

Annual Education Results Report

2023-24



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. It outlines our commitment to exceptional education grounded in the Catholic faith, and reflects our focus on accountability, economic sustainability, and increased collaborative engagement with our students, families, and community. Working alongside our schools and their school communities throughout the year, and in conjunction with developing this report, we strategically prioritize to maximize opportunities for student success in a holistic perspective – academically, spiritually, socially, emotionally, and physically. We firmly believe this serves as a solid functional guide for the operation of our Division that will ensure rich learning experiences, while continually 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, which ensures our students continue to develop as lifelong learners and thrive as positive contributors to their community.



Cathie Langmead, Chair
Fort McMurray Catholic Board of Education
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Message from the Superintendent

The Annual Education Results Report is a reflection of the tremendous and focused work from the dedicated staff of Fort McMurray Catholic Schools. Through the development of our Division and School Education plans, staff use their expertise to enhance the learning experiences for all of our students. The AERR is our opportunity to present what has been accomplished in Fort McMurray Catholic Schools to our stakeholders and to share the growth and successes we have seen in our three core areas of faith & wellness, teaching & leading excellence, and learning excellence.

We are so appreciative of the parents, staff and students who complete both our local and provincial surveys. This data continues to inform our decision making and improve our practice in Fort McMurray Catholic schools. Thank you for this gift of time that our stakeholders give us each year.

The 2023-2024 school year did not come without challenges. Our community once again was faced with forest fires that caused some areas of Fort McMurray to be evacuated and many to be on evacuation notice. This notice was during the week that our Grade 9 students were to write the Part A of their ELA PAT so as a school division we chose to cancel this exam for our students. Despite challenges, our staff and students still did "small things with great Love." Focusing on our local community in their charity work. We encourage you to explore this report to learn more about our reflections on the 2023-2024 school year.

Sincerely,



Natasha MacArthur-Poole
Superintendent

Accountability Statement

The Annual Education Results Report for the 2023-24 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.

The 2023-24 Annual Education Results Report was approved by the Board of Trustees on December 9, 2024.



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 encouraged 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, along with Kindergarten to Grade 12 programming, for students in our community. Fort McMurray is a growing community with a significant influx of immigrant families.

Fort McMurray Catholic Schools provides educational services in thirteen facilities: ten 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 who strives for continuous improvement.

Program highlights for all students in elementary, middle, and high school include the Early Entry Program (EEP), French Immersion, First Nations, Métis and Inuit studies, Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, Tutorial Fridays, Dual Credit and Fine Arts programming, and Knowledge & Employability, Vocational Education, and Independent Living programs. 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 allowed for 16 job-embedded professional learning days, plus an additional five professional development days, in the 2023-24 school year. In addition, an early career mentorship program supports beginning teachers in moving from university into a successful teaching experience and a Catholic education mentorship program supports new teachers in understanding their vocation as Catholic educators.

Students find our Alberta Education approved programs challenging, meaningful and rewarding. Exemplary 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.

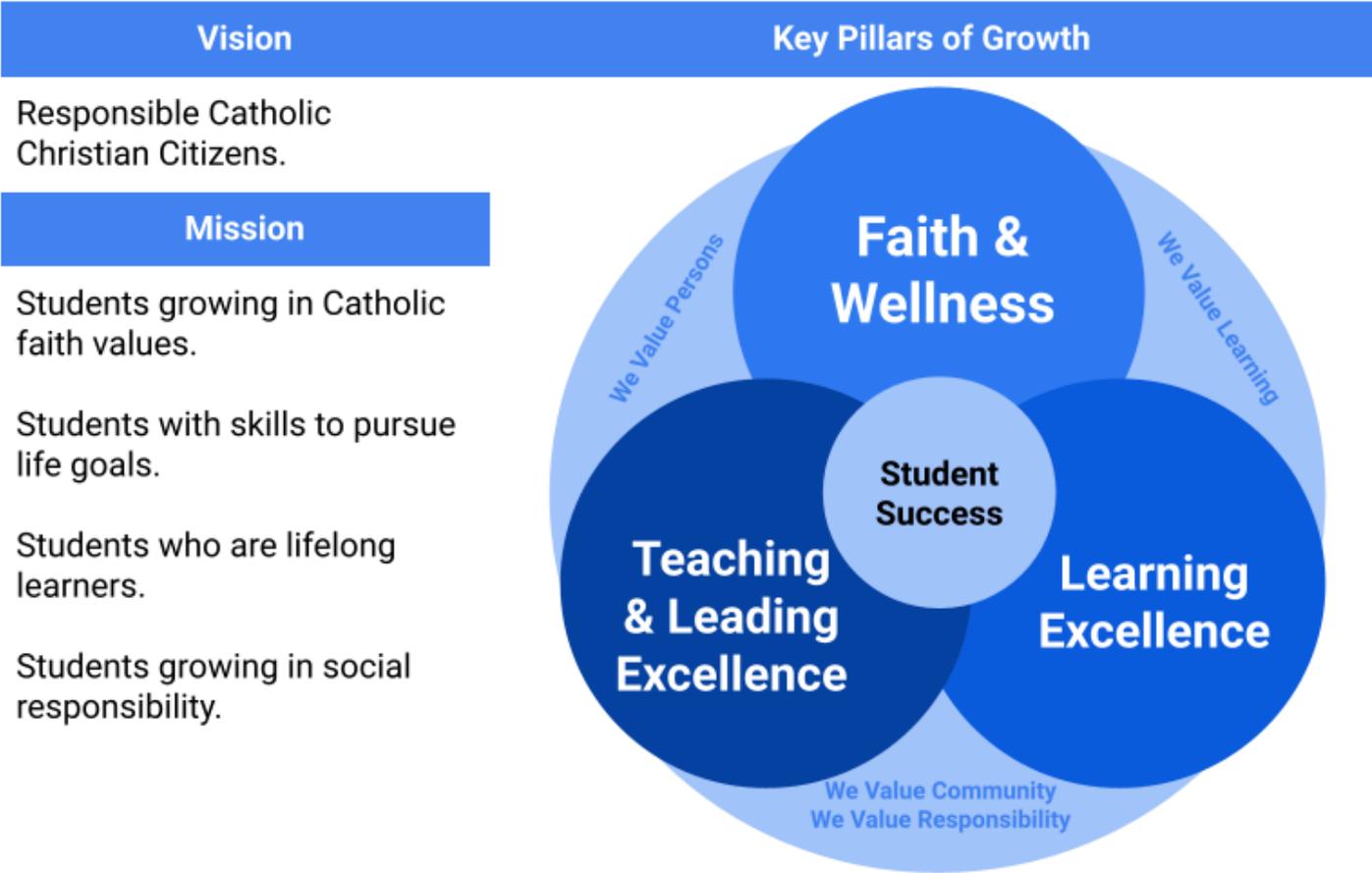


Figure 1. Fort McMurray Catholic Schools Vision, Mission, & Key Pillars of Growth

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 6900 students. 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 employed 308 teachers, 28 principals and vice principals, 393 support staff, and an 8-member senior division leadership team in the 2023-24 school year. 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 effects of recent and historical events (e.g., natural disasters, economic uncertainties), which collectively impact our work. 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

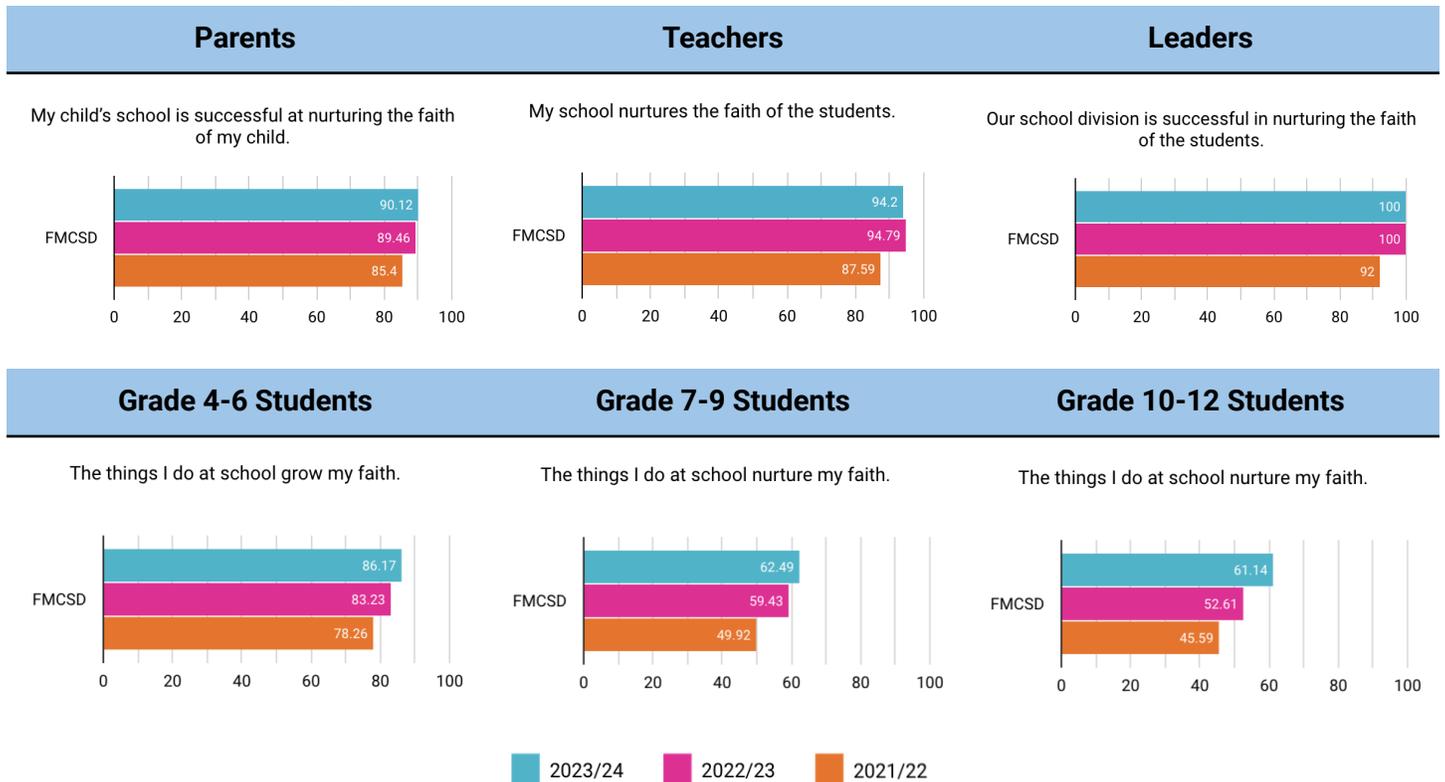
“By this everyone will know that you are my disciples, if you have love for one another.”
- John 13:35

Fort McMurray Catholic Schools provides a faith-based education rooted in Catholic teachings and guided by the division’s four core values. We extend a warm welcome to individuals from all faith backgrounds to learn, grow and thrive within the context of Catholic values.

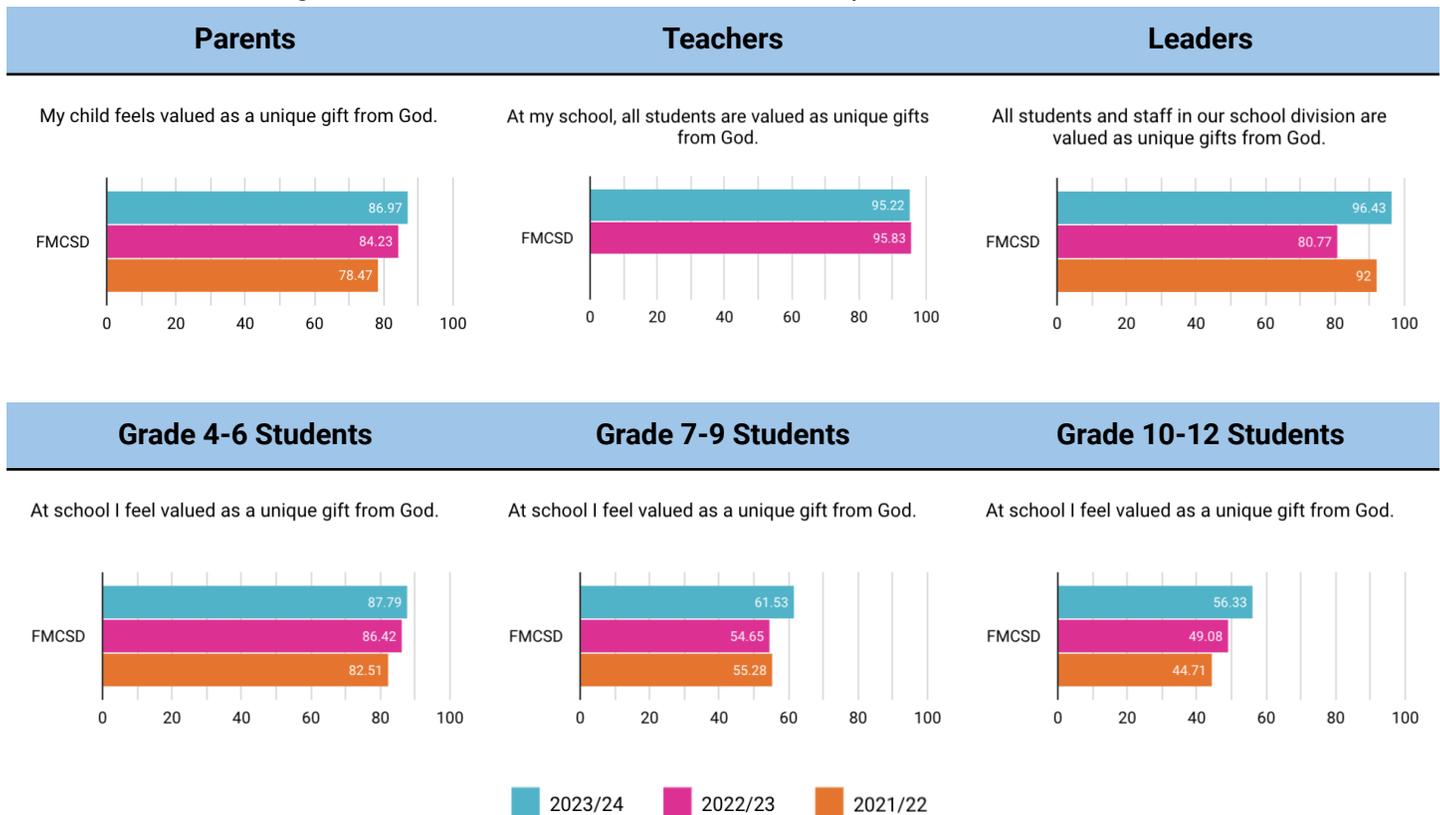
Our schools are committed to nurturing a diverse and compassionate community, ensuring that all students receive the support necessary for their spiritual, social, emotional and academic success. Each student is recognized as a unique individual and provided with the opportunities to reach their full potential.

In the 2023/24 school year, the second year of our faith theme “Do Small Things with Great Love,” we shifted our focus and emphasized community-based initiatives that support those within our region. Students and staff have continued to embrace the virtues of faith, hope, and charity by actively participating in projects aimed at addressing local challenges, and fostering a deepened sense of compassion and service within the Fort McMurray community.

Local Measure: Enhancing Our Faith



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



Areas of Strength

- 89.5% of parents, 94.8% of teachers and 100% of leaders agree or strongly agree that the activities we engage in enhance the faith of our students. Parents, teachers and leaders all reported an increased satisfaction in this area relative to the previous year.
- 84.2% of parents, 95.1% of teachers feel staff and/or students are valued as unique gifts from God which is an increase from the year prior.
- The focus on division and school wide initiatives saw an increase in awareness of the Division's four core values across all stakeholders.

Areas of Growth

- 69.1% of students agreed or strongly agreed that the activities at school enhanced their faith and 68.5% of students expressed feeling valued as a unique gift from God. This continues to be an area of growth, especially among our middle and high school 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

- Maintain a focus on the division's 3-year faith theme "Do Small Things with Great Love" to continue the connection to social justice, Indigenous teachings and the four core values.
- Continue with the support of the Faith Permeation Consultant to ensure strategic direction of faith permeation throughout our division, schools and classrooms.
- Continue to focus on the permeation of the Division's four core values through school and division-wide events.
- Re-introduce a focus on the division's pastoral approach to discipline and behaviour management.

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).

Provincial Achievement Tests

Grade 6 Provincial Achievement Tests - Course by Course

English Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

Alberta Education cancelled the ELA 6 PAT for 2023-24 because of the implementation of new curriculum.

French Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

FMCS D students were exempt from writing the FLA 6 PAT because of the optional implementation of new curriculum.

Mathematics 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

Alberta Education cancelled the Math 6 PAT for 2023-24 because of the implementation of new curriculum.

Science 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	76.8	81.2	-4.4
	FNMI	77.1	66.8	10.3
	EAL	73.9	73.4	0.5
Standard of Excellence	Overall	19.5	29.3	-9.8
	FNMI	15.7	15.9	-0.2
	EAL	11.6	21.2	-9.6

Social Studies 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.9	79.2	-8.3
	FNMI	64.8	60.9	3.9
	EAL	62.3	73.3	-11
Standard of Excellence	Overall	12.6	22.8	-10.2
	FNMI	5.6	9.1	-3.5
	EAL	7.2	18.7	-11.5

Grade 9 Provincial Achievement Tests - Overall Profile

Division PAT Overview	FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	43.6	62.5	-18.9
Standard of Excellence	7.5	15.4	-7.9

Please note: Due to the wildfire situation in our region in May 2025, students were exempted from writing Gr. 9 ELA and FLA. This exemption is affecting the overall profile of results that have been published in our 2023-24 AEAM Report.

Grade 9 Provincial Achievement Tests - Course by Course

English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

K&E English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

FMCS D students were exempt from writing ELA 9 and ELA 9 K&E in the 2023-24 school year due to the wildfire situation in the region in May 2024.

Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	48.2	62	-13.8
	FNMI	33.9	39	-5.1
	EAL	55.2	54.9	0.3
Standard of Excellence	Overall	9.8	16.5	-6.7
	FNMI	5.4	6.5	-1.1
	EAL	6.9	13.5	-6.6

K&E Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	74.3	64.8	9.5
	FNMI	66.7	59.1	7.6
	EAL	NA	55.7	NA
Standard of Excellence	Overall	11.4	12.3	-0.9
	FNMI	16.7	8.4	8.3
	EAL	NA	13.6	NA

Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.4	79.2	-8.8
	FNMI	55.4	62.5	-7.1
	EAL	60.7	67.9	-7.2
Standard of Excellence	Overall	12.7	24.4	-11.7
	FNMI	5.4	11.6	-6.2
	EAL	10.7	16.7	-6

K&E Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	75	65.7	9.3
	FNMI	66.7	63.3	3.4
	EAL	NA	48.8	NA
Standard of Excellence	Overall	10.7	11.1	-0.4
	FNMI	33.3	9.8	23.5
	EAL	NA	6.5	NA

Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	61.8	70.9	-9.1
	FNMI	50.9	52.7	-1.8
	EAL	50	58.3	-8.3
Standard of Excellence	Overall	66.7	63	3.7
	FNMI	3.6	8.5	-4.9
	EAL	7.1	11.3	-4.2

K&E Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	66.7	63	3.7
	FNMI	100	60	40
	EAL	NA	53.1	NA
Standard of Excellence	Overall	16.7	14.1	2.6
	FNMI	16.7	12.2	4.5
	EAL	NA	8.8	NA

French Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

FMCS D students were exempt from writing FLA 9 in the 2023-24 school year due to the wildfire situation in the region in May 2024.

Areas of Strength

- Overall, grade 6 students achieved within 10% of provincial average in Science, at both acceptable standard and standard of excellence benchmarks.
- Grade 6 students who identify as First Nations, Metis, or Inuit are above provincial average for the acceptable standard benchmark, especially in Science.
- Overall, grade 9 K&E student achievement was above provincial average in all subject areas.
- Grade 9 K&E students who identify as First Nations, Metis, or Inuit had exceptional success relative to provincial averages, particularly in Social Studies.
- Some improvement is noted in the achievement of students learning English as an additional language relative to provincial averages when compared to the previous year.
- Overall, grade 9 students achieved within 10% of provincial average at the acceptable standard benchmark in Science and Social Studies.

Areas of Growth

- Though our Grade 6 and 9 students are achieving within 10% of provincial averages in the acceptable standard benchmark in most subject areas, the need for a continued emphasis on supporting student success at the standard of excellence benchmark is noted.
- While our division's student achievement on Grade 6 and 9 Provincial Achievement Tests remained relatively stable compared to the previous year, a significant increase in provincial averages has affected our comparative position.
- Student achievement on the Math 9 Provincial Achievement Test continues to be an area of concern.

Connections to Education Plan

- Continue the implementation of division-wide collaborative learning cohorts with a revised emphasis on a broader range of topics relative to the previous year, which include a number of focal areas that are directly relevant to improving success on Provincial Achievement Tests.
- Continue to Implement professional learning initiatives that focus on building higher order thinking skills in students.
- Continue to provide ongoing intervention supports to students in K-9 who are experiencing challenges in reading and mathematics.
- Initiate a multi-year project to expand the collective professional body of knowledge of grade 7-9 teachers as it relates to curricular standards and assessment practices.
- 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	75.7	81.5	-5.8
	FNMI	74	76.9	-2.9
	EAL	55.7	66.3	-10.6
Standard of Excellence	Overall	12.9	22.6	-9.7
	FNMI	8.1	11.3	-3.2
	EAL	5	10.8	-5.8

Diploma Exams - Course by Course

English Language Arts 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	78	84.2	-6.2
	FNMI	75.9	81.7	-5.8
	EAL	58.3	61.3	-3
Standard of Excellence	Overall	5.5	10.1	-4.6
	FNMI	3.4	6.9	-3.5
	EAL	8.3	2.7	5.6

English Language Arts 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	84.9	85.7	-0.8
	FNMI	84.6	86	-1.4
	EAL	70.4	70	0.4
Standard of Excellence	Overall	8	12.9	-4.9
	FNMI	5.8	10.8	-5
	EAL	3.7	5.2	-1.5

Mathematics 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	83.1	75.4	7.7
	FNMI	81.3	66.4	14.9
	EAL	100	64	36
Standard of Excellence	Overall	22	34.9	-12.9
	FNMI	6.3	17	-10.7
	EAL	14.3	27.6	-13.3

Mathematics 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	55.9	70.9	-15
	FNMI	70	64.8	5.2
	EAL	40	57.7	-17.7
Standard of Excellence	Overall	11	15.4	-4.4
	FNMI	0	10.1	-10.1
	EAL	0	9	-9

Social Studies 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	77.1	85.2	-8.1
	FNMI	63.6	79.1	-15.5
	EAL	63.6	70.5	-6.9
Standard of Excellence	Overall	15	18.7	-3.7
	FNMI	9.1	10.6	-1.5
	EAL	9.1	10.7	-1.6

Social Studies 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	69.5	77.6	-8.1
	FNMI	62.7	72.9	-10.2
	EAL	44.4	63.2	-18.8
Standard of Excellence	Overall	2.2	12.7	-10.5
	FNMI	0	6.6	-6.6
	EAL	2.8	8.3	-5.5

Biology 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	72.7	83.1	-10.4
	FNMI	68.4	72.8	-4.4
	EAL	33.3	69.7	-36.4
Standard of Excellence	Overall	18.2	33.7	-15.5
	FNMI	26.3	17	9.3
	EAL	0	23.6	-23.6

Chemistry 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	84.1	82.9	1.2
	FNMI	93.8	78.2	15.6
	EAL	50	73.2	-23.2
Standard of Excellence	Overall	29	38	-9
	FNMI	31.3	23.5	7.8
	EAL	20	29.6	-9.6

Physics 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	83.9	85.1	-1.2
	FNMI	87.5	80.4	7.1
	EAL	NA	71.3	NA
Standard of Excellence	Overall	30.4	43.1	-12.7
	FNMI	12.5	23.2	-10.7
	EAL	NA	32.9	NA

Science 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	66.9	81.3	-14.4
	FNMI	60	78.1	-18.1
	EAL	46.7	69	-22.3
Standard of Excellence	Overall	12.7	24.6	-11.9
	FNMI	10	18.5	-8.5
	EAL	0	16.2	-16.2

French Language Arts 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	93.3	95.3	-2
	FNMI	NA	88.9	NA
	EAL	NA	85.7	NA
Standard of Excellence	Overall	6.7	8.6	-1.9
	FNMI	NA	0	NA
	EAL	NA	19	NA

Areas of Strength

- Notable improvement in overall achievement at the acceptable standard benchmark relative to the previous year.
- At the acceptable standard benchmark, there is less disparity between jurisdictional averages and provincial averages relative to the previous year in ELA 30-1, ELA 30-2, Math 30-1, Chemistry 30, Physics 30, FLA 30, and Science 30.
- Exceptional improvement in Math 30-1 achievement at the acceptable standard benchmark relative to the previous year as scores rose from 14.5% below provincial average to 7% above provincial average.
- Exceptional improvement in Chemistry 30 achievement at the acceptable standard benchmark relative to the previous year as scores rose from 15% below provincial average to 1.2% above provincial average.
- Exceptional improvement in FLA 30 achievement at the acceptable standard benchmark relative to the previous year as scores rose from 49.3% below provincial average to 2% below provincial average.
- Indigenous students had greater achievement compared to the previous year in most subjects (e.g., ELA 30-1, ELA 30-2, Math 30-2, Biology 30), with significant success noted in Math 30-1 and Chemistry 30.
- Students learning English as an additional language scored 5.6% higher in ELA 30-1 at the standard of excellence benchmark compared to the provincial average.
- Students learning English as an additional language scored 36% higher in Math 30-1 at the acceptable standard benchmark compared to the provincial average.

Areas of Growth

- An emerging declining trend in achievement in Social Studies 30-1, Social Studies 30-2, and Math 30-2 needs to be closely monitored.
- Despite success in Math 30-1, ELA 30-1, and ELA 30-2, there is an overall widening of disparity in the achievement of students learning English as an additional language relative to their peers who are first-language English speakers.
- Student achievement at the standard of excellence benchmark continues to lag behind provincial averages.
- Overall, the achievement levels of our students at the acceptable standard benchmark continue to be lower than provincial averages; however, this gap has narrowed to within 10% in most subjects, which indicates improvement relative to previous years.
- Disparity between school-award marks and achievement on the Diploma examinations continues to be an area of growth.

Connections to Education Plan

- Continue guided collaborative learning cohorts for grade 7-12 teachers that are focused on major content areas (i.e., English Language Arts, Science, Social Studies, Math) with an undergirding goal of increasing student success on Diploma examinations.
- Initiate a multi-year project that aims to support teachers in building a stronger collective understanding of learning standards set forth in the high school programs of study. This will include standard setting, assessment blueprinting, the introduction of common summative assessments across classes, item writing, and more.
- Continue to expand the instructional leadership capacity of school-based administrators.
- Continue to offer ongoing professional development related to best practices for teaching and assessing in courses with Diploma Examinations.
- 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	2020	2021	2022	2023	Measure Evaluation			2020	2021	2022	2023	
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	
Overall	3 Year Completion	94.0	94.1	91.9	88.8	High	Declined Significantly	Issue	83.4	83.2	80.7	80.4
	5 Year Completion	94.6	96.7	96.8	96.6	Very High	Maintained	Excellent	86.2	87.1	88.6	88.1
FNMI	3 Year Completion	93.3	92.0	90.2	87.1	High	Maintained	Good	62.0	59.5	57.0	56.8
	5 Year Completion	96.1	94.6	97.6	96.5	Very High	Maintained	Excellent	68.1	68.0	71.3	69.4
EAL	3 Year Completion	94.3	93.8	95.2	84.0	Intermediate	Declined	Issue	78.7	78.5	72.8	72.0
	5 Year Completion	93.2	98.8	97.4	97.3	Very High	Maintained	Excellent	86.9	86.1	88.7	88.1

Areas of Strength

- Outstanding 5-year completion rates in all demographic categories.
- While the school jurisdiction's overall 3-year completion rate declined by 3.1%, it remains significantly higher than the provincial average.
- Maintained exceptional completion rates for Indigenous students relative to provincial averages.
- 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

- While the school jurisdiction's 5-year completion rate is remaining stable over time, there is an emerging declining trend in the 3-year completion rate, which will require careful monitoring.
- A 10% decline in the 3-year completion rates of students learning English as an additional language reflects a need to establish strategic priorities in this area.

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 wraparound 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.
- Continue to develop stronger strategic relationships with post-secondary institutions and local industry partners to support dual-credit programming, off-campus learning opportunities, and the Registered Apprenticeship Program.
- Initiate a review of programming and support strategies for students learning English as an additional language to identify priority areas of improvement.

Early Years Literacy & Numeracy

Students in grades 1-3 were assessed in the areas of literacy and numeracy using assessment tools approved by Alberta Education. These included the **English Letter Name-Sound Assessment**, the **Castles and Colheart 3 Assessment**, and the **Elk Island Catholic Schools Numeracy Assessment**. The results of these assessments are outlined in the tables below.

Literacy						
Grade	Screening Assessment	Total # of Students Assessed Beginning of Year	# of Students At-Risk Beginning of Year	# of Students At-Risk End of Year	Average # of Months Behind: At-Risk Students Beginning of Year	Average # of Months Gained: At-Risk Students End of Year
1	CC3	567	117	110	5.2	4
2	CC3	545	103	85	8.3	5
3	CC3	543	96	86	13	6

Numeracy						
Grade	Screening Assessment	Total # of Students Assessed Beginning of Year	# of Students At-Risk Beginning of Year	# of Students At-Risk End of Year	Average # of Months Behind: At-Risk Students Beginning of Year	Average # of Months Gained: At-Risk Students End of Year
1	EICS Numeracy Scrn.	512	238	58	13	8
2	EICS Numeracy Scrn.	509	238	63	15	12
3	EICS Numeracy Scrn.	499	157	55	10	10

To support students who were identified as at-risk following the initial assessment, the following programs and initiatives were undertaken:

- A team of division Literacy & Numeracy Intervention Teachers were allocated to each school in an equitable fashion to provide small-group or individual intervention support to top tier students. In most instances, schools chose to have the Intervention Teachers focus on numeracy.
- 1-3 Educational Assistants with literacy intervention training were allocated to each school to provide ongoing pull-out or push-in support for middle tier students.
- Classroom teachers received professional learning related to phonics and phonemic awareness along with best practices for numeracy-rich environments in order to provide more responsive and universal literacy and numeracy instruction.

Citizenship

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

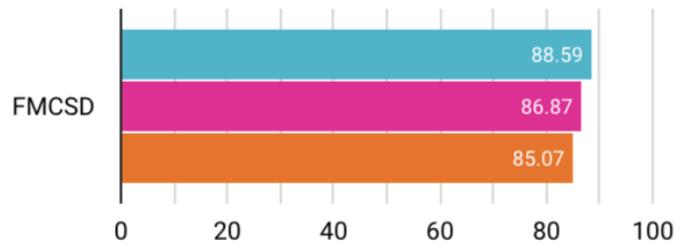
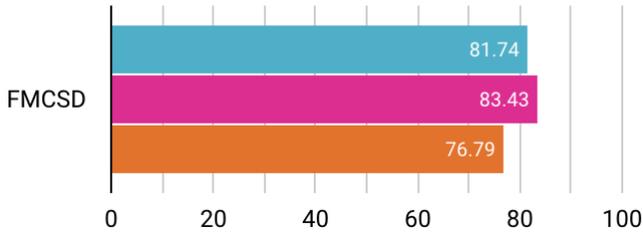
	2021	2022	2023	2024	Measure Evaluation			2021	2022	2023	2024
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	83.2	79.9	80.7	78.9	High	Declined	Acceptable	83.2	81.4	80.3	79.4
Parent	86.2	81.8	87.4	81.1	High	Maintained	Good	81.4	80.4	79.4	78.7
Student	71.3	70.2	68.1	69.3	High	Maintained	Good	74.1	72.1	71.3	69.6
Teacher	92.0	87.7	86.8	85.2	Low	Maintained	Issue	94.1	91.7	90.3	89.8

Local Measure: Leadership Skills

Parents	Grade 4-6 Students
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At school, my child is learning valuable leadership skills.

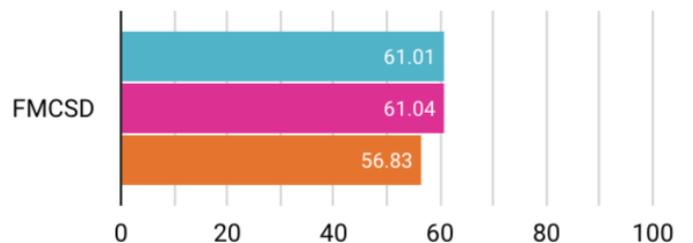
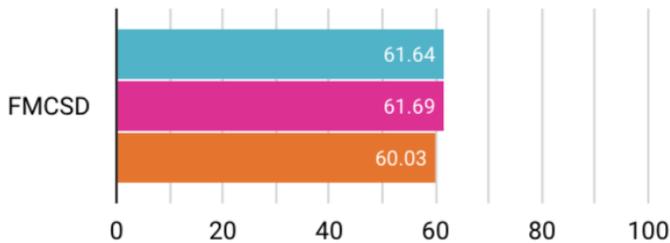
I am learning leadership skills at school.



Grade 7-9 Students	Grade 10-12 Students
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I am learning leadership skills at school.

I am learning leadership skills at school.



2023/24 2022/23 2021/22

Areas of Strength

- Overall satisfaction with student citizenship has remained relatively stable over the past four years, with a slight decline from 2021 to 2024.
- Parents consistently report high levels of satisfaction with their children's leadership skill development, especially in grades 4 - 6.
- There is a slow increase in student self-reported leadership skill development across all grade levels.
- All stakeholders report satisfaction with active citizenship.

Areas of Growth

- The overall trend shows a decline in student self-perception of leadership skill development as they progress through the grades.
- There is a noticeable gap between parent and student perceptions of leadership skill development, particularly in grades 7-12.
- Teacher satisfaction with students modeling active citizenship has declined over the years which suggests a potential disconnect between how teachers perceive student behaviour and how students and parents view their own leadership development.

Connections to Education Plan

- Continue to focus on the permeation of the Division's four core values.
- Continue to focus on social justice initiatives in our local community through the continuation of the 3-year faith theme.
- Continue to focus on the three-year faith theme of "Do Small Things with Great Love" with a connection to the personal development of faith, wellness and skill formation.
- Continue to utilize 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.

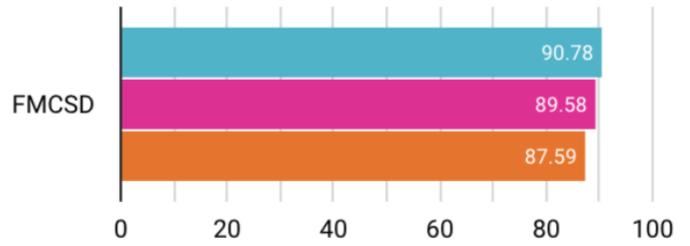
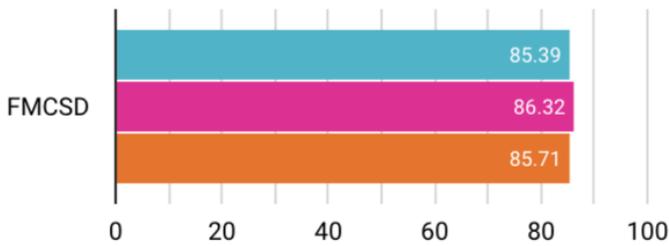
	FMCS D				Measure Evaluation	Province			
	2021	2022	2023	2024		2021	2022	2023	2024
	%	%	%	%		%	%	%	%
Overall	84.7	83.1	82.5	81.9	Maintained	85.6	85.1	84.4	83.7
Parent	92.8	87.7	88.5	86.8	Maintained	89.0	88.7	87.3	86.7
Student	68.7	71.6	68.5	68.0	Declined	71.8	71.3	70.9	69.3
Teacher	92.7	90.1	90.6	91.0	Maintained	96.0	95.5	95.1	95.1

Local Measure: Student Engagement

Parents	Teachers
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My child finds school work engaging.

My students find school work engaging.

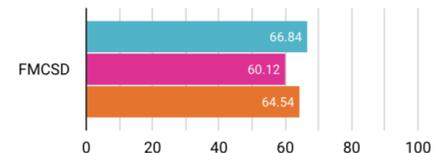
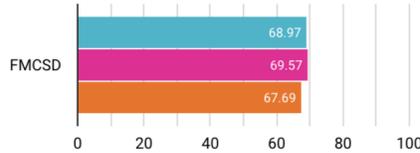
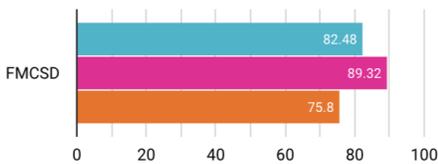


Grade 4-6 Students	Grade 7-9 Students	Grade 10-12 Students
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The school work I do in class helps me to learn the material in an interesting way.

The assignments and projects I do in class help me to learn the material in an interesting way.

The assignments and projects I do in class help me to learn the material in an interesting way.



2023/24 2022/23 2021/22

Areas of Strength

- The overall student engagement level remains relatively high, indicating a significant portion of students are engaged in their learning.
- Parents and teachers consistently show high agreement with student engagement.

Areas of Growth

- While the overall student engagement is high, there is a decline in student self-perception of engagement, especially among Grade 10 - 12 students.
- There continues to be a disconnect between the level at which teachers and parents agree with student engagement and the student self-perception of engagement.

Connections to Education Plan

- Maintain a focus on the permeation of the division's 4 core values and to nurture learning environments by faith through authentic and visible actions because student engagement can be directly linked to strong core values.
- In line with the goals set for quality of education (see below), continue to focus on quality teaching and learning opportunities through a refined professional learning framework that supports the provision of rich and engaging learning environments for students.
- Implement the Continuum of Supports and Services strategy to ensure students receive effective and timely support for equitable access to the curriculum to engage all students in their learning.

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 instructional leadership helps to provide a supportive professional learning environment, which, in turn, translates to the quality of opportunities for our students in classrooms.

Our robust professional development calendar provides many opportunities for teachers and leaders to learn, collaborate and push their practices forward. The 2023/24 school year was year three of the revised Professional Learning Model which included time for professional development, professional learning communities, and communities of practice.

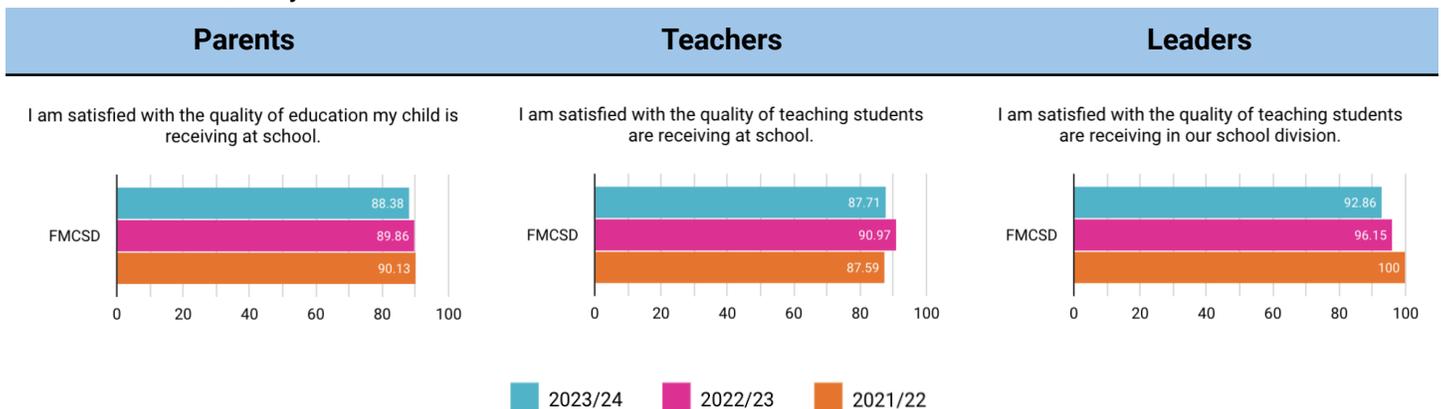
These professional development practices were aimed at allowing teachers and leaders to learn from each other, to learn from experts, to learn from the professional practices occurring in other buildings, and to develop the collective efficacy of all teachers and leaders.

Quality of Education

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

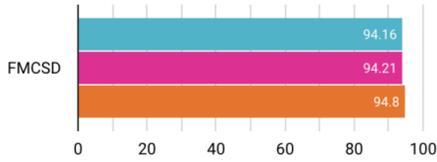
	2021	2022	2023	2024	Measure Evaluation			2021	2022	2023	2024
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	87.7	87.0	86.8	87.0	Intermediate	Maintained	Acceptable	89.6	89.0	88.1	87.6
Parent	87.7	84.6	85.9	86.1	Very High	Maintained	Excellent	86.7	86.1	84.4	83.8
Student	83.9	86.5	84.9	84.3	Intermediate	Declined	Issue	86.3	85.9	85.7	84.9
Teacher	91.5	89.7	89.6	90.8	Low	Maintained	Issue	95.7	95.0	94.4	93.9

Local Measure: Quality of Education



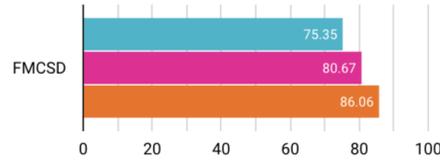
Grade 4-6 Students

The quality of education at my school is good.



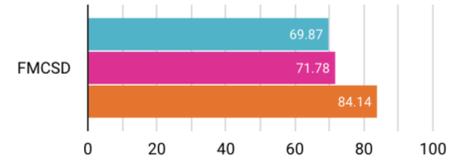
Grade 7-9 Students

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



Grade 10-12 Students

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

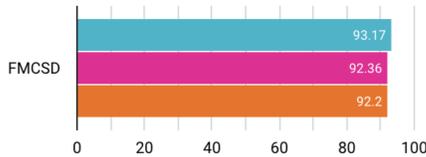


2023/24 2022/23 2021/22

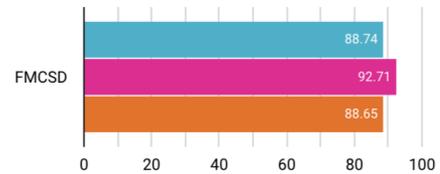
Local Measure: Literacy & Numeracy

Teachers

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

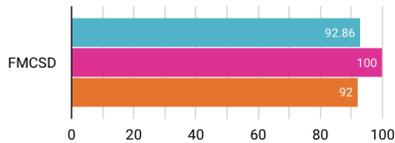


I feel confident in my knowledge and application of best practices related to numeracy instruction within my subject area(s).

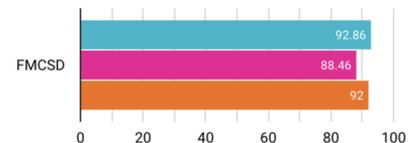


Leaders

I feel confident in my ability to lead the implementation of best practices related to literacy instruction.



I feel confident in my ability to lead the implementation of best practices related to numeracy instruction.



2023/24 2022/23 2021/22

Areas of Strength

- Teachers and parents consistently express high levels of satisfaction with the quality of education.
- There has been a steady improvement in parent satisfaction which has maintained a standard of excellence.
- Students in grades 4 - 6 consistently express high levels of satisfaction with the quality of education.
- Teachers express high levels of confidence in their knowledge and application of literacy and numeracy, suggesting strong instructional practices.

Areas of Growth

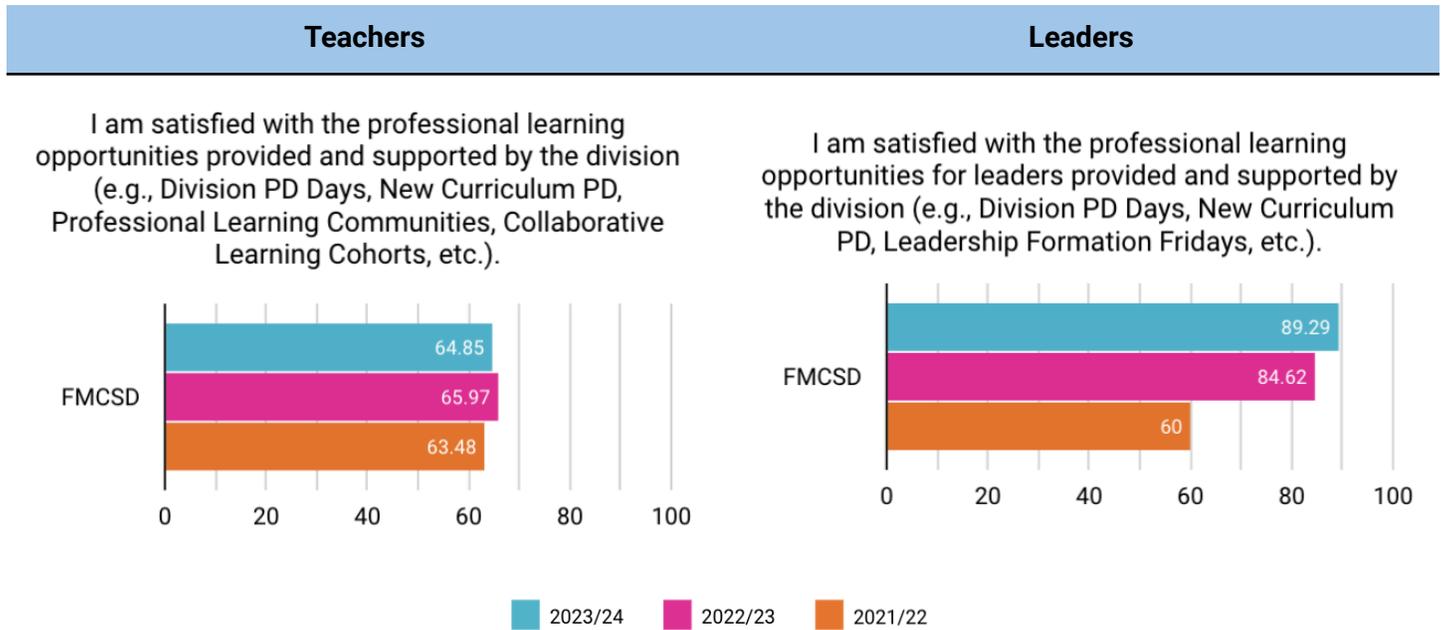
- Students in Grades 7 - 12 express a significant decline in their satisfaction with their quality of education from 2021 - 2024.
- There has been a decrease in leader satisfaction with the quality of education students are receiving and their confidence in leading the implementation of literacy and numeracy practices has been inconsistent between 2021 - 2024.

Connections to Education Plan

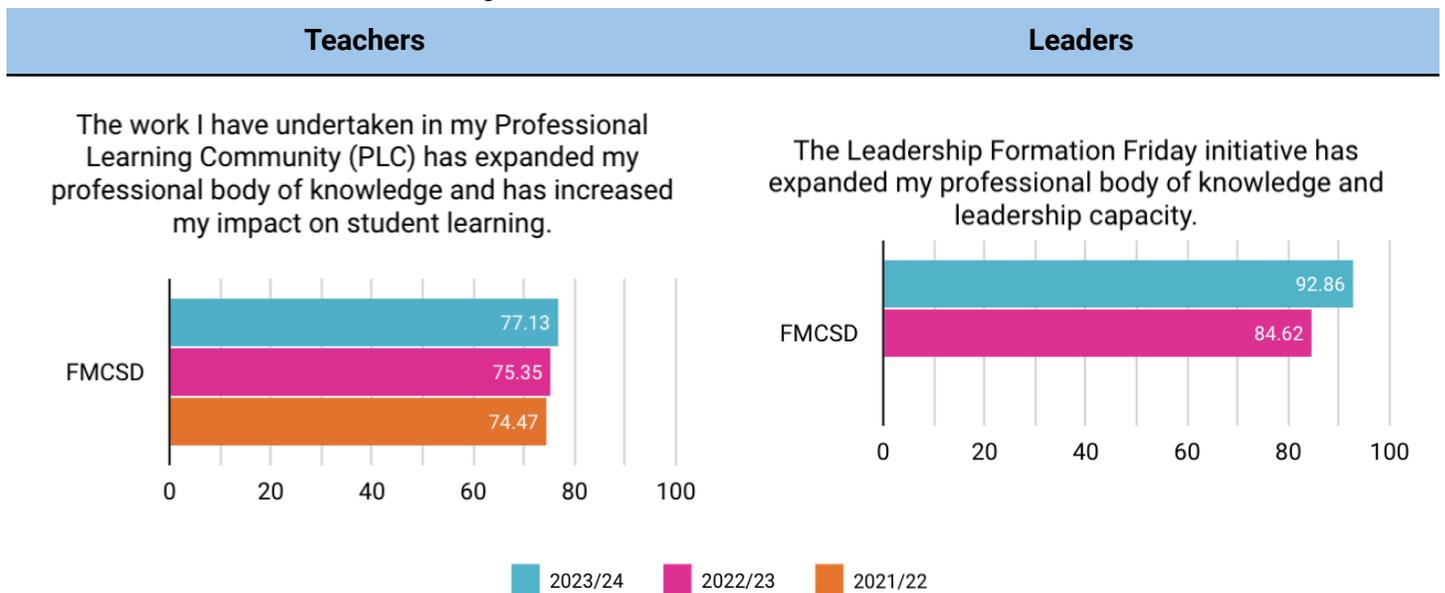
- Continue to refine a relevant, diverse, and responsive professional learning framework to support the implementation of best practices in all classrooms.
- Continue to refine a mentorship and support framework to build the collective capacity of division and school leadership teams including a focus on instructional leadership, teacher supervision and evaluation.
- Shift the focus of leadership meetings from primarily information sharing to a collaborative professional development environment, fostering innovation, critical thinking and collective problem-solving.
- Continue to implement strategic actions that promote collaboration amongst teachers within and across all schools including focused Collaborative Learning Communities to support the implementation of division initiatives.
- Continue the intentional focus on rich learning environments and research-informed instructional and assessment strategies to provide excellent learning opportunities for students.
- Continue to develop the competencies of our early career teachers through a 2-year mentorship model. The focus of the first year is on the skills and competencies of the teaching profession and the second year is to develop their capacities as Catholic educators.
- 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.
- Continue to 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.
- Integrate interdisciplinary literacy strategies into division professional development to improve teacher collective knowledge and literacy rates for all ECS - Grade 12 students.
- Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is given to all students.
- Continue to focus on intervention strategies to support students identified at risk in literacy and mathematics, particularly at the middle and high school levels.

Division Professional Learning

Local Measure: Division Professional Learning



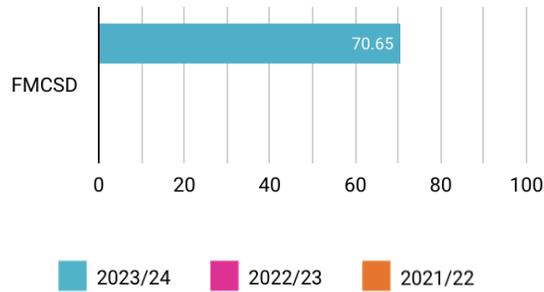
Local Measure: Professional Learning Communities



Local Measure: Collaborative Learning Cohorts

Teachers

The work I have undertaken in my Collaborative Learning Cohort (i.e., K-2 UFLI, 3-6 Mathematics, Middle and High School subject specific groups) has expanded my professional body of knowledge and has increased my impact on student learning.



Areas of Strength

- 65% of teachers strongly agree or agree that they were satisfied with the overall professional learning opportunities provided by the school division, which is stable relative to the previous year.
- 77% of teachers strongly agree or agree that the work they have undertaken in their teacher-led professional learning community has expanded their professional body of knowledge, which is a slight increase from the previous year.
- 71% of teachers strongly agree or agree that the knowledge and skills gained from the division-led subject/grade area collaborative learning cohorts, which were new in the 2023-24 school year, had a positive impact on student learning.
- 89% of school-based leaders strongly agree or agree that the division professional learning initiatives have a positive impact on teacher and leader practice.
- A continued increase is noted related to the degree to which leaders strongly agree or agree that the professional learning opportunities available for leaders expanded their professional body of knowledge and leadership capacity.

Areas of Growth

- While teacher satisfaction with division professional learning initiatives has remained relatively stable (63% - 65% strongly agree or agree), we will continue to refine the jurisdiction's framework in hopes of increasing this datapoint.
- Teachers continued to report that additional professional learning is needed to manage the pace at which new curriculum implementation is occurring.

Connections to Education Plan

- Continue the use of our modified calendar, which allocated approximately 14 operational days to increase the collective efficacy and professional capacities of our teachers and leaders.
- Continue teacher-led professional learning communities that are guided by the ongoing collection of, and reflection on, evidence of student learning.
- Continue the newly introduced initiative, Collaborative Learning Cohorts, which reserves time in the modified calendar for division-wide professional learning events that bring together teachers in specific subject areas or grade level groupings. The work undertaken in these cohorts is facilitated by internal and external field experts and is guided by the priorities outlined in the Division Education Plan.
- Revise the Lead Literacy and Numeracy Teacher model to expand opportunities for more teachers to build their instructional leadership capacity.
- Expand the degree to which the Division Literacy, Numeracy, and Faith consultants are providing job-embedded, school-based professional learning for teachers and school leaders.
- Revise the jurisdiction's approach to leadership formation to further strengthen the leadership capacities of school-based administrators.

Learning Supports

Fort McMurray Catholic Schools is committed to providing a nurturing and inclusive learning environment for all students. Our comprehensive wraparound services address students’ academic, social, emotional and spiritual needs, empowering them to succeed both inside and outside the classroom.

Grounded in our faith-based principles, we prioritize the well-being of every student. In recent years, we have significantly invested in mental health support, offering universal and targeted interventions to enhance students’ emotional and physical health.

Our dedicated team of educational assistants and consultants support the diverse academic needs of our students. Through collaborative efforts among teachers, classroom support staff and consultants, we offer multi-tiered support to ensure student success.

We remain steadfast in our commitment to Indigenous student wellness and achievement. Our Indigenous Liaisons at each school provide invaluable support to Indigenous students, guiding them on their educational journey and fostering cultural understanding with all students.

Safe & Caring Schools

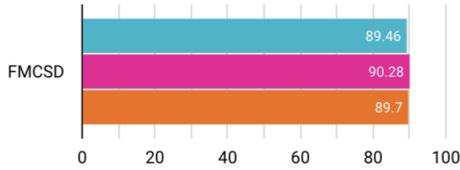
Required AEAM: Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	FMCS					Improvement	Province			
	2021	2022	2023	2024	2021		2022	2023	2024	
	%	%	%	%		%	%	%	%	
Overall	87.8	85.0	84.9	84.1	Maintained	87.8	86.1	84.7	84.0	
Parent	91.4	87.2	92.5	87.5	Maintained	88.2	86.9	85.6	85.3	
Student	77.3	75.9	73.3	74.0	Maintained	79.8	77.7	76.6	75.2	
Teacher	94.7	91.8	88.8	90.8	Maintained	95.3	93.6	92.0	91.6	

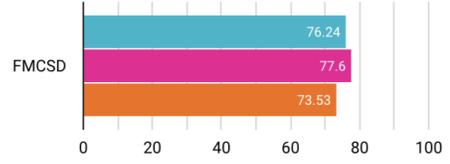
Local Measure: Student Perspectives on Safe and Caring Schools

Grade 4-6 Students

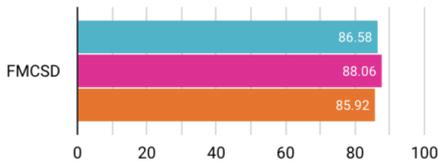
I am treated fairly by adults in my school.



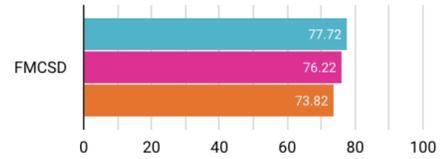
Other students treat me well.



I feel safe at my school.

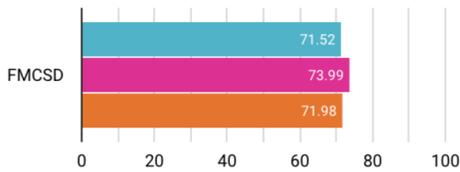


I feel accepted and included by other students at school.

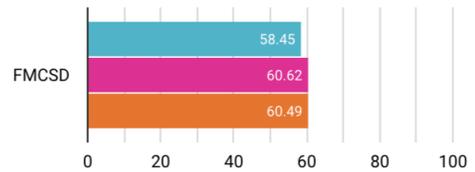


Grade 7-9 Students

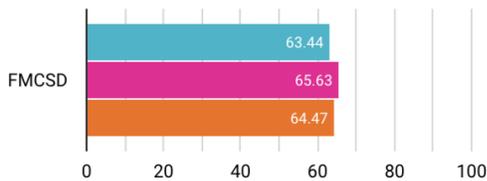
I am treated fairly by adults in my school.



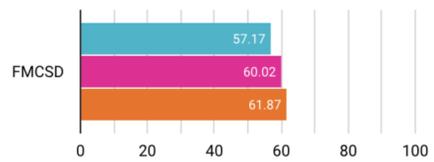
Other students treat me well.



I feel safe at my school.



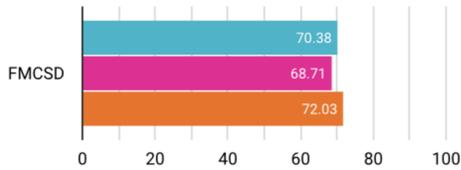
I feel accepted by other students.



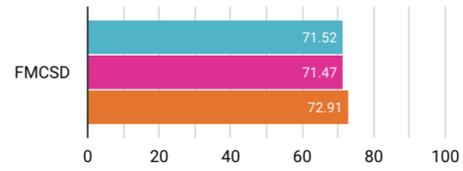
2023/24 2022/23 2021/22

Grade 10-12 Students

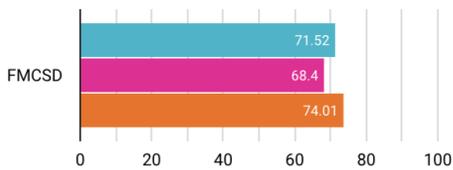
I am treated fairly by adults in my school.



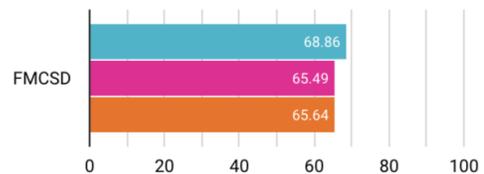
Other students treat me well.



I feel safe at my school.



I feel accepted by other students.



■ 2023/24 ■ 2022/23 ■ 2021/22

Areas of Strength

- The degree to which all stakeholder groups agree that student learning environments are welcome, caring, respectful, and safe is relatively stable year-over-year and on par with provincial averages.
- In our local measure survey, which encompasses a larger sample size than the AEAM survey, the degree to which parents strongly agree or agree that staff model a caring, safe, and inclusive learning environment is gaining steadily year-over-year.
- On average, 82% of students in grades 4-6 strongly agree or agree that they learn in a safe and caring environment, based on four local measure metrics.
- A strong majority of students in grades 7-12 strongly agree or agree that they are treated fairly by the adults at their school.

Areas of Growth

- The degree to which stakeholders agree that students have access to appropriate supports and services at school is trending down, which will require careful consideration.
- The degree to which teachers strongly agree or agree that their school encourages respectful relationships among students, staff, and parents fell by 9% relative to the previous year despite an 8% increase in school leader response on the same question.

-
- There is a concerning disparity between grade 4-6 students and grade 7-12 students in the degree to which they strongly agree or agree that their peers care about each other at school.
 - On average, only 63% of students in grades 7-12 strongly agree or agree that they feel accepted by other students.

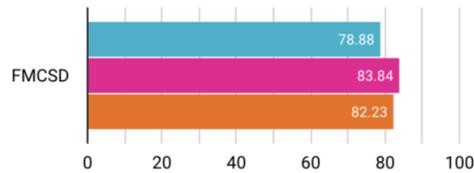
Connections to Education Plan

- Maintain a focus on the permeation of the division's 4 core values in all aspects of the learning environment.
- Continue the division's pastoral approach to discipline and behavior management with an enhanced focus on the communication and systemic understanding of these practices.
- Continue to provide wraparound and trauma-informed mental health counseling supports in all schools.
- Continue to support school-based and community programs related to the physical, mental, and social wellbeing of students.
- Continue to implement the Continuum of Supports and Services model to ensure equitable support is provided to all students.
- Continue an intentional focus on ensuring that resources are allocated equitably across the division to support the needs of all students.
- Continue to identify and implement efficiencies that will streamline inclusive education services to optimize learning in classrooms.
- Continue school initiatives that acknowledge and respond to the unique needs of minoritized 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.

Local Measure: Accommodations

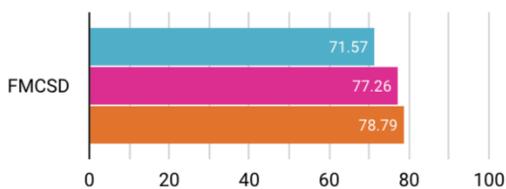
Parents

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



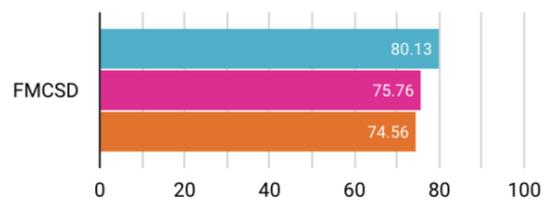
Grade 7-9 Students

My accommodations make it easier for me to learn.



Grade 10-12 Students

My accommodations make it easier for me to learn.



2023/24 2022/23 2021/22

Areas of Strength

- Parents and Students in Grades 4 - 6 report a high level of satisfaction with the support that students receive in order to be successful with their school work.
- Parents have maintained a high level of satisfaction with the accommodations and support that students receive through their ISP, IPP or ISSPs.
- Student satisfaction with the accommodations that they receive in Grades 10 - 12 have improved from 2021 to 2024.

Areas of Growth

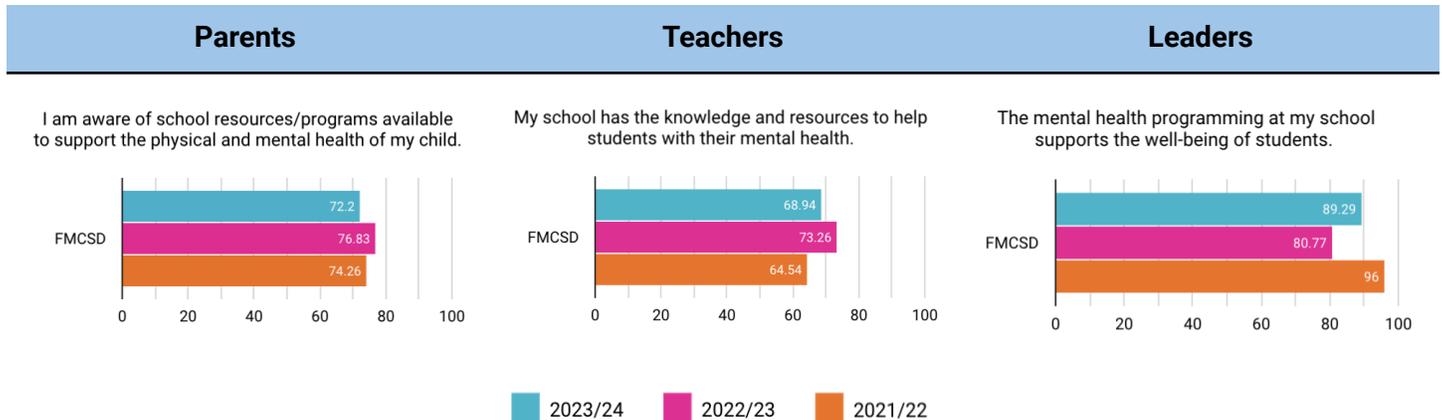
- Students in Grade 7 - 12 have expressed declining satisfaction with the help and support they receive to be successful with their school work from 2021 to 2024.
- Students in Grades 7 - 9 report decreased levels of satisfaction in the accommodations that they receive from 2021 to 2024.

Connections to Education Plan

- Continue to maintain an intentional focus on comprehensive school health, physical well-being, and wrap-around services to ensure all students are supported and ready for academic learning.
- Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is 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.
- Continue to collect and analyze student learning data to support teacher planning and assessing for the diverse needs of their students.
- Maintain an intentional focus on providing wrap-around services for Indigenous students to ensure academic success both on the journey to and 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

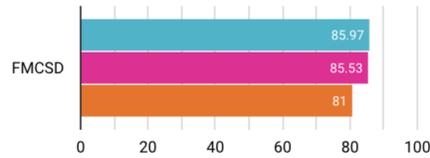
Local Measure: Stakeholder Perspectives on Mental Health Support



Local Measure: Student Perspectives on Mental Health Support

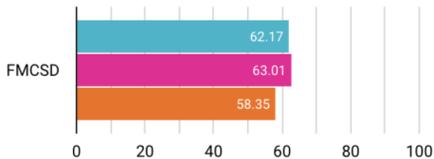
Students (Gr. 4 - 6)

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

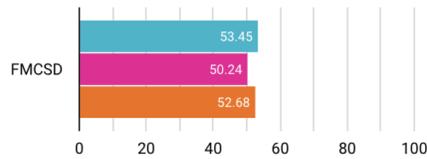


Grade 7-9 Students **Grade 7-9 Students** **Grade 7-9 Students**

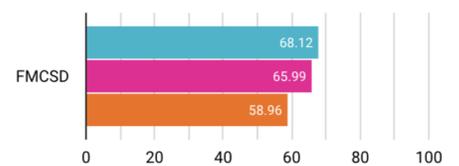
When students have social or emotional problems, they can get help and support at school.



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

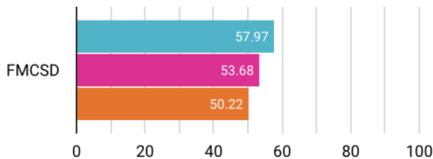


I can talk to a teacher when I am worried about school and school work.

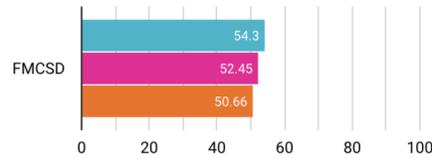


Grade 10-12 Students **Grade 10-12 Students** **Grade 10-12 Students**

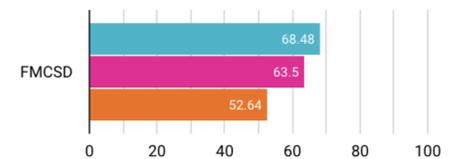
When students have social or emotional problems, they can get help and support at school.



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



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



■ 2023/24 ■ 2022/23 ■ 2021/22

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)	3 909	91%
Students (Grades 7-12)	1 700	64%

Areas of Strength

- 86% of grade 4-6 students strongly agree or agree that they have access to support at school when they feel sad, worried, or scared.
- On average, 70% of students in grade 7-12 strongly agree or agree that they can talk to a teacher when they are worried about their academic progress.
- Across all data metrics related to mental health supports, there is a notable year-over-year improvement in the degree to which grade 7-12 students strongly agree or agree that their needs are being met.
- A large majority of our elementary students receive targeted, universal, and/or small group support from school counsellors.
- Recruitment and retention of school counsellors was more successful relative to the previous school year, leading to more stable and consistent support in our schools.

Areas of Growth

- There is a lack of congruence between teacher and school leader perspectives on the efficacy of school-based mental health resources and programs.
- There is a disparity between the degree to which grade 4-6 students and grade 7-12 students agree that they have adequate access to mental health supports.
- There is a notable decline in student agreement that they have adequate access to mental health supports at school as they mature from grade 4 to grade 12.
- Just over 50% of students in grade 7-12 strongly agree or agree that they are equipped with strategies when they are worried about their academic progress.
- Teachers continue to report that the mental health needs of their students are becoming increasingly complex and are more regularly seeking the services of our mental health team.

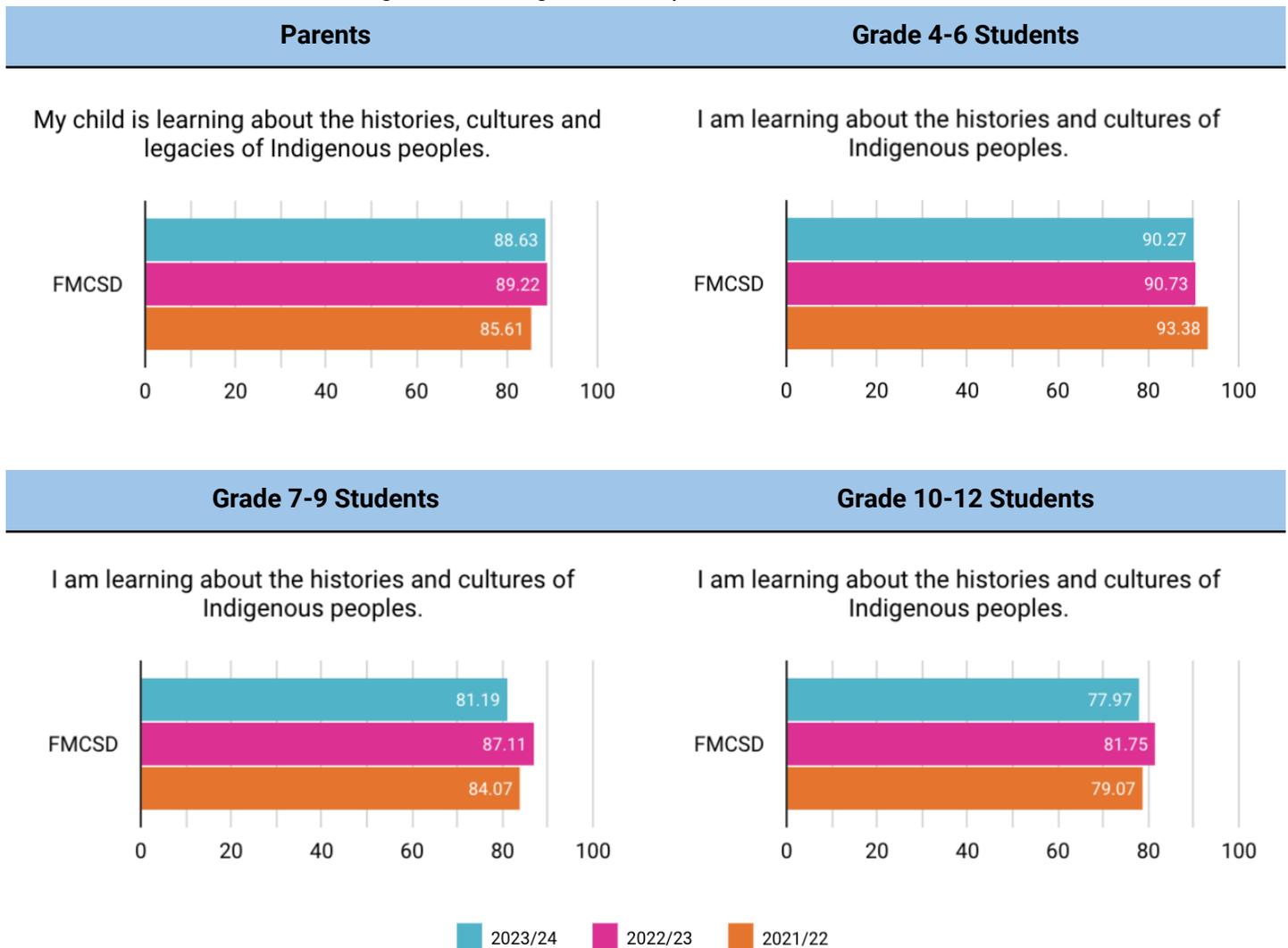
Connections to Education Plan

- Continue to support school-based and community programs related to the physical, mental, and social wellbeing of students.
- Continue to implement the Continuum of Supports and Services model to ensure equitable support is provided to all students.
- Continue to provide wraparound and trauma-informed mental health counseling supports in all schools.

- Continue a review of programs and services targeted at the wellbeing of students in grade 7-12 to identify areas of improvement.
- Separate the division-level student services portfolio into elementary and secondary divisions and introduce an additional Director of Inclusive Education so as to provide more responsive and focused supports.
- Continue to provide additional support to school leaders and teachers in the area of executive functioning through the Division Mental Health Worker.

Indigenous Education & Indigenous Student Success

Local Measure: Histories and Legacies of Indigenous Peoples

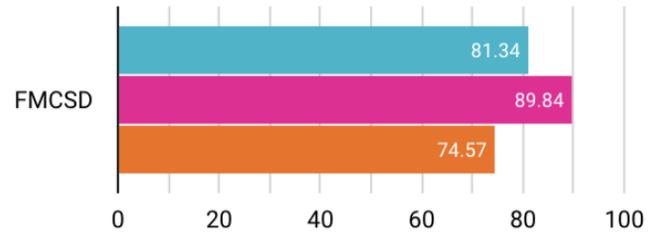
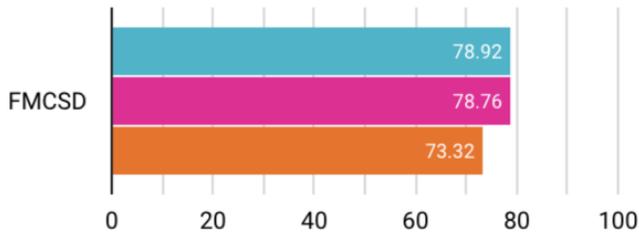


Local Measure: Awareness of Calls to Action and Importance of Truth & Reconciliation

Parents **Grade 4-6 Students**

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

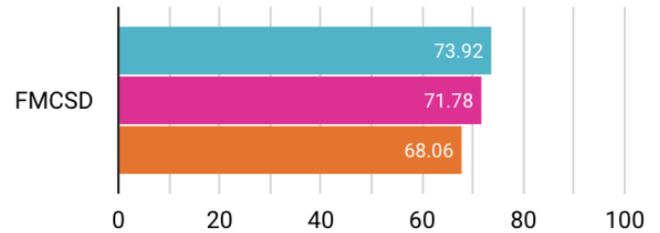
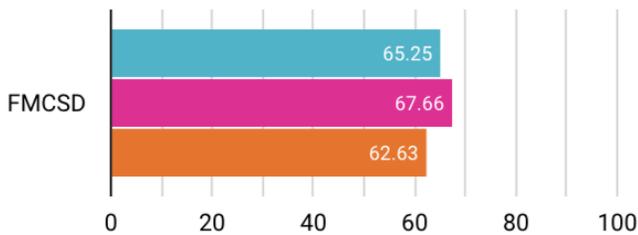
I am aware of some of the Calls to Action and the importance of Truth & Reconciliation.



Grade 7-9 Students **Grade 10-12 Students**

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

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



2023/24 2022/23 2021/22

Areas of Strength

- 88.6% of parents strongly agree or agree that their children are learning about the histories, cultures, and legacies of Indigenous peoples.
- On average, 83.1% of students in grade 4-12 strongly agree or agree that they are learning about the histories and cultures of Indigenous peoples.
- The degree to which grade 10-12 students are aware of the Calls to Action and the importance of Truth & Reconciliation continues to improve year-over-year.
- Exceptional 3-year and 5-year high school completion rates for Indigenous students relative to provincial averages.

-
- The degree to which school leaders believe that they effectively support the application of foundational knowledge about First Nations, Metis, and Inuit peoples increased by 9 percentage points relative to the previous year.
 - The percentage of teachers who identify the application of Indigenous foundational knowledge in their teaching practices as a professional learning need has declined relative to the previous year, which indicates a growth in competence and confidence in this area.
 - Full-time Indigenous Liaisons are employed in each school who support students and teachers.

Areas of Growth

- There is a notable decline in the percentage of grade 4-6 students who strongly agree or agree that they are aware of some of the Calls to Action and the importance of Truth & Reconciliation, which will be monitored closely.
- While the 3-year high school completion rates for Indigenous students remain high, there has been a gradual decline in the last three years, which requires close monitoring.
- Students could benefit from more community-based cultural learning experiences such as land-based learning.

Connections to Education Plan

- Provide ongoing and relevant support for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit.
- 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 strengthen 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.

Governance

The governance model of Fort McMurray Catholic Schools is rooted in rich, ongoing engagement with all stakeholders, responding 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

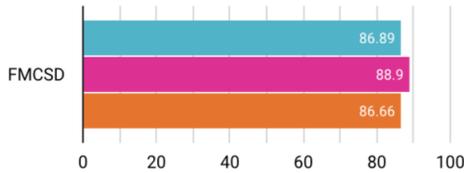
Required AEAM: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	FMCS D				Measure Evaluation			Province			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
	%	%	%	%				%	%	%	%
Overall	80.3	73.7	76.7	78.2	Intermediate	Improved	Good	79.5	78.8	79.1	79.5
Parent	78.5	69.6	75.7	76.7	Very High	Maintained	Excellent	72.2	72.3	72.5	74.4
Teacher	82.1	77.8	77.7	79.7	Very Low	Maintained	Concern	86.8	85.2	85.7	84.6

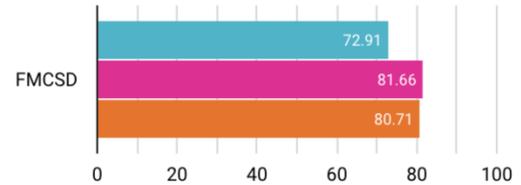
Local Measure: Parental Involvement

Parents

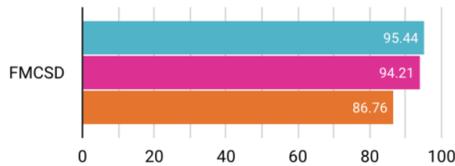
The information I receive about my child's academic progress helps me to support their learning at home.



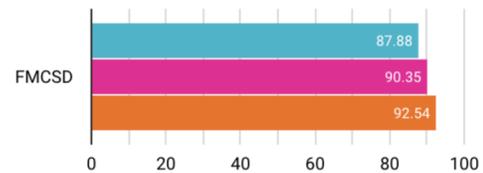
I am satisfied with the degree to which I am involved in the development of my child's ISP, IPP or ISSP.



I feel welcome at my child's school.



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



2023/24 2022/23 2021/22

Areas of Strength

- Overall, parents report a slight increase in satisfaction with parent involvement in their child's education and feelings of inclusion in their child's school from 2021 to 2024.
- Parents consistently express high levels of satisfaction with the information they receive about their child's academic progress.

Areas of Growth

- Teacher satisfaction with the level of parental involvement in their child's education remains low compared to provincial averages.
- Parents report a declining satisfaction with their involvement in the development of their child's ISP, IPP or ISSPs.
- Parents report a decreasing level of satisfaction with the level of communication they receive from the Fort McMurray Catholic School Division.

Connections to Education Plan

- Continue to utilize 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.
- Continue to 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 \$ 525 K for the year ended August 31, 2024 compared to the budgeted deficit of \$ 3.94 M. The school division reported an operating deficit of \$ 6.2 M in the previous year (2022-23).

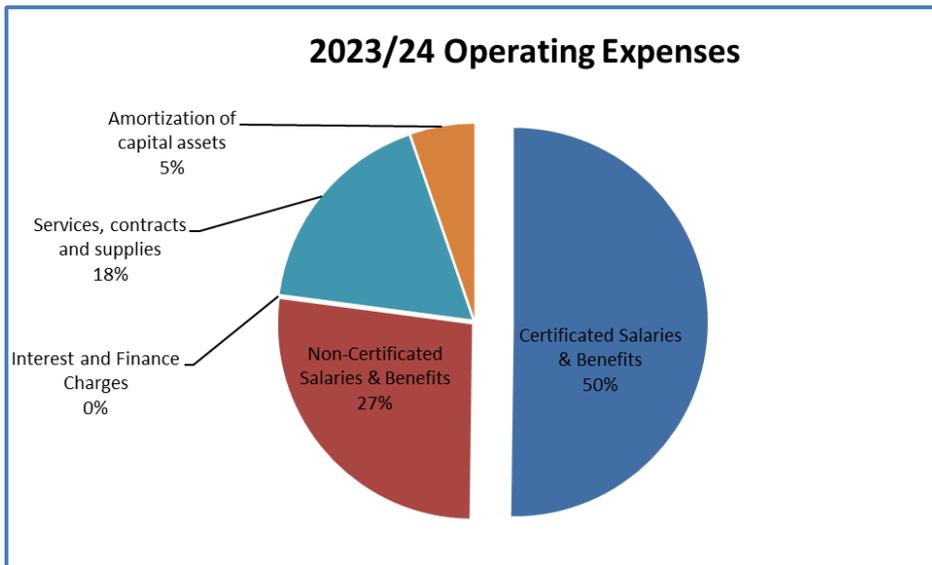
Local Measure: Statement of Operations

Statement of Operations			
For the Year Ended August 31, 2024			
	Actual	Budget	Variance
Revenues	2024	2024	to Budget
Government of Alberta	\$87,567,151	\$85,602,695	\$1,964,456
Federal Government and First Nations	1,101,076	547,000	554,076
Property Tax	4,295,651	4,527,000	-231,349
Fees	956,407	1,082,000	-125,593
Sales of Services and products	2,851,601	2,068,550	783,051
Investment income	1,541,102	700,000	841,102
Donations and Other contributions	948,763	1,116,872	-168,109
Other revenue	512,132	413,567	98,565
Total Revenues	\$99,773,883	\$96,057,684	\$3,716,199
			3.9%
Expenses by Block			
Instruction - ECS	\$7,025,259	\$6,222,444	\$802,815
Instruction	71,329,548	71,501,235	-171,687
Maintenance	14,332,173	15,219,366	-887,193
Transportation	2,332,558	2,272,291	60,267
Administration	3,104,070	2,764,731	339,339
External Svcs	2,175,422	1,977,617	197,805
Total Expenses	\$100,299,030	\$99,957,684	\$341,346
			0.3%
Operating Surplus (Deficit)	-\$525,147	-\$3,900,000	\$3,374,853
Expenses by Categories			
Certificated salaries, wages & benefits	\$50,005,294	\$49,677,356	\$327,938
Non-certificated salaries, wages & benefit	26,762,212	25,489,108	1,273,104
Services, contracts & supplies	17,553,266	19,160,167	-1,606,901
Amortization expense	5,263,591	5,495,903	-232,312
Accretion Expenses	541,296	0	541,296
Interest and Finance Charges	173,371	135,150	38,221
Other expense	0	0	0
Total Expenses	\$100,299,030	\$99,957,684	\$341,346
			0.3%

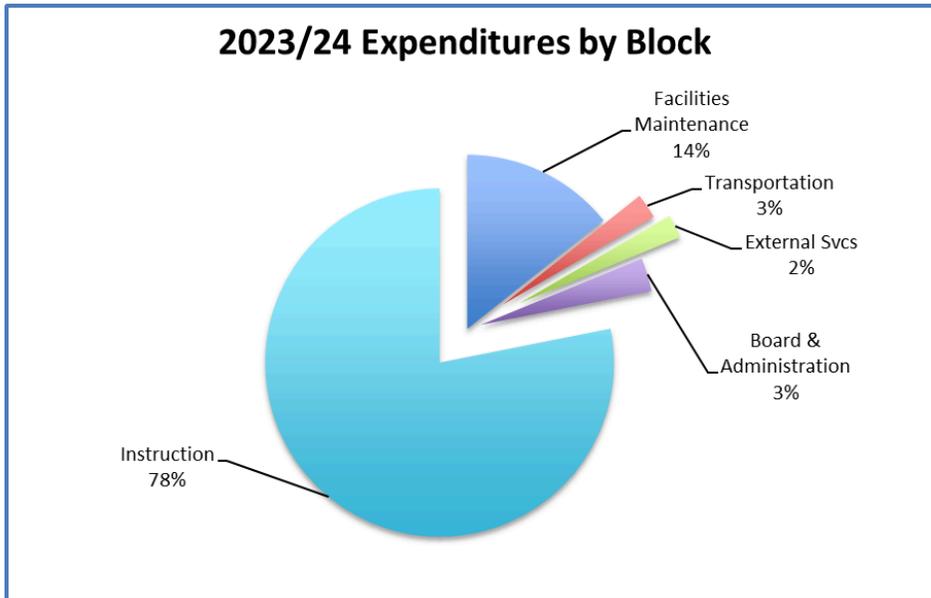
Local Measure: Capital Expenditures

Capital Expenditures For the Year Ended August 31, 2023	
	Actual 2023
Buildings & Land Improvement	
Retrofit lighting upgrade (IMR - energy conservation)	89,292
ILP Room Expansion	79,886
SMP Bus Loop Paving	53,407
St Paul School Office Renovation	28,729
Sub-Total: Buildings and Land Improvement	\$251,314
Information Technology	
Interactive Panel Upgrades (25)	\$165,657
Division Wireless Network Upgrade	\$375,570
Apple Canada - Computer Evergreen Update	\$156,754
PA System Upgrade	\$65,849
PA System Upgrade	\$42,345
Sub-Total: Information Technology	\$806,175
Total - Capital Expenditures 2023-2024	
\$1,057,489	

Local Measure: Operating Expenses



Local Measure: Expenditures by Block



Revenues

Total revenues for the year amounted to \$99.8 million, exceeding the budget by \$3.7 million (3.9%). This positive variance primarily resulted from the receipt of unbudgeted one-time provincial grants, along with higher-than-expected revenues from the sale of services and investment income.

Expenses

Total expenditures for the year were \$100.3 million, which was \$341,000 (0.3%) over the budget. The increase in expenses was mainly due to higher costs associated with delivering services and programs across all areas, with the exception of building operations and maintenance. This exception reflects the impact of cost-reduction measures implemented to mitigate deficits. A significant increase in non-certificated salaries and benefits was driven by the hiring of additional education support staff for specialized programs. Despite the challenges posed by inflation, all budget managers successfully managed to control costs, particularly by reducing non-essential expenditures, helping to offset the inflationary pressures on services and supplies.

Financial Statements

The Audited Financial Statements for the year ended on August 31, 2024 including the notes and various supporting schedules are available on the Division Web Site at:

[Fort McMurray Catholic Schools Public Reports/Public Reports](#)

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, our division introduced a revised comprehensive local Education Plan Survey. The local measures used in this report reflect the third year (2023-24) of administering this new engagement survey. As such, with longitudinal data now available, the presentation of local measures in this report includes year-over-year statistics. A set of questions for each of the following stakeholder groups was included in the survey: (1) Students in grades 4-10; (2) Parents/Guardians; (3) Teachers; (4) Leaders; and (5) Support Staff. 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)	1 644	1 490	91%
Students (Grades 7-12)	2 442	1 731	71%
Parents & Guardians	6 900	1 205	17%
Teachers	308	292	95%
School Leaders	28	28	100%
Support Staff	393	208	53%

The results of the surveys are used to create an ongoing division-wide profile that supports the annual updating of our school authority's 3-year Education Plan. Each year, our division leadership team and school-based leaders gather to analyze survey results, undertake comparisons to previous data sets to gauge growth and identify goals, strategies, and measures in the Education Plan that can be refined to further meet the needs of our stakeholders. The results of the survey are 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 is filtered by individual schools and Principals are provided with a school-based report. Principals are expected to engage with their teachers, support staff, school councils, and parents/guardians to scrutinize the school-based data. This informs the development of School Education Plans using a process similar to that which is used at the division level.

The results of the surveys and the related goals, strategies, and measures developed for each school's Education Plan are added as agenda items for School Council meetings. As well, these documents are 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 neighbourhoods 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) Elk Island Catholic Schools Numeracy Assessment & the Math Instruction Planning Instrument
 - (d) Provincial Achievement Tests & Diploma Examinations Results
- (4) Leader in Me Measurable Results Assessment (select schools only)

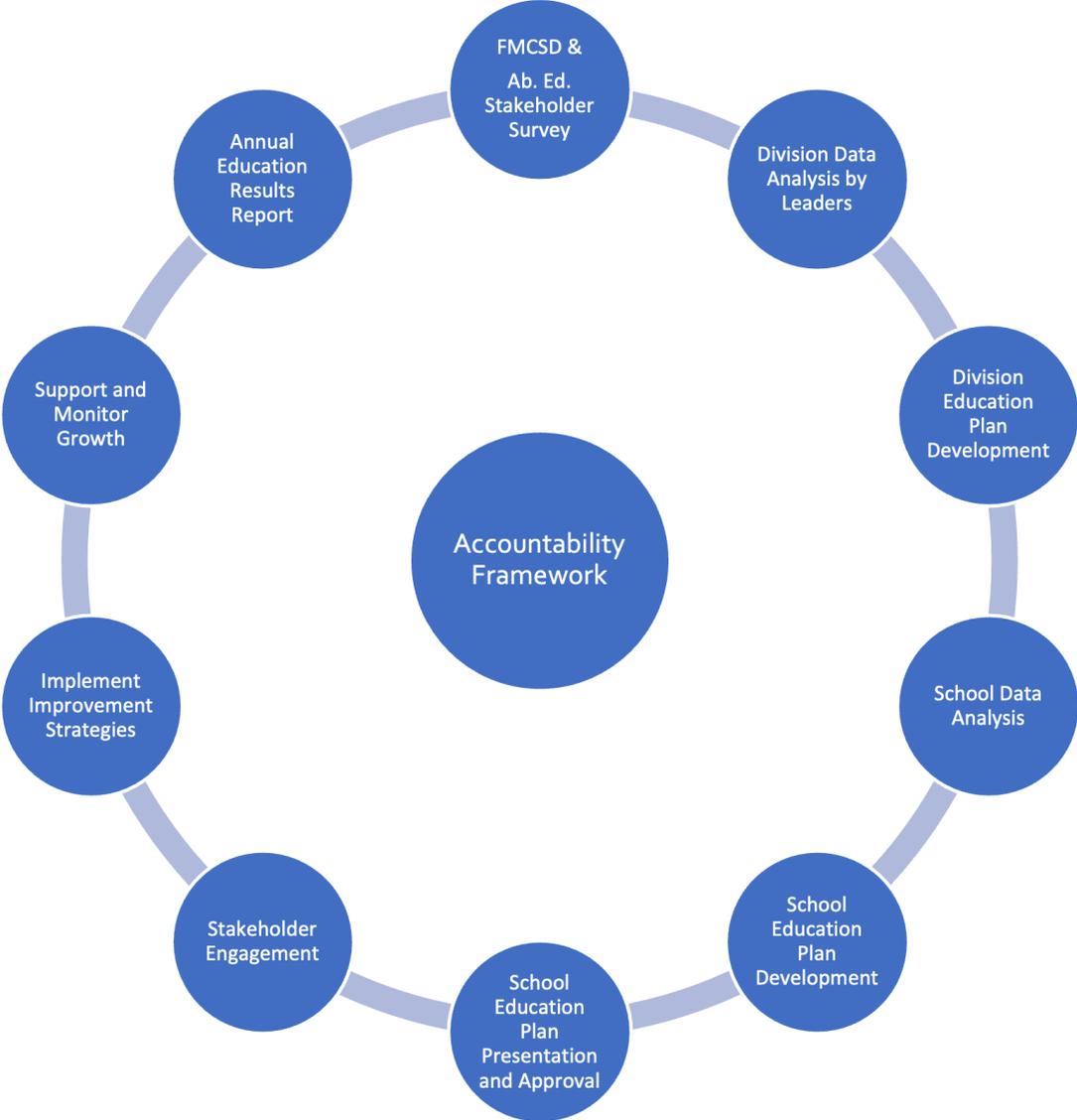
In addition to these formal data sources, our senior leadership team members meet regularly, both formally and informally, with school leaders, teachers, support staff, school council members, and clergy and other parishioners to learn more about how the school authority can best meet the needs of its 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 mirrors that of the Division Education Plan and each school must have at least one outcome with related strategies and measures under each key pillar of growth. Principals are expected to submit their annual School Education Plans to the Superintendent by June 30. 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 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 the Alberta Government Public Interest Disclosure Act.

No disclosures were identified or reported to the Board during the 2023-2024 school year.