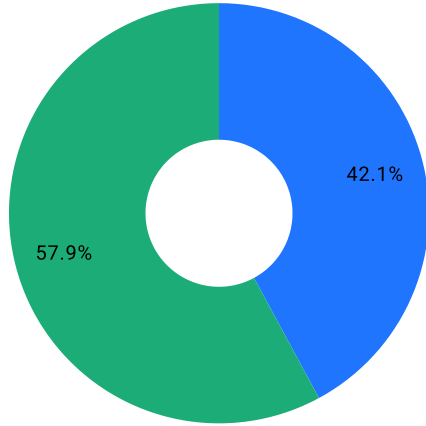
I am confident in providing curricular opportunities for all students to develop respect and understanding of the histories, cultures, and contributions of First Nations, Métis, and Inuit peoples.



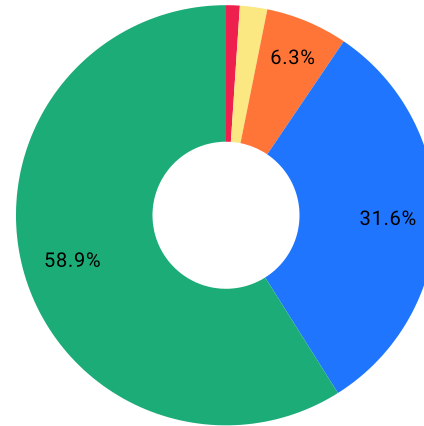
I am confident in my ability to design assessments that effectively differentiate between various levels of understanding, based on curricular learning standards.



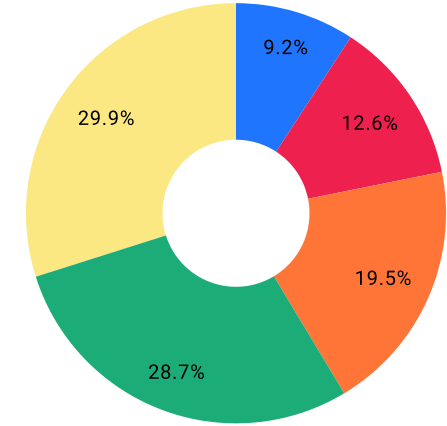
When evaluating student work, I am skilled in identifying whether a student is demonstrating an excellent, proficient, satisfactory, limited, or poor level of understanding, as indicated by curricular standards.



I am confident in my knowledge and application of best practices related to literacy instruction within my subject area(s).

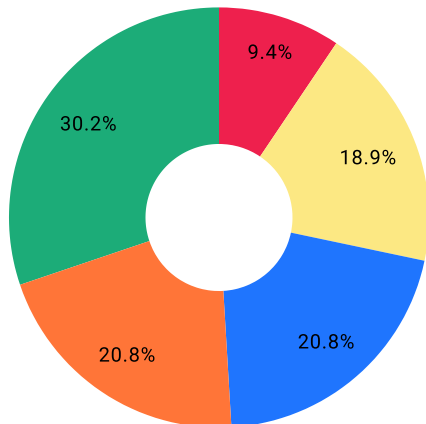


For courses other than ELA or Literacy electives: I regularly use STAR reading data to design lesson plans and learning activities for courses other than ELA or Literacy electives.



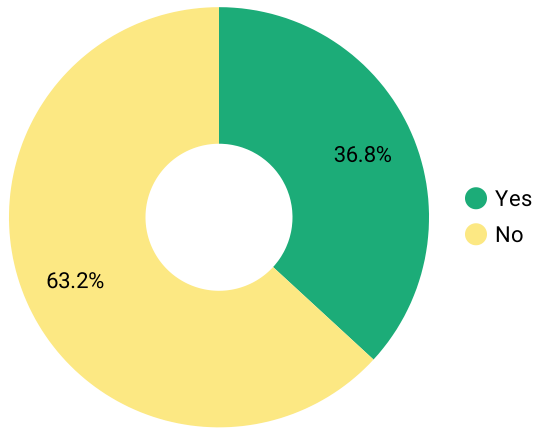
Respondents
87

For ELA courses or Literacy electives: I regularly use STAR reading data to design lesson plans and learning activities for ELA courses and/or Literacy electives.

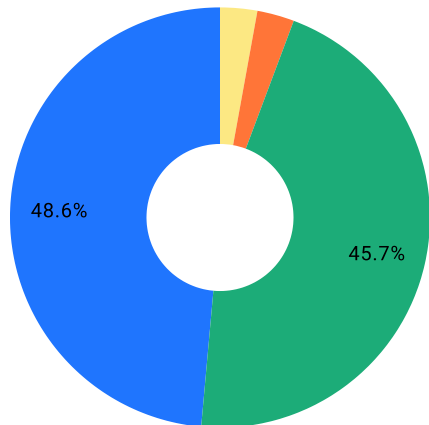


Respondents
53

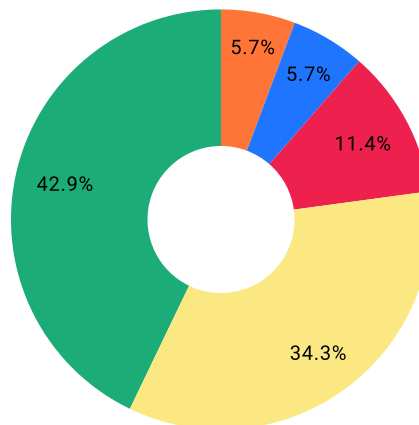
I teach Math and/or Numeracy
electives.



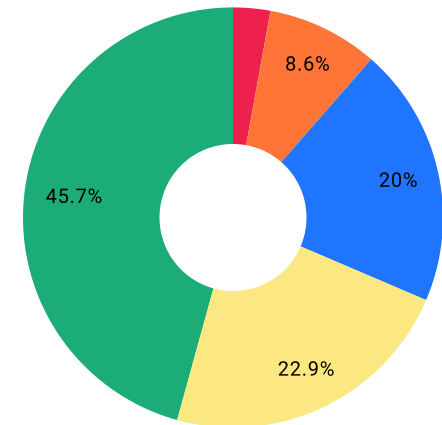
I am confident in my knowledge and
application of best practices related to
teaching math for conceptual
understanding.



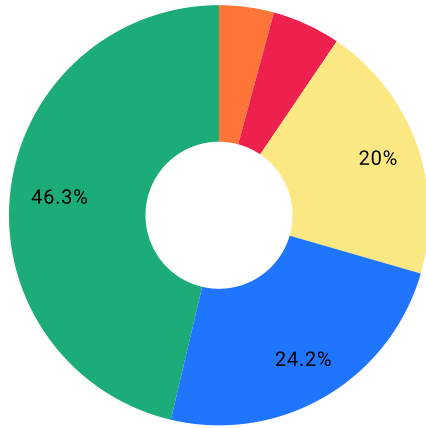
I regularly use Elk Island Catholic
Schools Numeracy Assessment data to
design lesson plans and learning
activities.



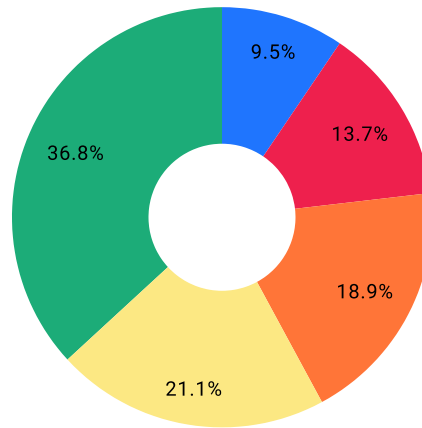
I regularly use manipulatives to support
the development of my students'
mathematical understanding.



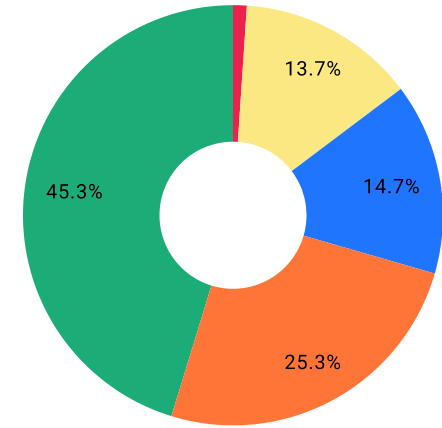
I am satisfied with how my school encourages respectful relationships among all students, staff, and parents.



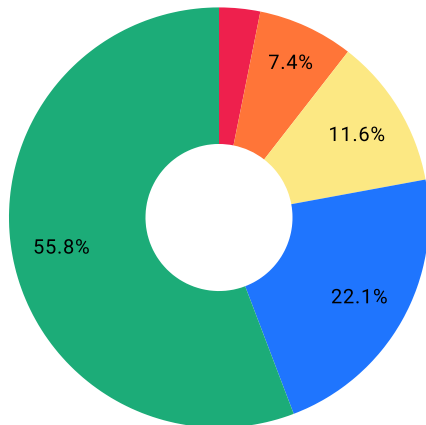
I am satisfied with how discipline is handled in my school.



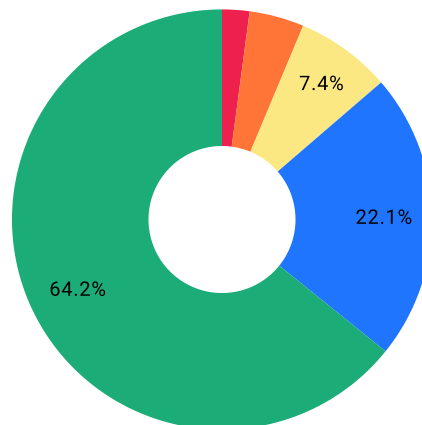
The mental health programming at my school supports the well-being of students.



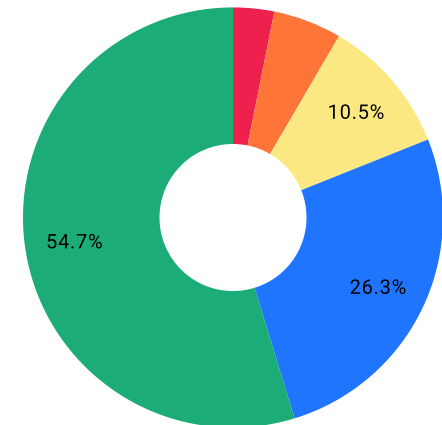
The physical health programming at my school (e.g., comprehensive school health, intramural sports, extra-curricular clubs) supports the well-being of students.



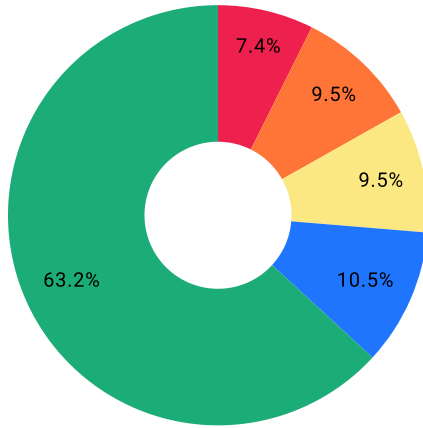
My school teaches students to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



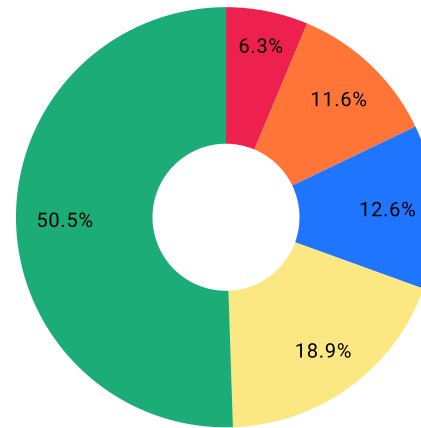
My school celebrates diversity by having events and activities that highlight different cultures, backgrounds, identities, and experiences.



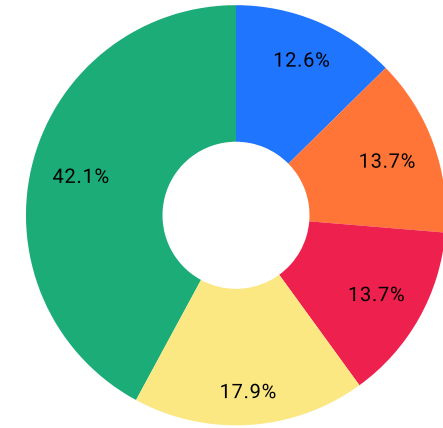
I have the knowledge, skills, and resources I need to support students with mild to complex learning needs.



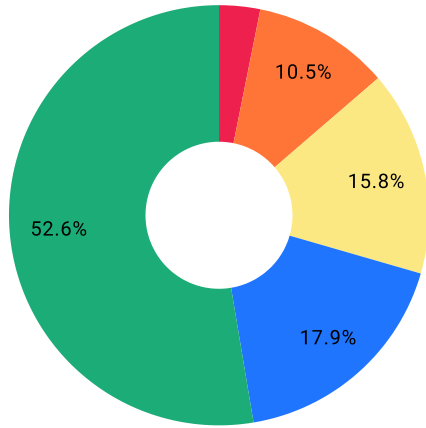
I am satisfied with the support provided for the development and implementation of ISPs, ISSPs, and IPPs.



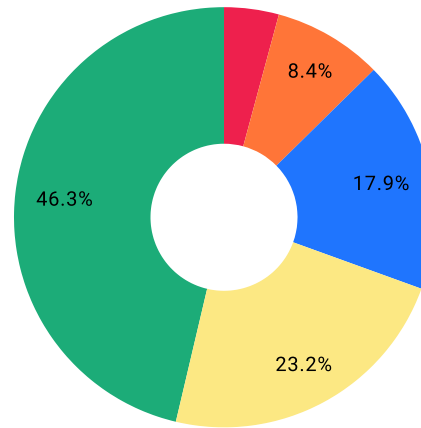
I am satisfied with the support provided for the inclusion of students with special needs in my classroom.



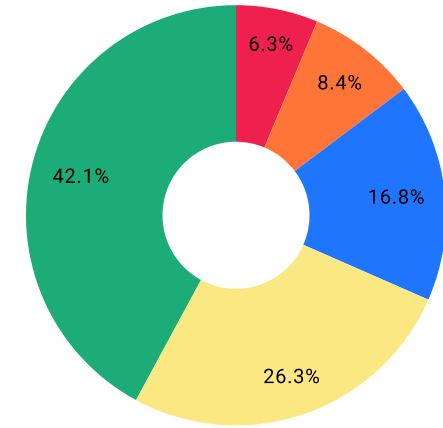
At work, my strengths and talents are recognized.



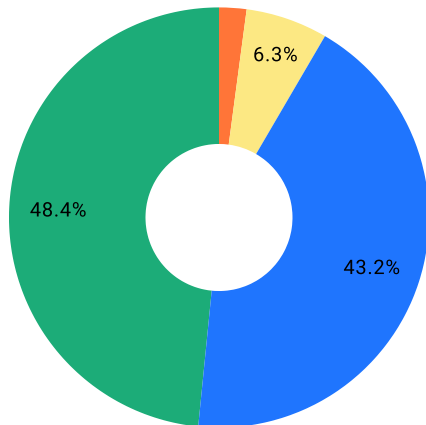
My school leaders encourage my professional growth and ongoing development.



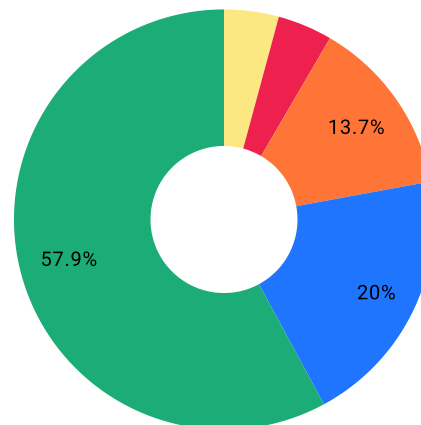
I receive meaningful recognition for doing my job well.



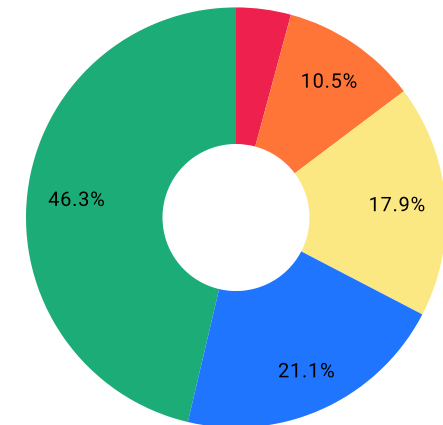
There is someone at work who I can talk to for support when I'm encountering a challenge.



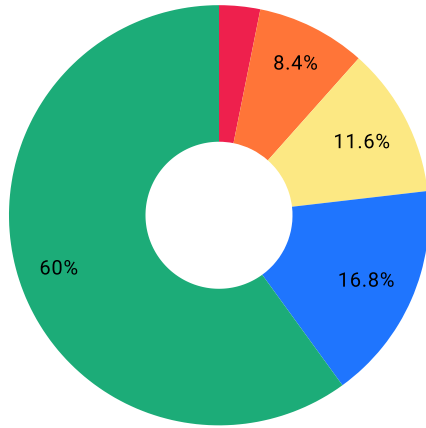
My school nurtures an inclusive environment for all staff, embracing their diverse faiths, cultures, backgrounds, identities, and experiences.



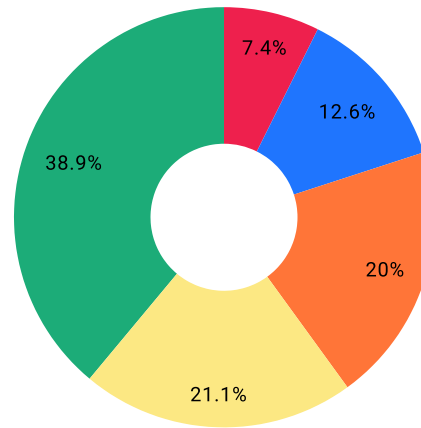
At work, my input is taken into account and considered.



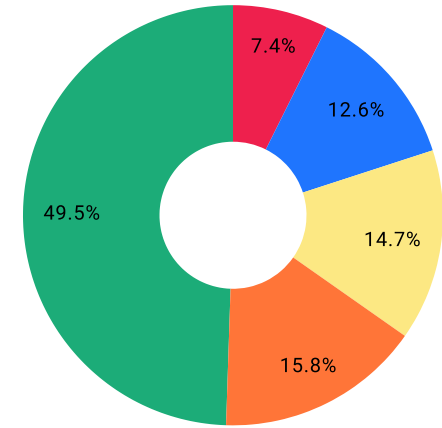
At work, I have opportunities to learn and grow in my role.



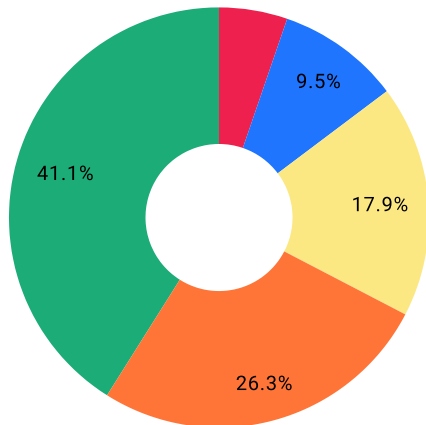
I am satisfied with the division's efforts to nurture staff wellness.



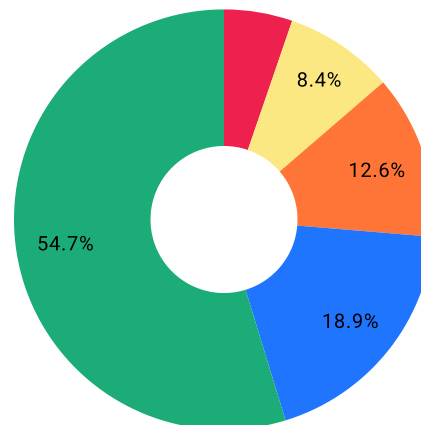
I am satisfied with my school's efforts to nurture staff wellness.



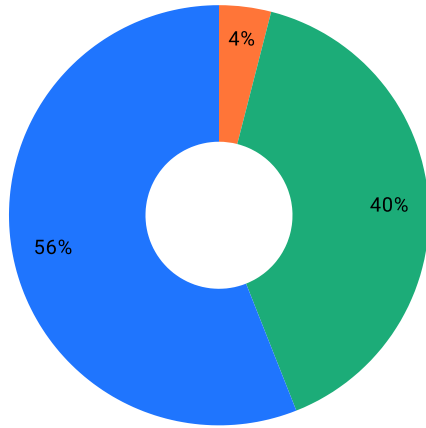
I am given the opportunity to participate in the development of our school's Education Plan.



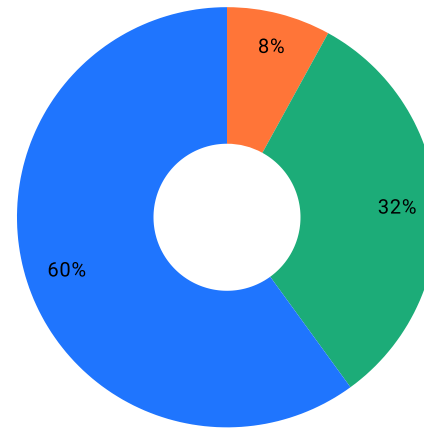
Overall, I am satisfied with my job.



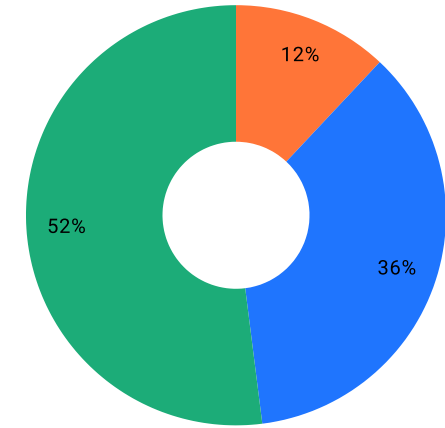
Our school liturgies, celebrations, and other spiritual activities effectively contribute to the faith formation of the students.



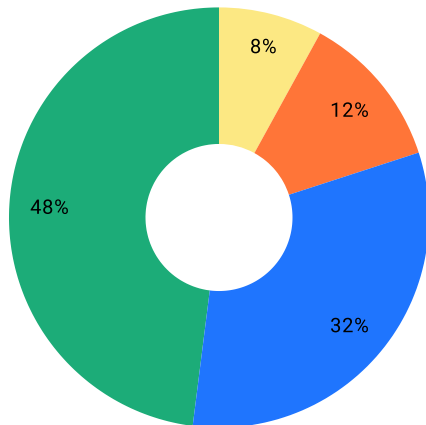
Students have the opportunity to pray regularly at my school.



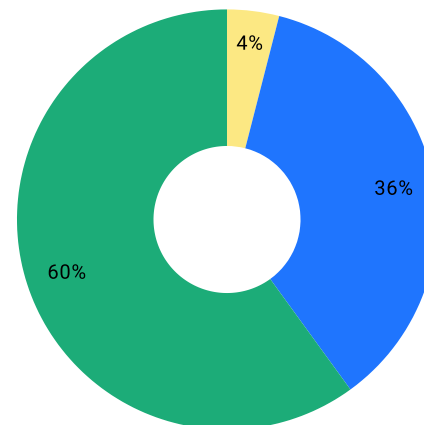
The 3-year faith theme and its related activities play a positive role in enhancing student faith formation.



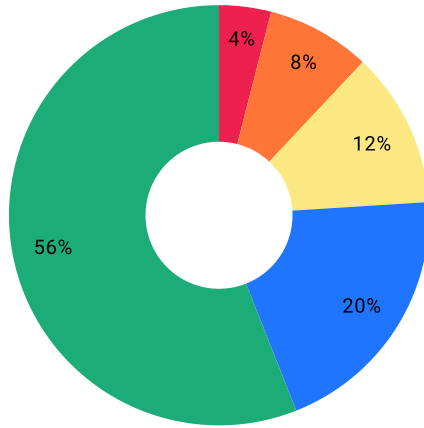
At my school, the adults embody our four core values.



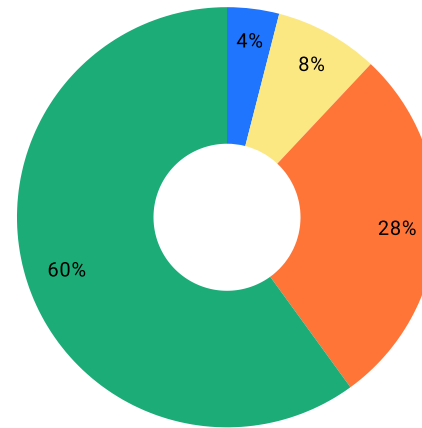
The spiritual development activities in which I participate (e.g., Spiritual Development Day, Prayer Reflections, PLF Masses, School-based Faith Activities) strengthen my vocation as an educator in a Catholic school.



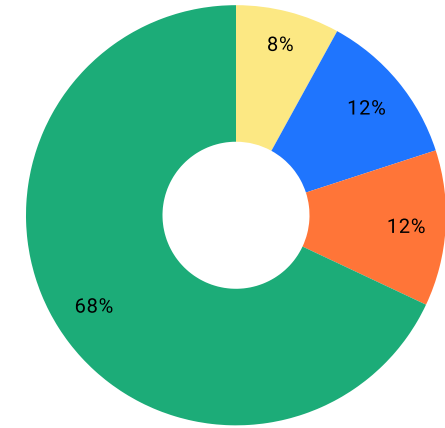
I am satisfied with the quality of teaching students are receiving in our school division.



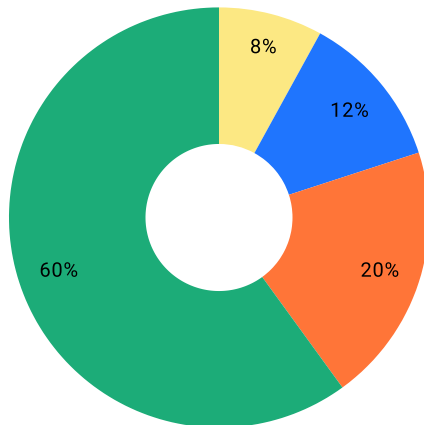
Students at my school find school work engaging.



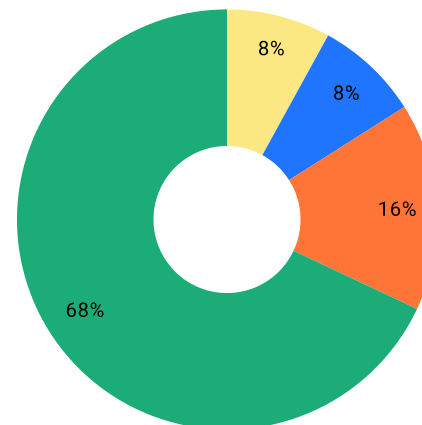
The literacy skills students are learning at school are having a positive impact on their ability to read.



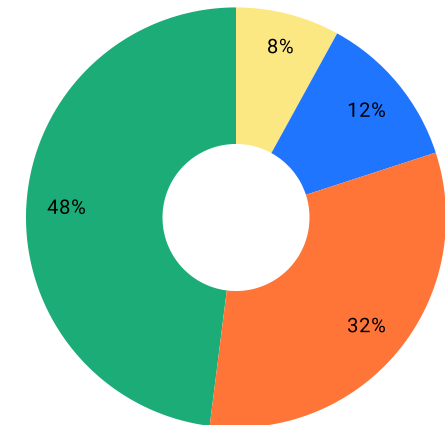
The literacy skills students are learning at school are having a positive impact on their ability to write.



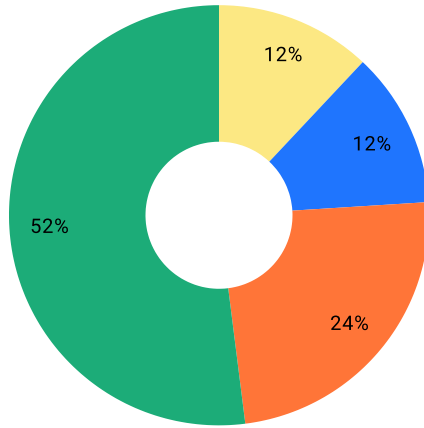
The numeracy skills students are learning at school are having a positive impact on their ability to understand and do math.



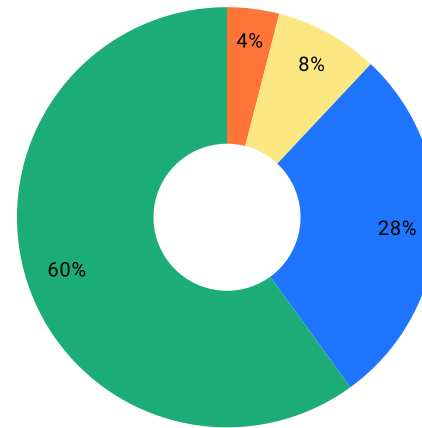
Students at my school can make choices about how they demonstrate their learning.



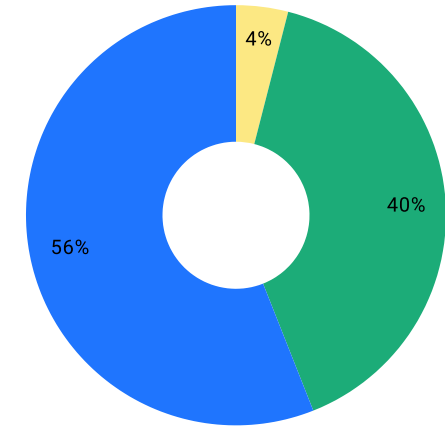
Students at my school regularly engage in activities that foster higher order thinking skills.



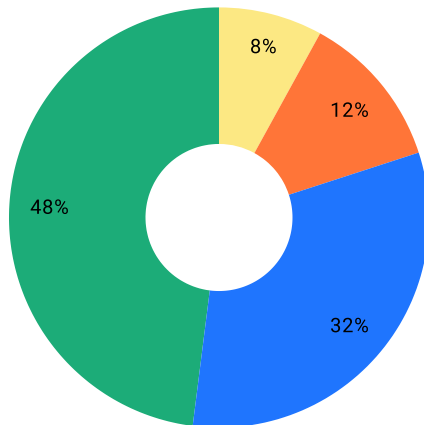
Students at my school are developing valuable leadership skills.



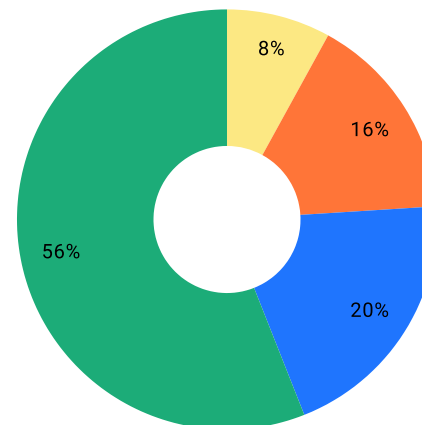
Students at my school have the opportunity to participate in social justice activities that help their community (e.g., Terry Fox Run, Orange Shirt Day, Santas Anonymous).



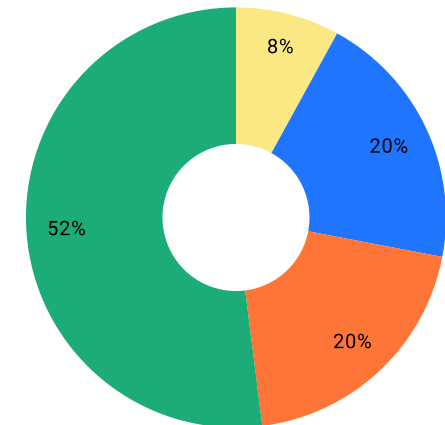
My school encourages our parents/guardians to ask their child about their learning.



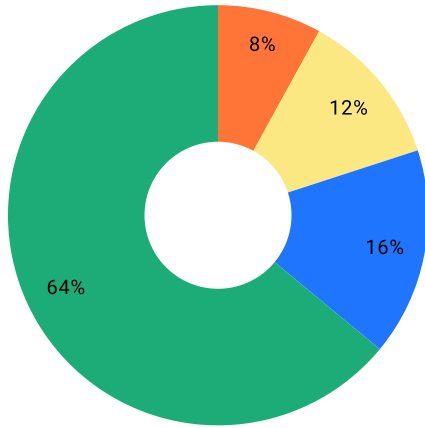
Students are learning the skills, attitudes, and competencies necessary to be successful in life after school (i.e., post-secondary studies or the world of work).



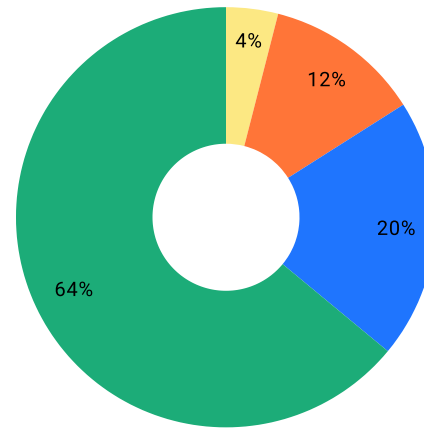
At my school, students have opportunities to explore a range of potential career pathways.



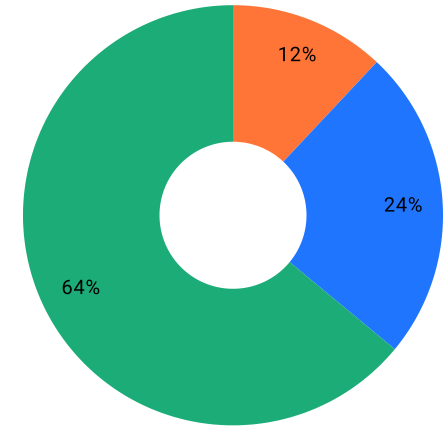
I am satisfied with the CST/Counsellor professional learning framework on PLF Fridays.



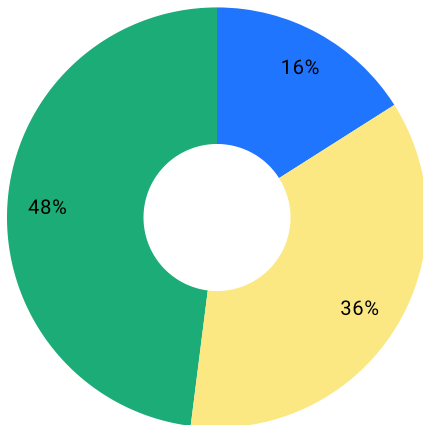
I am confident in my ability to collaborate with classroom teachers on differentiation strategies (academic) to meet the needs of the students on my caseload.



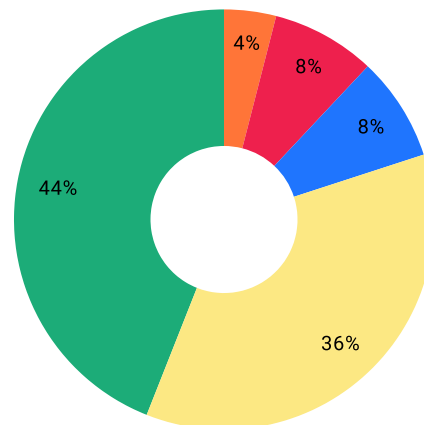
I am confident in my ability to collaborate with classroom teachers on differentiation strategies (social-emotional) to meet the needs of the students on my caseload.



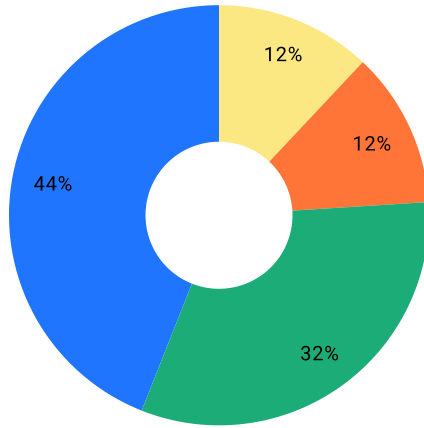
I am satisfied with the degree to which I am able to collaborate with my CST/Counsellor colleagues in other schools.



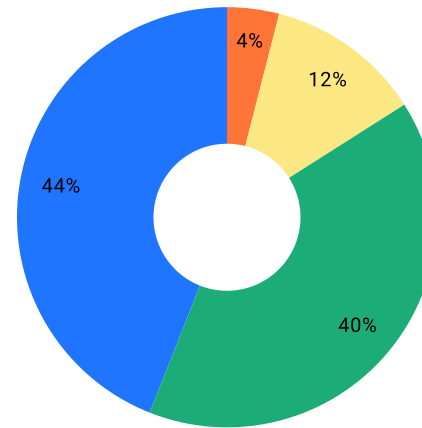
I regularly use literacy and numeracy data to assist teachers with developing ISPs, ISSPs, IPPs, and Wellness Plans.



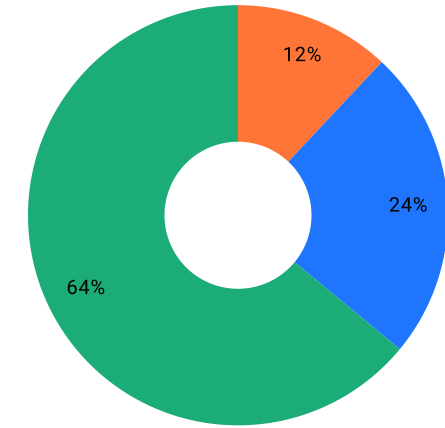
I am satisfied with how my school encourages respectful relationships among all students, staff, and parents.



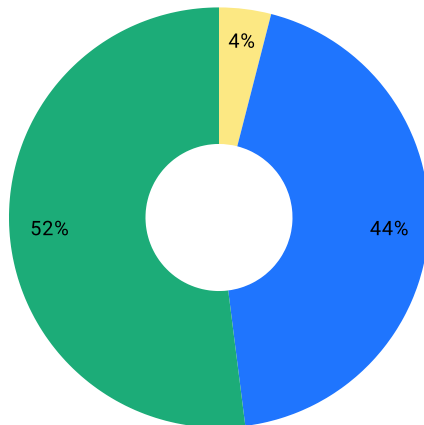
I am satisfied with how discipline is handled in my school.



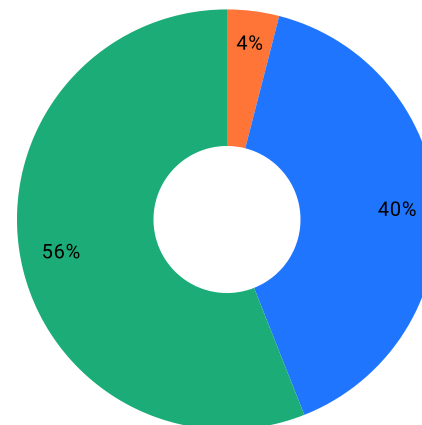
The mental health programming at my school supports the well-being of students.



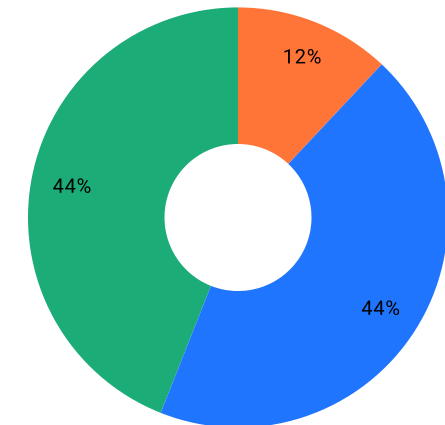
The physical health programming at my school supports the well-being of students.



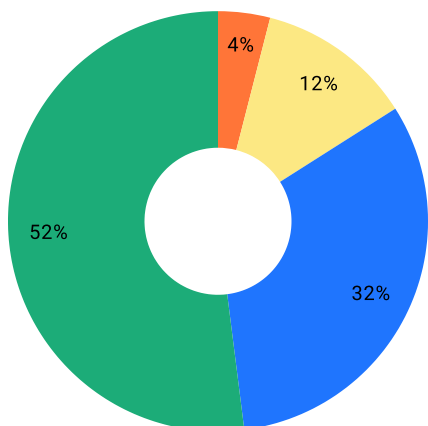
My school teaches students to show respect for people of all different faiths, cultures, backgrounds, identities, and experiences.



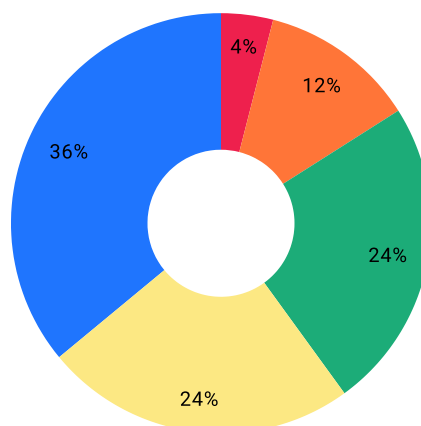
My school celebrates diversity by having events and activities that highlight different cultures, backgrounds, identities, and experiences.



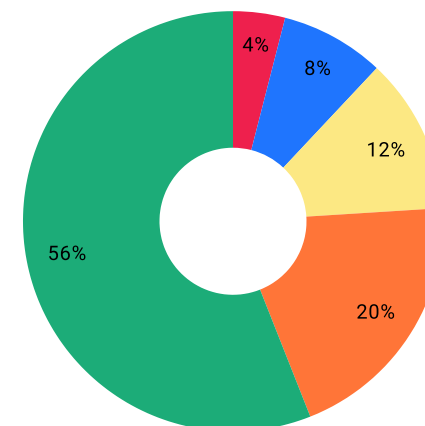
I have the knowledge, skills, and resources I need to help teachers support students with mild to complex learning needs.



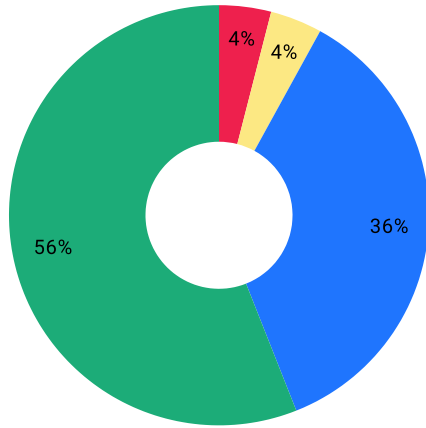
I am satisfied with the support provided for the inclusion of students with special needs in my school.



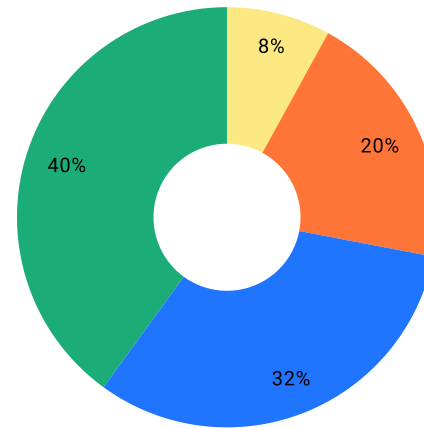
I am satisfied with the division support (e.g., consultants, specialists) for the development and implementation of ISPs, ISSPs, IPPs, and Wellness Plans.



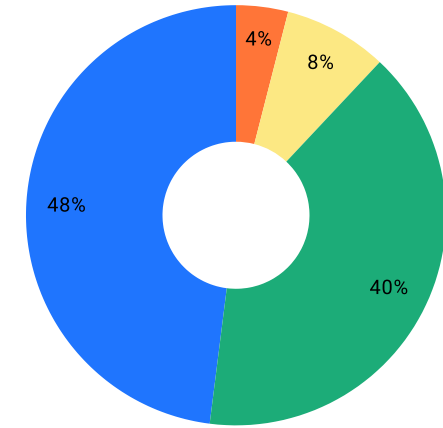
At work, my strengths and talents are recognized.



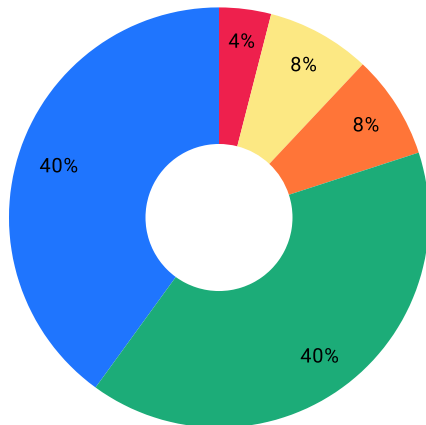
I have access to everything that I need in order to perform my job well.



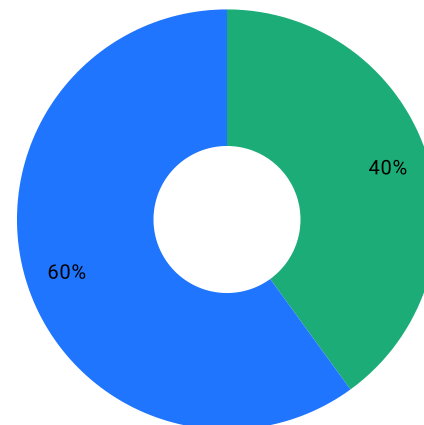
My school leaders encourage my professional growth and ongoing development.



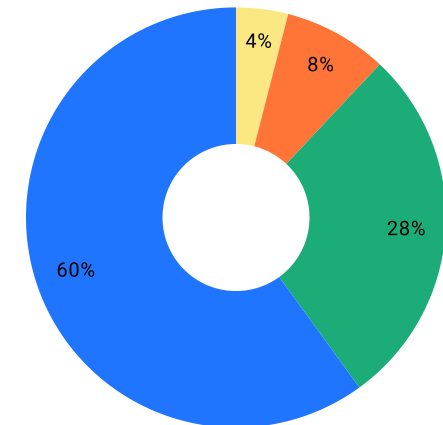
I receive meaningful recognition for doing my job well.



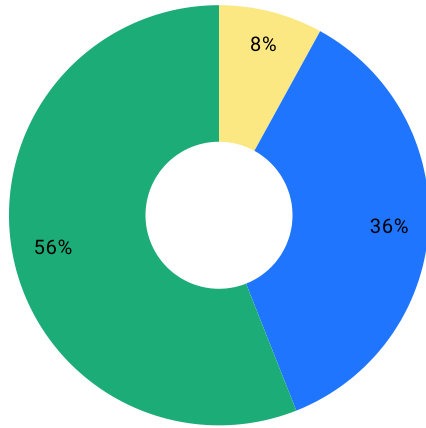
There is someone at work who I can talk to for support when I'm encountering a challenge.



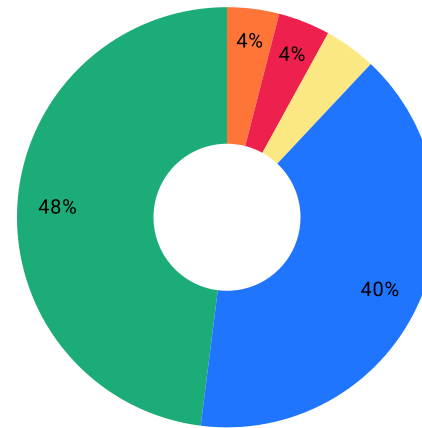
My school nurtures an inclusive environment for all staff, embracing their diverse faiths, cultures, backgrounds, identities, and experiences.



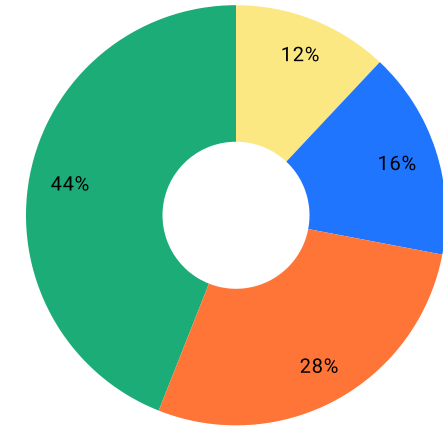
At work, my input is taken into account and considered.



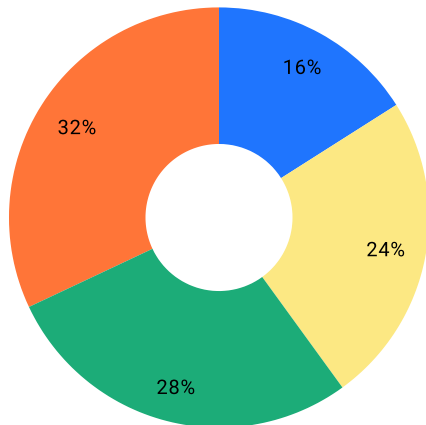
At work, I have opportunities to learn and grow in my role.



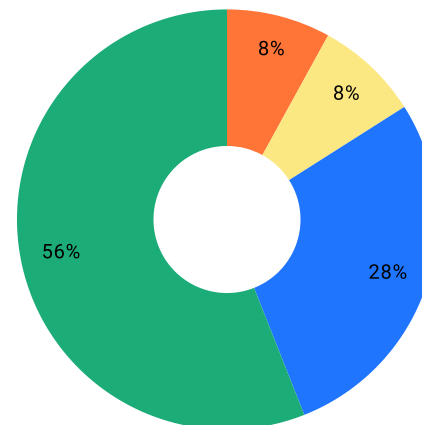
I am satisfied with the division's efforts to nurture staff wellness.



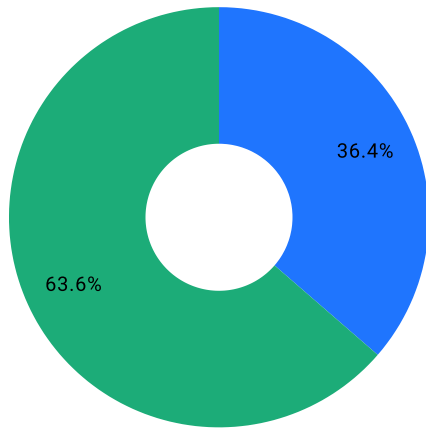
I am given the opportunity to participate in the development of our school's education plan.



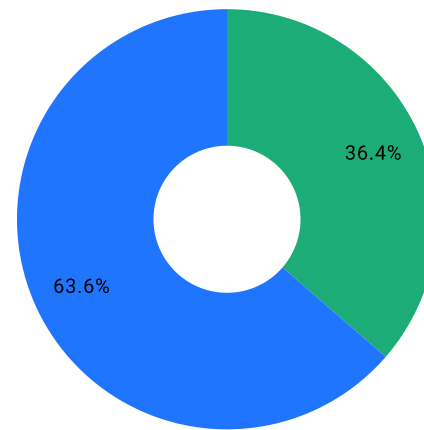
Overall, I am satisfied with my job.



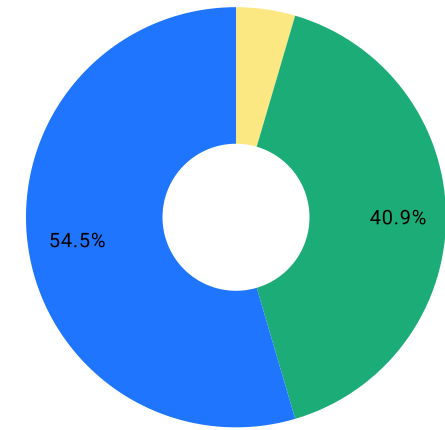
In our school, the adults embody our four core values.



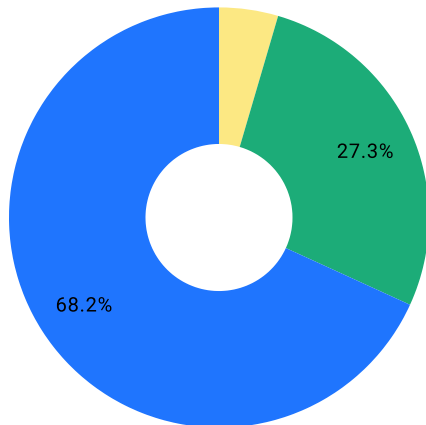
School liturgies, celebrations, and other spiritual activities effectively contribute to the faith formation of our students.



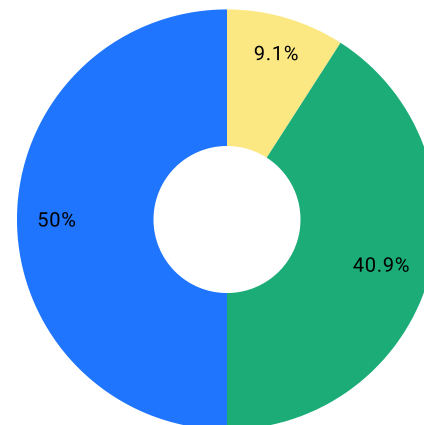
Students pray regularly at school.



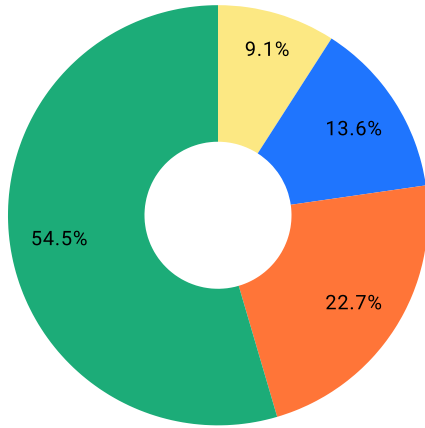
The 3-year faith theme and its related activities play a positive role in enhancing student faith formation.



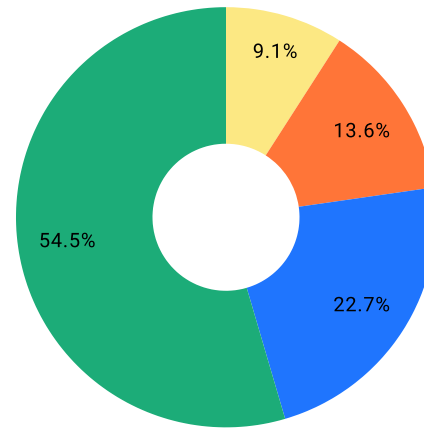
The spiritual development activities in which teachers and leaders participate strengthen their vocations as educators in a Catholic school.



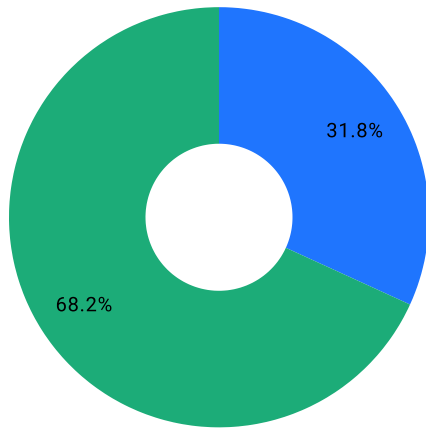
In our school division, teachers are confident in their ability to permeate faith in all subjects that they teach.



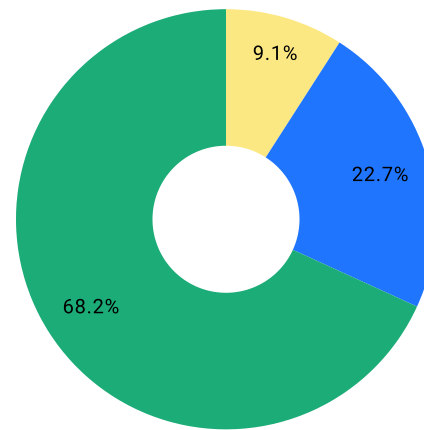
In our school division, teachers who teach Religion are confident in their knowledge and skills related to planning, teaching, and assessing Religion topics.



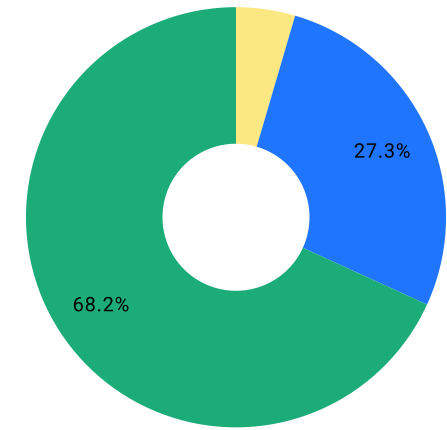
I am satisfied with the professional learning opportunities for teachers provided and supported by the division.



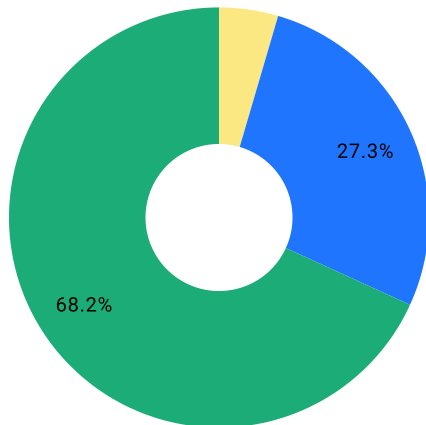
Teachers at my school provide students with choices about how they demonstrate their learning.



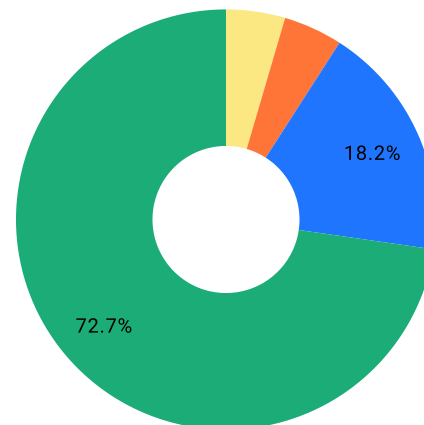
Teachers at my school provide students with examples of what is expected of them in their assignments.



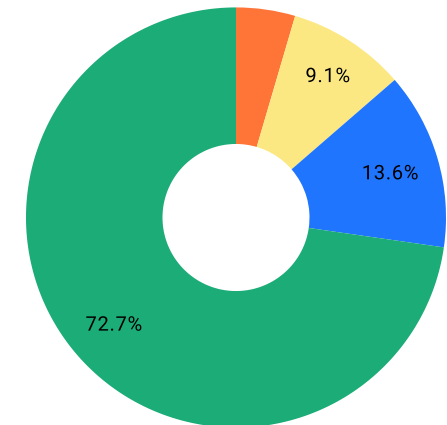
Teachers at my school provide students with clear and specific feedback about their learning throughout the school year.



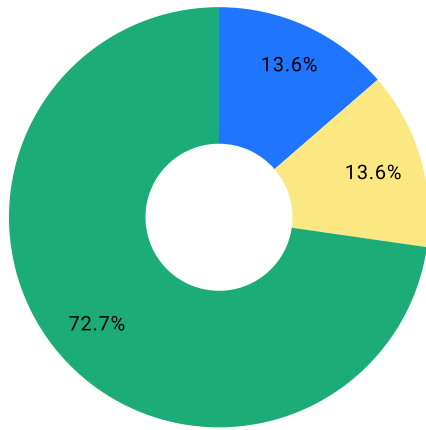
Teachers at my school teach students how to use feedback to improve their learning.



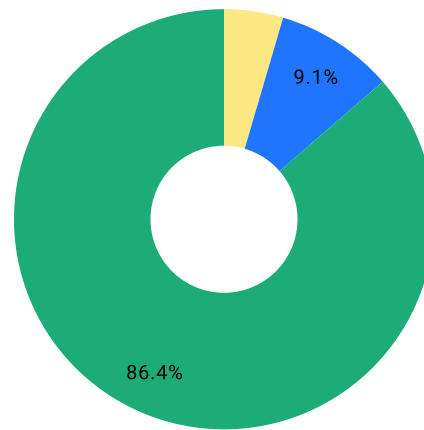
Teachers at my school encourage parents/guardians to ask their child about their learning.



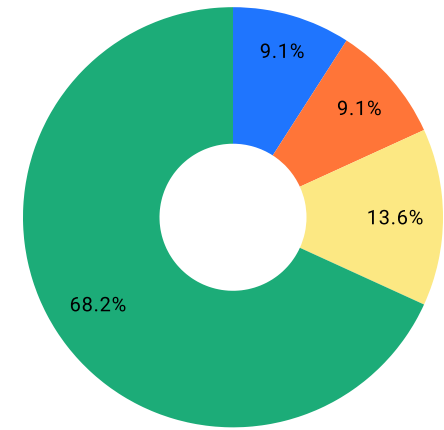
Students at my school regularly engage in activities that foster higher order thinking skills.



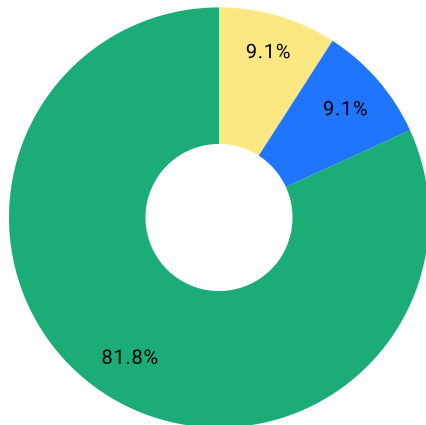
At my school, student grades are an accurate and reliable reflection of their achievement according to curricular learning standards.



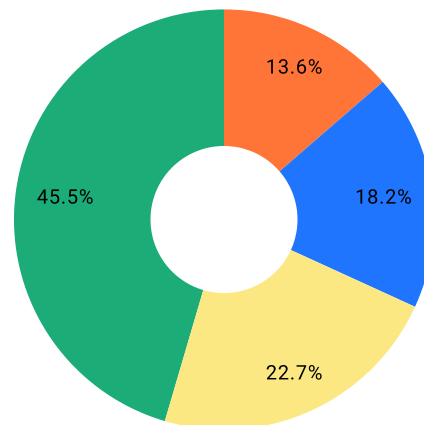
Teachers at my school design assessments that effectively differentiate between various levels of understanding, based on curricular learning standards.



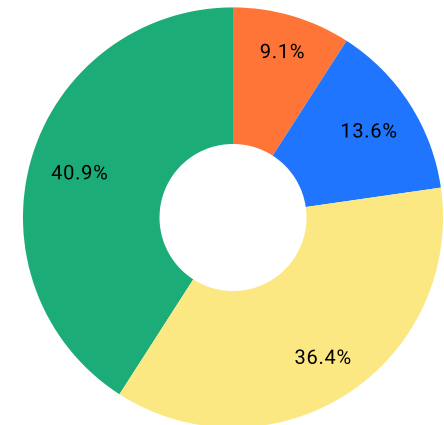
Teachers at my school are skilled in assessing the level of curricular proficiency demonstrated by a student on a piece of work, as indicated by curricular standards.



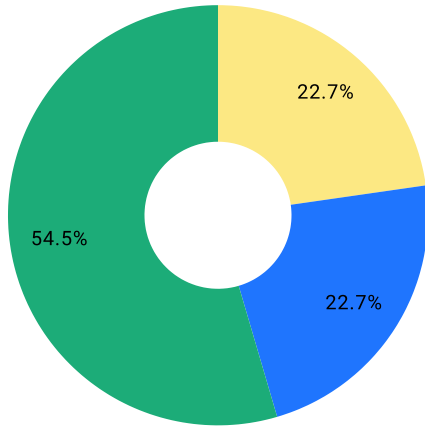
Teachers at my school are confident in their knowledge and application of intervention strategies to support students' literacy development.



Teachers at my school are confident in their knowledge and application of intervention strategies to support students' numeracy development.



Teachers at my school regularly use manipulatives to support the development of my students' mathematical understanding.



Teachers at my school provide curricular opportunities for all students to develop respect and understanding of the histories, cultures, and contributions of First Nations, Métis, and Inuit peoples.

