

Annual Education Results Report

2022-23



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
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Message from the Superintendent

The Annual Education Results Report is our opportunity to reflect upon the work that went into the 2022-2023 school year. Every year is different but what continues to be the same is the good work that is happening in every one of our schools. We are always excited to present what has been accomplished in Fort McMurray Catholic to our Stakeholders and this year is no different.

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 three year faith theme is “Do small things with great Love”. For the 2022/2023 school year we took a national focus; this focus was on water access for First Nation communities across Canada. We did small things with great love by educating ourselves on water access challenges, taking action on our own water wastage, and fundraising for the Canadian charity WaterFirst. This fundraising campaign gave our staff and students a real example of what can be achieved if lots of people do small things with great love. 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 2022/2023 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 2022/2023 was approved by the Board on December 11, 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 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 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.

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 allows for 17 job-embedded professional learning days, plus an additional nine professional development days. 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.

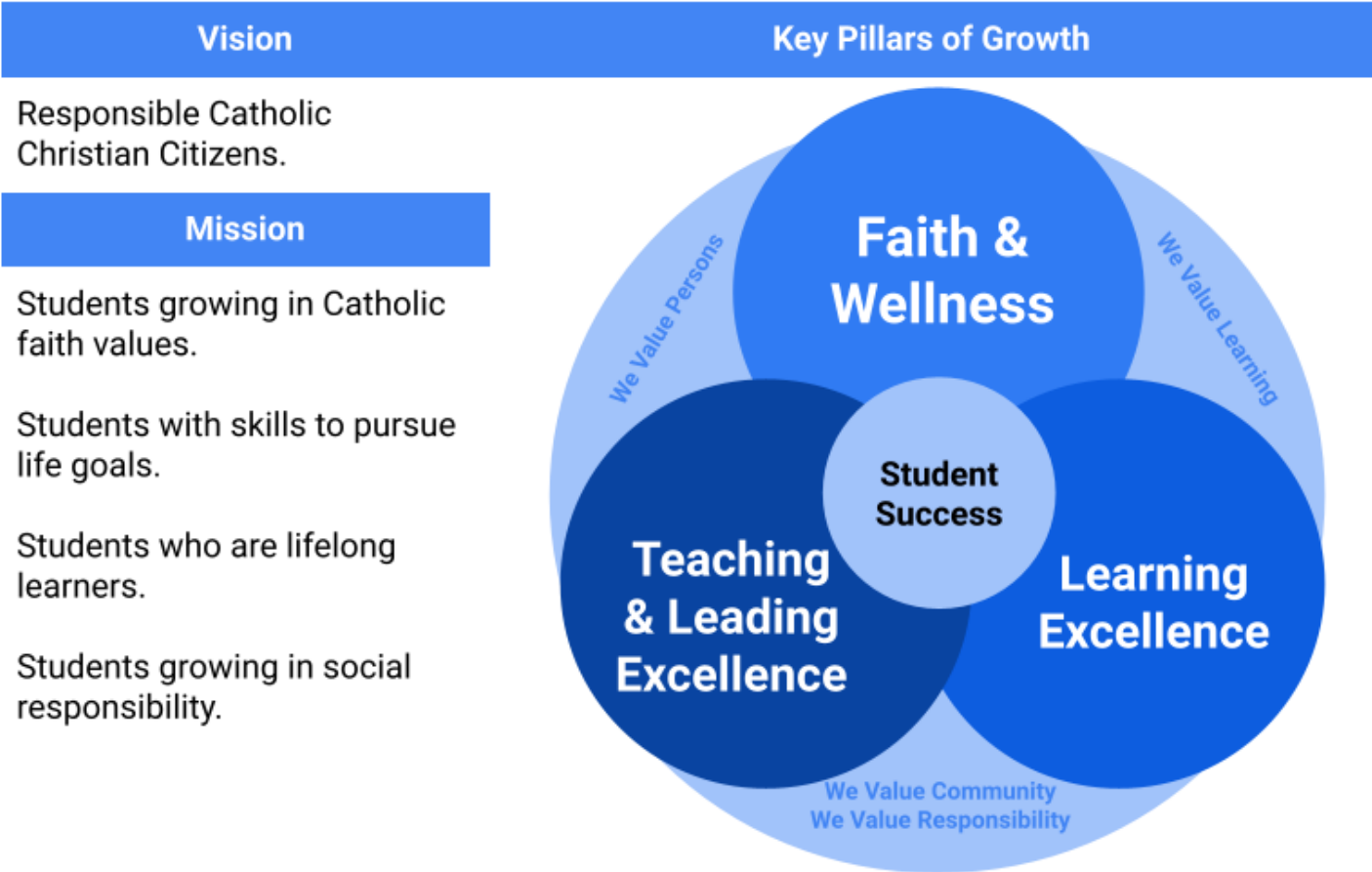


Figure 1. Fort McMurray Catholic Schools Vision, Mission, & Key Pillars of Growth

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 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 315 teachers, 29 teacher leaders, 392 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

“Little children, let us love, not in word or speech, but in truth and action.”

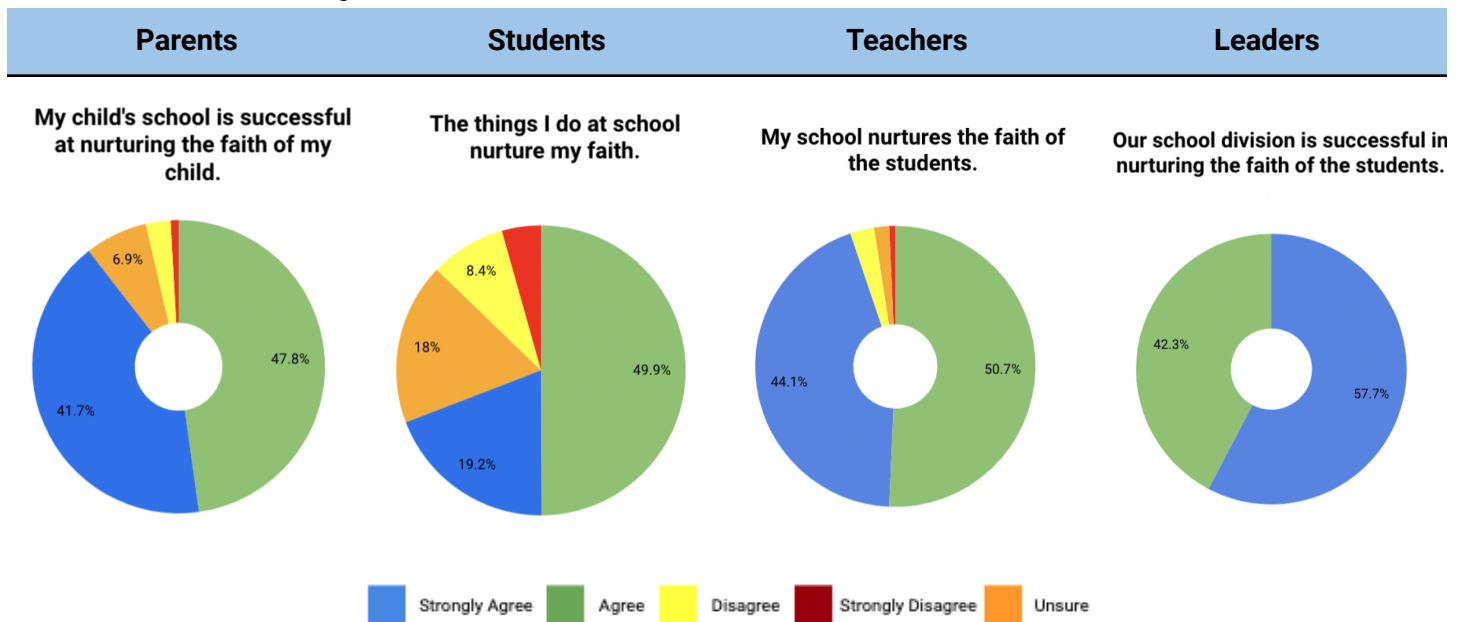
- 1 John 3:18

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.

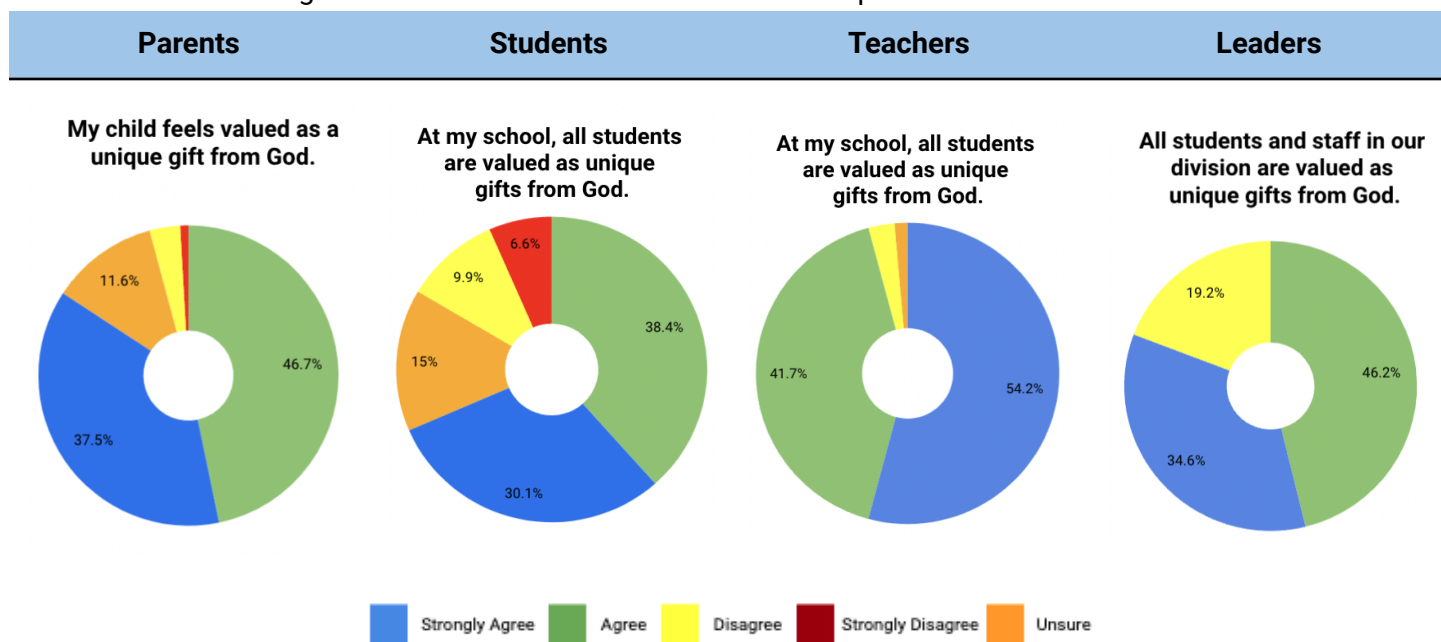
Our schools are built upon diversity and compassion in order to provide effective support for the spiritual, social, emotional and academic success of all students. Students are valued as unique individuals who are provided with the opportunity to develop towards their full potential.

The 2022/23 school year saw the launch of a three year faith theme “Do Small Things with Great Love,” which drew upon the three theological virtues of faith, hope and charity. Along with small, personal acts of love, kindness and charity, the Fort McMurray Catholic School family endeavored to learn, take action and support the sacredness of water through a national water campaign to support water scarcity in Indigenous communities across Canada.

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). For this sitting, Diploma Examinations were weighted at 20% due to the ongoing effects of the pandemic. For the 2023-24 school year, Diploma Examination weighting will be restored to 30%.

Provincial Achievement Tests

Grade 6 & 9 Provincial Achievement Tests - Overall Profile

Division PAT Overview		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	66.5	63.3	3.2
	FNMI	60.9	40.5	20.4
	ELL	62.7	57.9	4.8
Standard of Excellence	Overall	10.9	16	-5.1
	FNMI	6.4	5.5	0.9
	ELL	7.4	12.2	-4.8

Grade 6 Provincial Achievement Tests - Course by Course

English Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	86.7	76.2	10.5
	FNMI	77.8	60.6	17.2
	ELL	81.5	73.9	7.6
Standard of Excellence	Overall	19.4	18.4	1
	FNMI	7.4	7.1	0.3
	ELL	18.5	13.9	4.6

French Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	77.6	NA
	FNMI	NA	65.9	NA
	ELL	NA	75.5	NA
Standard of Excellence	Overall	NA	12.5	NA
	FNMI	NA	5.3	NA
	ELL	NA	13.8	NA

Mathematics 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.3	65.4	4.9
	FNMI	48.1	42	6.1
	ELL	70.8	64.9	5.9
Standard of Excellence	Overall	13	15.9	-2.9
	FNMI	5.6	5.6	0
	ELL	12.3	15.2	-2.9

Science 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	71.6	66.7	4.9
	FNMI	50	46	4
	ELL	67.7	64.7	3
Standard of Excellence	Overall	17.5	21.8	-4.3
	FNMI	9.3	9	0.3
	ELL	18.5	17.2	1.3

Social Studies 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	68.6	66.2	2.4
	FNMI	50	45.3	4.7
	ELL	73.8	65.4	8.4
Standard of Excellence	Overall	11.2	18	-6.8
	FNMI	3.7	6.5	-2.8
	ELL	7.7	15.7	-8

Grade 9 Provincial Achievement Tests - Course by Course

English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	81.9	71.4	10.5
	FNMI	83	49.2	33.8
	ELL	69.4	62.2	7.2
Standard of Excellence	Overall	12	13.4	-1.4
	FNMI	4.3	4.4	-0.1
	ELL	12.2	6.6	5.6

K&E English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	76.7	50.2	26.5
	FNMI	71.4	43.8	27.6
	ELL	NA	34.9	NA
Standard of Excellence	Overall	20	5.7	14.3
	FNMI	21.4	3.7	17.7
	ELL	NA	1.3	NA

Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	49.2	54.4	-5.2
	FNMI	41.3	28.7	12.6
	ELL	42.9	50.1	-7.2
Standard of Excellence	Overall	6.1	13.5	-7.4
	FNMI	4.3	3.8	0.5
	ELL	4.1	12	-7.9

K&E Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	60	52.7	7.3
	FNMI	46.7	48.9	-2.2
	ELL	NA	39.5	NA
Standard of Excellence	Overall	3.3	11.3	-8
	FNMI	0	11.1	-11.1
	ELL	NA	5.6	NA

Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	70.7	66.3	4.4
	FNMI	72.3	42.1	30.2
	ELL	66	59.4	6.6
Standard of Excellence	Overall	14.8	20.1	-5.3
	FNMI	6.4	7.1	-0.7
	ELL	14	15	-1

K&E Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	77.8	52.9	24.9
	FNMI	71.4	48.4	23
	ELL	NA	33.1	NA
Standard of Excellence	Overall	18.5	10.9	7.6
	FNMI	14.3	8.2	6.1
	ELL	NA	3.3	NA

Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	59.5	58.4	1.1
	FNMI	54.3	34.1	20.2
	ELL	51	50.4	0.6
Standard of Excellence	Overall	9.7	15.9	-6.2
	FNMI	6.5	4.9	1.6
	ELL	0	11	-11

K&E Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	63.6	49.6	14
	FNMI	66.7	45.4	21.3
	ELL	NA	39.4	NA
Standard of Excellence	Overall	18.2	10.6	7.6
	FNMI	13.3	7.3	6
	ELL	NA	1.5	NA

French Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	83.3	76.1	7.2
	FNMI	NA	65.4	NA
	ELL	NA	71.1	NA
Standard of Excellence	Overall	0	10.9	-10.9
	FNMI	NA	4.4	NA
	ELL	NA	11.3	NA

Areas of Strength

- Grade 6 students are above provincial average for acceptable standard in all subject areas, particularly in English Language Arts.
- 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, particularly in English Language Arts, Science, and Social Studies.

- Improvement in the acceptable standard and standard of excellence categories in Math 6 relative to the previous year.
- Improvement in the acceptable standard and standard of excellence categories in ELA 9 relative to the previous year.
- Significant improvement in the acceptable standard and standard of excellence categories in K&E ELA 9 relative to the previous year.
- Notable improvement in the acceptable standard category for students who are learning English as an additional language in ELA 6, Math 6, and Social Studies 6.

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 and improvements are noted in the standard of excellence relative to the previous year, a continued emphasis on supporting students in this area is worthwhile.
- Despite being on par with the overall provincial average in the acceptable standard category, the ministerial achievement evaluation is low.
- Student achievement on the Math 9 provincial achievement test continues to decline.
- There is an emerging decline in the achievement of grade 9 students who are learning English as an additional language, which needs to be monitored closely.
- Overall achievement on provincial achievement tests continues to lag behind pre-pandemic levels, though there are some areas of improvement, particularly in the grade 9 Knowledge & Employability courses.

Connections to Education Plan

- Continue to develop 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.
- Introduce division-wide collaborative learning cohorts with an emphasis on literacy and numeracy to increase the collective capacity of teachers in these areas.
- Implement professional learning initiatives that focus on building higher order thinking skills in students.
- Provide ongoing intervention supports to students in K-9 who are experiencing challenges in reading and mathematics.
- 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	69.5	80.3	-10.8
	FNMI	67.3	74.8	-7.5
	ELL	62	59	3
Standard of Excellence	Overall	11.5	21.2	-9.7
	FNMI	7.3	8.5	-1.2
	ELL	6.4	13.8	-7.4

Diploma Exams - Course by Course

English Language Arts 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	74.2	83.7	-9.5
	FNMI	69	78.3	-9.3
	ELL	61	63.3	-2.3
Standard of Excellence	Overall	6.6	10.5	-3.9
	FNMI	0	6.1	-6.1
	ELL	4.9	3.7	1.2

English Language Arts 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	83.1	86.2	-3.1
	FNMI	90.5	86.5	4
	ELL	54.8	71.5	-16.7
Standard of Excellence	Overall	8.2	12.7	-4.5
	FNMI	2.4	9.9	-7.5
	ELL	0	5.5	-5.5

Mathematics 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	56.3	70.8	-14.5
	FNMI	62.5	60.6	1.9
	ELL	78.6	61.1	17.5
Standard of Excellence	Overall	15.6	29	-13.4
	FNMI	25	15	10
	ELL	7.1	23.1	-16

Mathematics 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	61.2	71.1	-9.9
	FNMI	66.7	65.8	0.9
	ELL	40	58.5	-18.5
Standard of Excellence	Overall	6.2	15.2	-9
	FNMI	11.1	12.1	-1
	ELL	6.7	9.7	-3

Social Studies 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	75.7	83.5	-7.8
	FNMI	71.4	73	-1.6
	ELL	80	72.7	7.3
Standard of Excellence	Overall	14.1	15.9	-1.8
	FNMI	3.6	8.6	-5
	ELL	10	8.8	1.2

Social Studies 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	67	78.1	-11.1
	FNMI	68.9	72.3	-3.4
	ELL	43.8	62.5	-18.7
Standard of Excellence	Overall	3	12.3	-9.3
	FNMI	0	5.4	-5.4
	ELL	0	7.8	-7.8

Biology 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	71.1	82.7	-11.6
	FNMI	55.6	72.5	-16.9
	ELL	80	72.8	7.2
Standard of Excellence	Overall	23	32.8	-9.8
	FNMI	27.8	19.1	8.7
	ELL	16	24.7	-8.7

Chemistry 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	65.5	80.5	-15
	FNMI	58.3	70	-11.7
	ELL	60	73.5	-13.5
Standard of Excellence	Overall	26.7	37	-10.3
	FNMI	25	24	1
	ELL	15	29.9	-14.9

Physics 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	76.5	82.3	-5.8
	FNMI	NA	26.8	NA
	ELL	66.7	75.7	-9
Standard of Excellence	Overall	27.5	39.9	-12.4
	FNMI	NA	75.3	NA
	ELL	11.1	32.3	-21.2

Science 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	54.5	79.4	-24.9
	FNMI	45.8	75.3	-29.5
	ELL	53.8	67.4	-13.6
Standard of Excellence	Overall	4.1	23.1	-19
	FNMI	0	18.7	-18.7
	ELL	0	16.1	-16.1

French Language Arts 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	43.8	93.1	-49.3
	FNMI	NA	83.8	NA
	ELL	NA	85.2	NA
Standard of Excellence	Overall	0	6.1	-6.1
	FNMI	NA	2.7	NA
	ELL	NA	0	NA

Areas of Strength

- Improvement in overall achievement in both the acceptable standard and standard of excellence categories relative to the previous year.
- While the disparity between provincial achievement and jurisdiction achievement in Math 30-1 and Math 30-2 remains a concern, there is a noticeable improvement relative to the previous year.
- Students in ELA 30-1, ELA 30-2, Math 30-2, SST 30-1, and Physics 30 scored within 10% of the provincial average for acceptable standard.
- Exceptional success demonstrated by Math 30-1 students who are learning English as an additional language in the acceptable standard category relative to the provincial average.

Areas of Growth

- Overall, the achievement levels of our students continue to be lower than provincial averages; however, some improvement relative to the previous year is noted, which indicates that some aspects of our action plan are beginning to have a positive impact.
- Similar to our Provincial Achievement Test results, a continued emphasis on supporting students to achieve the standard of excellence is worthwhile.
- Student achievement in Science 30 and French Language Arts 30 is of particular concern and a more focused and immediate strategy is necessary.
- Disparity between school-award marks and achievement on the Diploma examinations continues to be an area of growth.
- Due to continued turnover in teaching staff, the mentorship activities introduced in 2022-23 need to be expanded.

Connections to Education Plan

- Continue to develop 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.
- Establish guided professional 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.
- Support teachers in building a stronger collective understanding of learning standards set forth in the high school programs of study. This may include standard setting, assessment blueprinting, the introduction of common summative assessments across classes, item writing, and more.
- Develop a strategy 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 operate a personalized learning support 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	2022				2019	2020	2021	2022
		%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	3 Year Completion	90.7	94.0	94.1	91.9	Very High	Maintained	Excellent	80.3	83.4	83.2	80.7
	5 Year Completion	92.2	94.6	96.7	96.8	Very High	Improved	Excellent	85.3	86.2	87.1	88.6
FNMI	3 Year Completion	87.9	93.3	92.0	90.2	Very High	Maintained	Excellent	55.9	62.0	59.5	57.0
	5 Year Completion	97.2	96.1	94.6	97.6	Very High	Maintained	Excellent	65.0	68.1	68.0	71.3
ELL	3 Year Completion	98.1	94.3	93.8	95.2	Very High	Maintained	Excellent	74.1	78.7	78.5	72.8
	5 Year Completion	94.3	93.2	98.8	97.4	Very High	Maintained	Excellent	85.0	86.9	86.1	88.7

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.
- Overall 5-year completion rate continues to improve.
- 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 continue to be curious about the opportunities these students pursue after high school.
- Though our 3-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 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 Apprentice Program.
- Continue to develop a strategy to measure Indigenous student progress after graduation.

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 Coltheart 3 Assessment**, and the **Alberta Education Numeracy Screener**. The results of these assessments are outlined in the tables below.

Literacy					
Grade	Total # of Students Initially Assessed	# 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	520	132	98	3	8
2	555	171	138	4	9
3	550	117	102	9	10

Numeracy					
Grade	Total # of Students Initially Assessed	# 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	520	155	117	8	12
2	555	192	130	6	15
3	550	134	101	5	9

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

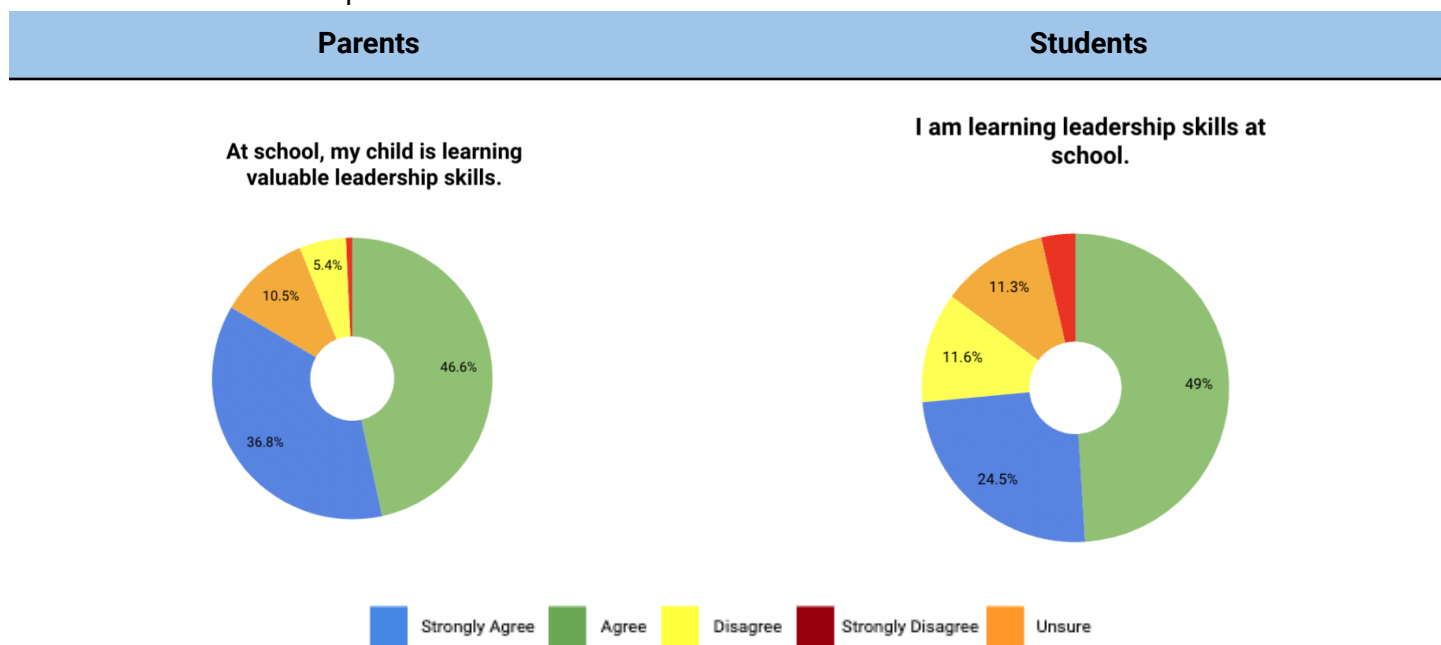
- A team of division Literacy & Numeracy Intervention Teachers were allocated to each school in an equitable fashion to provide small-group or individual intervention support to top tier students.
- 1-3 Educational Assistants with literacy intervention training were allocated to each school to provide 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.

	FMCS D				Measure Evaluation			Province			
	2020	2021	2022	2023				2020	2021	2022	2023
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	81.1	83.2	79.9	80.7	High	Maintained	Good	83.3	83.2	81.4	80.3
Parent	78.5	86.2	81.8	87.4	Very High	Improved	Excellent	82.4	81.4	80.4	79.4
Student	74.2	71.3	70.2	68.1	Intermediate	Declined Significantly	Issue	73.8	74.1	72.1	71.3
Teacher	90.4	92.0	87.7	86.8	Intermediate	Maintained	Acceptable	93.6	94.1	91.7	90.3

Local Measure: Leadership Skills



Areas of Strength

- According to local surveys, parents and students expressed an increase in satisfaction with the leadership skills being learned at school.

Areas of Growth

- Student satisfaction in the area of active citizenship continues to decline.
- Teachers' rating of their satisfaction that students are modeling the characteristics of active citizenship has maintained, but remains below the provincial average.
- Students are generally less satisfied with their own learning of leadership skills than their parents.

Connections to Education Plan

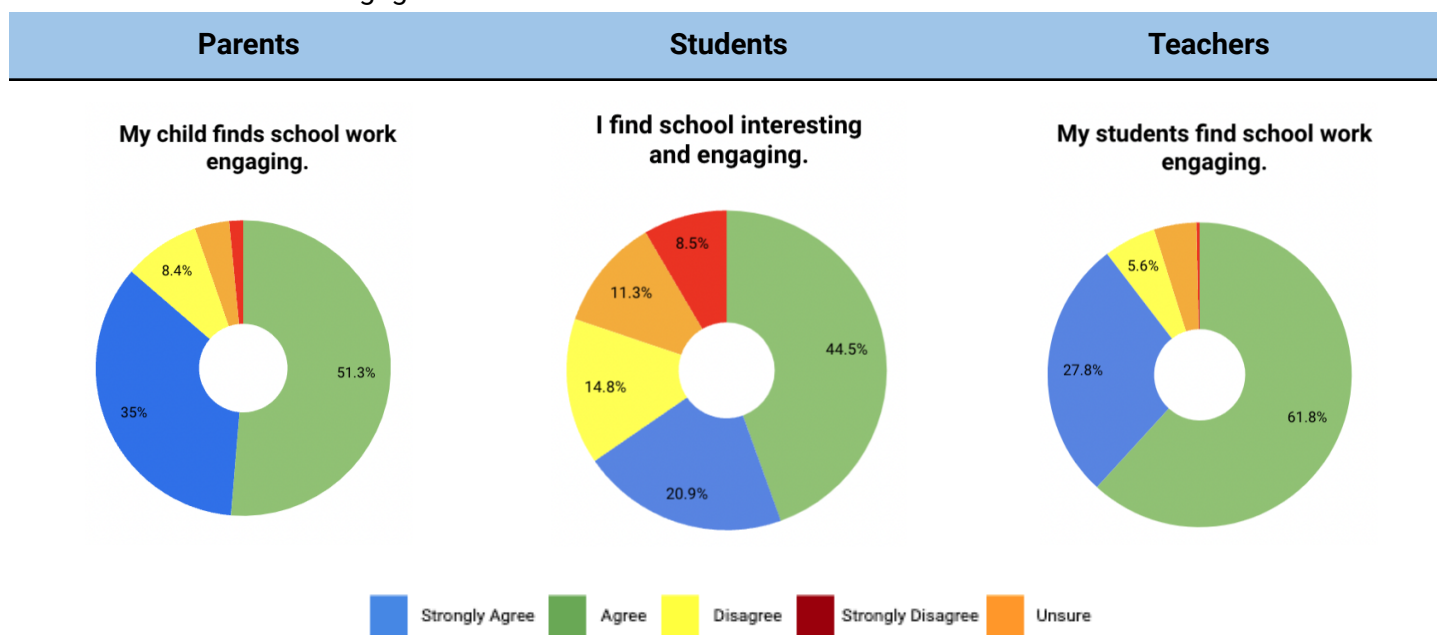
- Continue to focus on the permeation of the Division's four core values.
- Continue to focus on social justice initiatives that are rooted in servant leadership.
- Continue into year two of the faith theme with a connection to social justice, Indigenous teachings and our four core values through a focus on small acts that can have a large impact on our local community.
- 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 %	2023 %	Measure Evaluation	2021 %	2022 %	2023 %
Overall	84.7	83.1	82.5	Maintained	85.6	85.1	84.4
Parent	92.8	87.7	88.5	Maintained	89.0	88.7	87.3
Student	68.7	71.6	68.5	Declined	71.8	71.3	70.9
Teacher	92.7	90.1	90.6	Maintained	96.0	95.5	95.1

Local Measure: Student Engagement



Areas of Strength

- Student engagement, as reported by students, parents and teachers, has maintained according to local surveys.

Areas of Growth

- The student rating of engagement according to the AEAM measures demonstrates a decline in satisfaction.
- There is a disconnect between the ratings of student engagement as reported by parents and teachers versus students.

Connections to Education Plan

- 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 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 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 2022/23 school year was year two of the revised Professional Learning Model which included time for professional development, professional learning communities, and communities of practice.

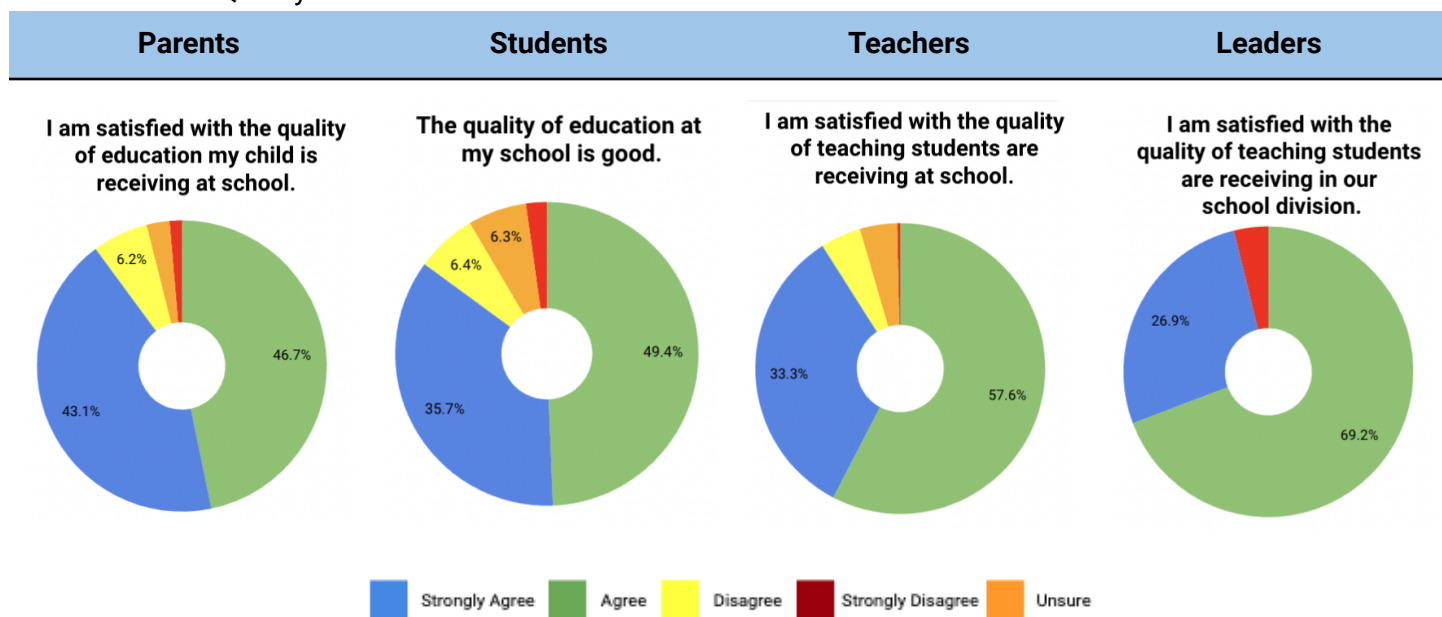
These professional development practices were aimed at allowing teachers and leaders to learn from each other, to learn from experts, to learn from the professional practices occurring in other buildings, and to develop the collective efficacy of all teachers and leaders.

Quality of Education

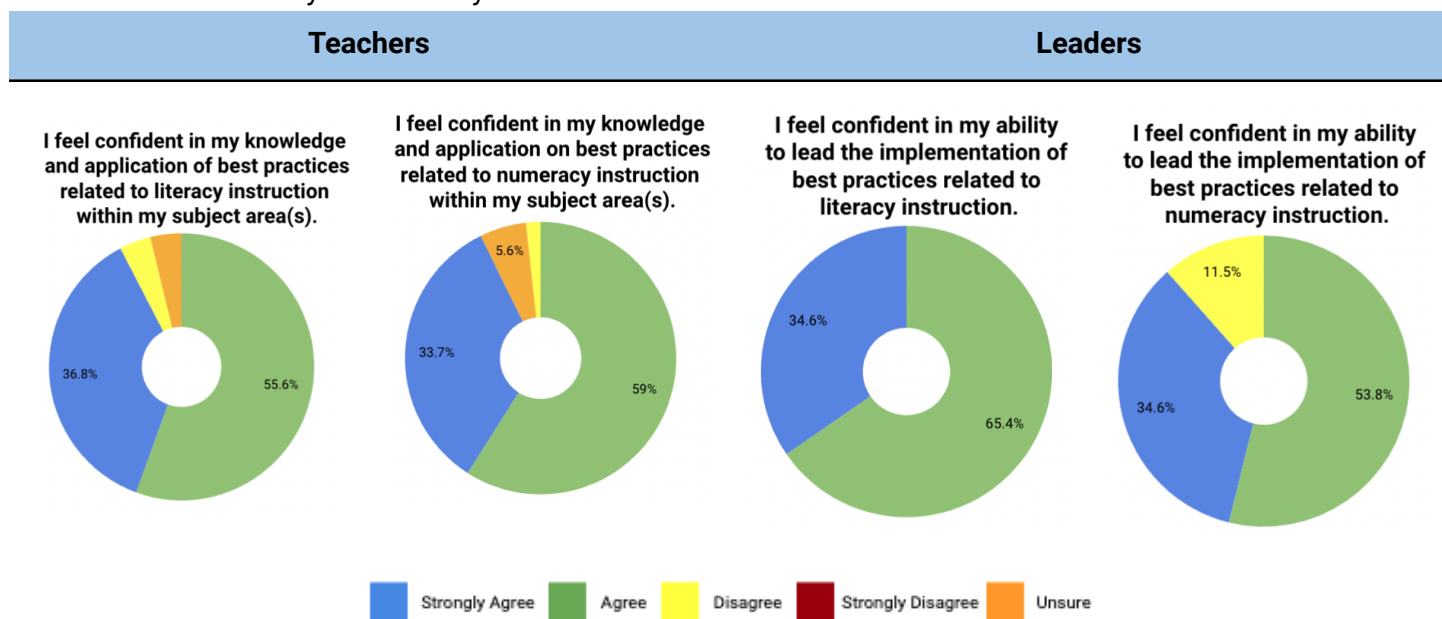
Required AEAM: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	FMCS D				Measure Evaluation			Province			
	2020	2021	2022	2023				2020	2021	2022	2023
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	88.6	87.7	87.0	86.8	Intermediate	Maintained	Acceptable	90.3	89.6	89.0	88.1
Parent	84.9	87.7	84.6	85.9	Very High	Maintained	Excellent	86.7	86.7	86.1	84.4
Student	88.8	83.9	86.5	84.9	Intermediate	Declined Significantly	Issue	87.8	86.3	85.9	85.7
Teacher	92.0	91.5	89.7	89.6	Low	Maintained	Issue	96.4	95.7	95.0	94.4

Local Measure: Quality of Education



Local Measure: Literacy & Numeracy



Areas of Strength

- The satisfaction of parents with the quality of education has been maintained at a standard of excellence.
- 92% of teachers agree or strongly agree that they are confident in their knowledge and application of best practices in literacy and numeracy, which was an increase from the year prior.
- 100% of leaders feel confident in their ability to lead the implementation of best practices in literacy, which is an increase from the year prior.

Areas of Growth

- Students reported a significant decrease in the quality of education according to the AEAM measures and a slight decrease according to local surveys.
- Teachers maintained less satisfaction with the quality of education students receive at school.
- 88.4% of leaders feel confident in their ability to lead the implementation of best practices in numeracy, which is a decrease from the year prior.

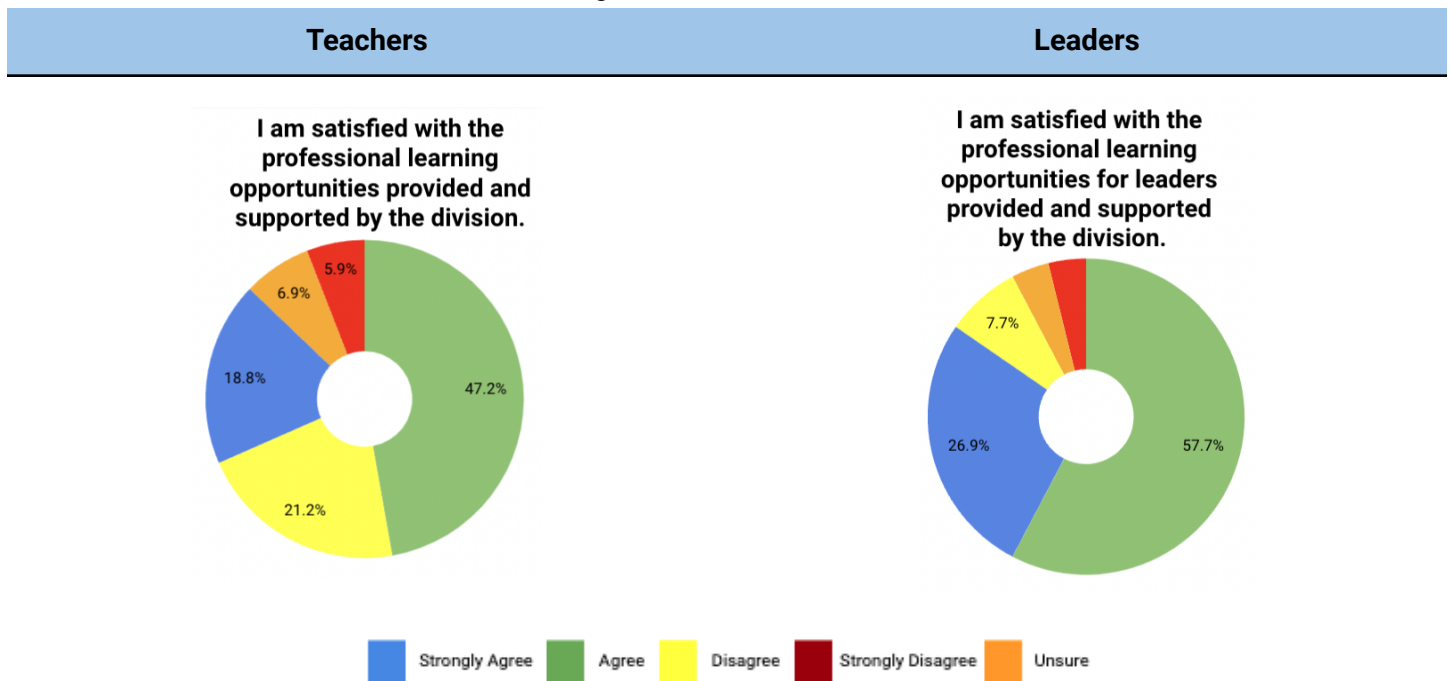
Connections to Education Plan

- Continue the revised professional learning model to support the collective efficacy of teachers through their work in professional development opportunities, professional learning communities and redefined collaborative learning communities.
- Increase 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 teaching and the second year is to develop their capacities as Catholic educators.
- Continue 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.
- 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.

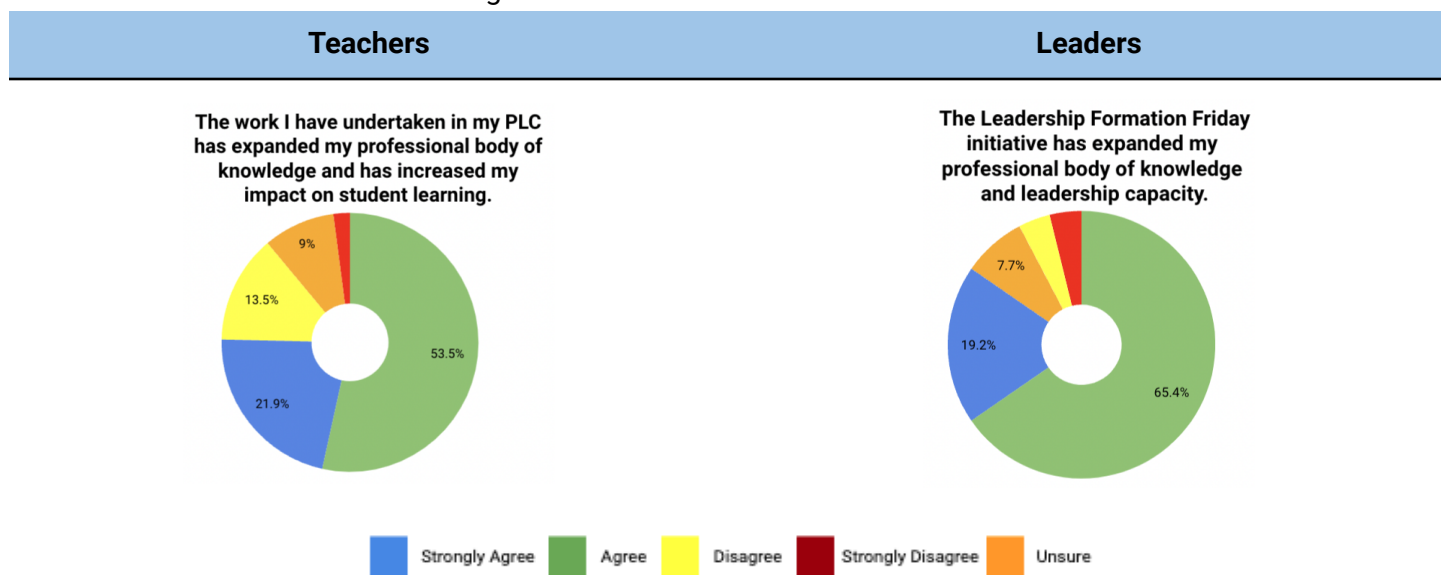
- Refocus on interdisciplinary literacy to improve literacy rates for all ECS - Grade 12 students.
- Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is given to all students.
- Continue to focus on intervention strategies to support students identified 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



Areas of Strength

- 66% of teachers strongly agree or agree that they are satisfied with the professional learning opportunities provided by the school division, which is an increase from the previous year.
- 75.4% 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 maintained from the previous year.
- A significant increase in 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.
- Engagement with teachers revealed that they felt the professional learning framework used was helpful in preparing for new curriculum implementation.

Areas of Growth

- Despite the introduction of Communities of Practice in response to data collected in the 2021-22 school year that indicated teachers wished for more unstructured time to meet with grade-level or subject-area colleagues to discuss matters of importance, teachers expressed that the new initiative was too unstructured and that time was not used productively.
- Teachers expressed that more specific and ongoing expert-led professional development sessions would be more beneficial to their practice than discrete, standalone professional development days.
- 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 allocates approximately 16 operational days dedicated to increasing the collective efficacy and professional capacities of our teachers and leaders.
- Continue teacher-led professional learning communities that are guided by our commitment to increasing collective teacher efficacy while adding a stronger emphasis on the use of evidence of student learning to move the instructional capacities of our teachers forward.
- Establish Collaborative Learning Cohorts, which will be division-directed professional learning groups that will be a balance of expert-led professional development and time for grade-level /subject-area colleagues to engage in facilitated workshops to improve their practice. The foci of the various collaborative learning cohorts will be based on the strategic needs of the jurisdiction as outlined in our Education Plan.
- Continue to allocate Lead Literacy and Lead Numeracy teachers in elementary schools and introduce Lead Literacy and Lead Numeracy teachers to our secondary schools. Lead Teachers will play a key role in the cascading approach to building professional capacities while providing ongoing, job-embedded professional development and coaching.
- Introduce a Division Literacy Consultant and a Division Numeracy Consultant to offer division-wide and school-specific professional learning initiatives, oversee and mentor Lead Teachers, and support the achievement of the jurisdiction's literacy and numeracy goals outlined in our Education Plan.
- Allocate a greater share of the operational time reserved for professional learning to school principals to allow them to place an added focus on goals and strategies outlined in each school's unique Education Plan.
- Continue to strengthen our division's collaborative relationship with the ERLC to provide ongoing, meaningful professional development opportunities for our teachers and leaders.
- Continue with the leadership formation cohort in which all leaders gather regularly to engage in professional learning activities that 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 wraparound 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 support over the last few years to ensure that students have access to universal and targeted support 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

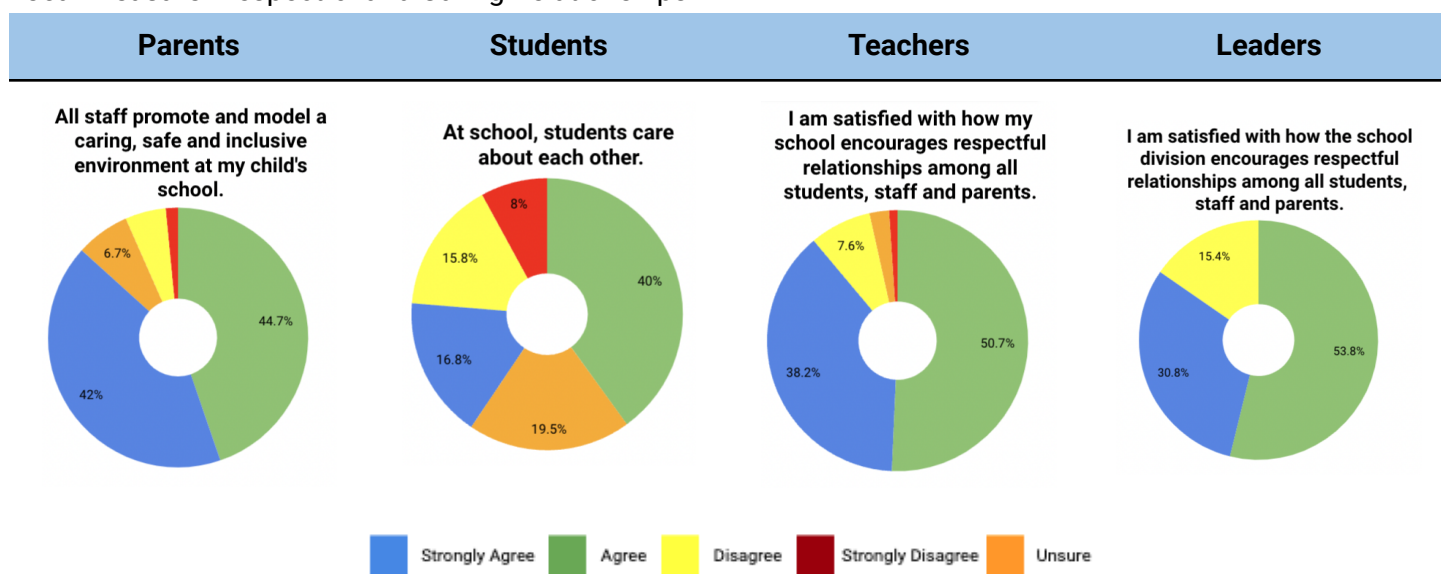
Required AEAM: Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	FMCS D				Province		
	2021	2022	2023	Improvement	2021	2022	2023
	%	%	%		%	%	%
Overall	87.8	85.0	84.9	Maintained	87.8	86.1	84.7
Parent	91.4	87.2	92.5	Improved	88.2	86.9	85.6
Student	77.3	75.9	73.3	Declined	79.8	77.7	76.6
Teacher	94.7	91.8	88.8	Declined	95.3	93.6	92.0

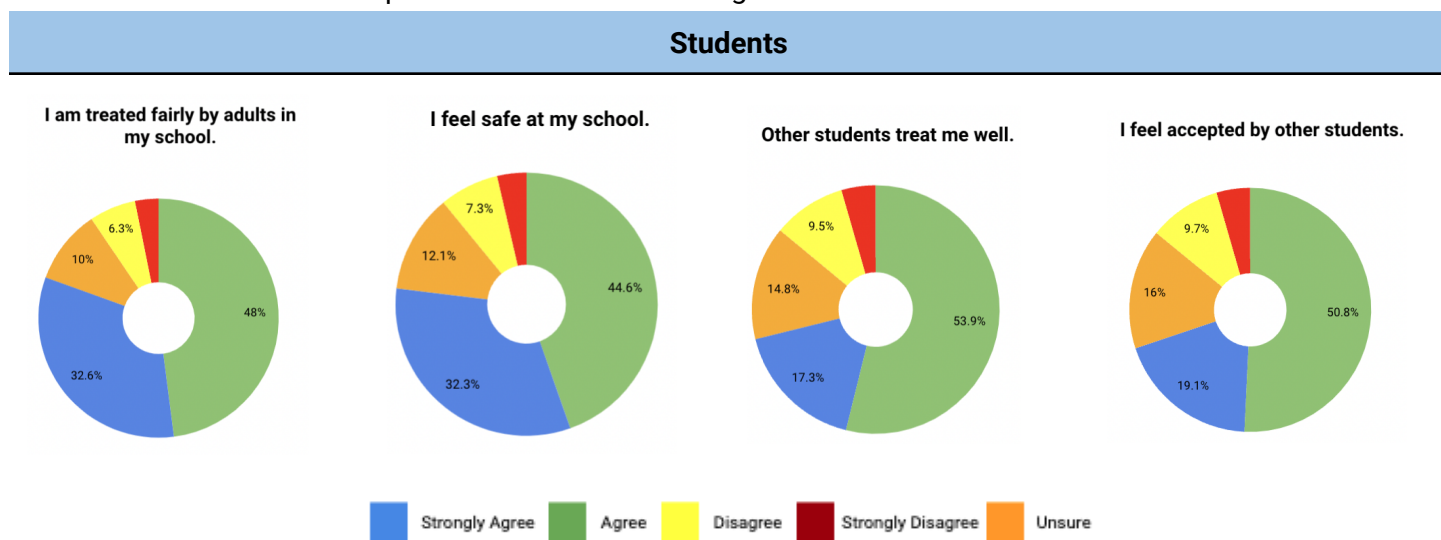
Required AEAM: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	FMCS D			Improvement	Province		
	2021 %	2022 %	2023 %		2021 %	2022 %	2023 %
Overall	86.8	81.6	83.4	Improved	82.6	81.6	90.6
Parent	89.3	80.0	85.9	Improved	78.9	77.4	75.7
Student	81.3	80.5	79.6	Maintained	80.2	80.1	79.9
Teacher	89.7	84.2	84.5	Maintained	88.7	87.3	86.2

Local Measure: Respectful and Caring Relationships



Local Measure: Student Perspectives on Safe and Caring Schools



Areas of Strength

- The percentage of parents who agree their child's learning environment is welcoming, caring, respectful and safe has improved and is above the provincial average.
- 86.7% of parents strongly agree or agree that staff model inclusive learning environments, which indicates that our division's various initiatives in this area are having a positive impact.
- The percentage of parents who agree that students have access to the appropriate supports and services at school has improved and is more than 10% above the provincial average.
- A stronger majority of students relative to the previous year strongly agree or agree that they feel safe at school, are treated well and are accepted by other students, and are treated fairly by adults at school

Areas of Growth

- Despite being on par with provincial averages, the percentage of students and teachers who agree that their learning environments are welcoming, caring, respectful, and safe has declined over the last three years and, as such, this should be monitored closely.
- 23.8% of students strongly disagree or disagree that students at their school care about each other.
- 15.4% of leaders are not satisfied with how the school division encourages respectful relationships among all students, staff and parents.

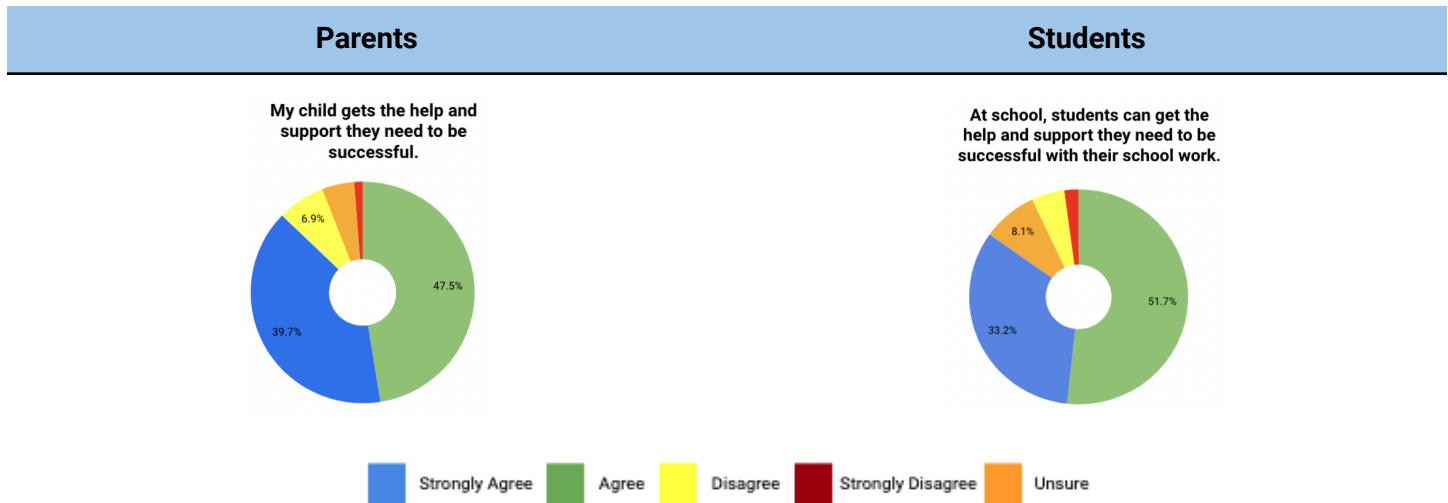
Connections to Education Plan

- Continue a 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.
- Continue to 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 wraparound and trauma-informed mental health counseling supports in all schools.
- Continue to advocate for additional community supports in the areas of physical, mental, and social well-being for children and adolescents.
- Continue an intentional focus on ensuring that resources are allocated equitably across the division to support the needs of all students.

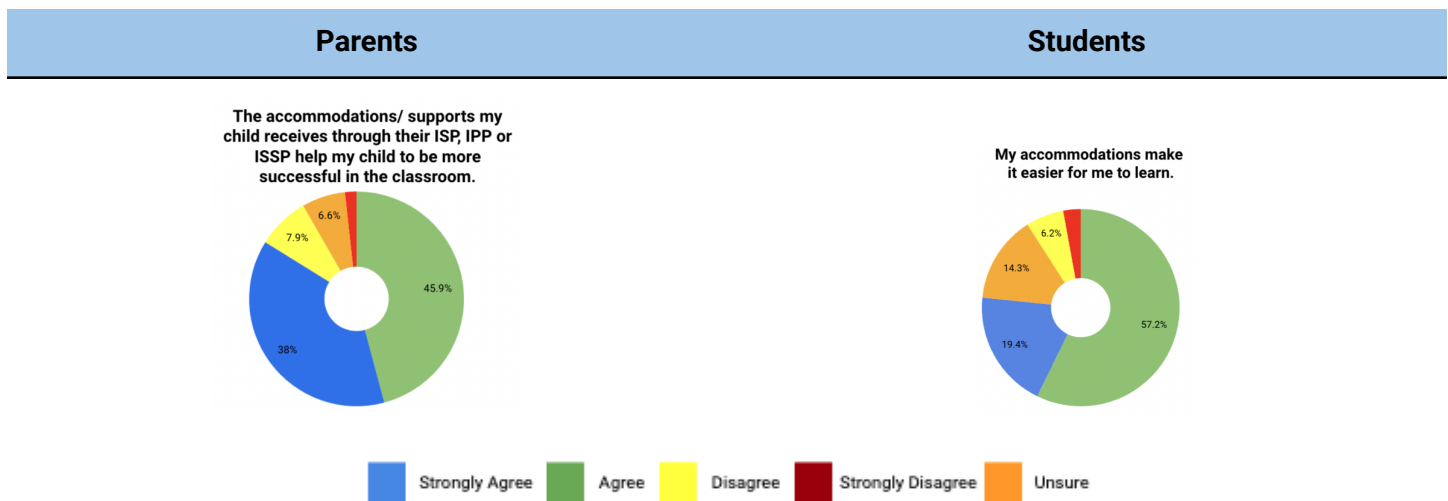
- Initiate a review of programs and services provided by the inclusive education department in order to identify efficiencies that will maximize the impact of jurisdiction resources on student well-being.
- Continue school initiatives that acknowledge and respond to the unique needs of minoritized students.
- 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.
- Continue to foster productive and collaborative relationships with community partners and service providers to ensure the availability of wraparound services for students and families.

Academic Supports

Local Measure: Academic Support



Local Measure: Accommodations



Areas of Strength

- 87.2% of parents and 84.9% of students agree or strongly agree with the level of support students receive in order to be successful with their academic work.
- 83.9% 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

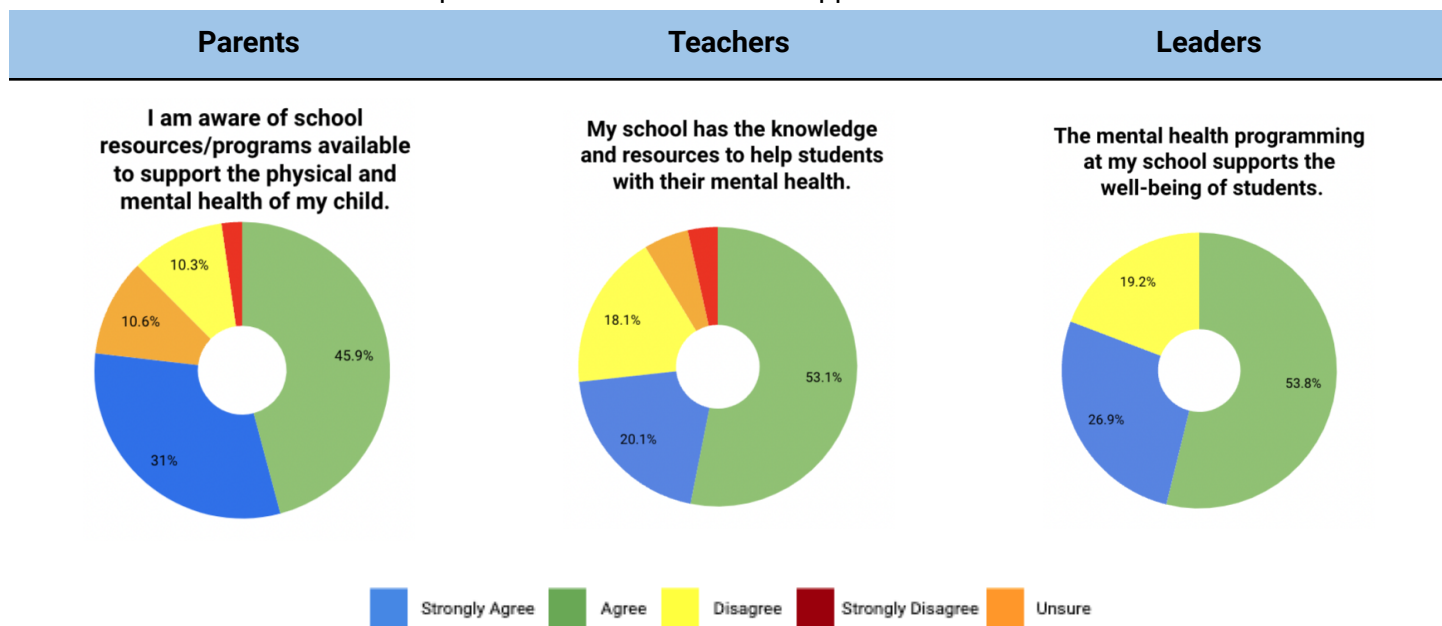
- Students in grades 7 - 12 continue to report that their accommodations have less of an impact on their academic success than their parents.

Connections to Education Plan

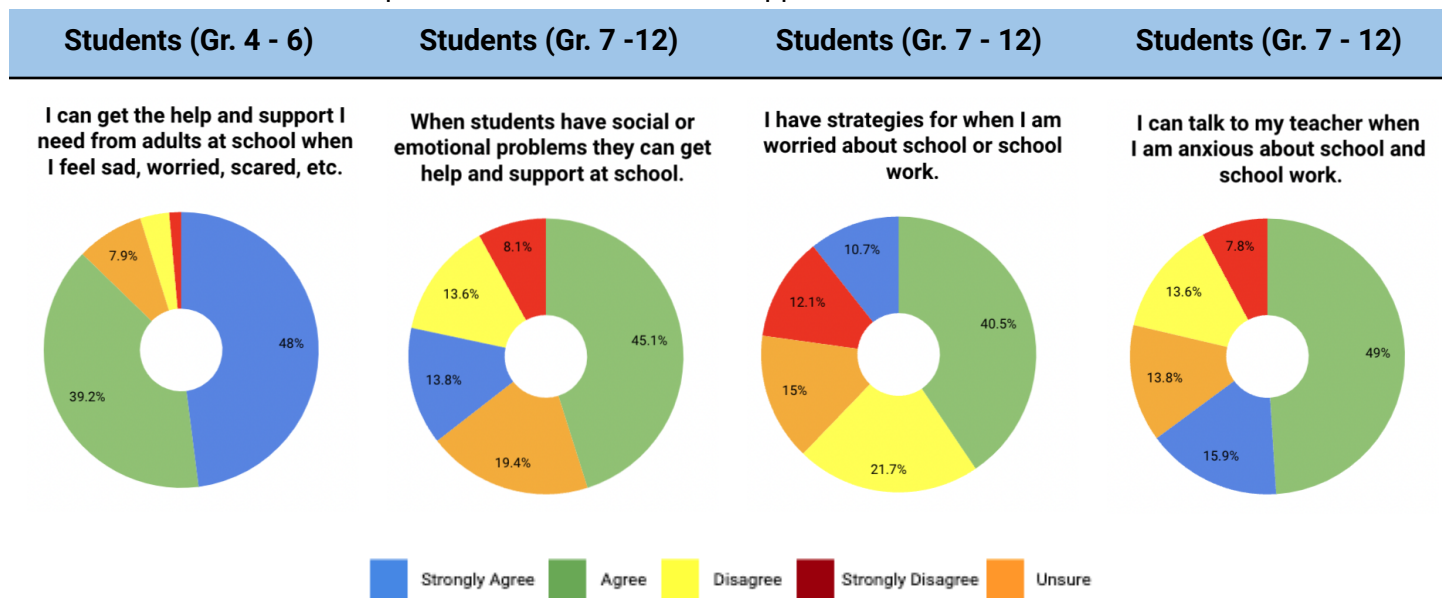
- Continue to maintain an intentional focus on comprehensive school health and physical well-being, trauma-informed practices and wrap-around services to ensure all students are supported and ready for academic learning.
- Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is provided to all students.
- Continue to advocate and collaborate with community partners to enhance the level of support for students in schools and engagement in school activities.
- Continue to collect and analyze 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.
- 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

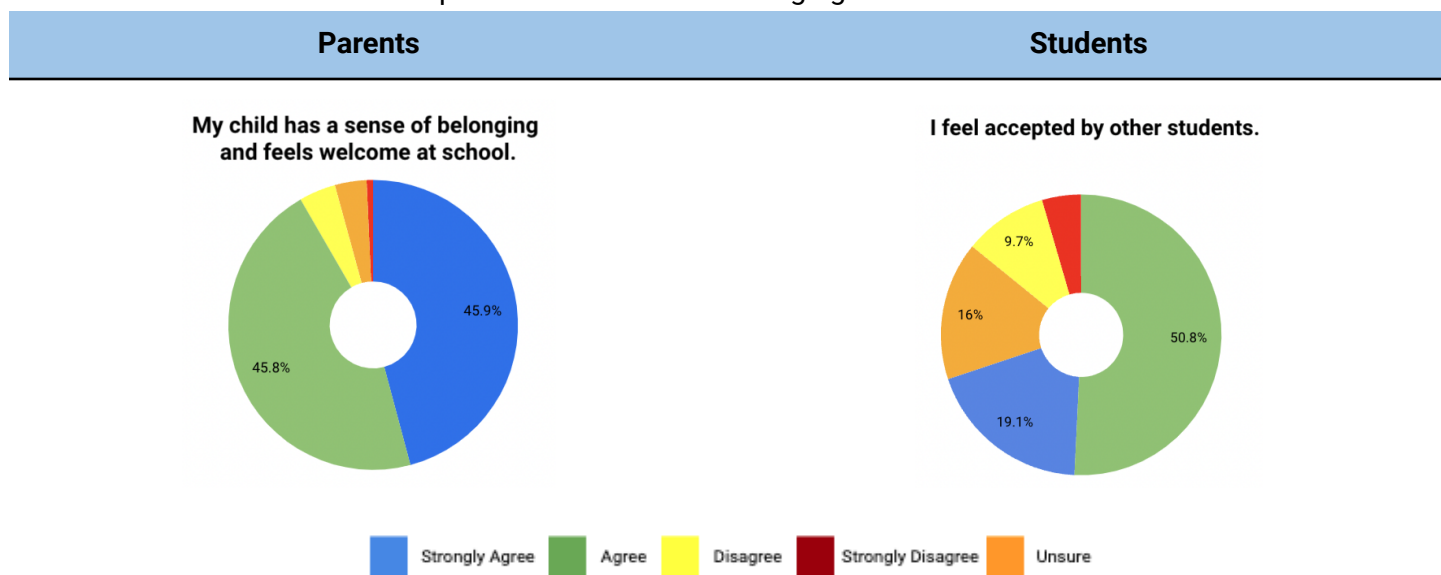
Local Measure: Stakeholder Perspectives on Mental Health Support



Local Measure: Student Perspectives on Mental Health Support



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)	3,837	88%
Students (Grades 7-12)	1,618	66%

Areas of Strength

- 76.9% of parents/guardians strongly agree or agree that they are aware of the resources/programs available to support the physical and mental health of their child.
- 73.2% of teachers strongly agree or agree that their school has the knowledge and resources to help students with their mental health.
- 80.2% of students in grades 4-6 strongly agree or agree that they can get help and support from adults at school when they are sad, worried, or scared.
- 91.7% of parents/guardians strongly agree or agree that their child has a sense of belonging and feels welcome at school.
- A large majority of our ECS - Grade 6 students receive targeted, universal, and/or small group support from school counsellors.

- There is congruence between high school completion rates and the degree to which students feel supported and cared for at school.
- It is evident that the jurisdiction's commitment to teaching the whole child using a pastoral approach is having a positive impact on student well-being.

Areas of Growth

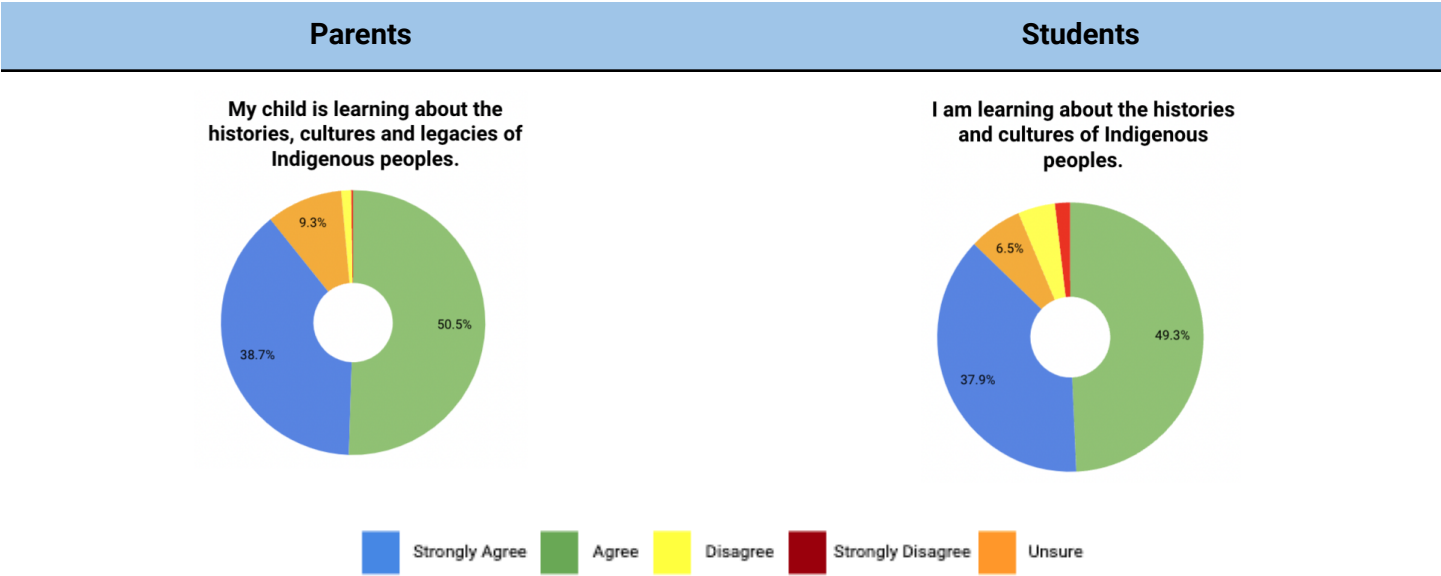
- Teachers continue to report that the mental health needs of their students are becoming increasingly complex and are more regularly seeking the services of our mental health team.
- 33.8% of students in grades 7-12 do not feel they have strategies that are helpful when they are worried about school.
- 21.7% of students in grades 7-12 do not feel there is someone at school with whom they can speak when they are experiencing social or emotional challenges.
- 19.2% of leaders disagree or strongly disagree that the mental health programming at their school supports the well-being of students.
- An increased demand in counseling and mental health services coupled with counselor recruitment and retention challenges is impacting our ability to provide comprehensive support to all children and families in need of assistance.

Connections to Education Plan

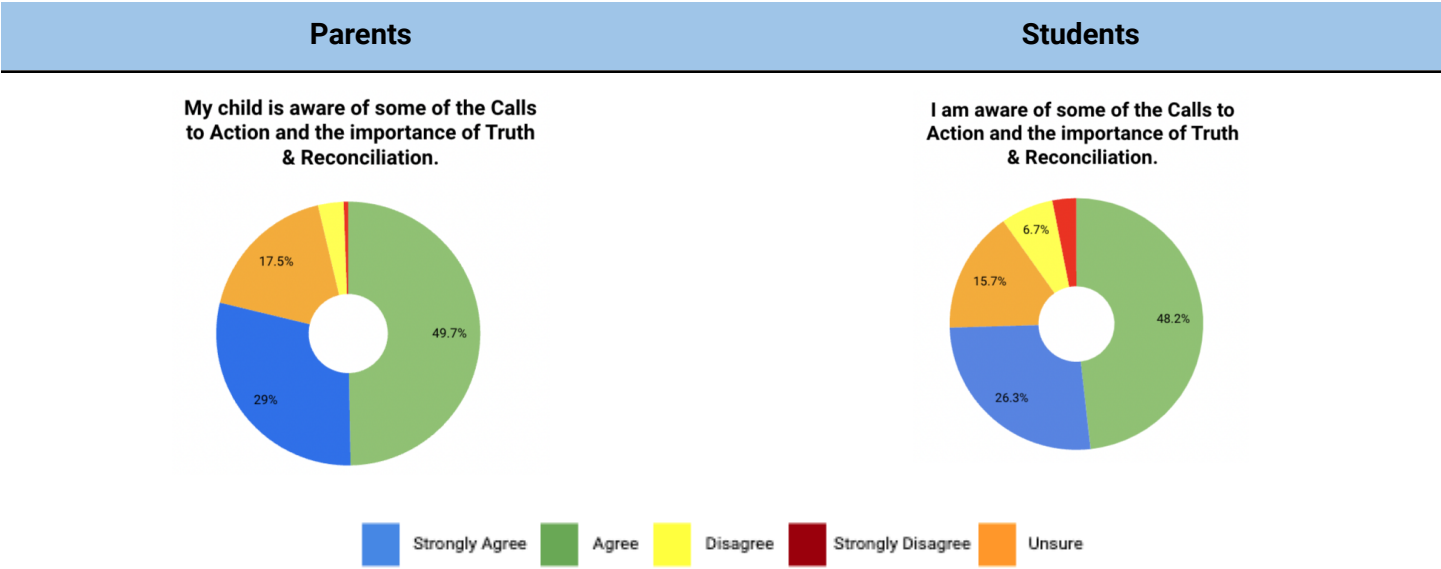
- Continue to develop a guiding wellness framework that will support a cohesive and collaborative approach to enhancing the wellness of students and staff.
- Continue to provide wraparound and trauma-informed mental health counseling supports in all schools.
- Initiate a review of programs and services targeted at the wellbeing of students in grade 7-12 in order to identify areas of improvement.
- Introduce additional support to school leaders and teachers in the area of executive functioning.
- Add student well-being and mental health as a focus area for teacher and leader professional learning.
- Introduce the Continuum of Supports framework as a replacement for the Response to Intervention model in order to bring practices in line with most recent research.
- 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.

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



Areas of Strength

- 89.2% of parents strongly agree or agree that their child is learning about the histories and legacies of Indigenous peoples.
- 87.2% of students in grades 4-12 strongly agree or agree that they are learning about the histories and legacies of Indigenous peoples.
- Exceptional high school completion rate of 90.2% (3-year) and 97.6% (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.
- This year, our jurisdiction offered an Indigenous-focused professional development day for teachers entitled Together in ReconciliACTION, which featured 20 sessions led by local Indigenous women who shared their cultural gifts and talent with our teachers.

Areas of Growth

- 17.5% of parents/guardians and 15.7% of grade 4-6 students are unsure about whether they are aware of some of the Calls to Action, which elucidates a need to focus development efforts in this area.
- 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

- Continue to increase the offerings of meaningful and authentic professional development related to Indigenous Education, Truth & Reconciliation, 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

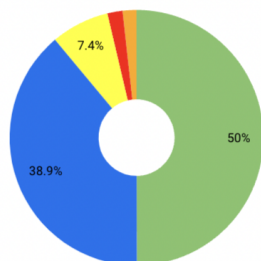
Required AEAM: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

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

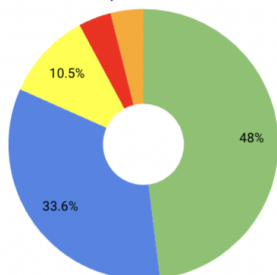
Local Measure: Parental Involvement

Parents

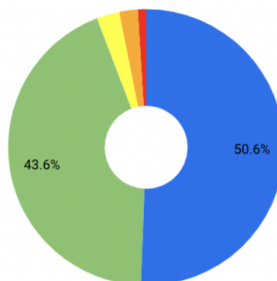
The information I receive about my child's academic progress helps me to support their learning at home.



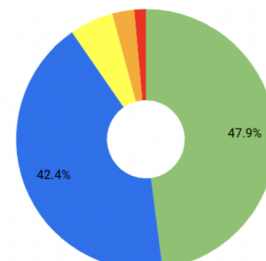
I am satisfied with the degree to which I am involved in the development of my child's ISP, IPP or ISSP.



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.



Strongly Agree Agree Disagree Strongly Disagree Unsure

Areas of Strength

- 81.6% of parents agree or strongly agree that they are satisfied with their level of involvement in the development of their child's ISP, IPP or ISSP.
- Parents are largely satisfied with the information that they receive about their child's academic progress and information about their child's school.
- 94.2% of parents agreed or strongly agreed that they felt welcome in their child's school which is an increase compared to the year prior.

Areas of Growth

- Teachers report a declining dissatisfaction with parental involvement in the decision-making affecting their child's education.

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 \$ 6.2 M for the year ended August 31, 2023 compared to budgeted deficit of \$ 6.4 M. The school division reported an operating deficit of \$ 5.8 M in the previous year (2021-22).

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

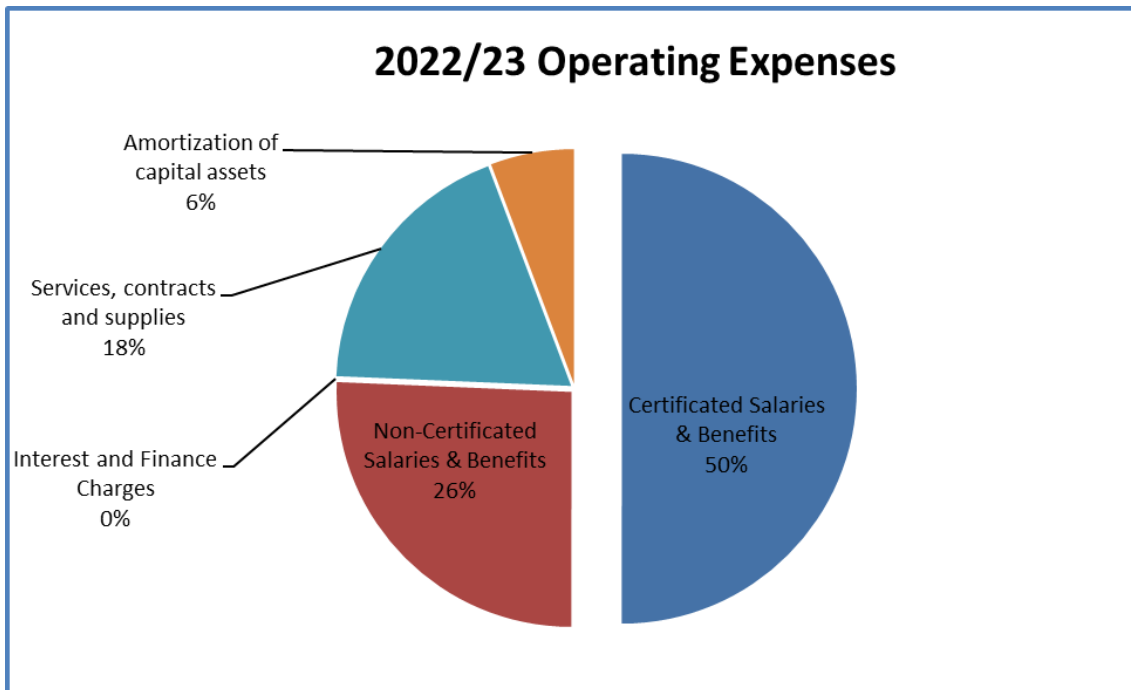
Capital Expenditures For the Year Ended August 31, 2023	
	Actual 2023
Buildings & Land Improvement	
Chiller Replacement - Holy Trinity High School	195,818
Dance Studio Floor Replacement - Holy Trinity High School	144,544
LED Lighthing Conversion - Sister Mary Phillips School	69,672
LED Lighthing Conversion - St Kateri School	295,265
LED Lighthing Conversion -Fr Beauregard School	\$199,027
LED Lighthing Conversion Fr Mercredi HS	40,527
LED Lighthing Conversion Holy Trinity HS	621,486
LED Lighthing Conversion St. Martha School	38,846
Music Room Conversion to classrms - Ecole St. Paul School	53,148
Replace Atrium Glazing - Fr Mercredi HS	24,652
Sidewalk Accessibility - Holy Trinity High School	55,125
Sub-Total: Buildings and Land Improvement	\$1,738,110

Furniture & Equipment	
CTS Carpentry Equipment - Fr Mercredi HS	\$20,255
CTS Photo Lab Equipment - Fr Mercredi HS	\$23,616
Merc Café Refrigerator Replacement	11,345
Sub-Total: Information Technology	\$55,216

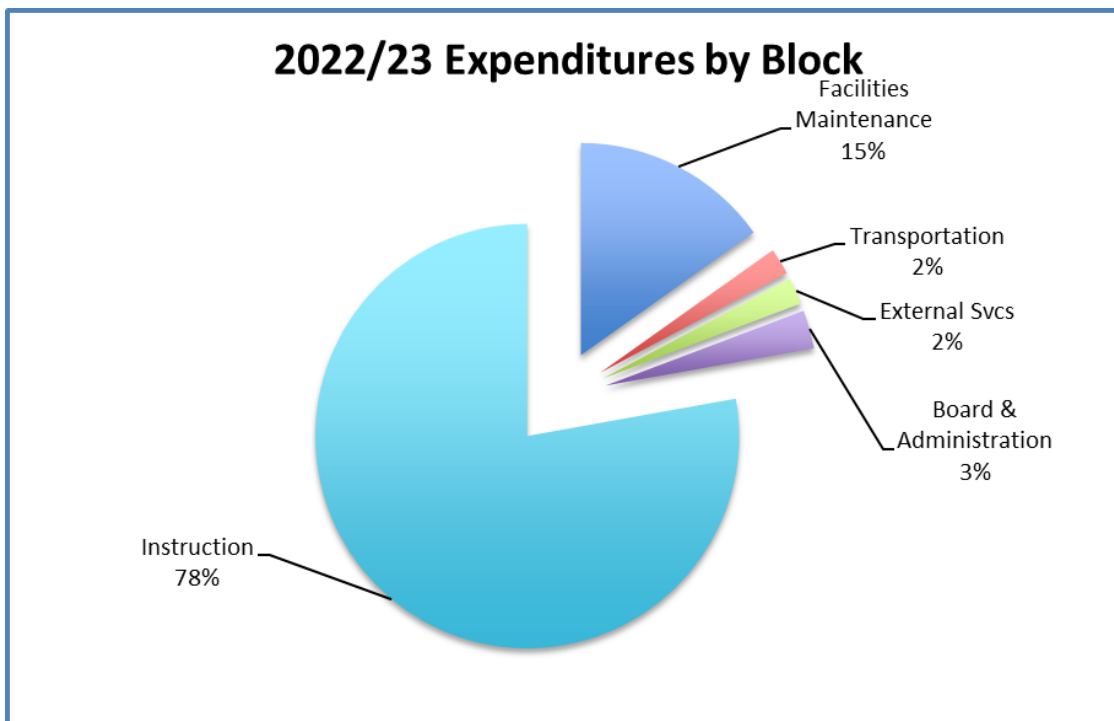
Information Technology	
Interactive Panels Replacement	\$423,917
VOIP Phone Upgrade	\$203,477
Theatre Equipment Replacement	\$14,517
Robotics Equipment	\$28,996
PA System Upgrade	\$479,473
CTS Engineering Lab Upgrades	\$110,203
Sub-Total: Information Technology	\$1,260,583

Total - Capital Expenditures 2022-23	\$3,053,909
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Local Measure: Operating Expenses



Local Measure: Expenditures by Block



Revenues

A total of \$ 93.5 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, higher fees and sales of services, investment income and donations.

Expenses

Expenditures for the year totalled \$99.7 M which is \$3.5 M (4%) 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, 2023 including the notes and various supporting schedules are available on the Division Web Site at:

[Fort McMurray Catholic Schools Public Reports/ Audited Financial Statement 2022-23](#)

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 second year (2022-23) of administering this new engagement survey. In order to collect accurate longitudinal data, minimal changes were made to the survey. 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)	1,537	1,348	88%
Students (Grades 7-12)	2,475	1,490	60%
Parents & Guardians	6700	1,243	19%
Teachers	311	288	93%
School Leaders	29	26	90%
Support Staff	392	217	55%

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

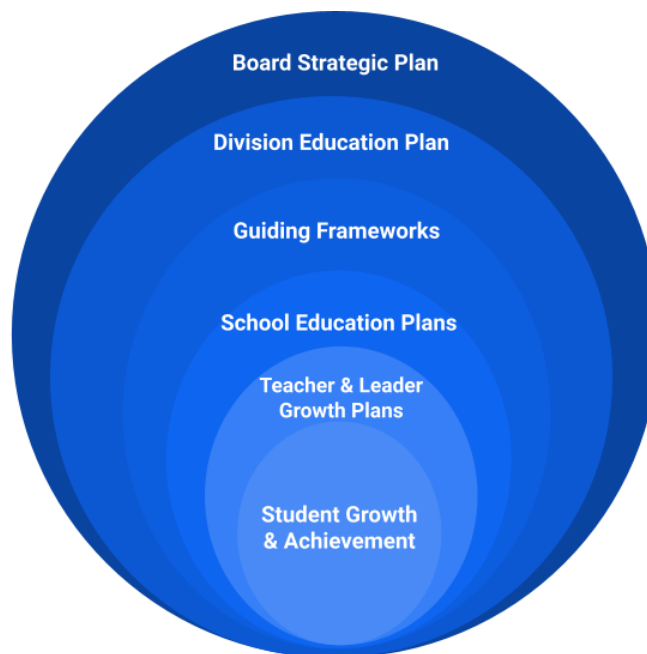
The strategic direction of Fort McMurray Catholic Schools is guided by a commitment to continuous improvement and evidence-informed decision-making. As a smaller school division in terms of both student population and geographic area, we are fortunate to engage with all schools and the neighbourhoods 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) Numeracy Screener & Math Instruction Planning Instrument
 - (d) Provincial Achievement Tests & Diploma Examinations Results
- (4) Leader in Me Measurable Results Assessment (select schools only)

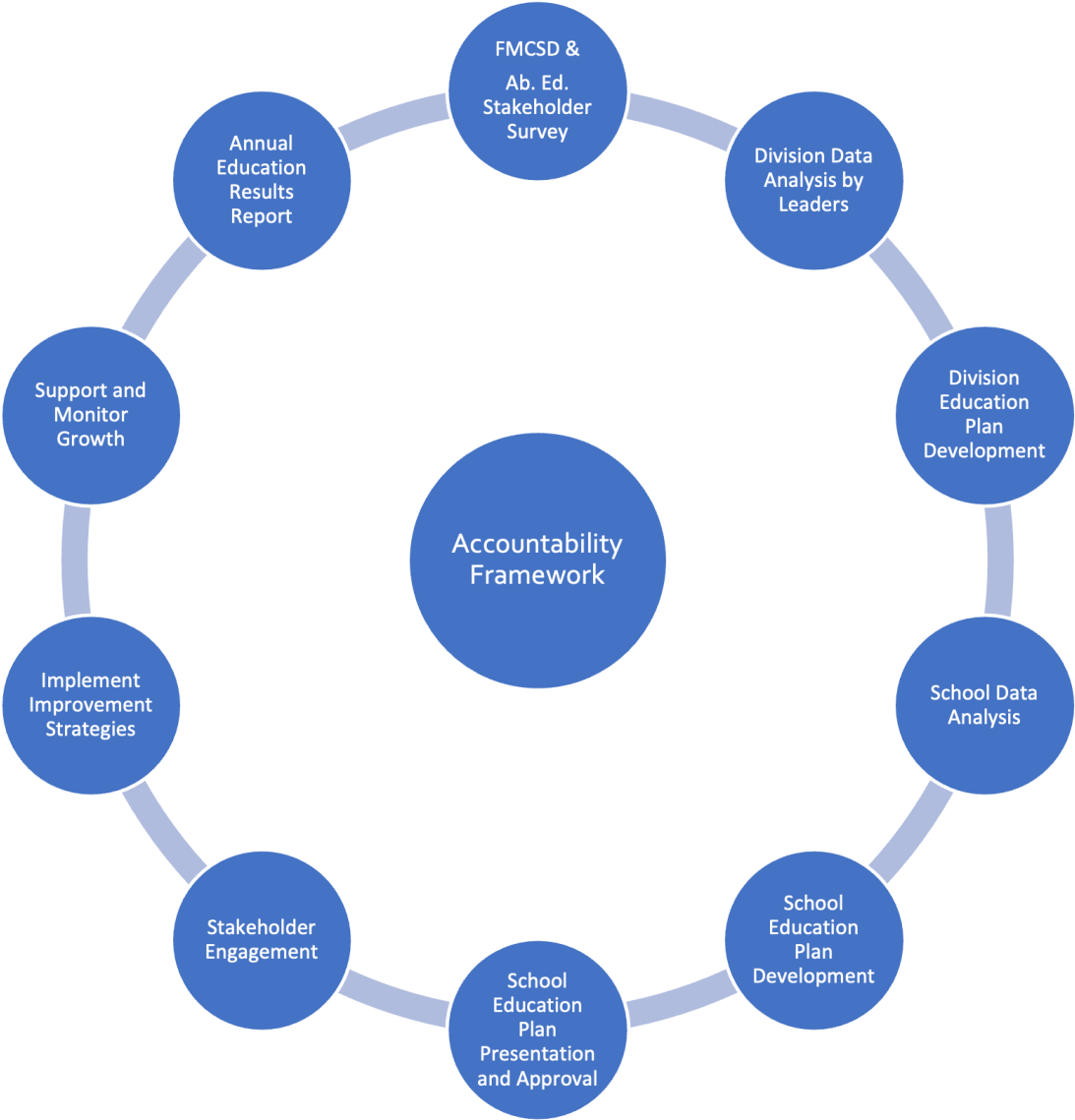
In addition to these formal data sources, our senior leadership team members meet regularly, both formally and informally, with school leaders, teachers, support staff, school council members, and clergy and other parishioners to learn more about how the school authority can best meet the needs of its 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 2022-2023 School Year.