

Annual Education Results Report

2021-2022



FORT McMURRAY
CATHOLIC SCHOOLS

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Message from the Board Chair

The Fort McMurray Catholic School Division is pleased to present our Annual Education Results Report. As it outlines our commitment to exceptional education grounded in the Catholic faith, it also reflects our focus on accountability, economic sustainability, and increased collaborative engagement with our students, families, and community. In developing this report alongside our schools and their school communities, we strategically prioritize to maximize opportunities for student success in a holistic perspective – academically, spiritually, and physically. We firmly believe this plan serves as a solid functional guide for the operation of our Division that will ensure rich learning experiences, consistently building social justice, faith, and environmental stewardship into our education process.

We are so proud of our dedicated staff members and community partners who share our vision and commitment to providing exceptional teaching, innovative learning, and commitment to faith. Through this our students continue to thrive as positive contributors to their community and develop as lifelong learners.



Cathie Langmead, Chair
Fort McMurray Catholic Board of Education
cathie.langmead@fmcscd.ab.ca
780.799.5700

Message from the Superintendent

The Annual Education Results Report is our opportunity to reflect upon the work that went into the 2021-2022 school year. While there were twists and turns in our journey, we are proud of our story and our ability to share it with you, our stakeholders.

A key part of assurance is to reflect on the data we get as a school division and to use this data to inform our practice. I would like to thank all of our stakeholder groups who have given us the gift of time when they completed our surveys. Our local survey data gives us a more complete picture of what we need to do to improve our practice in our Fort McMurray Catholic schools.

Our faith theme for the 2021-2022 school year was Growing Together in Christ "I am the vine, you are the branches. If you remain in me and I in you, you will bear much fruit" - John 15:5. At the core of this theme is being interconnected; with God and with each other. We are grateful to our students, staff, parents, parish and community for being part of our story.

Sincerely,

A handwritten signature in grey ink, appearing to read 'N. MacArthur-Poole', with a stylized, cursive script.

Natasha MacArthur-Poole
Superintendent

Accountability Statement

The Annual Education Results Report for the 2021/2022 school year for Fort McMurray Catholic Board of Education was prepared under the direction of the Board of Trustees in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on January 16, 2023.

A handwritten signature in cursive script, reading "Cathie Langmead".

Cathie Langmead, Chair
Fort McMurray Catholic Board of Education

Jurisdictional Profile

Fort McMurray Catholic Schools is the faith-based choice for publicly funded education in the urban service area of Fort McMurray and the region of Wood Buffalo.

As a Catholic school division, we believe each student is a child of God. Our students are urged to use their values and experience of Catholic schools to make a difference in the world by promoting community engagement, spirituality and academic excellence.

Since 1936, Fort McMurray Catholic Schools has offered Early Childhood Services to Grade 12 programming for students in our community. Our student population represents approximately half of all school age children in the region. Fort McMurray is a growing community with a significant influx of immigrant families.

Fort McMurray Catholic Schools provides educational services in thirteen facilities: 10 elementary schools, two secondary schools, and one secondary outreach school. Our Catholic schools are modern, well-equipped with technology and provide program choice to parents. We have a dynamic staff dedicated to a learning communities philosophy that strives for continuous improvement.

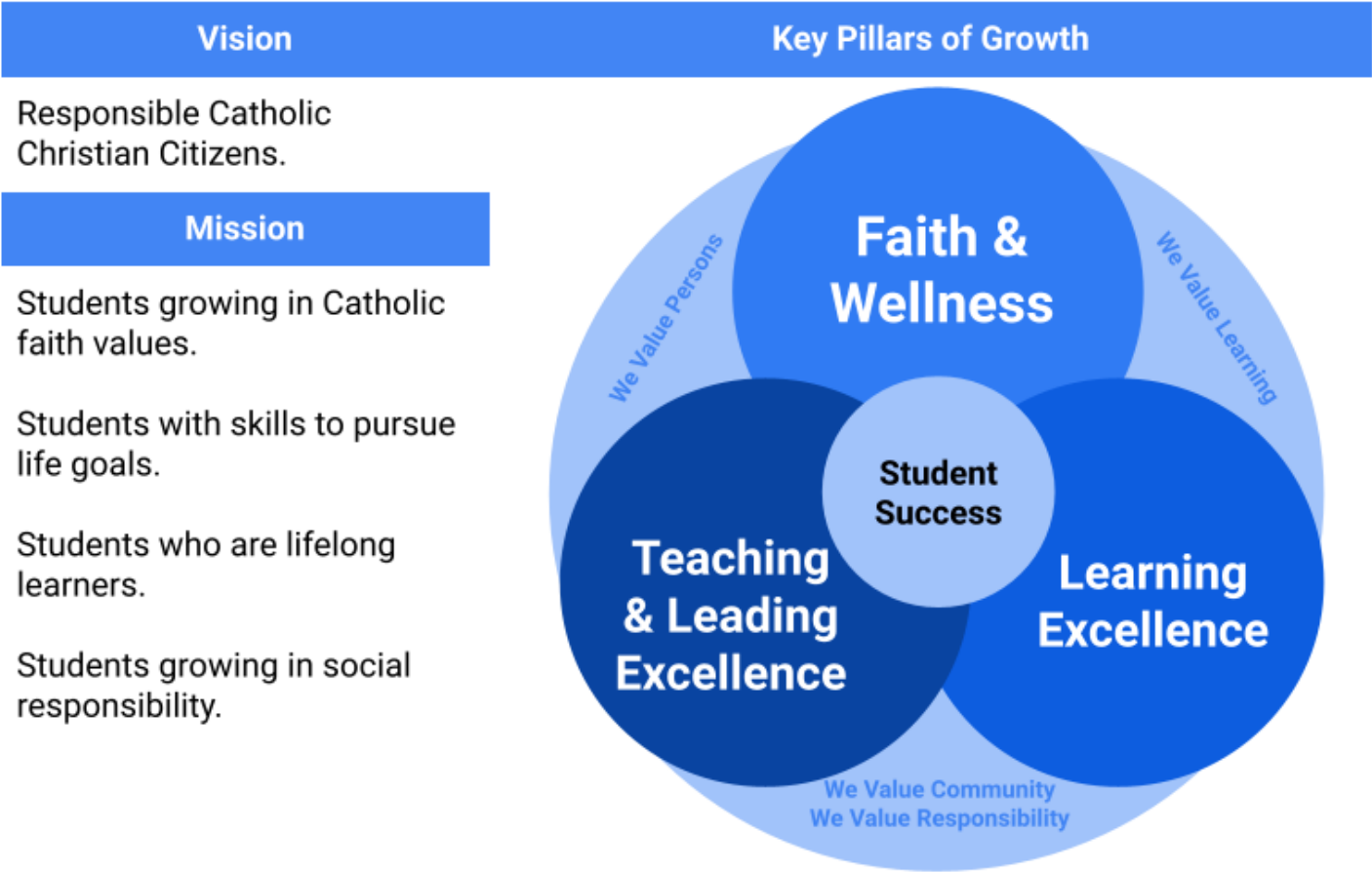
Programs include services for all students (including those with special needs) in elementary, middle school and senior high. Additional programs include: Early Entry Program (EEP), French Immersion, First Nations Métis Inuit studies (FNMI), Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, STEM interdisciplinary approach, Tutorial Fridays, Dual Credit and Fine Arts programming. In addition, home-based educational services are supported and can be arranged through our schools. Where needed, educational and psychological services are contracted by the school division to enable each school to serve and provide for the educational program needs of all students. To support working families in our city, before and after school care programs are housed in seven schools.

The school authority follows a modified school calendar that allows for 18 job-embedded professional learning days, plus an additional seven professional development days. In addition, an early career mentorship program supports beginning teachers in moving from university into a successful teaching experience.

Students find our Alberta Education approved programs challenging, meaningful and rewarding. High student success is a major focus in our Catholic schools. Annually, many of our graduates receive significant academic, leadership and citizenship awards, scholarships and bursaries.

A School Council of parents, teachers and community representatives is in place at each school to assist in defining the Catholic school mission, priorities and future directions. An opportunity exists for the Collaboration of Catholic School Councils committee, with representation from every school council, to meet during the school year with the Superintendent to discuss stakeholder issues. The Fort McMurray Catholic

Board of Education, a five-member board that is elected every four years, governs the Fort McMurray Catholic School Division. The Board meets monthly at the Catholic Education Centre.



Our Schools

School	Grades	School Education Plans
Good Shepherd Community School	ECS - 6	School Education Plan
Our Lady of the Rivers Catholic School	ECS - 6	School Education Plan
Fr. M. Beauregard Education Community Centre	ECS - 6	School Education Plan
Ecole St. Paul Elementary School	ECS - 6 English ECS - 6 French Immersion	School Education Plan
St. Gabriel School	ECS - 6	School Education Plan
Sister Mary Phillips Elementary School	ECS - 6	School Education Plan
St. Anne School	ECS - 6	School Education Plan
St. Kateri School	ECS - 6	School Education Plan
St. Martha Catholic School	ECS - 6	School Education Plan
Elsie Yanik Catholic School	ECS - 6	School Education Plan
Father Patrick Mercredi Community School	7 - 12	School Education Plan
Holy Trinity Catholic High School	7 - 12 English 7 - 12 French Immersion	School Education Plan
Immaculate Heart of Mary Catholic School	10 - 12 Outreach	School Education Plan

Local & Societal Context

Fort McMurray Catholic Schools serves just over 6700 students, which reflects approximately half of the school-aged children in the Fort McMurray area and the region of Wood Buffalo. Our student body is exceptionally diverse in terms of socioeconomic status, place of origin, language spoken at home, and academic learning needs. In addition to the urban service area of Fort McMurray, our division provides education to students from neighboring rural hamlets, including a number of Indigenous communities.

To serve the learning needs of our students, our school division employs 340 teachers, 29 teacher leaders, 394 support staff, and 8 division leaders. This team of educators, leaders, and paraprofessionals is committed to meeting the diverse needs of the students and families in our 13 schools.

The primary economic driver of the urban service area of Fort McMurray and the wider region of Wood Buffalo is the oil and gas sector; many of our families are employed by companies operating in the Alberta Oil Sands and work on shift rotations. As well, our community experiences a substantial influx of families from countries outside of Canada.

According to the 2021 municipal census, the majority of our region's adult population is between the age of 30 and 44. This significant number of young families results in a demand for early childhood education; currently, 5.6% of our population is between the ages of 0 and 3, which will contribute to a growth in our student population as these community members become school-aged.

Given the remote location and transient nature of our northern community, the recruitment and retention of teachers and other educational professionals continues to be a challenge for our school authority. Furthermore, our school division continues to navigate the impacts of the 2014 economic downturn, 2016 wildfire, 2020 flood, and the global pandemic. Together, these challenges call us to ensure a steady and careful approach to the strategic management of our school authority as we strive to create a system that is flexible and responsive to the needs of all stakeholders.

Faith

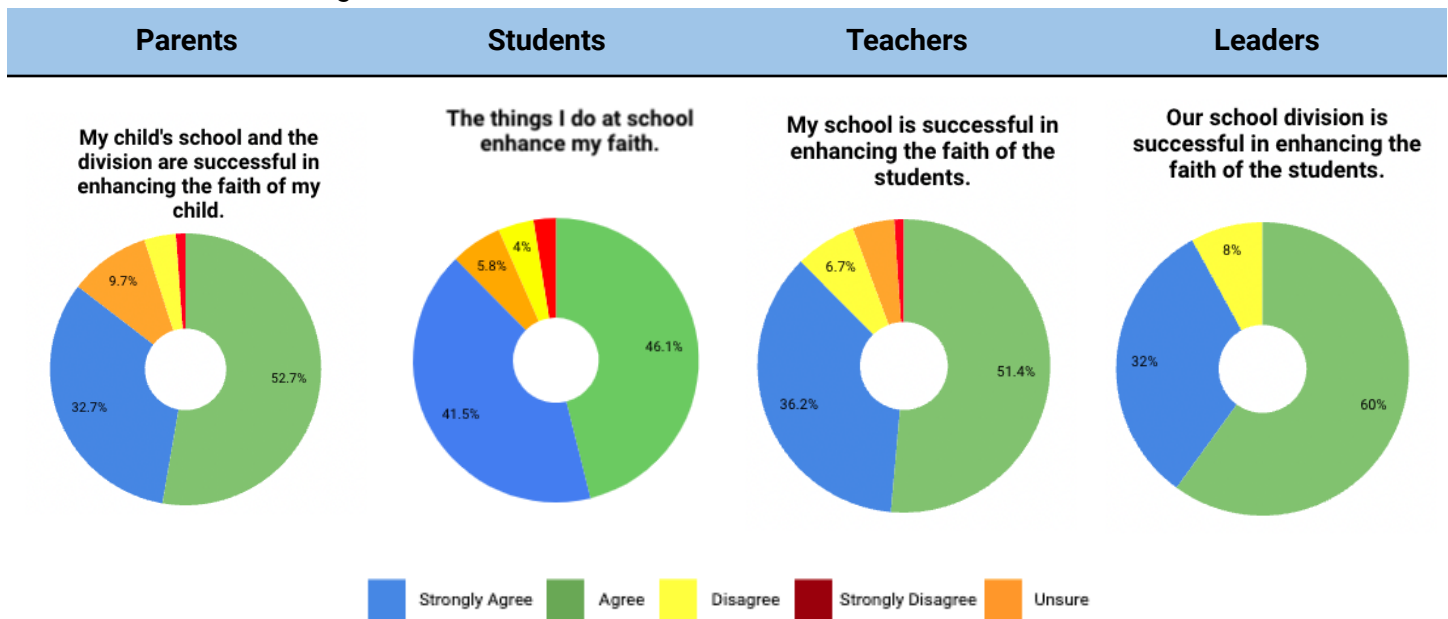
“I am the vine and you are the branches. If you remain in me and I in you, you will bear much fruit.”
- John 15:5

Fort McMurray Catholic Schools provides a faith-based education grounded in the Catholic teachings and our division’s four core values. We welcome members of all faith communities to learn, grow and play within an environment that is permeated with the teachings of the Catholic faith.

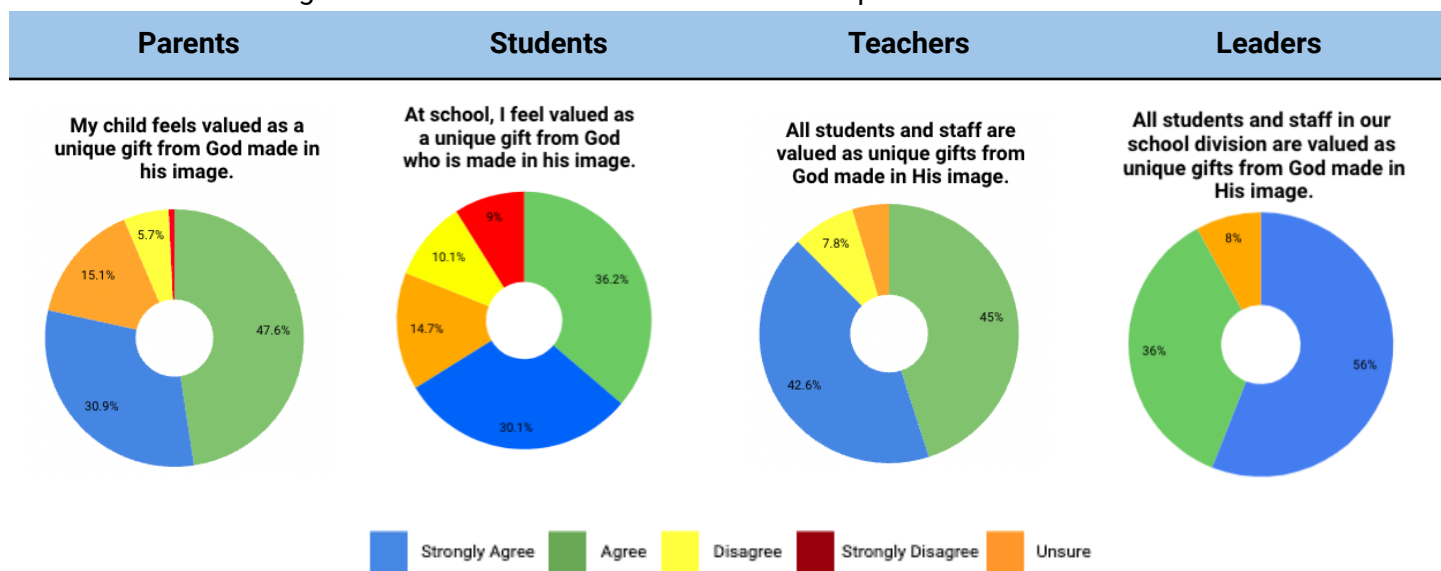
Our schools are built upon diversity and compassion in order to provide effective support for the spiritual, social, emotional and academic success of all students. Students are valued as unique individuals who are provided with the opportunity to develop towards their full potential.

Through our faith theme “Growing Together in Christ” we drew upon our strength from him to “bear much fruit.” This allows us to see Christ in every student, staff member, family and community member. With Jesus as the roots of our relationships we can nurture learning for all students.

Local Measure: Enhancing Our Faith



Local Measure: Valuing Each Student and Staff Member as a Unique Gift from God



Areas of Strength

- 85.4% of parents, 87.6% of students, 87.6% of teachers and 82% of leaders agree or strongly agree that the activities we engage in enhance the faith of our students.
- 78.5% of parents, 87.6% of teachers and 92% of leaders feel staff and/or students are valued as unique gifts from God.

Areas of Growth

- 66.3% of students feel valued as a unique gift from God and middle and high school students are feeling less valued than elementary students.
- Students and parents indicate that a greater focus needs to be placed on permeation of the division's four core values.

Connections to Education Plan

- Utilization of a new Faith Permeation Consultant to ensure strategic direction of faith permeation throughout our division, schools and classrooms.
- Re-focus on the permeation of the Division's four core values beginning with an initial focus on the learning environment.
- Strategically plan our faith theme to incorporate and connect social justice, Indigenous teachings and our four core values.

Student Growth & Achievement

Fort McMurray Catholic Schools is committed to providing high quality opportunities for students to grow in all aspects of their lives: academic, socioemotional, physical, and spiritual. Our division offers a wide range of programs and initiatives to ensure that every child has the chance to achieve their full potential. These programs are supported by a robust professional learning framework that aims to equip all teachers and support staff with a diverse toolkit rooted in research-informed best practices.

Our division's success in this domain is illustrated through the five required Alberta Education Assurance Measures (AEAMs). It is important to note that the data provided for Provincial Achievement Tests and Diploma Examinations are based on the results of the June 2022 administration. For this sitting, Diploma Examinations were weighted at just 10% due to the ongoing effects of the pandemic. This administration also reflects the first mandatory provincial assessment for all students since the onset of the pandemic.

Provincial Achievement Tests

Grade 6 & 9 Provincial Achievement Tests - Overall Profile

Division PAT Overview		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.1	67.3	2.8
	FNMI	57.9	46.4	11.5
	ELL	66.1	65.8	0.3
Standard of Excellence	Overall	14.5	18	-3.5
	FNMI	9	6.4	2.6
	ELL	13	15.2	-2.2

Grade 6 Provincial Achievement Tests - Course by Course

English Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	89.1	76.1	13
	FNMI	82.5	58.2	24.3
	ELL	74.5	76.8	-2.3
Standard of Excellence	Overall	17.4	18.9	-1.5
	FNMI	11.1	7.4	3.7
	ELL	17	16	1

French Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	38.9	76.9	-38
	FNMI	NA	81.3	NA
	ELL	NA	74	NA
Standard of Excellence	Overall	0	10.6	-10.6
	FNMI	NA	6.4	NA
	ELL	NA	11.6	NA

Mathematics 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	66.5	64.1	2.4
	FNMI	57.5	40.3	17.2
	ELL	61.7	65.3	-3.6
Standard of Excellence	Overall	10.4	12.6	-2.2
	FNMI	9.5	3.7	5.8
	ELL	12.8	13.1	-0.3

Science 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	81.9	71.5	10.4
	FNMI	68.3	51.2	17.1
	ELL	74.5	72	2.5
Standard of Excellence	Overall	22.4	23.7	-1.3
	FNMI	12.7	9.7	3
	ELL	23.4	21	2.4

Social Studies 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	75.1	67.8	7.3
	FNMI	65.1	46.8	18.3
	ELL	68.1	68.4	-0.3
Standard of Excellence	Overall	17.4	20.1	-2.7
	FNMI	9.5	7.3	2.2
	ELL	23.4	17.9	5.5

Grade 9 Provincial Achievement Tests - Course by Course

English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	73.2	69.6	3.6
	FNMI	61.1	49.4	11.7
	ELL	73.2	61.9	11.3
Standard of Excellence	Overall	5.9	12.9	-7
	FNMI	3.7	3.6	0.1
	ELL	5.4	7	-1.6

K&E English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	60.6	50.5	10.1
	FNMI	69.2	46.7	22.5
	ELL	NA	45.7	NA
Standard of Excellence	Overall	3	5	-2
	FNMI	7.7	5	2.7
	ELL	NA	2.4	NA

Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	47.9	53	-5.1
	FNMI	29.6	26.3	3.3
	ELL	50.9	47	3.9
Standard of Excellence	Overall	7.4	16.7	-9.3
	FNMI	1.9	4.1	-2.2
	ELL	7	12.9	-5.9

K&E Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	66.3	53	13.3
	FNMI	53.8	48.1	5.7
	ELL	NA	54.5	NA
Standard of Excellence	Overall	20	11.1	8.9
	FNMI	15.4	6	9.4
	ELL	NA	9.8	NA

Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.6	68	2.6
	FNMI	55.6	49.3	6.3
	ELL	68.4	55.8	12.6
Standard of Excellence	Overall	18.2	22.6	-4.4
	FNMI	7.4	8.5	-1.1
	ELL	14	13.7	0.3

K&E Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	72.4	57.8	14.6
	FNMI	69.2	53.3	15.9
	ELL	NA	52.3	NA
Standard of Excellence	Overall	20.7	11	9.7
	FNMI	23.1	9.7	13.4
	ELL	NA	2.8	NA

Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	54.5	60.8	-6.3
	FNMI	38.9	34.7	4.2
	ELL	61.4	54.5	6.9
Standard of Excellence	Overall	15.7	17.2	-1.5
	FNMI	9.3	4.1	5.2
	ELL	7	12.6	-5.6

K&E Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	58.1	53.2	4.9
	FNMI	46.2	41.3	4.9
	ELL	NA	64.1	NA
Standard of Excellence	Overall	16.1	14.1	2
	FNMI	15.4	9.1	6.3
	ELL	NA	11.7	NA

French Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	92.3	73.5	18.8
	FNMI	NA	53.3	NA
	ELL	NA	64	NA
Standard of Excellence	Overall	15.4	9.9	5.5
	FNMI	NA	5.2	NA
	ELL	NA	10.1	NA

Areas of Strength

- Grade 6 students are above provincial average for acceptable standard in most subject areas.
- Exceptional success for Indigenous students in Grades 6 and 9 in the acceptable standard category relative to provincial averages.
- Exceptional success for Grade 9 K&E students in the acceptable standard category relative to provincial averages.

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- Notable success for Grade 9 ELL students in the acceptable standard category relative to provincial averages.
 - Exceptional success for Grade 9 FLA students in the acceptable standard category relative to provincial averages.

Areas of Growth

- Though our Grade 6 and 9 students are performing on par with or above provincial averages in the acceptable standard category in most subject areas, a greater emphasis on supporting students to achieve in the standard of excellence category is needed.
- Our school division's previous 3-year average for Grade 6 FLA is 84.2%, which is on par with the previous provincial 3-year average. With that in mind, this June 2022 result needs to be monitored closely.
- Our school division's previous 3-year average for Grade 9 Math is 62.2%, which is on par with the previous provincial 3-year average. With that in mind, this June 2022 result needs to be monitored closely. We suspect that the ongoing impacts of the pandemic and related learning disruptions, particularly due to the cumulative nature of math learning, is a contributing factor.

Connections to Education Plan

- Establishing Division Guiding Frameworks for literacy, numeracy, and assessment to support a cohesive implementation of research-informed best practices related to environments, teaching practices, and assessment strategies.
- Allocating professional learning time to support communities of practice for grade 6 and 9 teachers with the goal of increasing collective teacher efficacy.
- Providing ongoing intervention supports to students in K-9 who are experiencing challenges in reading and mathematics.
- Offering ongoing professional development related to best practices for teaching and assessing in courses with provincial achievement tests.
- Continue to offer a mentorship program for teachers who are new to grade 6 and 9.

Diploma Exams

Diploma Exams - Overall Profile

Division Diploma Exam Overview		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	62.4	75.2	-12.8
	FNMI	60	68.7	-8.7
	ELL	50	59	-9
Standard of Excellence	Overall	6.8	18.2	-11.4
	FNMI	5	8.5	-3.5
	ELL	3.2	10.8	-7.6

Diploma Exams - Course by Course

English Language Arts 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	73.9	78.8	-4.9
	FNMI	75	73.6	1.4
	ELL	56.5	55.5	1
Standard of Excellence	Overall	3.8	9.4	-5.6
	FNMI	5	4.4	0.6
	ELL	0	2.6	-2.6

English Language Arts 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	80.2	80.8	-0.6
	FNMI	75	82.1	-7.1
	ELL	76.2	63.9	12.3
Standard of Excellence	Overall	4.9	12.3	-7.4
	FNMI	0	9.2	-9.2
	ELL	0	3.7	-3.7

Mathematics 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	42.9	63.6	-20.7
	FNMI	NA	50.9	NA
	ELL	28.6	52.2	-23.6
Standard of Excellence	Overall	4.8	23	-18.2
	FNMI	NA	10.5	NA
	ELL	0	19.2	-19.2

Mathematics 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	49.3	61.5	-12.2
	FNMI	37.5	55.2	-17.7
	ELL	50	46.9	3.1
Standard of Excellence	Overall	0	11.8	-11.8
	FNMI	0	7.3	-7.3
	ELL	0	6.3	-6.3

Social Studies 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	73.1	81.5	-8.4
	FNMI	53.3	72.5	-19.2
	ELL	61.9	68.7	-6.8
Standard of Excellence	Overall	8.3	15.8	-7.5
	FNMI	6.7	7.4	-0.7
	ELL	0	9	-9

Social Studies 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	54.3	72.5	-18.2
	FNMI	88.2	66	22.2
	ELL	28.6	55.5	-26.9
Standard of Excellence	Overall	1	13.2	-12.2
	FNMI	0	5.4	-5.4
	ELL	0	7.1	-7.1

Biology 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	50	74.3	-24.3
	FNMI	36.4	58.9	-22.5
	ELL	46.2	61	-14.8
Standard of Excellence	Overall	6.7	25.2	-18.5
	FNMI	0	11.5	-11.5
	ELL	0	18	-18

Chemistry 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	60.9	77.1	-16.2
	FNMI	NA	62.5	NA
	ELL	42.9	67.9	-25
Standard of Excellence	Overall	21.9	31.1	-9.2
	FNMI	NA	15.4	NA
	ELL	7.1	23.5	-16.4

Physics 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.4	78.5	-8.1
	FNMI	NA	68.6	NA
	ELL	66.7	63.1	3.6
Standard of Excellence	Overall	33.3	34.6	-1.3
	FNMI	NA	25.2	NA
	ELL	44.4	26.4	18

Science 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	42.9	75.7	-32.8
	FNMI	27.3	70	-42.7
	ELL	18.2	59.7	-41.5
Standard of Excellence	Overall	4.8	17.2	-12.4
	FNMI	9.1	7.2	1.9
	ELL	0	11.8	-11.8

Areas of Strength

- Students in ELA 30-1, ELA 30-2, SST 30-1, and Physics 30 scored within 10% of the provincial average for acceptable standard.
- Exceptional success demonstrated by Indigenous students in SST 30-2 in the acceptable standard category relative to the provincial average.
- ELL students are on par with or above provincial average in the acceptable standard category in ELA 30-1 and ELA 30-2.

Areas of Growth

- An action plan needs to be developed for Math and Science courses as well as SST 30-2 as students in our division scored, on average, more than 10% below the provincial average in the acceptable standard category.
- Similar to our Provincial Achievement Test results, a greater emphasis needs to be placed on supporting students to achieve the standard of excellence.
- A particular focus is needed on student success in Math 30-1 and Science 30 as less than half of our students passed the Diploma Exams for these courses.
- There has been significant turnover in teaching staff over the past 3 years. This reality demands a strong focus on capacity building and mentorship.

Connections to Education Plan

- Establishing Division Guiding Frameworks for literacy, numeracy, and assessment to support a cohesive implementation of research-informed best practices related to environments, teaching practices, and assessment strategies.
- Allocating professional learning time to support communities of practice for grade 12 teachers with the goal of increasing collective teacher efficacy.
- Offering ongoing professional development related to best practices for teaching and assessing in courses with Diploma Examinations.
- Continuing to operate a personalized learning centre in each high school to provide more focused and individualized support to students, particularly those in grade 12.
- Continue to offer a mentorship program for teachers who are new to Grade 12 core courses.

High School Completion

Required AEAM: 3-year and 5-year High School Completion

High School Completion		FMCS D			Measure Evaluation			Province		
		2019	2020	2021				2019	2020	2021
		%	%	%	Achievement	Improvement	Overall	%	%	%
Overall	3 Year Completion	90.7	94.0	94.1	Very High	Improved	Excellent	80.3	83.4	83.2
	5 Year Completion	92.2	94.6	96.7	Very High	Improved	Excellent	85.3	86.2	87.1
FNMI	3 Year Completion	87.9	93.3	92.0	Very High	Maintained	Excellent	55.9	62.0	59.5
	5 Year Completion	97.2	96.1	94.6	Very High	Maintained	Excellent	65.0	68.1	68.0
ELL	3 Year Completion	98.1	94.3	93.8	Very High	Maintained	Excellent	74.1	78.7	78.5
	5 Year Completion	94.3	93.2	98.8	Very High	Maintained	Excellent	85.0	86.9	86.1

Areas of Strength

- Outstanding 3-year and 5-year high school completion in all categories.
- Maintained exceptional completion rates for Indigenous students relative to provincial averages.
- Exceptional 5-year completion rate for ELL students.
- A continued focus on flexible and responsive academic planning for all students is achieving its intended impact.
- Ensuring equitable access to academic and socioemotional supports is achieving its intended impact.

Areas of Growth

- Though our Indigenous graduate rates are significantly higher than provincial averages, we are growing curious about the opportunities these students pursue after high school.
- Though our 5-year completion rate for Indigenous students is still very high, it is trending down slightly over the last three years. As such, we will monitor this measure closely.

Connections to Education Plan

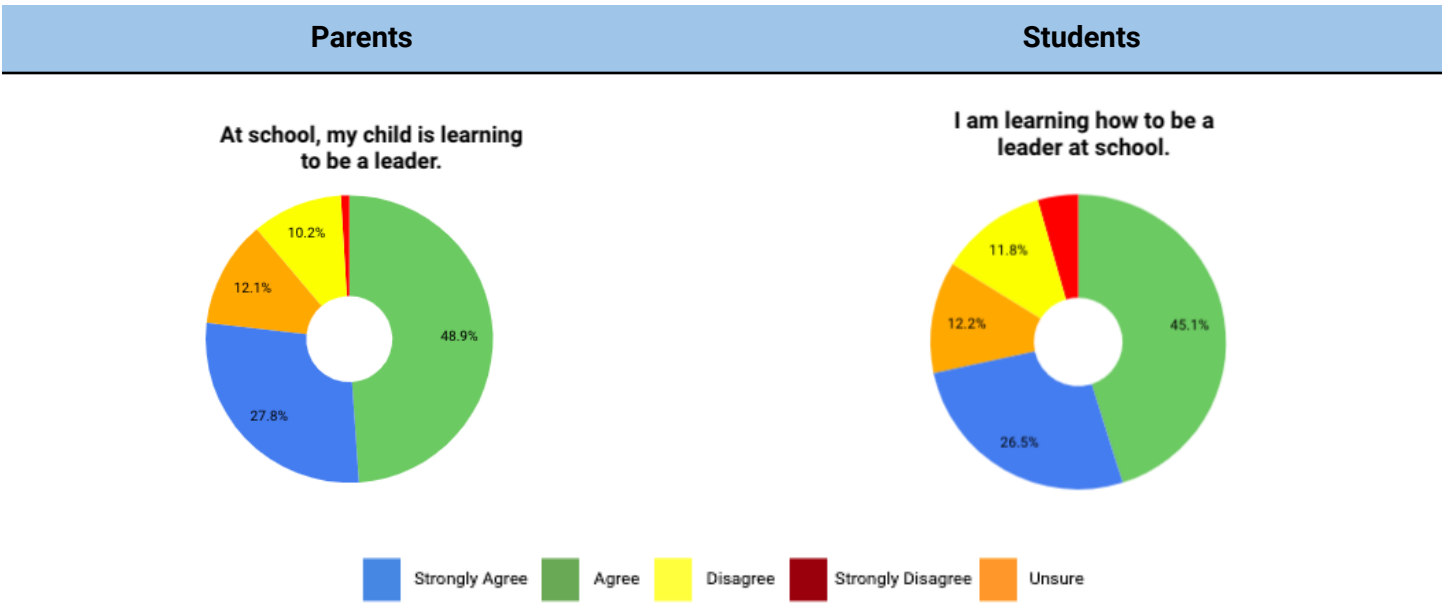
- Continue to ensure robust and responsive academic, socioemotional, and spiritual programming for all students.
- Continue to foster rich, productive, and collaborative relationships with students and their families.
- Continue to provide wrap-around services at our three high schools to support the success of all students.
- Continue to employ Indigenous Liaisons in all schools to support the successes of our Indigenous students.
- Enhance strategic relationships with post-secondary institutions and local industry partners to support dual-credit programming, off-campus learning opportunities, and the Registered Apprentice Program.
- Initiate a strategy to measure Indigenous student progress after graduation.
- Continue to grow the efficacy of our new Grade 10-12 outreach school, which is now in its third year of operation, in order to further support at-risk students whose unique needs call for a more flexible learning environment.

Citizenship

Required AEAM: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	FMCS D			Measure Evaluation			Province		
	2020	2021	2022				2020	2021	2022
	%	%	%	Achievement	Improvement	Overall	%	%	%
Overall	81.1	83.2	79.9	High	Maintained	Good	83.3	83.2	81.4
Parent	78.5	86.2	81.8	Very High	Maintained	Excellent	82.4	81.4	80.4
Student	74.2	71.3	70.2	High	Declined	Acceptable	73.8	74.1	72.1
Teacher	90.4	92.0	87.7	Intermediate	Declined	Issue	93.6	94.1	91.7

Local Measure: Leadership Skills



Areas of Strength

- Parents continue to identify students’ modeling the characteristics of active citizenship at an excellent level.

Areas of Growth

- Students’ rating of their satisfaction with the inclusion of active citizenship in schools has been on the decline.
- Teachers’ rating of their satisfaction that students are modeling the characteristics of active citizenship has been on the decline and remains below the provincial average.
- Students are generally less satisfied with their own learning of leadership skills than their parents.

Connections to Education Plan

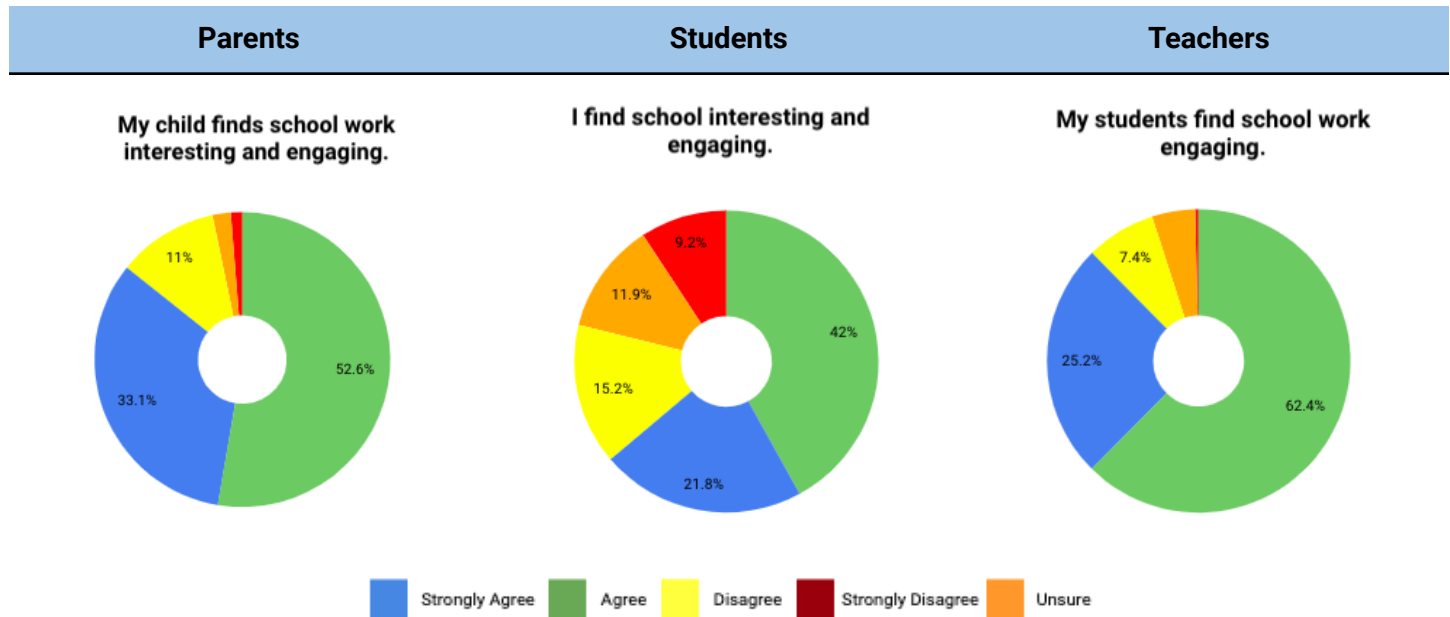
- Re-focus on the permeation of the Division’s four core values beginning with an initial focus on the learning environment.
- Strategically plan our faith theme to incorporate and connect social justice, Indigenous teachings and our four core values.
- Re-introduce the pastoral approach to classroom management and discipline to empower teachers and leaders to further infuse our Catholic teachings into the school environment.

Student Engagement

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

	FMCS D			Province	%
	2021 %	2022 %	2021-2022 Improvement	2022 %	Difference 2022
Overall	84.7	83.1	Declined	85.1	-2.0
Parent	92.8	87.7	Declined	88.7	-1.0
Student	68.7	71.6	Improved	71.3	0.3
Teacher	92.7	90.1	Declined	95.5	-5.4

Local Measure: Student Engagement



Areas of Strength

- Student engagement in school, as reported by students, has begun to improve following the pandemic and is in line with rates across the province.

Areas of Growth

- Though the student rating of engagement is in line with the province, there is a disconnect between the ratings of student engagement as reported by parents and teachers versus students.
- Parents and teachers rating of student engagement has declined and remains lower than the provincial average.
- The levels of student engagement are of particular interest to track following the pandemic. With the return to in person classes and a rise in school based activities to engage students and families, this will be an area to closely monitor.

Connections to Education Plan

- In line with the goals set for quality of education (see below), focusing on quality teaching and learning opportunities will help to provide rich learning environments for students to be engaged in.
- Initializing an expansion of opportunities for students to be engaged in Career & Technology Foundations at earlier grades, as well as an increased focus on core competencies in the curriculum will help to create engaging learning opportunities for students.
- Ensuring students receive effective and timely support for equitable access to the curriculum to engage those students who experience challenges with their learning.
- Continue to increase engagement with community partners to supplement classroom activities and provide rich, real world learning experiences for students.

Teaching & Leading

Fort McMurray Catholic Schools is committed to providing high quality opportunities for our teachers and leaders to develop as educators within our system. Focusing on the collective efficacy of our teachers and leaders helps to provide a supportive learning environment for teachers and leaders, which in turn translates to the quality of opportunities for our students in classrooms.

Our robust professional development calendar provides a variety of opportunities for teachers and leaders to learn, collaborate and push their practices forward. We are currently in year two of our revised Professional Learning Model which combines time for professional development, professional learning communities, and communities of practice.

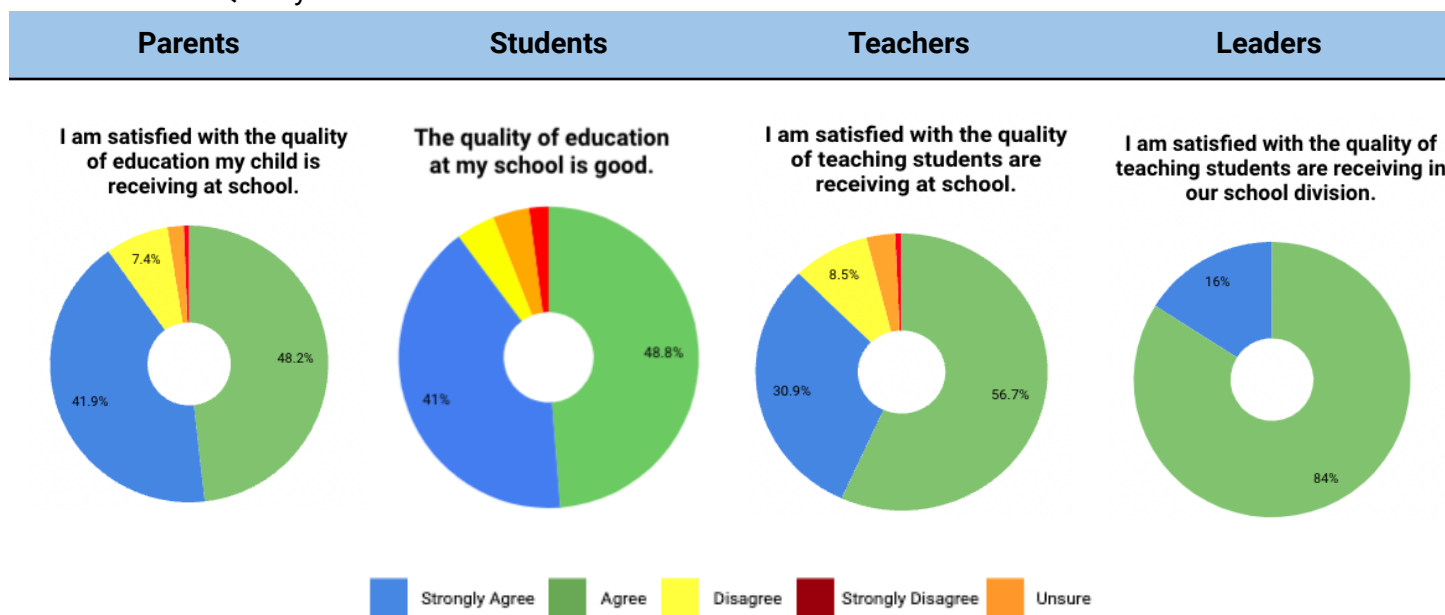
These professional development practices are aimed at giving teachers and leaders the opportunity to learn from each other, to learn from experts, to learn from the professional practices occurring in other buildings, and to develop the collective efficacy of all teachers and leaders.

Quality of Education

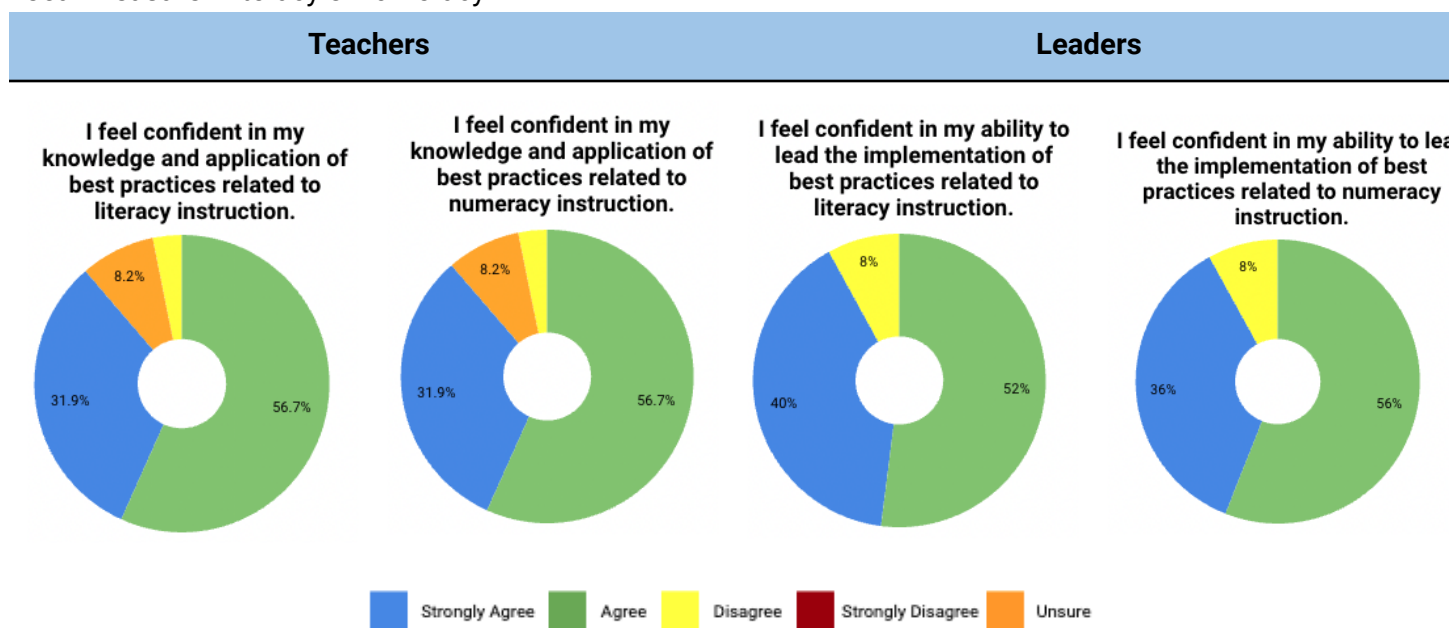
Required AEAM: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	FMCS D			Measure Evaluation			Province		
	2020	2021	2022	Achievement	Improvement	Overall	2020	2021	2022
	%	%	%				%	%	%
Overall	88.6	87.7	87.0	Intermediate	Declined	Issue	90.3	89.6	89.0
Parent	84.9	87.7	84.6	High	Maintained	Good	86.7	86.7	86.1
Student	88.8	83.9	86.5	High	Declined	Acceptable	87.8	86.3	85.9
Teacher	92.0	91.5	89.7	Low	Declined	Issue	96.4	95.7	95.0

Local Measure: Quality of Education



Local Measure: Literacy & Numeracy



Areas of Strength

- The satisfaction of parents with the quality of education has maintained over the past 5 years.
- 90.1% of parents, 89.8% of students and 100% of leaders strongly agree or agree that the quality of education at their school is good.
- 88.6% of teachers agree or strongly agree that they are confident in their knowledge and application of best practices in literacy and numeracy.
- 92% of leaders feel confident in their ability to lead the implementation of best practices in literacy and 95% of leaders feel confident in their ability to lead the implementation of best practices in numeracy.

Areas of Growth

- Teachers are generally less satisfied with the quality of education that students are receiving at school.
- The satisfaction of students and teachers has declined over the past 5 years.
- A focus is needed on interdisciplinary literacy in order to support the development of literacy skills for all students in ECS to Grade 12.
- A focus on intervention strategies to support students identified at risk in literacy and mathematics, particularly at the middle and high school level.

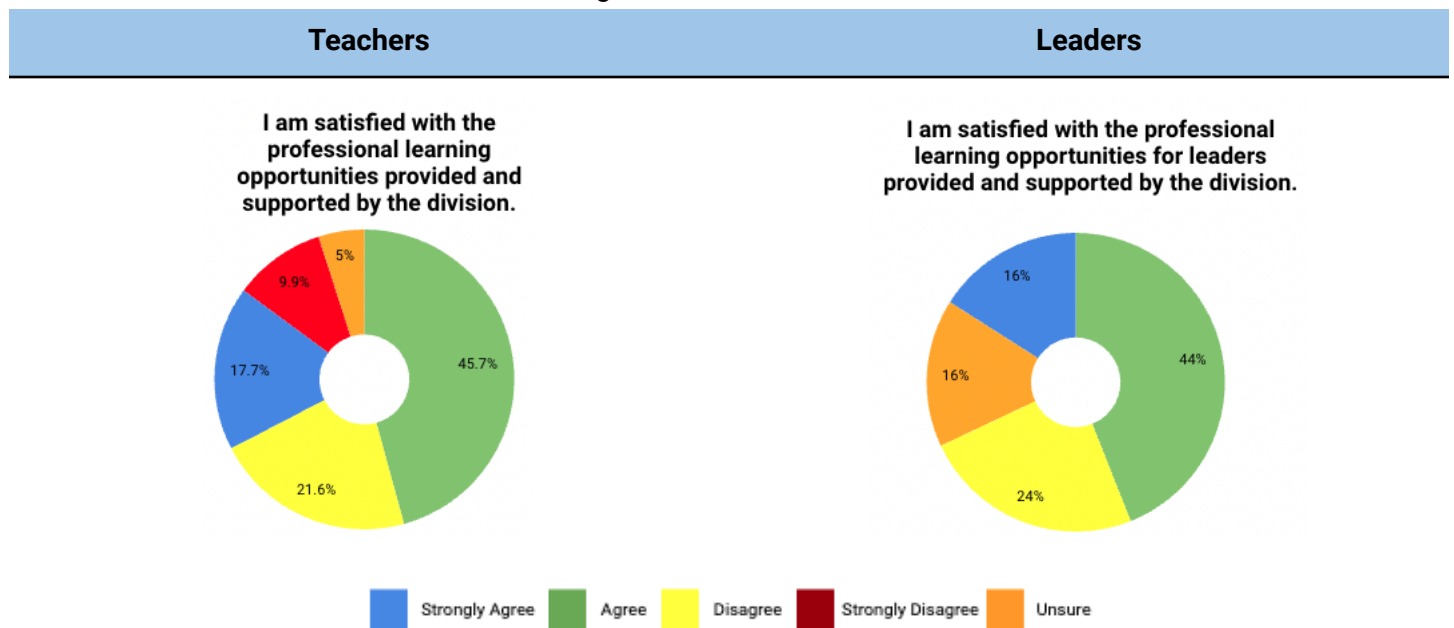
Connections to Education Plan

- Continue the newly revised professional learning model to support the collective efficacy of teachers through their work in professional development opportunities, professional learning communities and communities of practice.
- Increase the intentional focus on rich learning environments and research informed instructional and assessment strategies to provide excellent learning opportunities for students.
- Develop the competencies of our early career teachers through a 2 year mentorship model. The first year focus is on the skills and competencies of first year teachers and the second year is to develop their capacities as Catholic educators.
- Establish an ongoing professional learning model for school and division leaders to support the collective efficacy of the leadership team through Leadership Formation Fridays.
- Continue to increase engagement with community partners to provide rich learning experiences for students and support students in their transition from secondary to post secondary career and educational opportunities.

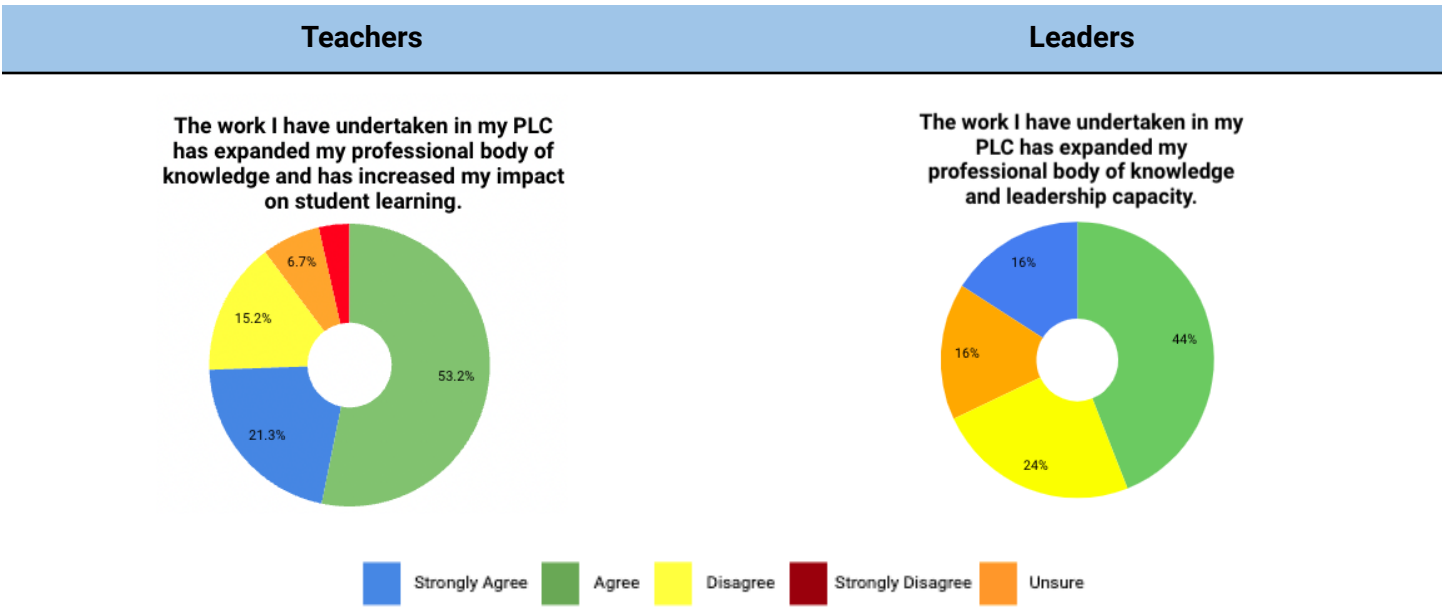
- Develop division literacy, numeracy and assessment guiding frameworks that will support teacher professional development and the implementation of research informed, best practices in the classroom.
- Increase the intentional focus on rich learning environments and research informed instructional and assessment strategies to provide excellent learning opportunities for students.
- Refocus on interdisciplinary literacy to improve literacy rates for all students from ECS - Grade 12.

Division Professional Learning

Local Measure: Division Professional Learning



Local Measure: Professional Learning Communities



Areas of Strength

- 63.4% of teachers strongly agree or agree that they are satisfied with the professional learning opportunities provided by the school division.
- 74.5% of teachers strongly agree or agree that the work they have undertaken in their professional learning community has expanded their professional body of knowledge.

Areas of Growth

- Leaders are generally less satisfied with the professional development opportunities provided for them by the school division relative to the opportunities provided to our teaching staff.

Connections to Education Plan

- The 2021-22 school year marked the first year of implementation of our revised Professional Learning Framework. The local measures were collected after the third month of implementation. This initial data shows that the majority of teachers are satisfied with the new framework, which will be refined and revised as we move forward with implementation.
- Continue the use of our modified calendar, which allocates approximately 20 operational days dedicated to increasing the collective efficacy and professional capacities of our teachers and leaders.
- Establish Communities of Practice as an initiative that will allocate professional learning time for teachers to meet in grade-level and/or subject-area teams. This will be in addition to the

already-established Professional Learning Communities and Professional Development Blocks. This will promote teacher-directed time to undertake matters of importance as identified by each team.

- Continue to allocate professional learning time to school leadership teams so that they can undertake initiatives that are specific to their respective school contexts.
- Continue to strengthen our division's collaborative relationship with the ERLC to provide ongoing, meaningful professional development opportunities for our teachers and leaders.
- Establish a leadership development cohort wherein all leaders gather regularly to engage in professional learning activities, which will support a coherent and cohesive approach to school improvement in all division schools.

Learning Supports

Fort McMurray Catholic Schools strive to provide a safe, respectful, inclusive and supportive space for all of our diverse students. Our wrap around services support students' social, emotional, academic and spiritual needs in order to support student success in school and in the community.

Our faith-grounded practices provide for safe and caring environments for all students to feel welcome, cared for and supported in schools. Significant emphasis has been placed on mental health supports over the last few years to ensure that students have access to universal and targeted supports to enhance their emotional and physical health.

We continue to maintain a high calibre and number of educational assistants and consultants to support the academic growth of our students. Through the work completed by our educational assistants, teachers, classroom support teachers, consultants, etc., there are many levels of support for all students on their academic journey.

Our emphasis on Indigenous student wellness and success continues to be an area of strength. Schools and students are well supported with our indigenous liaisons available in each building to provide another layer of support for our indigenous students on their journey to graduation.

Safe & Caring Schools

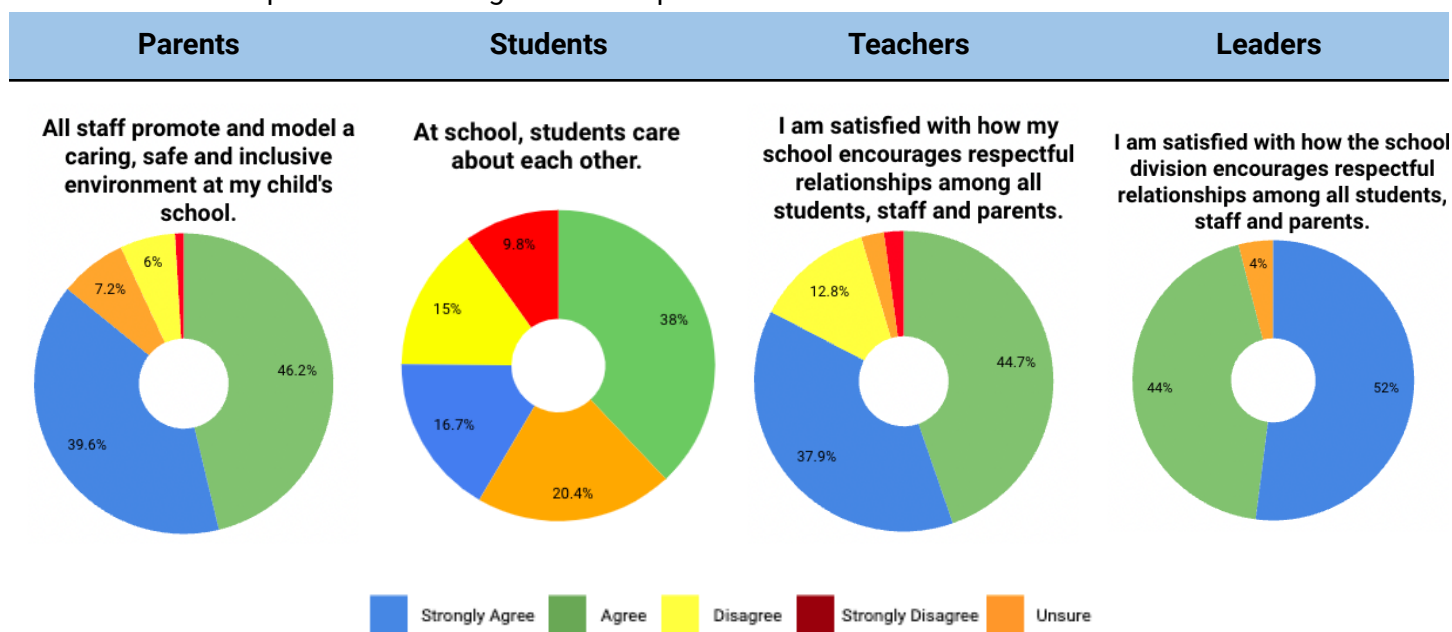
Required AEAM: Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	FMCS D			Measure Evaluation			Province		
	2020	2021	2022				2020	2021	2022
	%	%	%	Achievement	Improvement	Overall	%	%	%
Overall	88.6	90.1	88.1	Very High	Maintained	Excellent	89.4	90.0	88.8
Parent	88.3	93.6	89.7	Very High	Maintained	Excellent	90.2	90.5	89.5
Student	83.5	82.3	81.5	High	Maintained	High	82.6	84.0	82.5
Teacher	93.9	94.4	93.3	Intermediate	Maintained	Acceptable	95.3	95.4	94.3

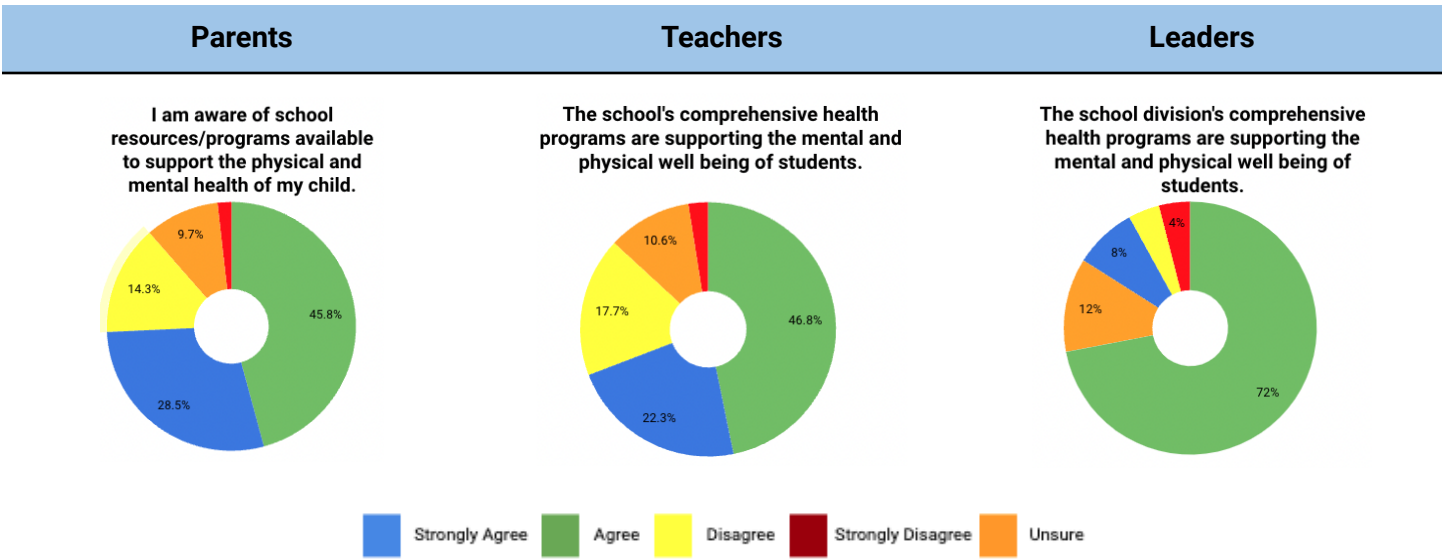
Required AEAM: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	FMCS D			Measure Evaluation			Province		
	2020	2021	2022	Achievement	Improvement	Overall	2020	2021	2022
	%	%	%				%	%	%
Overall	77.1	78.3	73.8	Intermediate	Declined	Issue	75.2	71.8	72.6
Parent	72.7	81.3	73.0	High	Improved	Good	68.4	65.7	67.4
Student	81.4	73.4	73.7	Low	Declined Significantly	Concern	79.0	71.9	73.5
Teacher	77.3	80.0	74.8	Low	Declined	Issue	78.1	77.8	77.0

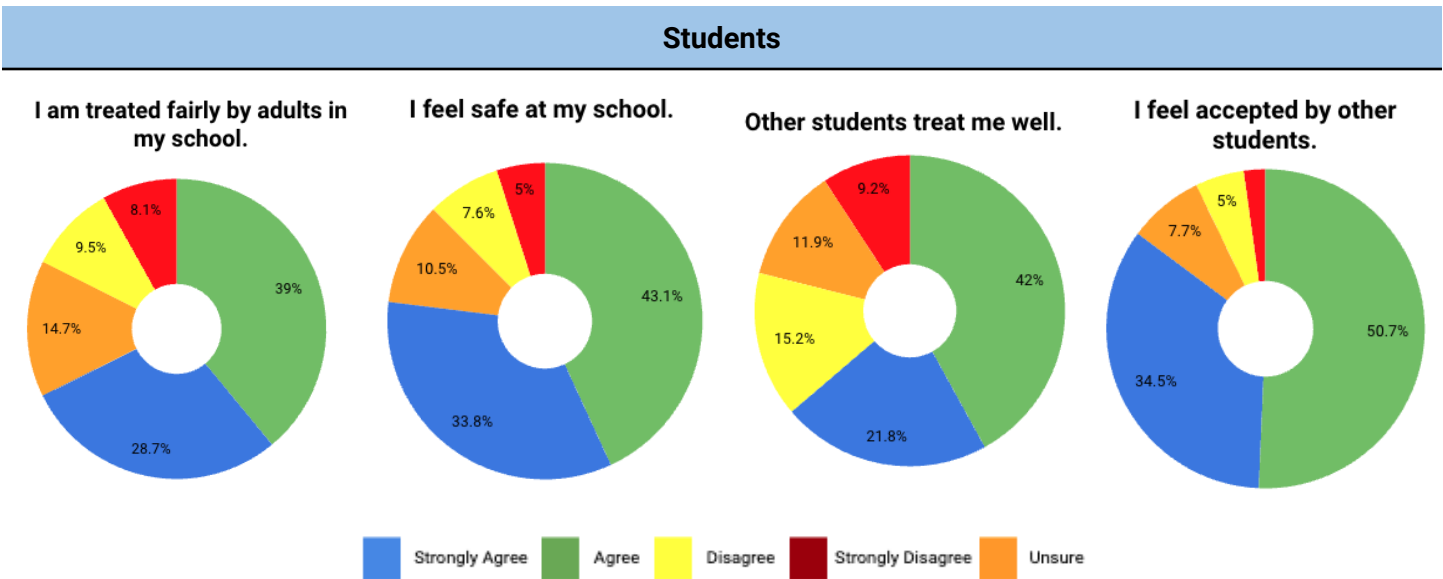
Local Measure: Respectful and Caring Relationships



Local Measure: School Programs and Services for Mental and Physical Health



Local Measure: Student Perspectives on Safe and Caring Schools



Areas of Strength

- Excellent overall evaluation on the AEAM related to safe and caring schools, which is aligned with the provincial averages.
- 85.8% of parents, 82.6% of teachers, and 96% of leaders strongly agree or agree that our schools model inclusive, respectful, and safe environments where students and staff care about each other.
- 74.3% of parents strongly agree or agree that they are aware of the school programs available to support their child's mental and physical health.
- 69.1% of students strongly agree or agree that the comprehensive health programs available at school support their mental and physical health.
- A significant majority of students strongly agree or agree that they feel safe, accepted, and treated fairly by adults at school.

Areas of Growth

- 24.8% of students strongly disagree or disagree that students care about each other at school.
- 24.4% of students strongly disagree or disagree that they are treated well by other students at school.
- An AEAM evaluation measure of low is indicated for the percentage of students and teachers who are satisfied with the accessibility, effectiveness, and efficiency of programs and services for students in the community.

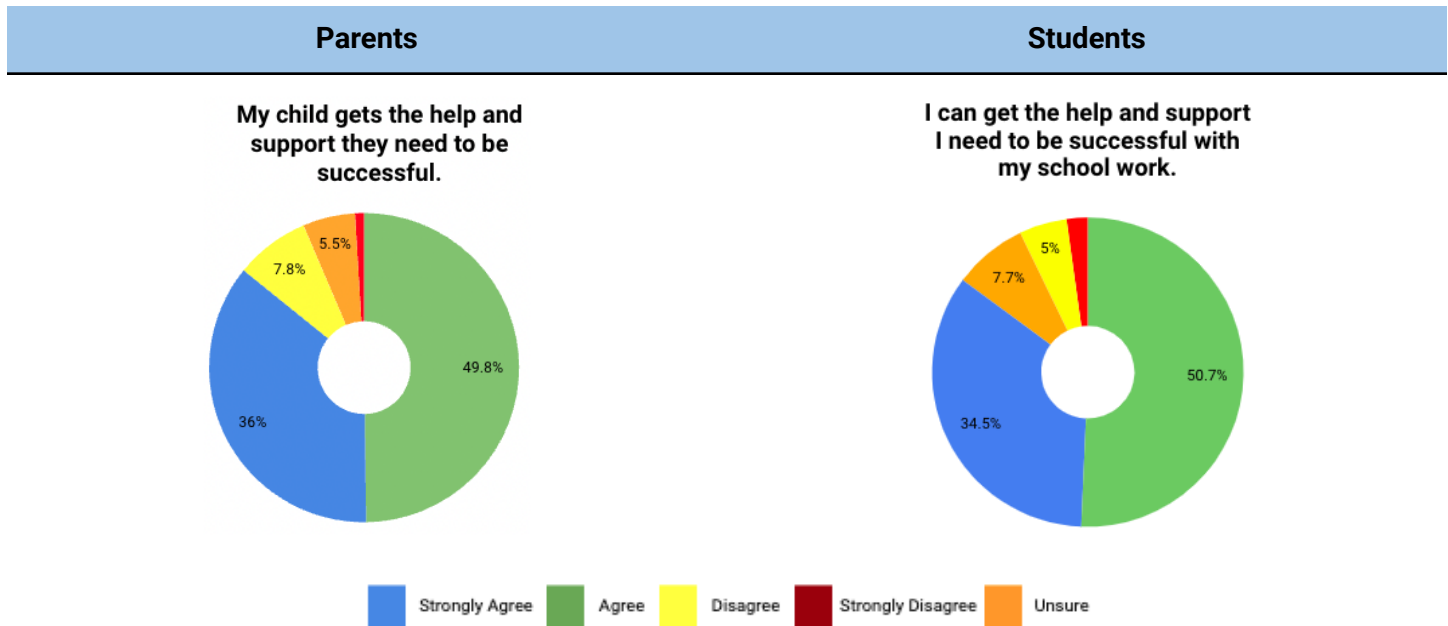
Connections to Education Plan

- Enhance our focus on the permeation of the division's 4 core values in all aspects of the learning environment to support student well-being and stewardship.
- Strengthen the division's focus on the pastoral approach to classroom management and discipline as a way to increase the degree to which students treat each other well at school.
- Continue to provide wrap-around and trauma-informed mental health counseling supports in all schools.
- Maintain an intentional focus on programs related to comprehensive school health and physical well-being.
- Continue to advocate for additional community supports in the areas of physical, mental, and social well-being for children and adolescents.
- Maintain an intentional focus on ensuring that resources are allocated equitably across the division to support the needs of all students.

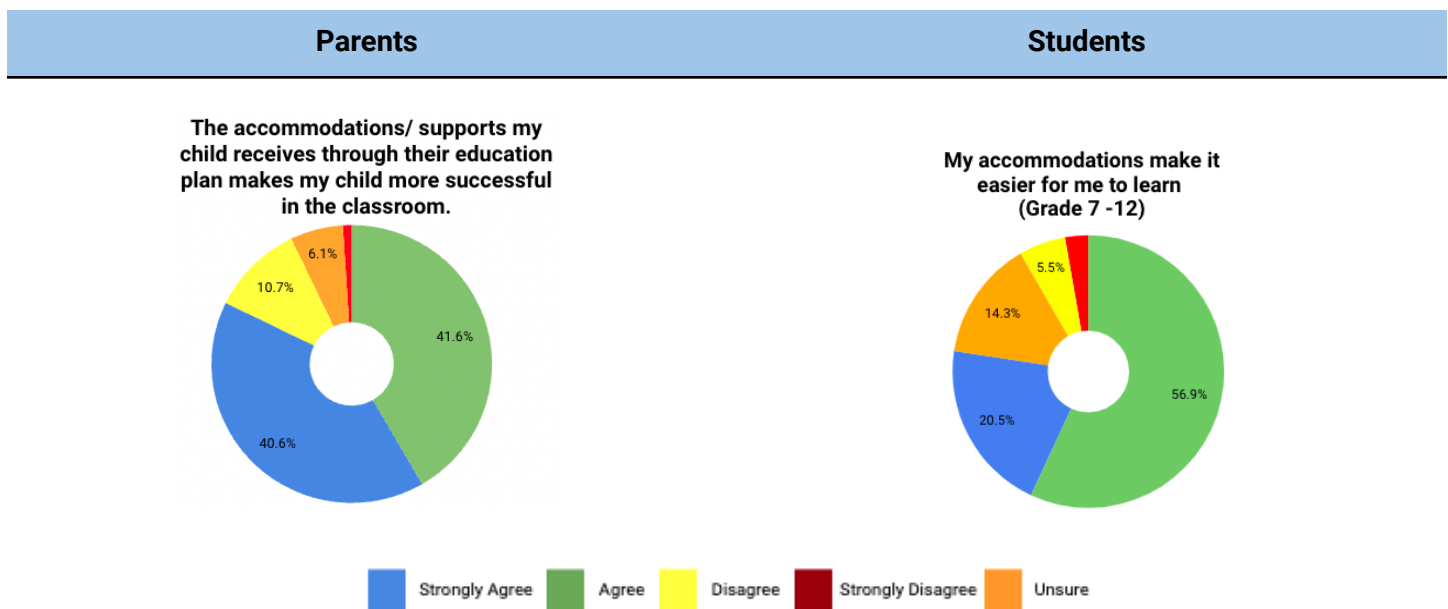
- Continue programs and enhanced academic and cultural supports that ensure an inclusive and equitable learning environment where all students feel a sense of safety, belonging, and value.
- Continue to foster productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families.

Academic Supports

Local Measure: Academic Support



Local Measure: Accommodations



Areas of Strength

- 85.8% of parents and 85.2% of students agree or strongly agree with the level of support students receive in order to be successful with their academic work.
- 82.2% of parents agree that their child's accommodations, as outlined in their support plan, are helping their child to be more successful in the classroom.

Areas of Growth

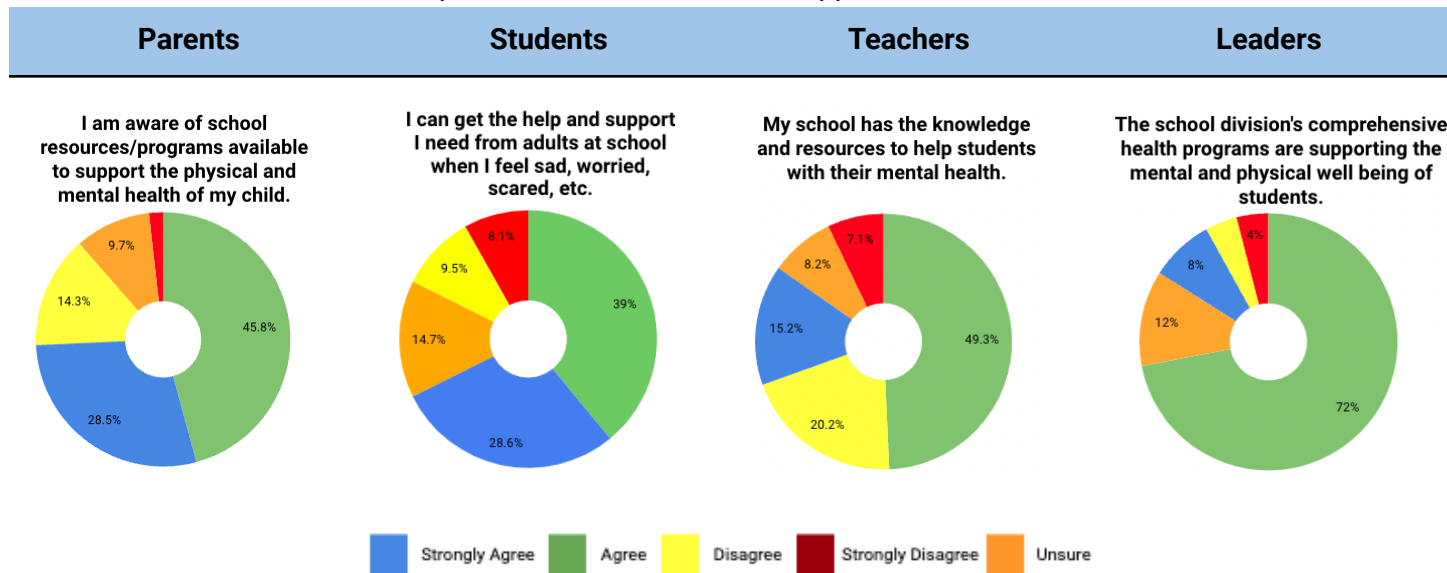
- Students in grade 7 - 12 generally feel like their accommodations have less of an impact on their academic success than their parents report.

Connections to Education Plan

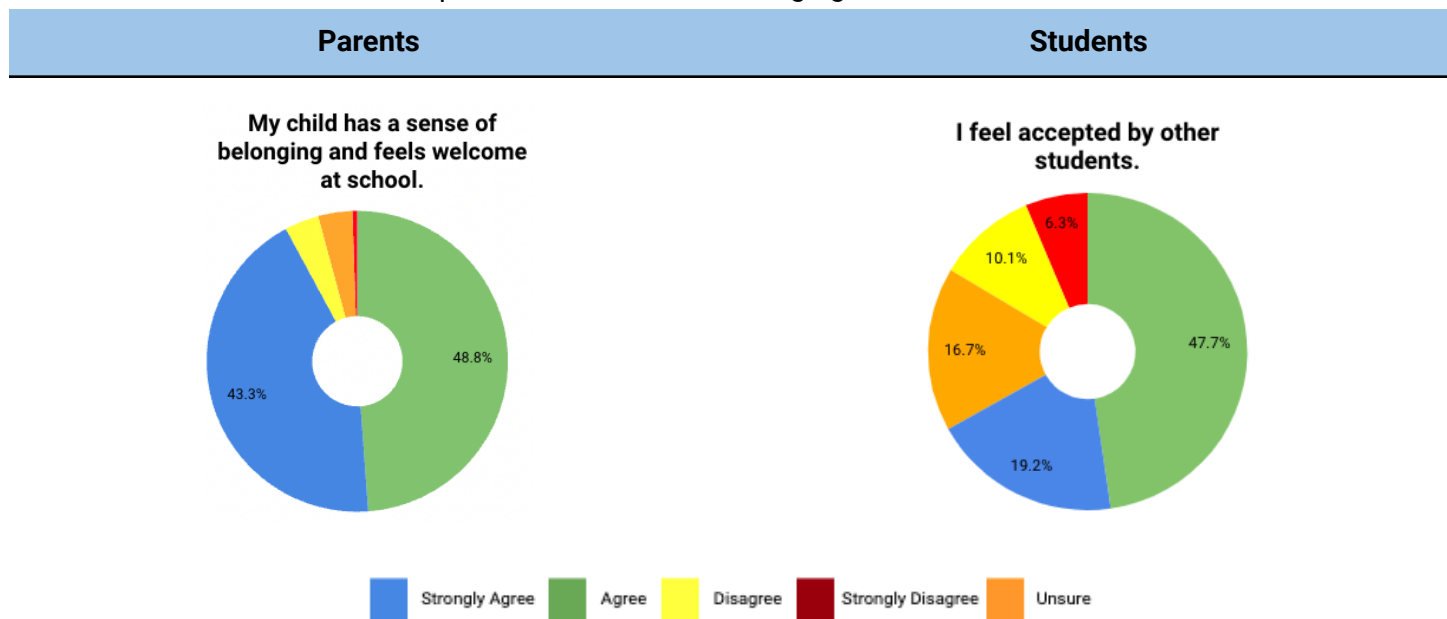
- Continue to develop the intentional focus on comprehensive school health and physical well being, trauma informed practices and wrap around services to ensure all students are supported and ready for academic learning.
- Continue to advocate and collaborate with community partners to enhance the level of support for students in schools and engagement in school activities.
- Develop consistent practices in the collection and analysis of student learning data to support teacher planning in order to address the diverse needs in classrooms.
- Maintain an intentional focus on providing wrap around services for Indigenous students to ensure academic success both on the journey to and after graduation.
- Enhance the use of the Response to Intervention strategy to ensure all students are receiving the academic supports necessary from ECS through to grade 12 and developing the skills necessary to continue to experience success after graduation.
- Maintain an intentional focus on the equitable distribution of resources to ensure the diverse needs of all students in all schools are able to be met.

Mental Health Supports

Local Measure: Stakeholder Perspectives on Mental Health Support



Local Measure: Stakeholder Perspectives on Sense of Belonging



Local Measure: Number of Students Who Received Targeted, Universal, and/or Small Group Support from School Counsellors.

Group	Number of Students Who Received Support	Percentage of Overall Student Body
Students (ECS - Grade 6)	3,748	91%
Students (Grades 7-12)	1,099	42%

Areas of Strength

- 92.1% of parents/guardians strongly agree or agree that their child feels a sense of belonging at school.
- 67.6% of students strongly agree or agree that they have an adult they can talk to at school when they're experiencing worry or sadness.
- 85% of leaders strongly agree or agree that the school authority's comprehensive health programs are supporting the mental and physical health needs of students.
- Our counseling team has been able to support 91% of our elementary students and 42% of our secondary students.
- The recent establishment of Immaculate Heart of Mary Outreach School has allowed our authority to provide more targeted and wrap-around support to at-risk students.
- Through professional development initiatives related to trauma-informed teaching practices and ongoing support from our mental health team, 80% of staff have reported that they are better able to cope with children who have experienced trauma.

Areas of Growth

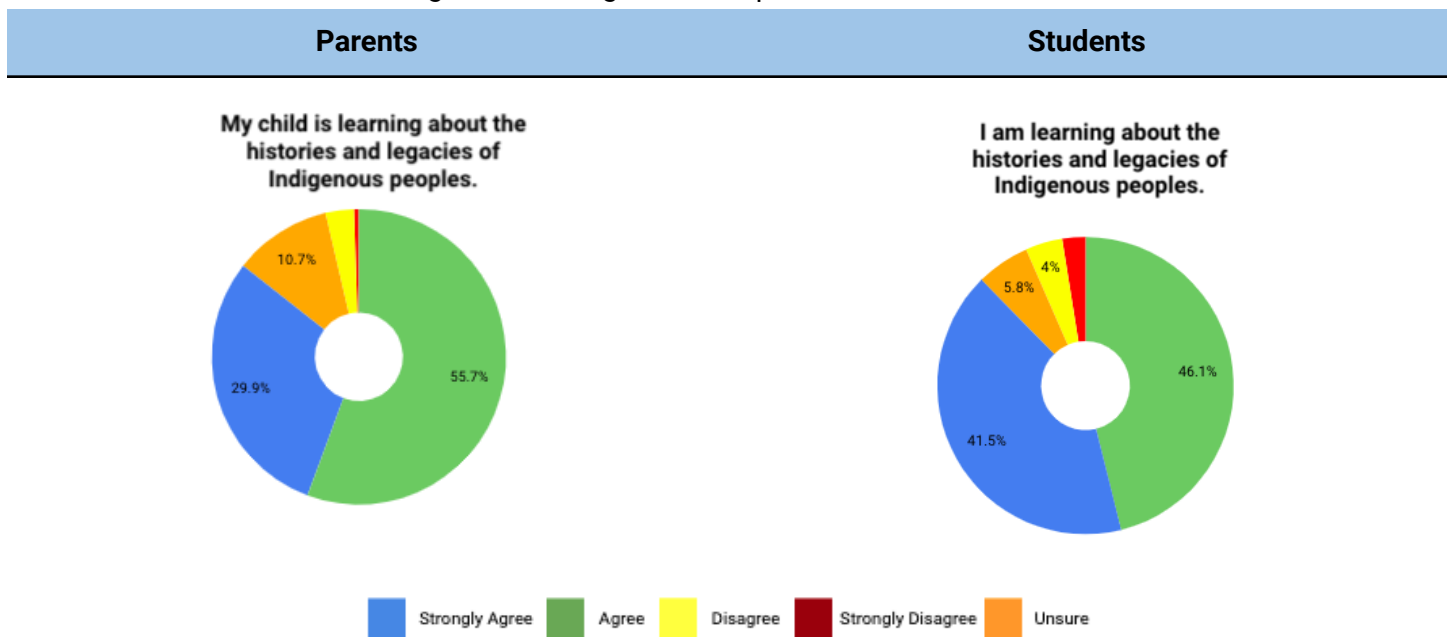
- Teachers are reporting that the mental health needs of their students are becoming increasingly complex and are more regularly seeking the services of our mental health team.
- An increased demand in counseling and mental health services is impacting our ability to provide comprehensive support to all children and families in need of assistance.
- The recruitment of qualified mental health professionals to our region continues to be a challenge.
- Ongoing recovery from the 2016 wildfire, 2020 flooding, and global pandemic continues to present the challenge of accumulated trauma to the school authority and the wider community.

Connections to Education Plan

- Develop and implement a guiding wellness framework that will support a cohesive and collaborative approach to enhancing the wellness of students and staff.
- Continue to provide wrap-around and trauma-informed mental health counseling supports in all schools.
- Enhance the provision of capacity-building resources to support parents/guardians in their role as primary caregivers
- Continue to advocate for additional community supports in the areas of physical, mental, and social wellbeing for children and adolescents.
- Enhance the use of the Response to Intervention strategy to ensure equitable, appropriate, and tiered supports are provided to all students
- Continue to foster productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families.
- Provide comprehensive and robust professional learning opportunities to our mental health professionals.
- Enhance the focus on universal supports.

Indigenous Education & Indigenous Student Success

Local Measure: Histories and Legacies of Indigenous Peoples



Areas of Strength

- 85.4% of parents strongly agree or agree that their child is learning about the histories and legacies of Indigenous peoples.
- 87.6% of students in grades 4-12 strongly agree or agree that they are learning about the histories and legacies of Indigenous peoples.
- Exceptional graduation rate of 92% (3-year) and 94.6% (5-year) for Indigenous students.
- Full-time Indigenous Liaison employed in each school who supports students and teachers.
- The Aboriginal Entrepreneurship Program, which focuses on Grades 11 and 12 students, in partnership with the Paul Martin Foundation, continues to be well-received by students and local Indigenous businesses.
- A Principal has an added designation as the Indigenous Education Lead for the division. This person supports our Indigenous Liaisons, advises school leaders on best practices related to Indigenous education, coordinates cultural experiences for our students, and fosters strong relationships with our local Indigenous communities.

Areas of Growth

- The majority of teachers and leaders identify foundational knowledge about First Nations, Metis, and Inuit peoples as a top professional development need.
- More authentic and meaningful symbols of Indigenous culture are needed in each school.
- Students could benefit from more community-based cultural learning experiences such as land-based learning.

Connections to Education Plan

- Increase the offerings of meaningful and authentic professional development related to Indigenous Education, Truth & Reconciliation, and TQS #5.
- Establish a division professional development gathering day dedicated fully to Indigenous Education and TQS #5.
- Enhance the authentic visibility of Indigenous culture in each school.
- Enhance relationships with Indigenous stakeholders and seek opportunities to create community-based learning experiences for students.
- Engage in ongoing efforts to facilitate Truth & Reconciliation in all schools.
- Continue programs and enhanced academic and cultural supports that ensure an inclusive and equitable learning environment where all students feel a sense of safety, belonging, and value.

Governance

The governance model of Fort McMurray Catholic Schools is rooted in rich, ongoing engagement with all stakeholders, a responsiveness to the needs of the communities we serve, evidence-informed decision making, and the careful stewardship of resources to ensure they are aligned with the priorities of the school authority.

We acknowledge that our students and their parents/guardians are our most important stakeholder group and we work hard to ensure that we use a collaborative approach when making decisions about a child's educational plan.

We also recognize the critical role that school authorities play in enriching the communities they serve and, as such, we are committed to ongoing consultation with our community partners to ensure we are doing our part to support the needs of our students and families.

In the following section, we outline the AEAMs, local measures, and related commentary for the governance pillars of (1) parental involvement; (2) financial management; (3) stakeholder engagement; and (4) accountability systems.

Parental Involvement

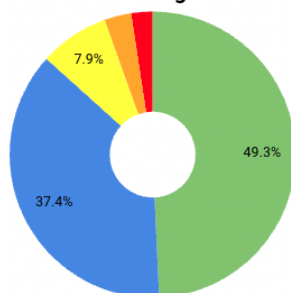
Required AEAM: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	FMCS D			Measure Evaluation			Province		
	2020	2021	2022				2020	2021	2022
	%	%	%	Achievement	Improvement	Overall	%	%	%
Overall	78.6	80.3	73.7	Low	Declined	Issue	81.8	79.5	78.8
Parent	72.5	78.5	69.6	High	Maintained	Good	73.9	72.2	72.3
Teacher	84.7	82.1	77.8	Very Low	Declined	Concern	89.6	86.8	85.2

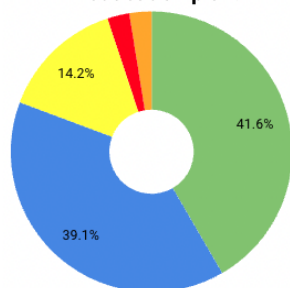
Local Measure: Parental Involvement

Parents

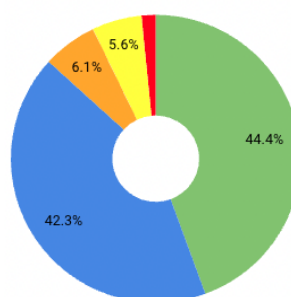
The information I receive about my child's academic progress helps me to support their learning at home.



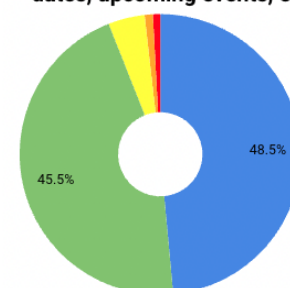
I am satisfied with the degree to which I am involved in the development of my child's education plan.



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.



Areas of Strength

- 80.7% of parents agree or strongly agree that they are satisfied with their level of involvement in their child's education.
- Parents are largely satisfied in regards to the information that they receive about their child's academic progress and information about their child's school.
- With the return to in person classes and parents being welcomed back into schools, 86.7% of parents agreed or strongly agreed that they felt welcome in their child's school.

Areas of Growth

- Teachers generally see parental involvement as an area to work on. With the return to inviting families back into schools this will be an area to watch.

Connections to Education Plan

- After a period of parents being less active in schools, re-engage parents as authentic partners with FMCS D through increased engagement, feedback and meaningful stakeholder engagement.
- Initiate more transparent assessment practices utilizing live reporting in Division 2 to engage parents in their child's academic journey.
- Maintain the level of wrap-around services and collaborative partnerships that assist both students and families to ensure continued success through academic, social, emotional and spiritual challenges.

- Evaluate and ensure that students are receiving effective support around transition points through their educational career that involve parents and families.

Summary of Financial Results

The School Division reported an operating deficit of \$ 5.7 M for the year ended August 31, 2022 compared to budgeted deficit of \$ 2.7 M. The school division reported an operating deficit of \$ 3.8 M in the previous year (2020-2021).

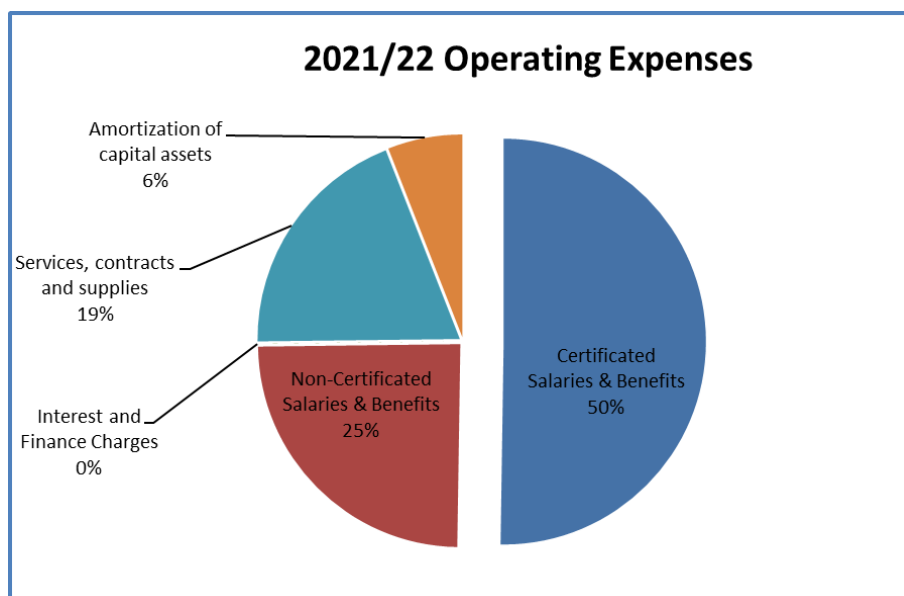
Local Measure: Statement of Operations

Statement of Operations For the Year Ended August 31, 2022			
	Actual 2022	Budget 2022	Variance to Budget
Revenues			
Government of Alberta	\$81,060,999	\$82,907,000	-\$1,846,001.00
Federal Government and First Nations	1,491,427	1,800,000	-308,573
Property Tax	6,418,460	1,600,000	4,818,460
Fees	992,012	855,000	137,012
Sales of Services and products	2,076,333	2,087,000	-10,667
Investment income	428,516	400,000	28,516
Donations and Other contributions	1,308,034	389,000	919,034
Other revenue	412,717	422,000	-9,283
Total Revenues	\$94,188,498	\$90,460,000	\$3,728,498
			4%
Expenses by Block			
Instruction - ECS	\$5,629,877	\$5,251,061	\$378,816
Instruction - 1 to 12	72,227,279	67,407,939	4,819,340
Plant Operations & Maintenance	15,452,206	13,646,000	1,806,206
Transportation	1,949,543	2,315,000	-365,457
Administration	2,733,666	2,670,000	63,666
External Services	1,941,975	1,870,000	71,975
Total Expenses	\$99,934,546	\$93,160,000	\$6,774,546
			7%
Operating Surplus (Deficit)	-\$5,746,048	-\$2,700,000	-\$3,046,048
Expenses by Categories			
Certificated salaries, wages & benefits	\$50,152,525	\$47,851,000	\$2,301,525
Non-certificated salaries, wages & benefit	24,527,569	21,705,000	2,822,569
Services, contracts & supplies	19,184,381	17,170,000	2,014,381
Amortization expense	5,958,098	6,310,000	-351,902
Interest and Finance Charges	106,335	58,000	48,335
Other expense	5,638	66,000	-60,362
Total Expenses	\$99,934,546	\$93,160,000	\$6,774,546
			7%

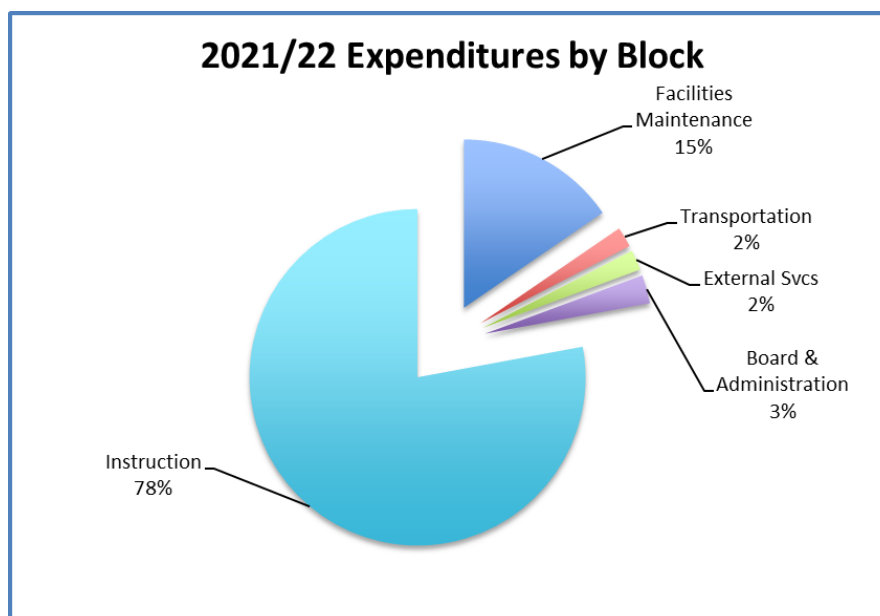
Local Measure: Capital Expenditures

Capital Expenditures For the Year Ended August 31, 2022	
	Actual 2022
Buildings & Land Improvement	
LED Lighthing Conversion -Fr Beauregard School	\$283,245
Replace Atrium Glazing - Fr Mercredi HS	238,070
LED Lighthing Conversion St. Martha School	212,252
LED Lighthing Conversion - Sister Mary Phillips School	192,917
Front Entrance Concrete Steps - Ecole St. Paul School	85,317
LED Lighthing Conversion Others	27,011
Front Entrance Concrete Steps - Our Lady of the Rivers	20,742
Paving Repairs - All sites	18,481
Other Misc Building repairs	13,462
Sub-Total: Buildings and Land Improvement	\$1,091,497
Information Technology	
Gym Media Wall - Fr Mercredi HS	\$104,414
Theatre IT & Lighting System Upgrade - Holy Trinity HS	28,468
Sub-Total: Information Technology	\$132,882
Total - Capital Expenditures 2021-22	\$1,224,379

Local Measure: Operating Expenses



Local Measure: Expenditures by Block



Revenues

A total of \$ 94.1 M is reported in the financial statements which is \$3.7 M (4%) more than budgeted. This variance is mostly due to the receipt of additional unbudgeted grants from the province for COVID mitigation, new curriculum implementation, and new grants and donations from other sources to fund additional mental health support in our schools.

Expenses

Expenditures for the year totalled \$99.9 M which is \$6.7 M (7%) more than budgeted. Additional costs were incurred to deliver the services and programs funded by the additional grants provided during the year. The remaining portion of the variance is explained by significant increases in the cost of teachers on-call due to more medical leaves, increases in insurance premiums, and general inflation impacting the cost of services and supplies.

Financial Statements

The Audited Financial Statements for the year ended on August 31, 2022 including the notes and various supporting schedules are available on the Division Web Site at:

<https://fmcschools.ca/wp-content/uploads/2023/01/AFS-2021-22-FMRCSSD-J4160.pdf>

Comparative information is also available in a provincial rollup of the audited financial statements (AFS) of school jurisdictions. This report is available at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

Stakeholder Engagement

Fort McMurray Catholic Schools is dedicated to meaningful, authentic, and ongoing engagement with all stakeholders as we pursue our commitment to continuous improvement.

In the 2021-22 school year, we launched our revised comprehensive local Education Plan survey. A set of questions was designed for each of the following stakeholder groups: (1) Students in grades 4-10; (2) Parents/Guardians; (3) Teachers; (4) Leaders; and (5) Support Staff. The results of this survey provided the local measures for this report. The table below outlines the number of respondents from each stakeholder group.

Stakeholder Group	Stakeholder Group Membership Size	Number of Survey Respondents	Overall %
Students (Grades 4-6)	1,459	1,058	73%
Students (Grades 7-12)	2,599	1,119	43%
Parents & Guardians	6,739	952	14%
Teachers	339	282	72%
School Leaders	29	25	86%
Support Staff	394	140	36%

The results of the surveys were used to create a division-wide profile that supported the revision of our school authority's 3-year Education Plan. To accomplish this, over four separate occasions, our division and school-based leadership teams gathered to scrutinize the data provided to generate goals, strategies, and measures, which would guide the strategic direction of our division. Furthermore, the results of the survey were highlighted in a social media campaign for parents, guardians, and the community-at-large, as well as in a presentation to our Board of Trustees.

In addition to the division-wide profile, each survey was filtered by individual schools and Principals were provided with a school-based report. Principals were asked to engage with their teachers and support staff to scrutinize the school-based data to inform the development of School Education Plans using a process similar to what was used at the division level.

The results of the surveys and the resulting goals, strategies, and measures developed for each school's Education Plan were added as agenda items for School Council meetings. As well, these documents were posted to our division's website for access by the community-at-large.

Accountability System

The strategic direction of Fort McMurray Catholic Schools is guided by a commitment to continuous improvement and evidence-informed decision making. As a smaller school division in terms of both student population and geographic area, we are fortunate to engage with all schools and the neighborhoods they serve on a regular basis. Furthermore, because of the close proximity of all of our schools, our division and school leadership teams are able to collaborate often, which supports a coherent and cohesive approach to school improvement.

Our commitment to evidence-informed decision making is supported by the following sources of data:

- (1) Local Education Plan Stakeholder Survey
- (2) Annual Alberta Education Survey
- (3) Student Learning Measures
 - (a) Phonemic Awareness Screener & Sound/Symbol Assessment
 - (b) CC3, LeNS, F&P BAS, STAR Reading, & Division Writing Sample
 - (c) Numeracy Screener & Math Instruction Planning Instrument
 - (d) Provincial Achievement Tests & Diploma Examinations Results
- (4) Leader in Me Measurable Results Assessment (select schools only)

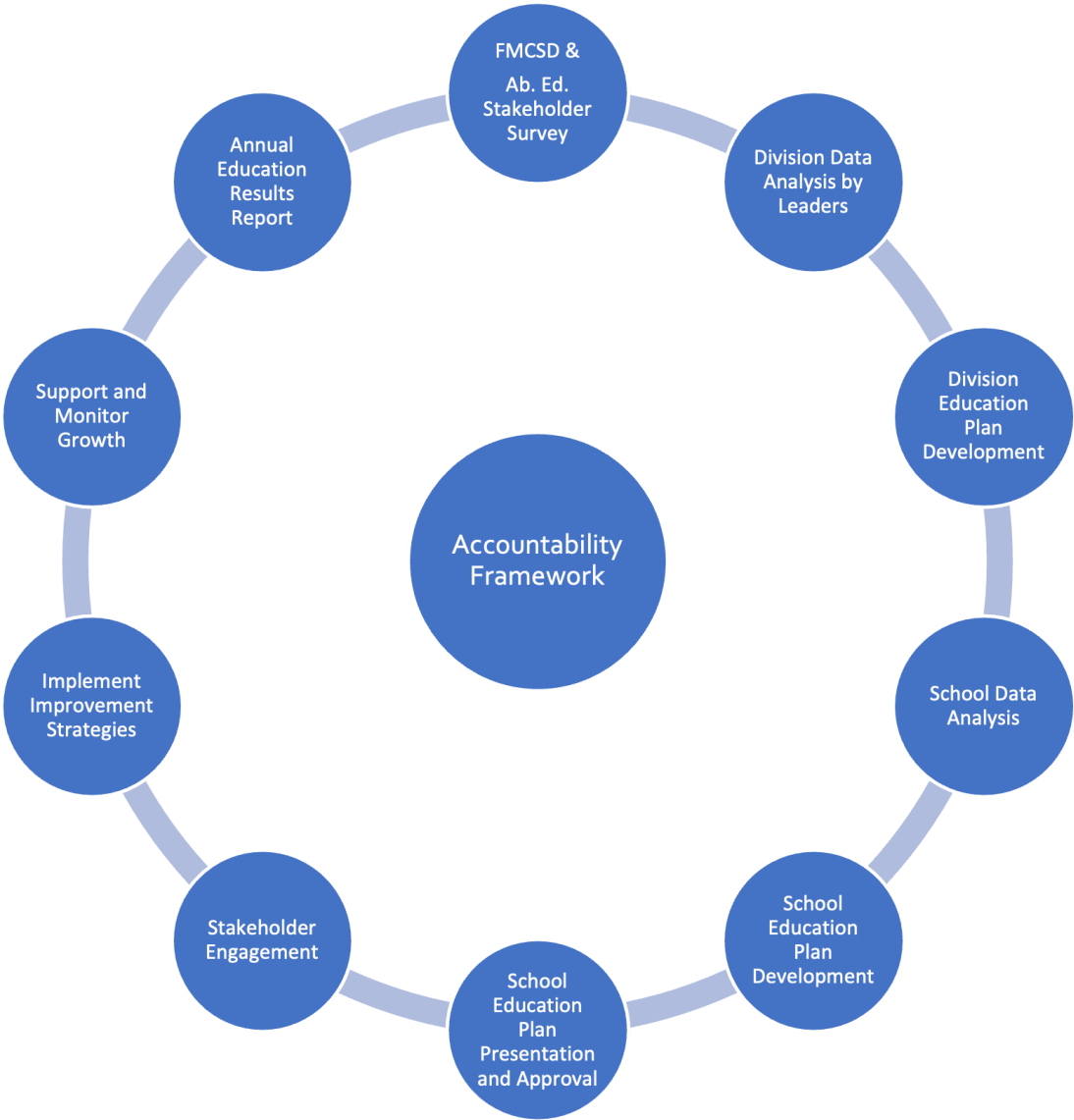
In addition to these formal data sources, our senior leadership team members meet regularly, both formally and informally, with school leaders, teachers, support staff, and school council members to learn more about how the school authority can best meet the needs of its stakeholders.

The graphic below outlines the components of our school authority's strategic planning and accountability framework:



Each school is required to develop a School Education Plan that is informed by the Division Education Plan and the school-specific data gleaned from the aforementioned measures. The Division Leadership Team provides advice and support on engagement processes, data scrutinization, and goal, strategy, and measure development. The format of School Education Plans is to mirror that of the Division Education Plan and each school must have at least one goal with related strategies and measures under each key pillar of growth. Principals are expected to submit their School Education Plans by September 15 to the Superintendent. After review, each school leadership team meets with the division’s senior leadership team for discussion, feedback, and approval. These approval meetings take place in October. Mid-year and end-of-year progress monitoring meetings are then scheduled to ensure senior leadership continues to support and advise each school on their education plan goals.

The overall process used by our school authority to ensure accountability and continuous improvement is outlined in the graphic below.



Whistleblower Protection

The Fort McMurray Catholic School Division is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the school division, and to promote public confidence in the administration of the board.

To ensure this, the Board of Trustees and the School Division are committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

Under PIDA, an employee of the school board may make a disclosure of wrongdoing, which the school division will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any other steps under PIDA, so long as the employee is acting in good faith.

[Administrative Procedure # 405 - Public Interest Disclosure](#) (Whistleblower Protection) has been in effect since September 2019. The procedure is fully compliant with Alberta Government Public Interest Disclosure Act.

No disclosures were identified or reported to the Board during the 2021-2022 School Year.