



Holy Family

Catholic Regional Division

Annual Education

Results Report

2022-2023



Board Chair: Kelly Whalen



Superintendent: Betty Turpin

www.hfcrd.ab.ca



“Student Success in a Catholic Community, Guided by Christ”

The Annual Education Results Report for Holy Family Catholic Regional Division commencing September 1, 2022, 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*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

The Board approved the Annual Education Results Report for the 2022-2023 school year on December 21, 2023.

BACKGROUND

School Authority Planning & Reporting Pursuant to the Government Organization Act and the Education Act and to operationalize the accountability relationships and processes established in provincial legislation (See section B, Legislative Authority), this section contains the Minister’s requirements for school authorities’ education plans and annual education results reports (AERRs). School authorities’ planning and reporting processes should reflect the guiding principles, domains, and enabling processes outlined in the Assurance Framework (See section B). Effective planning and results reporting occur in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- *Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction*
- *Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities*
- *Implementing research and evidence-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement*
- *Monitoring implementation and adjusting efforts as needed • Measuring, analyzing, and reporting results*
- *Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e., evidence-informed decision-making)*
- *Communicating and engaging with stakeholders about school authority plans and results throughout the*

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DIVISION PROFILE




Holy Family Catholic Regional Division was formed on September 1, 1997, by regionalizing the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family Catholic Regional Division provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie, and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School which Holy Family Catholic Regional Division owns. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division.

A comprehensive range of programs is provided for the 1,690 students enrolled in the nine schools in the Division.



PEACE RIVER

 GOOD SHEPHERD SCHOOL Pre-K to Grade 6 Enrollment 376 Principal: Laurie Goyetche Vice Principal: Sadie Oberle Vice Principal: Stephane Gaudreau	 GLENMARY SCHOOL Grade 7 - 12 Enrollment 388	 HOLY FAMILY CYBERHIGH Principal: Victoria Cornick Vice Principal: Anna Taplin Vice Principal: Brendon Nichols
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GRIMSHAW

**Holy Family School**
ECS to Grade 9
Enrollment 114
Principal: Lauri Goudreault
Vice Principal: Paul Marceau

MANNING

**ROSARY SCHOOL**
ECS to Grade 9
Enrollment 99
Principal: Teresa Sallis-Stewart
Vice Principal: Julie Gummesen

VALLEYVIEW

**ST. STEPHEN'S SCHOOL**
ECS to Grade 9
Enrollment 275
Principal: Jodie Chisholm
Vice Principal: Beverly Dietzen
Vice Principal: Sandy Alexander

MCLENNAN

**ÉCOLE PROVIDENCE SCHOOL**
ECS to Grade 8
Enrollment 59
Principal: Alysia Sharpe

HIGH PRAIRIE

 ST. ANDREW'S SCHOOL ECS to Grade 12 Enrollment 378	 ST. FRANCIS HOLISTIC LEARNING CENTER Principal: Marc Lamoureux Vice Principal: Joanne Lasher
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MESSAGE FROM THE BOARD CHAIR

On behalf of the Holy Family Catholic Separate School Division Board of Trustees, I am pleased to present the 2022-2023 Annual Education Results Report.

Our team of dedicated trustees, administrators, educators, and support staff strive to produce excellence in Catholic Education, as evidenced in this report. Guided by the Light of Christ to serve our students, our schools continue to grow and shine in outstanding ways while providing all students with equitable access to learning and technology. We strive to close the gap so the most vulnerable students can achieve their full potential. Recognizing the impact on student learning and the educational gaps due to the COVID-19 pandemic, we will continue to deepen our focus on learning strategies, universal design, and differentiated instruction to meet the learning needs of all students and increase critical thinking skills while remaining rooted in Gospel values. The Holy Family Catholic Separate School Division remains firmly and proudly committed to offering a range of programs for our diverse student demographic while offering the highest quality of Catholic Education.

The Board of Trustees wishes to thank all our staff and partners who collaborated on preparing this report and its positive results. As partners in serving our world through education, we fervently hope that the education provided will continue to create and celebrate inclusive and accepting environments in our School and Board communities where all students and staff feel safe, valued, and heard.

Kelly Whalen,

Board Chair

2022-2023

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Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Holy Family Catholic Separate			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	89.1	86.5	86.5	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	86.6	83.8	85.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	74.6	79.9	79.2	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	89.1	88.7	83.9	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	45.0	54.0	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	4.7	9.7	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	75.4	76.5	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	14.0	8.6	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	91.9	89.3	90.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	87.3	87.3	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	87.2	81.1	81.1	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	87.3	79.0	80.0	79.1	78.8	80.3	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses was determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. The COVID-19 pandemic impacted participation in the Provincial Achievement Tests and Diploma Exams from 2019/20 to 2021/22. School years 2019/20, 2020/21, and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. The fires impacted participation in the Provincial Achievement Tests and Diploma Exams in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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Fall 2023 Required Alberta Education Assurance Measures

Overall Summary

Measure	Holy Family Catholic Separate			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)	2.5	n/a	47.1	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.0	1.0	1.2	2.5	2.3	2.5	Very High	Declined	Good
In-Service Jurisdiction Needs	88.6	81.7	86.1	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	86.3	81.4	77.8	80.4	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	82.4	78.5	81.6	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	87.6	80.9	83.9	81.2	81.9	83.4	High	Improved	Good
Rutherford Scholarship Eligibility Rate	71.7	67.2	65.0	71.9	70.2	68.3	High	Improved	Good
Safe and Caring	91.6	89.4	90.8	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	83.9	77.8	80.4	72.9	72.6	73.9	Very High	Improved	Excellent
School Improvement	81.7	76.6	80.7	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	44.3	49.3	55.5	59.7	60.3	60.2	Low	Declined	Issue
Work Preparation	87.1	83.7	85.4	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The fires impacted participation in the Diploma Exams in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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Overriding Domain: Faith Permeation

Goal is to ensure faith permeation opportunities for growth and learning for all students, staff, and board members. It is a priority to provide quality Catholic education, build catholic citizens, strive for excellence of individual God-given talents, and model Christ in a fair, equal, and permeated learning environment.

- a. Maintain and expand faith development opportunities and evangelization for students
- b. Maintain and expand faith development opportunities and evangelization for staff
- c. Maintain and expand faith development opportunities and evangelization for the Board of Trustees
- d. Ensure quality teaching and learning of religious studies curriculum
- e. Provide opportunities and support for staff to become more engaged with their faith
- f. Ensure student and staff feel safe and welcomed in their environments
- g. Create and support environmental spaces within the school, classrooms, and facilities

Contextual Variables:

- Continue to encourage and improve staff participation in mass attendance, leadership in ministries, and faith-related professional development.
- Increase knowledge of permeation of curriculum across subject areas.
- Catholic teachers teaching religion.
- Hiring and evangelizing Catholic Staff
- Provide professional development opportunities for teachers to learn religious and cross-curricular programming.
- Discussions, dialog, and discussions regarding the role of a catholic teacher and leader.
- Provided professional development to staff on Pastoral Guide- Human Sexuality
- Worked with the School-based Faith Coordinators to assess the professional, personal and environmental needs of the school and teachers.
- Work with the Office of Evangelization and Catechesis for the archdiocese.

Comments:

- All grade-level religion teachers were provided with professional development sessions related to curriculum and religious education programs for students.
- Participated as a Faith Formation and Youth Committee member with the Office of Evangelization and Catechesis.
- Faith coordinators at school improved awareness and showed consistent leadership and commitment in valuing priorities, events, and celebrations in all schools.
- Administration training and support in terms of guiding teachers as related to supporting students in their development and understanding of sexuality with approved resources, Fourth R, Pastoral Guide
- Support to schools and faith coordinators as related to sacrament preparation, student and staff retreats, music licensing, and approved resources

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Domain 1: Student Growth and Achievement

- a. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- b. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- c. Students are active, healthy, and well.
- d. Students apply knowledge, understanding, and skills in real-life contexts and situations.
- e. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- f. Students demonstrate understanding and respect for the uniqueness of all learners.

Contextual Variables:

- Benchmarking diagnostic assessment for literacy, numeracy, and psychological assessments
- Using the Early Years Evaluation to drive instruction and support.
- To provide pre-kindergarten opportunities where possible. Review and monitor academic progress
- Use of Acadience Gr. K-6 and MIPI Gr. 2-10. Provincial Numeracy was also used for Grades 1-4

Student Learning Engagement – Measure Details

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

	Authority						Province								
	2021		2022		2023		Measure Evaluation			2021		2022		2023	
	N	%	N	%	N	%	Achievement	Improvement	Over all	N	%	N	%	N	%
Overall	645	85.6	634	86.5	584	89.1	n/a	Improved	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	60	80.6	80	92.5	58	97.1	n/a	Improved	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	462	79.1	448	73.3	416	73.9	n/a	Maintained	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	123	97.3	106	93.6	110	96.3	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments:

- Overall HFCRD exceeded the provincial percentage

Citizenship – Measure Details

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

	Authority											Province							
	2020		2021		2022		2023		Measure Evaluation			2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	800	87.3	645	84.3	634	83.8	584	86.6	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	119	85.5	60	75.1	80	84.3	58	87.8	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	550	80.0	462	80.2	448	71.3	416	75.7	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	131	96.5	123	97.7	106	95.6	110	96.2	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments:

- Overall HFCRD exceeded the provincial percentage

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High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																			
	Authority											Province							
	2019		2020		2021		2022		Measure Evaluation			2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
3 Year Completion	112	76.1	126	81.6	117	79.9	120	74.6	Intermediate	Maintained	Acceptable	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	130	75.6	112	87.5	120	88.8	116	84.6	Intermediate	Maintained	Acceptable	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	130	84.4	129	78.8	112	88.7	120	89.1	Intermediate	Improved	Good	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Division Assessment Results 2022-2023

***Alberta Education Assurance Measures (AEAM) PAT's and Diplomas for Division Results were affected by the Wildfires**

Mathematical Interventions Programming Instrument (MIPI)

Bi-annual Mathematical Interventions Programming Instrument (MIPI) data of all students grades 2-9. MIPI is a way to help teachers understand where each student is in their math knowledge and skills. It indicates to our division if students need more support in math allowing for universal, targeted, and customized teaching and interventions.

Division Overall - 1-9 Grades 2022-23

Math Data

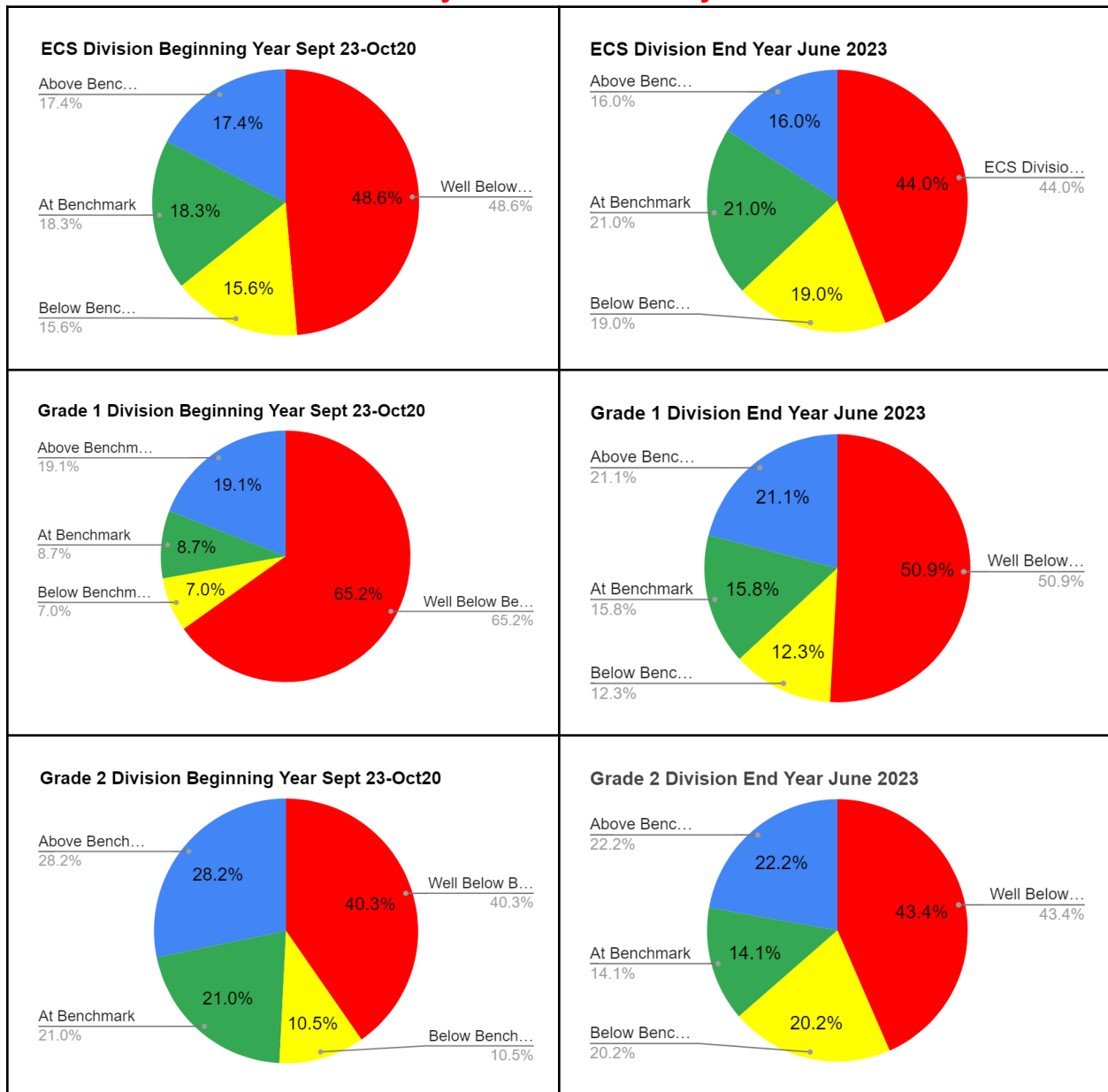
Prov. Numeracy	Not at Risk	At Risk
Grade 1	77%	23%
Grade 2	60%	40%
Grade 3	70%	30%
Grade 4	69%	31%
MIPI	Not at Risk	At Risk Below 50%
Grade 5	72%	28%
Grade 6	69%	31%
Grade 7	56%	44%
Grade 8	52%	48%
Grade 9	54%	46%

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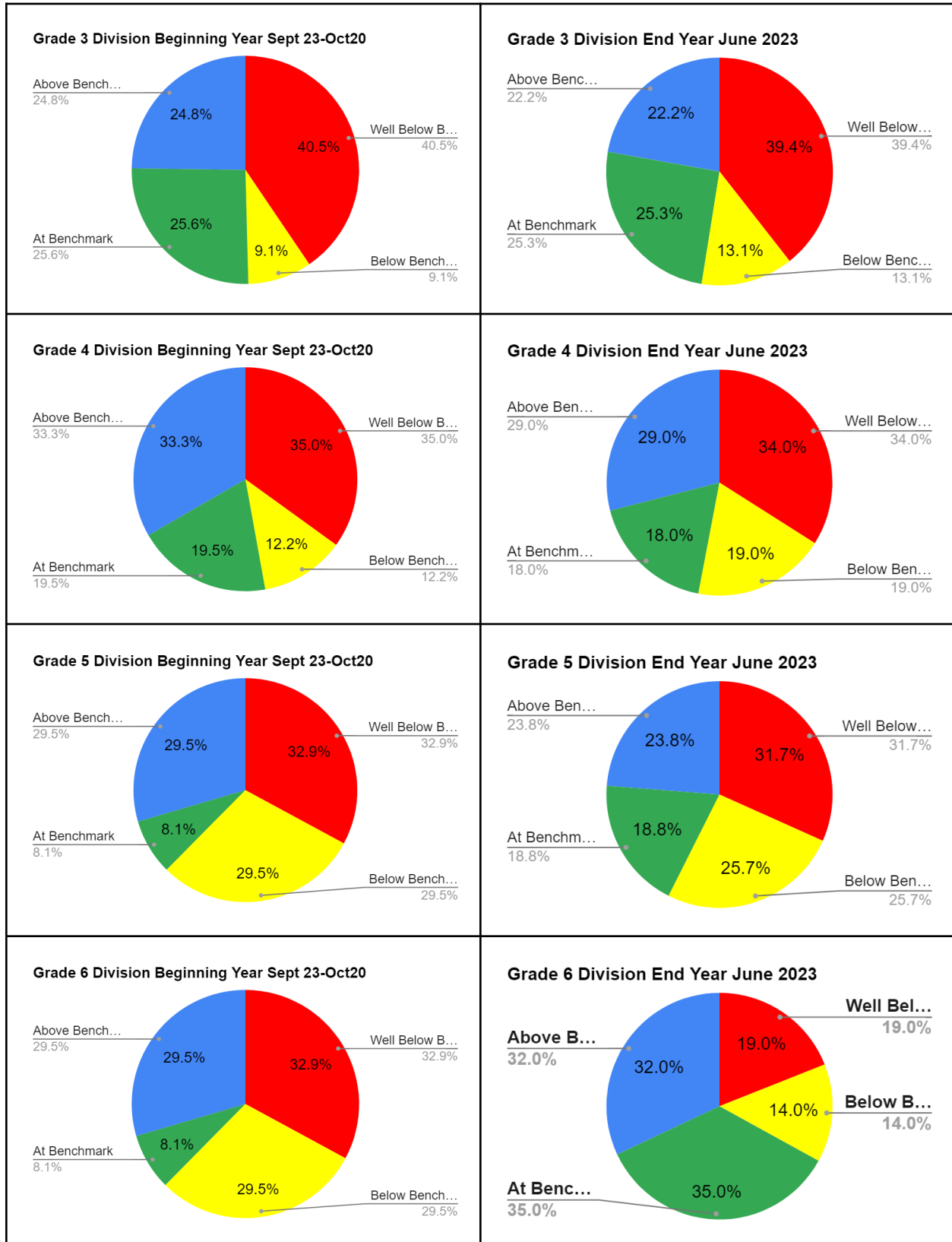
ACADIENCE Reading Composite 2022-23

Acadience Reading K–6 is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading comprises six brief measures that indicate the essential skills every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills to provide timely instructional support and prevent the occurrence of later reading difficulties.

Division Literacy Acadience Data by Grade Level



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Domain 2: Teaching and Leading

- a. Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.
- b. Teachers and leaders improve their professional practice through collaborative engagement in growth, supervision, and evaluation processes.
- c. Collaboration among teachers, leaders, students, families, and other professionals enables optimum learning.
- d. All teachers and leaders are accountable to professional conduct and professional practice standards.
- e. **University teacher education, university leadership education, and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.**
- f. **Teachers and leaders use a range of data from their practice to inform cycles of evidence-based continuous learning.**

Contextual Variables:

- Focussed on numeracy and literacy professional development opportunities designed for HFCRD, using intervention strategies based on assessment results and intervention resources to support teachers' and students' growth.
- Use of two Curriculum Leads to support teachers in implementing the new provincial curriculum focusing on phonics and numeracy. Professional Development and resources were made available to teachers.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																			
	Authority								Measure Evaluation			Province							
	2020		2021		2022		2023					2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	800	91.6	645	89.3	634	89.3	584	91.9	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	119	87.3	60	79.9	80	86.1	58	90.5	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	550	89.8	462	90.7	448	86.1	416	88.5	High	Maintained	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	131	97.6	123	97.1	106	95.7	110	96.8	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comments:

- Overall, HFCRD exceeded the provincial percentage.

Domain 3: Learning Supports

- a. **Learning environments are welcoming, caring, respectful, and safe.**
- b. **Learning environments are adapted to meet learner needs, emphasizing a sense of belonging and high expectations for all.**
- c. Education partners fulfill their roles with a shared understanding of an inclusive education system.
- d. Students and their families work in collaboration with education partners to support learning.
- e. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.
- f. **Cross-ministry initiatives and wraparound services enhance the conditions required for optimal learning.**
- g. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

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Contextual Variables:

- Optimization of services by reducing travel
- Ongoing professional development
- High accountability and responsibility as per TQS
- Effective use of psychological and diagnostic assessments
- Partnership agreement with other school divisions to maintain Peace Collaborative services including OT, Speech Language, PT, Low Incidents
- Level B training,
- Monitoring and accountability to students services lead administration to ensure goals and recommendations of support are being followed

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority											Province							
	2020		2021		2022		2023		Measure Evaluation			2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	n/a	n/a	645	89.8	634	87.3	584	89.3	n/a	Improved	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	60	85.7	80	88.8	58	90.7	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	462	84.6	448	76.8	416	80.0	n/a	Improved	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	123	98.9	106	96.3	110	97.2	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments:

- Overall HFCDR exceeded the provincial percentage

Safe and Caring – Measure Details

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

	Authority									Province									
	2020		2021		2022		2023		Measure Evaluation			2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	800	92.2	645	91.7	634	89.4	584	91.6	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	119	94.2	60	87.7	80	89.9	58	92.7	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	550	85.4	462	88.3	448	81.6	416	84.6	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	131	97.1	123	99.0	106	96.8	110	97.4	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments:

- Overall HFCDR exceeded the provincial percentage

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Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority											Province							
	2020		2021		2022		2023		Measure Evaluation			2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	n/a	n/a	645	82.8	633	81.1	584	87.2	n/a	Improved Significantly	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	60	73.2	80	77.9	58	84.4	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	462	87.2	447	80.5	416	85.7	n/a	Improved Significantly	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	123	87.9	106	84.8	110	91.4	n/a	Improved	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments:

- Every school is allocated a dedicated teacher FTE to support Inclusive Education practices.
- Wellness Workers are assigned to each school to support student mental health.

Domain 4: Governance

- Governors engage students and their families, staff, and community members in creating and implementing a shared vision for student success.
- Legislation, policy, and regulation clarify the roles and responsibilities of education partners in governance matters.
- Fiscal resources are allocated and managed to ensure student success in alignment with system goals and priorities and in accordance with all statutory, regulatory, and disclosure requirements.**
- The curriculum is relevant, clearly articulated, and designed for implementation within local contexts.
- Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting and to build capacity.

Contextual Variables:

- Increased the funding to provide resources to ensure the well-being of students and staff.
- Increased hours of daytime caretakers when schools were placed on outbreak status.
- Division ensured clear, concise, and transparent communication to stakeholders.
- Trustees engaged town councils and MD councils, highlighting division successes.

Parental Involvement – Measure Details

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

	Authority											Province							
	2020		2021		2022		2023		Measure Evaluation			2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	250	81.0	183	79.0	186	79.0	168	87.3	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	119	71.1	60	68.6	80	73.8	58	81.7	Very High	Improved	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	131	90.9	123	89.3	106	84.2	110	92.9	Very High	Improved	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments:

- There has been a combined face to face and virtual communication and involvement.

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Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																				
Authority													Province							
2019		2020		2021		2022		2023		Measure Evaluation			2020		2021		2022		2023	
N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
273	73.9	247	74.1	177	81.6	184	81.4	162	86.3	Very High	Improved Significantly	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
137	67.2	116	66.1	55	69.1	79	76.3	56	79.6	Very High	Improved	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
136	80.5	131	82.2	122	94.0	105	86.4	106	93.1	Very High	Improved Significantly	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority								Measure Evaluation			Province							
	2020		2021		2022		2023					2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	795	84.7	627	84.4	629	76.6	578	81.7	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	116	81.0	54	77.8	79	75.9	57	73.7	Intermediate	Maintained	Acceptable	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	549	82.3	457	85.6	447	80.2	415	80.8	High	Maintained	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	130	90.8	116	89.7	103	73.8	106	90.6	Very High	Improved	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments:

- Overall HFCRD exceeded the provincial percentage.

Domain 5: Local and Societal Context

- a. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

Contextual Variables:

- Prioritized partnerships with parents and community stakeholders to ensure quality learning continued and technology was available for learning and communication regardless of circumstances.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	Authority								Measure Evaluation			Province							
	2020		2021		2022		2023					2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	241	87.0	176	81.0	180	83.7	162	87.1	Very High	Maintained	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	111	80.2	54	68.5	78	78.2	57	78.9	Very High	Maintained	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	130	93.8	122	93.4	102	89.2	105	95.2	High	Improved	Good	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Comments:

- Overall HFCRD exceeded the provincial percentage.

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Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2022/2023 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. To the best of its abilities, the Board is committed to using the results in this report to improve student outcomes and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. The Board approved this Annual Education Results Report for 2022/2023 on November 28, 2023.

Whistleblower Protection

In accordance with Section 32 of the Public Interest Disclosure Act (2012), Holy Family Catholic Regional Division had no incidences of public disclosure during the 2022-2023 school year.

Financial Summary

	Audited Financial Statements	Updated and Approved Budget	
	2022-23	2023-24	Percent
REVENUES			
Government of Alberta	25,520,739	26,959,486	84.4%
Federal Govt/First Nations	2,726,225	2,500,000	7.8%
All Other Revenues	2,751,535	2,484,988	7.8%
Total Revenues	\$ 30,998,499	\$ 31,944,474	100.0%
EXPENSES			
Instruction	23,814,552	25,224,187	75.2%
Operations and Maintenance	5,776,618	5,426,600	16.2%
Transportation	701,826	765,477	2.3%
Board & System Administration	1,543,520	1,804,864	5.4%
External Services	361,533	332,288	1.0%
Total Expenses	\$ 32,198,049	\$ 33,553,416	100.0%
NET OPERATING RESULTS	\$ (1,199,550)	\$ (1,608,942)	

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ACCUMULATED OPERATING

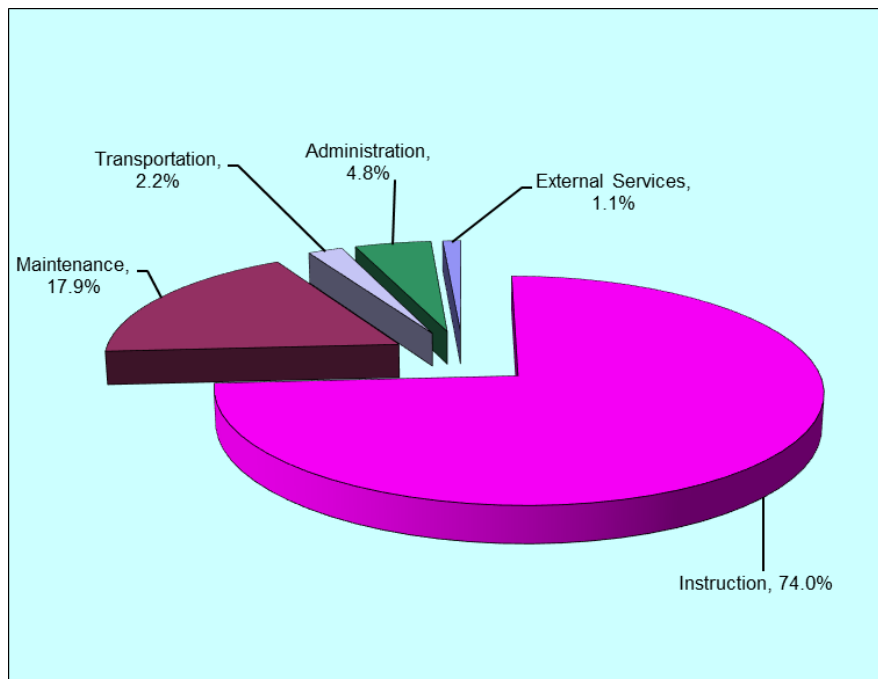
SURPLUS FROM OPERATIONS	1,951,824	(15,139)
Less: School Generated Funds	(358,021)	(358,021)
Adjusted Accumulated Surplus from Operations	1,593,803	(373,160)

Detailed Expenses:

Salaries, wages and benefits	23,281,485	23,980,150	71.5%
Services, contracts and supplies	6,560,790	7,221,733	21.5%
Capital Amortization and Debt Services	2,355,774	2,351,533	7.0%
Total Expenses	32,198,049	33,553,416	100.0%

Expenditures by Program for 2022-23

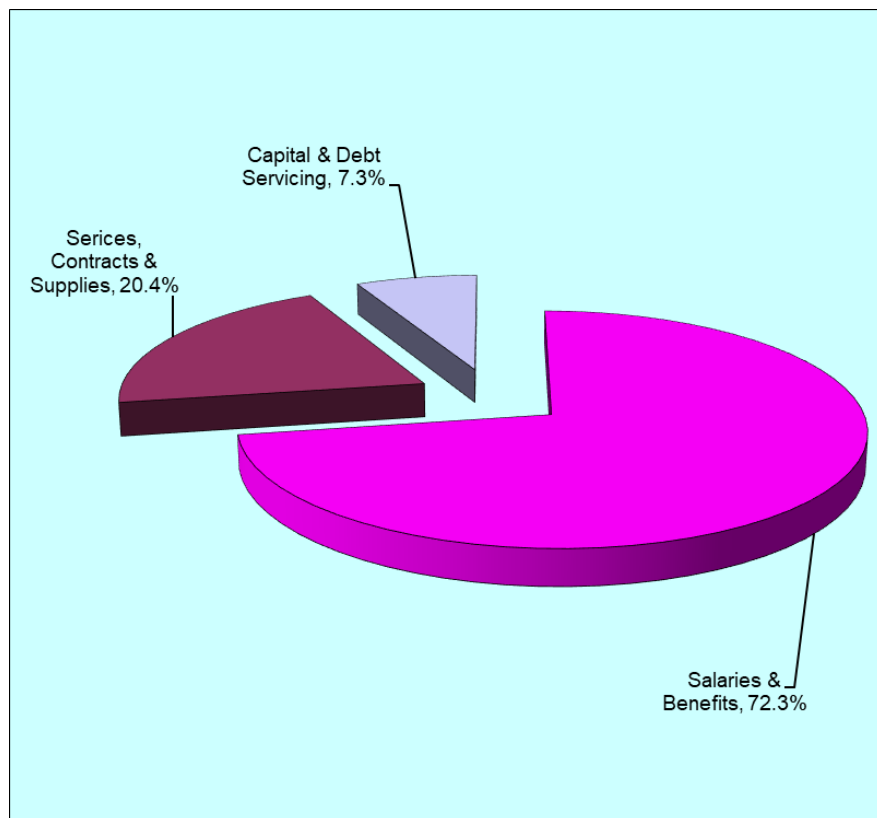
	Revenues	Expenditures		Surplus/Deficit
Instruction	23,500,556	23,814,552	74.0%	(313,996)
Maintenance	4,649,154	5,776,618	17.9%	(1,127,464)
Transportation	606,242	701,826	2.2%	(95,584)
Administration	1,868,892	1,543,520	4.8%	325,372
External Services	373,655	361,533	1.1%	12,122
Total	30,998,499	32,198,049	100%	(1,199,550)



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Expenditures by Type for 2022-23

Salaries & Benefits	23,281,485	72.3%
Services, Contracts & Supplies	6,560,790	20.4%
Capital & Debt Servicing	2,355,774	7.3%
	<hr/>	<hr/>
	32,198,049	100.0%



Capital and Facilities Projects

The Division maintains a Three-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the jurisdiction's Three-Year Capital Plan. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

St. Andrew's School (High Prairie)

St Andrew's School has been identified as the number one priority in the 2022-2025 Three-Year Facility Plan. The school currently resembles a maze with seven (7) additions over the years. Renewal of roofing and flooring in various sections is now overdue. The Division continues to be faced with situations requiring work on the mechanical and electrical systems to keep this school running and to meet safety and insurance needs. The junior high and senior high school gyms are too small for these students, and safety is a huge concern.

The Board is grateful that Alberta Infrastructure approved funds for a value-scoping exercise to determine whether to replace or modernize the school. The objective for the school is to embrace the government's initiative to create more opportunities for students to pursue their passions through the enhanced Career Technology Studies programs that positively feed into the collegiate model.

Holy Family School (Grimshaw)

The new school was completed in April 2017 and opened to students in September 2017. The school has a capacity to expand to 350 students. The new school is attached to the Mile Zero Multiplex, allowing opportunities to share space and providing increased options for students and the community. The School has been designed with two CTS Labs, a shared Library, a Theater, and an Atrium space.

Glenmary School (Peace River)

In October 2014, the Provincial government approved funding for the modernization of the school's CTS and science labs. The project was completed in August 2018.

This project has ensured better student focus and engagement in CTS programs, improved science classrooms and lab spaces, and upgraded the electrical systems for the entire building, as well as significant mechanical upgrades to the heating and air systems. There are also improvements to spaces for the arts, efficiencies to be gained

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through renewed front office facilities, renovated classrooms, new shops, food studies and drama rooms, and the installation of solar panels.

In 2021-22, the division used IMR/CMR funds to install a smoke and heat detection system to comply with safety requirements and new lockers and re-roofed the area over the drama room.

Ecole Providence (McLennan)

In March 2013, the Holy Family Catholic Regional Division No. 37 Board of Trustees unanimously supported the reorganization of Ecole Providence School to a grades K-6 school effective in the 2013-2014 school year. Consequently, the Division closed a portion of the school in the 2013-14 school year. Upon parents' request in McLennan, the school was reconfigured to grades K- 7 in 2019-2020 and again in 2020-2021 added grade 8.

The closed portion of the Ecole Providence building now accommodates a community gymnasium under our Joint Use agreement with the Town of McLennan and has lease arrangements with other organizations.

Using the 2021/22 CMR funding, the Division reconfigured the north parking lot to enhance safety needs at the school.

Rosary School (Manning)

A modernization and additions were completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9.

Significant investment in heating systems has been made through IMR to ensure the school's continued health and learning goals. Facility evaluation completed in 2015 continues to guide our investments in this school building.

In 2021-22, the division used IMR/CMR funds to install a smoke and heat detection system and replaced the overhead powerline with the underground services to comply with safety requirements.

Good Shepherd School (Peace River)

In 2019, a 3rd party evaluation identified the need to replace or closely monitor the Glycol Distribution System. This upgrade was therefore identified as a second priority on the 2022-25 Three-Year Facility Plan.

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This system has received some upgrades when it has failed but is still in need of replacement due to the age. The existing original sanitary waste system consists of some ABS piping and cast iron that have exceeded their life expectancy. The domestic hot and return lines need replacing throughout the 1988 and 1990 sections of the school. To address the noted deficiencies, the replacement system will cost in excess of the IMR/CMR funds allotted annually to the Division.

To address this in part, the Minister approved the Division’s request to access \$250,000 of its operating reserves to install new boilers, some pipes and valves. The project is expected to be completed by 2023 summer.

The division used IMR/CMR funds to re-roof the area over the washroom. The Alberta Infrastructure also re-roofed the new modular building.

St. Stephen’s School (Valleyview)

The Alberta Infrastructure audit inspection report dated September 2017 recommended that HFCSSD engage a consultant to evaluate the severe structural issues identified in their report.

In 2021, the consultant confirmed the structural issues, which they believe are being caused by the high-water table under the school and the near-surface plastic clay, as the cause of the differential movement of the slab on grade.

The Minister has also approved the Division’s request to access its operating reserves to fund the remedial regrade of the site.

Further information regarding school facilities may be obtained by contacting the Secretary-Treasurer, Zachary Silva, at Central Office in Peace River at 780-624-3956 or email: zachary.silva@hfcrd.ab.ca