

Holy Spirit Catholic School Division

...where children are cherished and achieve their potential

Annual Education Assurance Report 2021-22

ANNUAL EDUCATION ASSURANCE REPORT 2021-22

ACCOUNTABILITY STATEMENT

The Education Plan for the Holy Spirit Roman Catholic Separate School Division commencing September 1, 2021 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this Three Year Education Plan for three years (2021-22 through 2023-24) on May 25, 2022, at the Regular Board Meeting.

Dr. Carmen Mombourquette, Board Chair

THE DIVISION'S FOUNDATIONAL STATEMENTS

Our Mission

We are a Catholic Faith Community dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, in partnership with home, parish and society, our schools foster the growth of responsible citizens who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

Our Vision

Holy Spirit Catholic Schools....

Christ-centered learning communities where students are *cherished and achieve their potential.

**cher-ish vt 1. to cling to the idea of; 2. to hold dear; 3. to protect and foster*

We Value

All God's Children

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical and emotional giftedness of everyone in our schools.
- We honor diversity.
- Our schools provide a welcoming, safe and accepting sanctuary.

Excellence in Learning

- We provide opportunities for each and every student to discover and become the person God created him/her to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

Sacramentality

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice charity and social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

Our Collaborative Community

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders and will be receptive to and respectful of their input.

Ministry

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

Stewardship

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.



PROFILE OF THE SCHOOL AUTHORITY

The Holy Spirit Roman Catholic Separate Regional Division No. 4 was originally created through the voluntary regionalization of five (5) Catholic School Boards (Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber), emerging as an official entity on December 30, 1994. On September 1, 2014 the Bow Island Catholic School District also joined the division. In 2019, the name of the school division was updated to The Holy Spirit Roman Catholic Separate School Division.

The Board of Trustees is comprised of nine (9) trustees, who represent the division's following five (5) wards:

Coaldale	(Ward 1)	1 trustee
Lethbridge	(Ward 2)	5 trustees
Picture Butte	(Ward 3)	1 trustee
Pincher Creek	(Ward 4)	1 trustee
Taber and Bow Island	(Ward 5)	1 trustee

The Board Office is located in Lethbridge. The daily administration of the school division is carried out by the Superintendent of Schools, who also serves as the Chief Executive Officer to the Board. The Superintendent is assisted by a senior administrative leadership team consisting of the Deputy Superintendent, Secretary-Treasurer, Director of Learning, Director of Religious Education, Director of Support Services and Director of Finance. These personnel, along with school administration, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 5067 students from Kindergarten to Grade 12, as well as an additional 225 early learning program children and 12 international students (September 30, 2022 enrollment). As of September 30, 2021, the division employed 549 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2022/2023 is 281.35 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 247.39 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2021/2022 operating expenditures for the school division were \$63,303,707.

The school division is responsible for the operation of fifteen (15) schools and one (1) outreach school, which range in size from 62 to 920 students. Our schools, their grade levels and the communities they serve are as follows:

SCHOOL	GRADE CONFIGURATION	LOCATION
St. Michael	Early Learning–12	Bow Island
St. Joseph	Early Learning–9	Coaldale
CARE Campus	7-9	Lethbridge
Catholic Central High (East and West Campuses)	10-12	Lethbridge
Children of St. Martha	Early Learning–6	Lethbridge
École St. Mary	Early Learning–6	Lethbridge
Father Leonard Van Tighem	Early Learning–9	Lethbridge
Our Lady of the Assumption	Early Learning–6	Lethbridge
St. Francis	7-9	Lethbridge
St. Patrick Fine Arts	K–6	Lethbridge
St. Paul	Early Learning–6	Lethbridge
St. Teresa of Calcutta	Early Learning–6	Lethbridge
Trinity Learning Centre	4-12	Lethbridge
St. Catherine	Early Learning–9	Picture Butte
St. Michael's	Early Learning–12	Pincher Creek
St. Mary	6-12	Taber
St. Patrick	Early Learning–5	Taber

RESULTS ANALYSIS

The most recent Annual Education Results Report (AERR) can be found [here](#). This document, based on the [Board's priorities](#), which was identified in a Strategic Planning Session held in May of 2020, is used to support and provide rationale for the goals, outcomes and strategies in this new Three Year Education Plan. During this process, the Ministry's [2021-2024 Business Plan](#) was extensively reviewed to ensure there was alignment between provincial and local priorities and outcomes. Specifically, Holy Spirit Catholic Schools ensured that our priority of *First Nations Métis & Inuit Education for all* was at the forefront of our work.

STAKEHOLDER ENGAGEMENT

A ThoughtExchange survey was launched from March 28 until April 11, 2022. Based on the Holy Spirit Catholic School Division's current Board Strategic Priorities and Annual Education Results Report, parents/guardians, staff, and community members were asked for their feedback in determining: "How might we continue to positively impact student learning and improve our educational results?"

A [complete report](#) of the data collected from this engagement was shared with the school division's stakeholders through website and social media channels, as was an [executive summary](#) that was also presented to the Board of Trustees during their May 25, 2022 Regular Meeting. These reports are also available on the division's website, which may be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans" (https://www.holyspirit.ab.ca/resources_publications/reports_plans).

FINANCIAL REPORTING

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars. A [Financial Overview for 2021-2022](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2021-22 school year.

The Holy Spirit Catholic School Division also maintains all current and archived audited financial statements, budgets, and capital plans on the division website: https://www.holyspirit.ab.ca/resources_publications/reports_plans. This information may also be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans."

IMR EXPENDITURE PLAN AND CAPITAL PLAN

The [IMR Expenditure Plan](#) is linked as shown as is the division's [Capital Plan](#).

WHISTLEBLOWER PROTECTION

In keeping with the Public Interest Disclosure Act (PIDA) legislation, which came into force on June 1, 2013, the Holy Spirit Catholic School Division's Board of Trustees approved the implementation of [Policy 21: Public Interest Disclosure \(Whistleblower Protection\)](#) on September 25, 2013. This policy may be found on the division website (<https://www.holyspirit.ab.ca>). Under the "Resources & Publications" tab, select "Policies & Procedures" and then "Policies."

ASSURANCE DOMAIN: Local & Societal Context

Priority	Outcome	Outcome	Outcome	Outcome
<p><i>Staff and students will grow in their faith and experience the richness of Catholic Education</i></p>	<p>Staff and students will develop a deeper understanding of the Catholic faith and demonstrate an increased value of Catholic Education</p>	<p>The culture of our schools will grow in reflecting an authentic Catholic identity</p>	<p>Students and staff will grow in their personal faith life</p>	
	Measures			
	<ul style="list-style-type: none"> • Faith Plan Inventories • Surveys following faith formation events • OurSCHOOL Survey for student feedback • Anecdotal/qualitative data (local narratives) 			
	Report - Telling our Story			
	<p>Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of our schools and the Catholic culture of our division. In 2021-2022, the division completed the third and final year of our Three Year Faith Plan, "Making Or Mark - Journey of an Intentional Disciple." The theme was <i>Together on the Journey</i>, where we focused on the calls to be committed and accountable to one another on our faith journey. These calls aligned to the 5 Marks of Catholic Schools, in particular, Spirituality of Communion and Gospel Witness. A key component of this work was the use of Faith Plan Inventories that were created by the Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity present in our schools, and serve as a diagnostic reflection and planning tool for schools (current status - areas of growth - plan of action - reflection) that assist in the development of school continuous improvement plans in this priority. We focused our work last year around the word together and spirituality of communion:</p> <ul style="list-style-type: none"> • providing one monthly newsletter to support staff, students and community • common faith formation moments (quarterly) for staff and students. • tools specific to students were also developed and implemented, including saint cards that paralleled our patron saints. • staff also focused on how to witness their life in Christ through their relationships, their own personal faith formation, and their participation in the life of the church. 			

Our anecdotal and statistical results suggest that there was a deep connection last year with the theme and calls to action for staff and students.

- 97% of staff felt that the Faith Plan theme, *Transformed by the Journey*, with its corresponding calls to action inspired and helped them grow in their own faith.
- 90.7% felt that the Catholic identity of their school grew in relation to the plan.

Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in March 2022, presented virtually to sites by Steve Angrisano.

- 97% of staff respondents felt Steve's presentation helped them to connect to the calls to action
- 96% valued the day's tasks as helping them to conclude the Faith Plan.

Further, student data from the OurSCHOOL Survey reflects strong positive attitudes toward Catholic Education.

● **Elementary Students**

- 94% of students either agreed or strongly agreed that their school is a Catholic community that helps them to understand the Catholic faith.
- 95% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

● **Junior and Senior High Students**

- 88% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 87% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.

While the secular world does not fully support religion and traditional faith, as we emerge from the pandemic, we continue to be assured that our world is in need of our faith. As a Catholic school division, it is essential that we live our faith publicly and that we serve as role models to our students and our communities. Holy Spirit has established a Grateful Advocates for Catholic Education (GrACE) group to help our stakeholders engage in the issues around Catholic Education. This work focused this year on implementation of communication strategies about the value of Catholic Education, providing connections between trustees and parishes, and advocating for Catholic Education.

As well, each year we continue to offer varied opportunities for adult faith formation in our system to assist in the spiritual growth of our staff. We are strongly committed to this as we believe that having well-formed adults who are comfortable and confident in their faith results in strong witness to our students.

- For administration, monthly faith formation was provided to support their knowledge and to help deepen their faith; a book study of *The Catechist's Backpack* (Paprocki and Stanz) was the basis of our shared experience.
- Teachers new to our district on probationary contracts engaged in face-to-face sessions as well as an online course to expand their understanding of the Catholic faith and the vocational call of the Catholic educator.
- Both face-to-face and online faith formation opportunities were offered to staff throughout the year, and we provide regular access to inservicing when implementing and piloting new religious education programs.

While definitely impacted by the guidance and restrictions for schools, we continued to encourage partnerships with our parish community by having staff and students regularly engage with virtual Masses and retreats, including our online Spiritual Development day in March 2022, and in-person gatherings where allowed and prudent. It was a blessing to be able to gather again for graduation Masses and year-end closing school Masses and liturgies. We continue to foster close relationships with our local clergy as well as holding regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of the Lethbridge Pastoral Zone).

We will be entering the 2022-2023 school year with a new Three Year Faith Plan, Arise! Pilgrims of Hope. This plan was developed through thorough consultation with students, staff, senior administration, trustees, clergy and community. It is our sincere hope that this new plan will allow us to continue to nurture a Catholic worldview of reflection, service and sacramentality, and to foster healing, reconciliation and renewal. As our staff, students, and community find ways to arise in their faith with one another, we seek to ensure that we are assisting one another to become pilgrims of hope through growth in our faith and the rich experience of Catholic Education.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome	Outcome
<p><i>High quality instruction rooted in sound research and effective assessment practices to support growth for all learners</i></p>	<p>Teachers will use a variety of research-based assessment practices to inform instruction that will lead to optimum student learning.</p>	<p>All students will demonstrate growth in literacy and numeracy</p>	<p>First Nations, Métis and Inuit students will achieve equitable educational outcomes</p>	<p>High quality teaching practices will engage students in their continued development of the student learning competencies.</p>
	Measures			
	<ul style="list-style-type: none"> ● Focus on Literacy & Numeracy <ul style="list-style-type: none"> ○ Holy Spirit Common Math Assessment ○ Fountas & Pinnell Benchmark Assessments ○ Alberta Education Early Literacy (LeNS & CC3) Assessment & Numeracy Assessment ● High School Programs & Completion Rate ● Professional Learning & Collaboration Opportunities ● Alberta Education Assurance Measures <ul style="list-style-type: none"> ○ Education Quality ○ Welcoming, Caring Respectful & Safe Learning Environments ○ Access to Supports and Services 			

Report - Telling our Story

Holy Spirit Catholic School Division continues to recognize the importance of foundational skills and provides multiple opportunities for real life learning. Allowing our teachers to go deeper into the curriculum -- focusing on the essential understandings and guiding questions within the curriculum -- and connecting the curriculum to real life, continues to engage our students in relevant learning experiences. Despite the many challenges presented as a result of the COVID-19 Pandemic, learning continued in a rigorous, relevant manner for all students.

Using Sound Assessment Practices to Inform Great Instruction – Literacy and Numeracy

Ongoing professional learning of our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment. In addition to locally developed assessments and provincial assessments (PATs & DIPs), students in grades 1-3 completed the Early Literacy & Numeracy Assessments, as part of the Learning Disruption Grant funding provided by Alberta Education.

Numeracy:

During the 2021-2022 school year, work in the area of numeracy focused on essential outcomes to build number sense and fact fluency to support gaps identified due to disrupted learning as a result of the pandemic.

- The Holy Spirit Learning Coaches supported professional learning in numeracy instruction throughout the Division.
- Teachers in grades 1-3 were supported to provide interventions for students who needed additional support in numeracy.
- Learning Disruption Grant funding was used to provide additional staffing and resources to support numeracy interventions.
- The Alberta Education Numeracy Assessment was administered to students in grades 1-3 during the 2021-2022 school year. All students were assessed at the 'beginning' (September 2021 for Grades 2-3, January for Grade 1) and students who were determined to be 'at risk' were re-assessed in June. Interventions were provided for 12-16 weeks for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need.
 - Grade 1 Number of students 'at risk' in Numeracy at the beginning of the year: 87 End of year: 81 (Numeracy interventions were provided to 159 grade 1 students across the District)
 - Grade 2 Number of students 'at risk' in Numeracy at the beginning of the year: 74 End of year: 65 (Numeracy interventions were provided to 148 grade 2 students across the District)
 - Grade 3 Number of students 'at risk' in Numeracy at the beginning of the year: 111 End of year: 78 (Numeracy interventions were provided to 165 grade 3 students across the District)
- The Holy Spirit locally-developed Common Math Assessment (CMA) was administered in the Spring of 2022 to students in grades 4-9. Students in grades 1-3 did not complete the CMA due to time constraints as a result of the provincially mandated assessments. In comparing our Spring 2021 to our Spring 2022 administration, most grade levels demonstrated growth in numeracy:
 - Grade 4 students Spring 2021 Administration: 62.7% At Grade Level, Spring 2022 Administration: 64.3% At Grade Level
 - Grade 5 students Spring 2021 Administration: 53.3% At Grade Level, Spring 2022 Administration: 59.2% At Grade Level
 - Grade 6 students Spring 2021 Administration: 49.3% At Grade Level, Spring 2022 Administration: 47.1% At Grade Level
 - Grade 7 students Spring 2021 Administration: 44.4% At Grade Level, Spring 2022 Administration: 47.8% At Grade Level
 - Grade 8 students Spring 2021 Administration: 56.0% At Grade Level, Spring 2022 Administration: 51.3% At Grade Level
 - Grade 9 students Spring 2021 Administration: 39.4% At Grade Level, Spring 2022 Administration: 45.7% At Grade Level

- Our Provincial Achievement Test Results in Math indicate our students continue to experience some challenges in numeracy compared to the provincial averages which are slightly higher in some categories. This is corroborated by the Common Math Assessment results reported above. The percentage of our French Immersion students who achieved the Acceptable Standard in both grades 6 & 9 surpassed the provincial average.

		Mathematics (English)	Mathematics (French)
Grade 6	Acceptable Standard	59.4%	85.2%
	Standard of Excellence	11.9%	7.4%
Grade 9	Acceptable Standard	58.5%	86.4%
	Standard of Excellence	15.7%	36.4%

Literacy:

During the 2021-2022 school year, focused work on literacy was extended.

- The Holy Spirit Division Learning Coaches provided support to our Grades 1-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2021.
 - Results of our Fountas & Pinnell Assessments in the Fall of 2021 indicated the following (grade 1-9):
 - Overall: Meeting Expectations 47.2%, Approaching Expectations 14.5%, Not Yet Meeting Expectations 42.0%
 - Comparing to our previous year's results (Fall 2020) indicated the following (grade 1-9):
 - Overall: Meeting Expectations 46.4%, Approaching Expectations 15.3%, Not Yet Meeting Expectations 38.4%
 - The data indicates a continued need to address gaps in literacy over the course of the school year, as a result, our teachers are focusing on the essentials of literacy instruction.
- The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) was administered to students in grades 1-3 during the 2021-2022 school year. All students were assessed at the 'beginning' (September 2021 for Grades 2-3, January for Grade 1) and students who were determined to be 'at risk' were re-assessed in June. Interventions were provided for 12-16 weeks for students who were determined to be 'at-risk', as well as other students for whom teachers determined there was a need.
 - Grade 1 Number of students 'at risk' in Literacy at the beginning of the year: 167 End of year: 157 (Literacy interventions were provided to 233 grade 1 students across the District)
 - Grade 2 Number of students 'at risk' in Literacy at the beginning of the year: 137 End of year: 130 (Literacy interventions were provided to 171 grade 2 students across the District)
 - Grade 3 Number of students 'at risk' in Literacy at the beginning of the year: 116 End of year: 120 (Literacy interventions were provided to 185 grade 3 students across the District)
- Our Learning Coaches worked in all elementary and several junior high schools modelling teaching and providing professional learning sessions, shoulder-to-shoulder support, and research-based resources for literacy learning.
- A sub-committee was established (membership included the Learning Coaches, as well as a sample of Division I teachers from across Holy Spirit) to develop a common Scope & Sequence for Phonics & Phonemic Awareness instruction. The Scope & Sequence will become a recommended resource for all Holy Spirit teachers responsible for early literacy instruction.

- Learning Coaches delivered numerous professional learning sessions at many of our schools, promoting a comprehensive literacy approach.
- Through professional learning and opportunities for collaboration, teachers met their students where they were at and focused on growth, no matter the starting point.
- We continue to see exponential growth in the number of students for whom English is an additional language. Through the use of benchmark assessments for English Language Learners, our ELL Lead Teacher supported teachers in the completion of ESL benchmarking, the interpretation of results, and the development of strategies to support students.
- Our Provincial Achievement Test Results are a testament to the focus all of our teachers place on the foundational skills in literacy. The percentage of Holy Spirit students achieving 'Acceptable Standard' or 'Standard of Excellence' are higher than the provincial percentages in each grade and in both languages.

		English Language Arts	French Language Arts
Grade 6	Acceptable Standard	77.9%	88.9%
	Standard of Excellence	19.1%	14.8%
Grade 9	Acceptable Standard	79.6%	95.5%
	Standard of Excellence	16.1%	22.7%

High Schools:

- Despite the challenges presented to our students and teachers during the 2021-2022 school year, students were still engaged in their learning and succeeded in completing their high school programs.
- The division provides excellent support for students to keep them in school and complete their high school programming. Holy Spirit achieved 'Very High' in the 3-year High School Completion Rate and 'High' in the 5-year High School Completion Rate.
 - Increase in 3-year High School Completion Rate of 90.7% (up from 88.2% in 2021)
 - Increase in 5-year High School Completion Rate of 91.9% (up from 89.5% in 2021)
- Participation rate in the Diploma Exams for the 2021-2022 school year were above provincial averages, further ensuring our students have opportunities to explore multiple career and post-secondary pathways after graduation.
 - 71.2% of our students wrote one or more English Diploma Exams
 - 31.1% of our students wrote one or more Mathematics Diploma Exams
- Partnerships with post-secondary institutions were maintained in order to offer additional dual credit opportunities for our students. Holy Spirit students had the opportunity to earn dual credits through the Olds College and Lethbridge College.
- Continued to expand student course choice through acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to expand our Off-Campus Program (Registered Apprenticeship Program, Green Certificate Program, and Work Experience).

Professional Development in Holy Spirit Catholic Schools

- Professional learning for 2021-2022 continued to focus on inter-school collaboration opportunities. School-based teams joined together on common PD days to collaborate with resources, share in learning provided by guest speakers, and engage in common planning.
- Our annual Division Professional Learning Day was held in October and featured Dr. Ron Ritchhart leading a session focused on Creating Cultures of Thinking in our schools.
- Two Division Collaboration Days were held over the school year (October and March). Teachers established self-selected collaborative working groups and were given the time to work on self-selected professional learning projects based on their interests and professional learning needs. Elementary grade level groups gathered (in-person and virtually) to begin planning for new curriculum implementation.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted in order for teachers to further their own understanding of the new curriculum, as well as collaborate to create long range plans.
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to dive more deeply into the new curriculum, and develop strategies to support colleagues to plan for implementation.
- Holy Spirit had 8 representatives (6 classroom teachers and both Learning Coaches) participate in the Zone 6 Curriculum Working Groups, facilitated by the Southern Alberta Professional Development Consortium. Participants gathered four times throughout the year to work with colleagues across Southern Alberta to support planning for new curriculum implementation.
- All teachers and administrators of Kindergarten - Grade 3 were provided a copy of the resource, 'Shifting the Balance,' as well as access to the professional learning course titled 'The Six Shifts.' This supports further understanding of how to integrate the Science of Reading into the Balanced Literacy Classroom, supporting early literacy instruction.
- Our Learning Leadership Team participated in ongoing professional learning and discussion focused on "Leading Assessment Change" at monthly meetings, accessing resources from many research-based sources, including the Alberta Assessment Consortium.
- Throughout the school year, many professional learning opportunities were offered virtually and teachers were able to take advantage of these opportunities without the need to travel or require a substitute teacher.

Alberta Education Assurance Measures data

- Education Quality - with 90.7% of our community feeling confident that we are offering quality educational programming in our schools, we are handily above provincial standard of 89.0%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 88.6% in Holy Spirit compared to 86.1% provincially.
- Access to Supports and Services - Our community understands that our students have great access to supports and services within our division as well as those offered by our partnering agencies - 81.4% in Holy Spirit compared to 82.6% provincially.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome	Outcome
<p><i>First Nations, Métis and Inuit education for all</i></p>	<p>Staff and students will engage in practices to facilitate reconciliation within the school community.</p>	<p>Staff and students will enhance their understanding of First Nations, Métis and Inuit ways of knowing, doing and being</p>	<p>Faculty and staff will apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students</p>	
	Measures			
	<ul style="list-style-type: none"> ● OurSCHOOL Survey ● Anecdotal/qualitative data (local narratives) 			
	Report - Telling our Story			
	<p>We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth. Due to the pandemic, we do not have as many of our usual performance measures to track our progress.</p> <ul style="list-style-type: none"> ● Our three-year high school completion rate, which remains an area of concern, has been maintained at a level higher than the provincial rate again last year. ● We did experience a decline in our previously excellent five-year completion rate to numbers that more closely parallel the provincial averages, which we believe is related to that particular cohort and their pandemic context. ● We will continue to monitor those rates, but feel that we are on the right track to continue to make progress in all areas with the divisional and school-based supports that are in place. <p>In terms of other supplemental Alberta Education Assurance Measures:</p> <ul style="list-style-type: none"> ● We have maintained our Rutherford scholarship eligibility rate, with a small decline from the previous year’s result, at 13 percent higher than the provincial average. ● We have also maintained our six-year transition rate at a high level (64.7% compared to the 37.7% provincially) ● We had improvement in our drop out rate (down to 1.2% for last year compared to 9.5% the year prior, a clear outlier from our more usual 4.7% which closely mirrored the provincial average on our three-year average). <p>With focused supports being offered at the junior high and high school levels to encourage the academic achievement of our First Nations, Métis, and Inuit students, along with the work our division is doing in the area of universal supports for literacy and numeracy, we anticipate that we will see consistent maintenance and/or growth in these areas.</p> <p>One of our major commitments to supporting our First Nations, Métis, and Inuit students is through three Graduation Coach programs, one at the high school level, the second at the junior high level, and a third in a rural K-12 school. About 40% of our First</p>			

Nations, Métis, and Inuit students attend those three schools. This work has been supported through the Innovation in First Nations Education Grant, which concluded at the end of the 2021-2022 school year. The grant focused on three priority areas:

- Student Centred Supports - this area focused on the holistic support of students (physical, emotional, spiritual and mental) through the Grad Coach programs.
- Children and Youth Not in School - this area focused on supporting student attendance and effective transition between schools.
- Parental/Caregiver Engagement - this area focused on school family gatherings, student awards, and divisional community gatherings.

While we were blessed to have had an extension to the grant for this year due to the mitigating circumstances of the pandemic, the conclusion of the grant will be felt as we endeavour to discern the most impactful strategies to focus our attention and resources upon, and how to scale these strategies to the other schools in Holy Spirit.

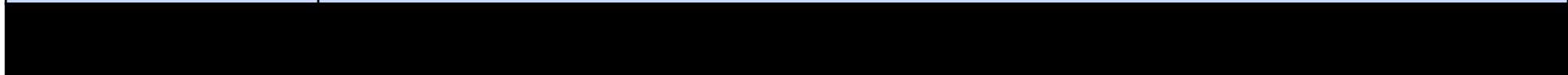
We have not been able to collect consistent data since March of 2020, from either a local or provincial level, to report on the effectiveness of the strategies and interventions that we are using. Current anecdotal reporting and historical data, along with the data that we have collected, continue to point to challenges with literacy and numeracy in elementary and junior high for these students, whether on Fountas & Pinnell, our Common Math Assessment, or the other local measures that we have access to. Once students are in high school, they are being reasonably successful in their core courses as they proceed to their high school certification. We continue to also monitor and respond to data around attendance and strategize effective supports and interventions around attendance and programming for students. As we anticipate a more 'normal' school year in 2022-2023, we will be engaging in conversations around what data is most appropriate to collect, and to what end/response we are collecting this data. Many schools are using the Collaborative Response Model as a framework to guide interventions with the support of the Senior Administrative Leadership Team. Work will continue with these interventions and alignment to Collaborative Response in the 2022-2023 school year, both from the standpoint of broad learning disruption grant funding as well as the focused lens of First Nations, Métis, and Inuit subgroups inside the total student population.

In 2021-2022, we continued to realign the focus of the work in First Nations, Métis, and Inuit education in our Board priorities. While we continue to focus on continuous growth in academic achievement aiming at equitable educational outcomes for First Nations, Métis, and Inuit students, we are also broadening our focus to First Nations, Métis, and Inuit education for all.

A key part of working in this area is engaging in practices to facilitate reconciliation within the school/community context. As we seek to understand reconciliation as part of our way of being, we know that we have to be humble, listen deeply, earn trust, and seek to do our work in a good way. Throughout last year, as schools continued to navigate the impacts of the pandemic, they renewed and fostered their relationships with First Nations, Métis, and Inuit Elders, parents, families, students, and communities, both on- and off-reserve to support this priority. We took the same approach divisionally in our offerings.

- We developed a monthly newsletter, Itsinika'si (relate; tell about a part of one's life) that featured each of our First Nations, Métis, and Inuit support workers, along with highlights of events, linguistic and cultural learnings, and rooted our work in authentic Blackfoot voices.
- We carried that on into our support of reconciliation materials and activities provided to our schools in September 2022, as well as our divisional events throughout the year.
- At each of our student gatherings (Iisopok'ksikatkimayaa - Striving for Higher Knowledge - transition gathering for grade 11 and 12 students; Iikaahkikkamina - Encouragement - transition gathering for grade 9 and 10 students), we ensured that we elevated the voice and experience of our Elders as well as responded to identified student needs.
- We continued, as restrictions allowed, to host and support school powwows and feather blessings in the same vein.

	<ul style="list-style-type: none"> We were blessed to be able to reorient and offer our year end divisional family gathering (litowaahkomstii'oppi - Where we all gather to play games) in June 2022, which was well attended and received by our community. <p>Our path towards reconciliation continues, and we feel assured with ongoing Blackfoot namings for staff and schools that we are on the right track in this area. We are hoping to return in the 2022-2023 year to more frequent abilities to meet and consult with our Wisdom and Visioning Circle, as well as some of our other indigenous partners.</p> <p>A second facet of this priority is in enhancing staff and student understanding of First Nations, Métis, and Inuit ways of knowing, being and doing, and the application of foundational knowledge by faculty and staff to the benefit of all students. We have sought to have the intellectual humility to position ourselves as learners. We rely on roots that were laid down through the Indigenous Languages in Education grant, which developed Blackfoot language resources that support both our focus on linguistic revitalization as well as the permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiiski website (found here: https://sites.google.com/view/mioohpokoiiksi/home) which situates language in story to the benefit of all learners. Additionally, we continue to have frequent professional learning opportunities offered to staff. Ongoing offerings of our Tea and Bannock online series were well received, and we offered our first Learn, Build & Go workshop (focused on the eagle and eagle teachings) for staff in the spring. We anticipate further future offerings in this series in the 2022-2023 school year.</p>
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ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement; Governance

Priority	Outcome	Outcome	Outcome	Outcome
<i>Foster a culture of wellness that is foundational to support learning</i>	Students are supported in their physical, emotional, behavioural and spiritual well-being	Staff and students will engage in ongoing activities that promote holistic health and wellness	Staff and students are able to recognize and respond to those who may require mental health support	
	Measures			
	<ul style="list-style-type: none"> Alberta Education Assurance Measures <ul style="list-style-type: none"> Welcoming, Caring, Respectful and Safe Learning Environment OurSCHOOL Survey A number of research-based programs delivered by the MHCB team Quarterly review of metrics, indicators and data collection of Family First Facilitator Program Trend data and analysis from FSLC Anecdotal/qualitative data (local narratives) 			

Report - Telling our Story

- Holy Spirit Catholic School Division continues to offer a broad range of programming and the sharing of resources that meets the needs of our diverse population. Our results indicate that our schools provide a safe, caring, and nurturing environment. The Fall 2022 Alberta Education Assurance Measures indicate 88.6% in the measure of Welcoming, Caring, Respectful and Safe Learning Environment and this is above the current provincial result of 86.1%. Additionally, 81.4% in the measure of access to supports, which is in line with provincial trends.
- Some activities conducted over the last school year to focus on ensuring our schools are safe and caring include:
 - Active participation in the Southwest Collaborative Support Services subcommittee. This group is key to collaborative cross-jurisdictional opportunities that help to serve the unique needs of our division. For smaller divisions in Southern Alberta, pooling resources is the only way to address the complex and therapeutic educational needs of our students.
 - The Mental Health Capacity Building (MHCB) team delivered universal programming for mental health promotion and prevention. The Mental Health Capacity Building team was able to deliver programming across the division allowing for universal support in all schools within our geographically vast division. Deliverable programming data included the following:
 - 23 events and activities
 - 161 skill building programs
 - 1,023 skill building sessions
 - 13 presentations with 5,156 student attendees
 - Capacity building with staff to deliver programming
 - 25 programs containing 228 sessions delivered
 - 16 schools, 6 communities and 5,425 students reached
 - Summer Programming
 - 4 skill building programs and events containing 22 sessions
 - 3,340 attendees in 6 communities
 - Continued strong relationships with our partners such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Collaborative Support Service Delivery, Parent Link and Child and Family Services and Disability Services allow services to wrap around our students and families.
 - Divisional publications dedicated and focused on Mental Health and Wellness that are composed of the following:
 - R & R (*Renew and Recharge*) Newsletter - this quarterly newsletter was created with staff in mind. Through this newsletter, the Support Services team highlights articles, resources and provides links to all things connected to personal Mental Health and Wellness. The hope is that staff will access the information that is shared to support them in their professional and personal lives.
 - Building Community Connections Publication - this monthly publication is intended for students / parents with a focus on sharing community resources and links to services that are consistent with the Dimensions of Wellness.
- COVID-19 pandemic protocols and restrictions limited our ability to fully access community partnerships and resources that have typically provided strong connections for our school division. As a result, our partnerships with both the University of Lethbridge for the Registered Nursing Program and the Addiction Counselling practicum programs were not able to move forward as their COVID-19 protocols and restrictions did not allow for an online format.

- Using both online and restricted in-person learning formats, we were able to offer divisional professional development opportunities in Violence, Threat, Risk, Assessment (VTRA), Supporting Individuals through Valued Attachments (SIVA), First Aid, Go-to Educator, and Mental Health Literacy Training for school staff.
- The focus of our two Divisional Collaborative days held in October and March of the past year focused on professional development opportunities dedicated to the area of Mental Health and Wellness. Collaboration between divisional schools to share best practice around this priority area were encouraged and facilitated. The building of divisional capacity through the sharing of ASEBP Lunch and Learn session ideas for staff wellness combined with information shared by keynote speakers in the priority area provided a platform to engage in ongoing holistic health as well as recognize what can be accessed by staff in regards to Mental Health and Wellness supports.
- Despite pandemic protocols and restrictions, there were several opportunities to engage in community events that supported our marginalized populations. Through creative planning and accommodations Santa's Anonymous, Drive Away Hunger and Ready Set Go, Roots of Empathy and our MHCB Summer programming we were able to provide families in our School Communities with the much needed support.
- Our divisional flexibility to shift programming and support extended into new modalities of delivery and engagement with students, staff and the greater learning community for the Behaviour Support Teams, Family First Facilitators, Family Enhancement Facilitator and Family School Liaison Counsellors. In order to continue to implement a continuum of supports and services our school and divisional teams were creative in the ways in which they were able to create connections to meet social, emotional, physical and learning needs.
- OurSCHOOL Survey data indicate varying degrees of wellness amongst our students. Some indicator results that help to inform program and services include:
 - **Junior/Senior High School Students**
 - Students with a positive sense of belonging 63% **down from previous year however it was a restricted year*
 - Students with positive relationships 79%
 - Students that value schooling outcomes 65%
 - Students with positive behaviors at school 96%
 - **Elementary Students**
 - Students with a positive sense of belonging 74% **slightly down but in line with Canadian norms*
 - Students with positive relationships 81%
 - Students that value school outcomes 91%
 - Students with positive behavior at school 91%
 - While there have been some shifts in our divisional results, for the most part they are reflective and in line with provincial and national trends. Pandemic restrictions continued to have a profound impact on students, staff and our greater school communities.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.3	87.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.2	86.8	86.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	90.7	88.2	87.4	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	91.9	89.5	90.9	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	70.4	n/a	76.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	18.0	n/a	18.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.8	n/a	79.7	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	12.2	n/a	16.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.7	91.5	92.2	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	90.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.4	83.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.6	80.5	82.6	78.8	79.5	81.5	High	Maintained	Good

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	58.9	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.2	1.8	1.5	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	85.8	83.5	86.8	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
Lifelong Learning	82.8	83.9	76.9	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	84.3	81.8	86.3	82.9	81.9	82.3	Very High	Declined	Good
Program of Studies - At Risk Students	81.8	83.8	85.9	81.9	82.7	84.8	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	86.8	81.7	78.6	70.2	68.0	66.4	Very High	Improved Significantly	Excellent
Safe and Caring	90.8	92.3	91.6	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	75.9	75.2	76.9	72.6	71.8	74.1	Intermediate	Maintained	Acceptable
School Improvement	78.0	86.0	85.1	74.2	81.4	81.3	High	Declined Significantly	Issue
Transition Rate (6 yr)	73.7	72.1	73.0	60.3	60.0	59.8	Very High	Maintained	Excellent
Work Preparation	85.2	87.8	84.7	84.9	85.7	83.5	High	Maintained	Good