



St. Benedict
Catholic School
INSPIRED BY THE HOLY SPIRIT

EDUCATION PLAN

2022-2023



PRINCIPAL'S MESSAGE

MRS. CONNIE GREER

We are a Catholic school community, inspired by the Holy Spirit, dedicated to respecting and helping others, embracing our gifts, achieving success and living in the service of Jesus Christ, our Lord.

Our calling as a Catholic School is to fulfill this mission through the trinity of home, school, and parish. Our school staff strives to ensure a high quality of education for all students in a faith-based environment. Fundamental to our journey is the implementation of priorities established by St. Thomas Aquinas School Board (STAR).

St. Benedict School staff, students, and parents strive to create a safe and caring learning community that reflects our mission statement, living in the service of Jesus Christ, our Lord. Our students and staff participate in educational, charitable and social justice projects taking place at the school, local community, provincial and global levels. The goal of each activity is to bring the Catholic gospel messages to life for our students. Our partnership with St. Michael Parish, Father Mathew, and various ministries who are actively involved in the life of our school, support our evangelization efforts. We are blessed by their presence during Mass, Liturgies, Blessings upon Athletic Events, or partaking in our weekly school-wide Morning Prayer assemblies. Through the support of the STAR Evangelization Grant, our Grade Four students along with our Sister Schools, celebrated mass to receive their bibles which were donated by the Knights of Columbus. Also, we have created a school-wide social justice charity to focus on the donation of food articles to the Leduc Food Bank. This project, in our Catholic school, develops the dispositions of empathy (the capacity to stand in the shoes of another) and solidarity (the capacity to walk with another). It is not only our students who carry out our mission of service but so too our staff. During Lent, we sponsor two evenings at the Leduc Homeless shelter (Leduc Hub) to prepare a meal and ensure a warm place to sleep for members of our own community. St. Benedict School proudly engages students and adults in growing our Catholic Identity.

Achieving success for all students is dependent on the collaboration of the entire staff. We have a proud history of shared leadership which is evident in our safe and caring, numeracy and literacy leadership teams. The School Leadership Team (SLT) consists of members of each Professional Learning Community (PLC). Our SLT is a dynamic group that will lead our professional development sessions in the 2022-2023 school year as we put our focus on: faith, Wellness, Indigenous Appreciation and Development, and Curriculum - with a key focus on literacy and numeracy. This work is so important and complex; by reaching out to our colleagues and sharing their expertise, we will ensure that our school staff continues to provide high levels of learning for all students. Our commitment to the R.T.I. Framework seeks to strengthen student learning and wellbeing.

St. Benedict places children at the center of all we do. Our staff has worked hard to create a school plan that draws from grade level PLC's, professional discussions and division priorities. Whether it is developing our maker space for authentic learning experiences, collaborating on lessons and instruction that will increase engagement, or giving students an opportunity to give of themselves in service to others, St. Benedict School endeavors to bring learning, faith, and community together.

Respectfully submitted,

Mrs. Connie Greer, M. Ed., B. Ed.
Principal

Ms. Mandy Rantucci, B. Ed.
Vice Principal

MEET YOUR LOCAL TRUSTEES

**Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*

Jolyne De Marco

Leduc Trustee



Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration - Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.

Dawn Miller

Leduc Trustee



Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavoured to ensure the stakeholder voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great grandfather sat as a Catholic trustee. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.

SCHOOL PROFILE



Principal

Mrs. Connie Greer, M.Ed., B. Ed



Vice Principal

Ms. Mandy Rantucci, B. Ed

St. Benedict School is a Pre-Kindergarten to Grade Six Catholic Elementary School who offers a Before School and After School Care Program as well as a Kinder Play program at a user pay to St. Benedict School families.

School Information:

E-mail: connie.greer@starcatholic.ab.ca

Twitter: [@_StBens](https://twitter.com/_StBens)

Instagram: [stbensleduc](https://www.instagram.com/stbensleduc)

75 Alton Drive, Leduc, Alberta T9E 7k1

780.986.7480 (ph) 780.986.7481 (fax)

Website: <http://sb.starcatholic.ab.ca>

School Council Chair: Mrs. Trina Joly

Parish: St. Michael' Parish / Rev. Mathew Kunnel, CMI

Leduc Trustees: Mrs. Jolyne De Marco & Mrs. Dawn Miller



We look forward to welcoming our families to St. Benedict School in 2022-2023.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Survey Questions

Students

- We pray as a class or as a school every day.
- Teachers help me understand how faith can guide the way I live my life.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- I strengthen my faith through professional development e.g. Reflections Day, staff retreat, daily prayer, book studies, EXCEL, etc.).
- I witness the faith and permeate curriculum and activities with gospel values.

Parents

- Teachers help students understand how faith can guide the way they live their lives.

STRATEGIES

- At St. Benedict School we gather in person at the start of each week as an entire school community in prayer. We also start each day with whole school prayer over the intercom.
- Through our daily interactions with students, our full school assemblies, Connection Days, and Social Media we intentionally share staff faith stories.
- For the 2022-2023 school year, our staff will focus on the ***Living Out Laudato Si'*** as part of our year Professional Development Plan.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students learn what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

MEASURES

Survey Questions

Students

- Teachers help me understand how faith can guide the way I live my life.
- Teachers speak to me about their own faith and the role of God in their life.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

Parents

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

STRATEGIES

- Our faith is intentionally permeated and visible in St. Benedict school culture.
- We start each day with prayer.
- Each classroom has a Prayer Table and a Prayer Box with appropriate liturgical colour tablecloths, a classroom Bible, and a crucifix. Teachers uniquely adorn their prayer tables with other symbols that are personal and meaningful to their own faith.
- Connection Day—is a way for students to see other teachers and support staff members share their faith with students that are not in their class.
- Through the use of bulletin boards, Social Media, St. Benedict School website and School Messenger, we are intentional to share teachers' faith stories, and favorite Bible passages or faith experiences.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Survey Questions

Students

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

Parents

- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

2022-2023 St. Benedict School Service Projects include:

- Leduc Food Bank - regular food drives led by Gr. 6 Service Team
- Leduc HUB—We collect winter items for the Homeless Shelter in Leduc
- Staff Lenten Service Project for the Leduc HUB (sponsor nights)
- Santa's Anonymous
- Hope Mission—led by our Gr. 4 students
- Jump Rope for Heart/Terry Fox/JDRF Walk (Fundraising and Awareness)
- Classes create art work and cards to show our gratitude to community helpers



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

MEASURES

Survey Questions

Students

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

Staff (Teachers)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Staff (Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish .

Parents

- My child participates in religious celebrations at the school or church.

STRATEGIES

- Students Lead Monthly Masses at the school with Father Mathew presiding
- Altar Server training takes place at the school to allow greater student involvement
- School Religious Education Coordinator has regular meetings with STAR Faith Life Director and other REC leads from STAR schools. The Religious Education Coordinator provides learning for staff and support to help lead Mass, liturgies and faith events at the school or the Parish.
- Communication from St. Michael Parish is shared with families thorough St. Benedict School messenger, social media pages and website.
- School Community Mass at St. Michael Parish in Leduc
- Grade four students join the Catholic Archdiocese of Edmonton for Holy Childhood Mission Day Mass
- St. Benedict Staff begin and end every school year with mass at St. Michael Parish
- Support staff lead the Ash Wednesday liturgy with the support of the REC lead.
- Social Media, St. Benedict School website and School Messenger are used to share and highlight liturgical events with student families on a regular basis.

St. Benedict School Liturgical Plan

2022-2023

August 23	St. Benedict School Mass at St. Michael Parish
August 26	STAR Reflection Day
September 1	Student Opening Mass at St. Benedict School
September 12-15	Altar Server Training
September 20	Teaching Mass (Grade 1 - 6 and school community)
September 22	Grade 4 Mass and Bible Commissioning
September 16	Living Out Laudato Si': What is Happening to Our Common Home?
October 6	Thanksgiving Mass - Grade 5
October 11	Staff Retreat: Living Out Laudato Si'
November 28	Advent Wreath Blessing Liturgy
November 30	Advent Mass - Grade 4
December 5	Living Out Laudato Si': The Gospel of Creation
December 6	Advent Week Two Liturgy
December 7	Reconciliation
December 12	Advent Week Three Liturgy
December 19	Advent Week Four Liturgy
January 27	New Years Mass - Grade 6
February 13-16	Peacemaker Week (Pink Shirt Day)
February 15	Peacemaker Mass - Grade 2
February 17	Living Out Laudato Si': The Human Roots of the Ecological Crisis
February 16	Shrove Tuesday
February 22	Ash Wednesday Liturgy - Support Staff
March 13	Living Out Laudato Si': Integral Ecology
March 14	Student Retreat - Kindergarten to Grade 3
March 15	Student Retreat - Grade 3
March 16	Student Retreat - Grade 6
March 17	Lent Reconciliation
April 14	Easter Mass at St. Michael Parish - Grade 3
April 28	Living Out Laudato Si': Lines of Approach and Action
May 10 - 14	Catholic Education Week
May 10 & 11	Honoring Mary Liturgy - Kindergarten
May 19	Living Out Laudato Si': Ecological Education and Spirituality
May 25	Year End Reconciliation
June 8	Year-End Mass at St. Benedict School - Grade 1

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

STRATEGIES

- Commitment to focus on student learning by being proactive and guiding decision making through a Response to Intervention Framework
- School wide commitment to Essential Learner Outcomes based on the Alberta Curriculum Guide
- School wide formative and summative assessment to identify critical learner outcomes

PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

STRATEGIES

- Students in grade 5 pick up and deliver the milk orders to the classrooms shortly before lunch begins
- Students in grade 4 collect recycling (juice boxes, plastic bottles etc.) daily. They clean the bins, remove the straws if needed and sort the containers.
- Students in grade 6 assist the parent volunteers with delivering hot lunch to the appropriate classes
- Students in grade 5 go through training and serve as Safety Patrollers in the loop at the front of school.
- Students in grade 4 collect paper recycling daily. They empty the bins and report back to the classrooms if items are found in the bins that do not belong.
- Students in grade 3-6 serve at Bear Buddies. They assist with planning and implementing games for their peers at recess. They also help with problem solving and sorting out disagreements when possible.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

The Division is currently awaiting the provincial development of this goal.



Students are recognized with a Gospel Award for exemplifying Gospel values in their daily actions at St. Benedict



Our Bulletin Boards are used to teach—whether a living Rosary or Orange Shirt Day lessons—St. Benedict School finds ways to permeate education, faith and understanding in all parts of our day.



We are proud of our BEARS athletic teams at St. Benedict School!

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Surveys:

Students

- I have no worries about going to school
- I can solve problems at school (i.e. with friends, school work, etc.)
- I know how to lower my stress when doing school work (i.e. assignments or tests)
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

Staff (Teachers)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of my students.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

Staff (Support Staff)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am aware of the behavior supports the student(s) I work with require.
- I utilize strategies to support the behaviour, with the student(s) I work with.

Parents

- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- My child has a friend at school
- I am satisfied with the access to social/emotional supports at school
- My child has one or more adult(s) that care about them at school

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Implement Year 3 of Mental Health Plan
 - Mental Health Literacy and The Third Path- training of 3 people who are the leads for our school PD and provide in-service to the entire school staff
 - Focus on proactive strategies for all students through lessons on the brain including “Mind-Up” and Zones of Regulation language and learning
 - Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on Mental Health /Anxiety strategies for at-risk students.
- Work with School Intervention Teams to support at-risk students. We regularly meet as an Intervention Team to ensure that we are identifying and meeting the needs of all students.
- Staff created a school wide program titled “Fish Out of Water” which surveys students to identify who their safe adult(s) are, as well as identifying students who may feel isolated. It is our priority to ensure that every student has a “safe” adult at school.
- Staff intentionally strive to build trusting relationships for those students who self-identify as lonely.



DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

Provincial Plan/ Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Surveys:

Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

STRATEGIES

- Through the Local Alberta Teachers Association Local No., staff have the opportunity for self-directed professional development
- Central Office Professional development workshops and sessions are provided free of charge to teachers during afterschool hours
- School based professional development planning is based upon School District Initiatives and School Board Priorities.
- Planning and implementation of the Professional Development School Planned is collaboratively decided with the School Leadership team and Administration.
- All staff have access to Edmonton Regional Learning Consortium
- All staff have access to on-line professional development
- Professional Development opportunities are provided at the school to focus on the district's focus on Mental Health Training and First Nations, Metis, and Inuit studies
- Staff are provided with Professional Development to increase teacher capacity in areas they most desire

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Surveys:

Staff (Teachers)

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

St. Benedict School Professional Development Plan 2022-2023

August 23	Grade Level Learning Profiles
August 24	Wellness: Third Path: Conditions 1-5
August 25	School Wide Planning
August 26	STAR Division Reflection Day
September 16	Faith: Living Out Laudato Si' Wellness: Third Path: Identity Curriculum: Essential Outcomes
October 7	ATA Teachers Institute Day
October 11	Faith Formation Retreat: Living Out Laudato Si'
November 11	Indigenous Study: Building Relationship with Students, Families and Community Members -Wellness: Third Path: Identity Curriculum: Data Analyses
December 5	Indigenous Study: Land Acknowledgment Wellness: Third Path: Mastery Curriculum: Data Analyses
January 30	Indigenous Study: Land Acknowledgment Continued Wellness: Third Path: Mastery Curriculum: Essential Outcomes

St. Benedict School Professional Development Plan 2022-2023

February 17	Indigenous Study: Protocol. Wellness: Third Path: Mastery Curriculum: Data Analyses
March 13	Indigenous Study: Protocol Continued Wellness: Third Path: Meaning Curriculum: Data Analyses
April 28	Indigenous Study: Talking Circles Wellness: Third Path: Meaning Curriculum: Essential Outcomes
May 19	Indigenous Study: Talking Circles Continued Wellness: Third Path: Meaning Curriculum: Data Analyses
June 5	Indigenous Study: Indigenous Peoples Experience (Fort Edmonton) Wellness: Connecting to Mother Earth Curriculum: transition Planning
June 28	Indigenous Study: Reflection and Planning Forward Wellness: Third Path: Conditions 1-8 Reflection and Planning Forward Curriculum: Classroom Learning Profiles

STRATEGIES

- Professional Development for 2022-2023 has a 4 main focus areas:
 1. Faith
 2. Indigenous Studies
 3. Wellness
 4. Curriculum
- Teachers meet regularly and participate in Professional Learning Communities to ensure they are Responding to Intervention
- All Teachers have the opportunity to be a part of the School Leadership Team (SLT)
- Teachers meet and participate in Student Intervention Meetings (SIT)
- All staff has the opportunity to lead or coach in extra curricular activities and athletics
- Teachers have the opportunity to lead in the role of designate principal when necessary
- Teachers have the opportunity to lead staff Professional Development sessions and share their knowledge and expertise
- Teachers have the opportunity to lead as committee leaders for district wide initiatives /roles (i.e. Religious Education Committee)
- Leadership in committees such as the Religious Ed Committee, FNMI lead, PowerSchool lead

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

MEASURES

Surveys

Student

- I am proud of my school and the way it looks

Staff (Teachers)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.
- Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students.

Staff (Support Staff)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.

STRATEGIES

- Our school has a daytime custodian who is readily available to assist in keeping our school safe, clean, and well maintained.
- As part of our school improvement plan staff along with students collaborated to create a welcoming front foyer to share and symbolize our faith
- School wide expectations are clearly visible throughout the school
- A yearly school wide coordinated art project on key learning outcomes from the K-6 Religious Education Program decorates our halls and serve as a symbol of our love for Jesus.
- Welcome bulletin board in school foyer is decorated monthly by a selected class. The display will be highlighted at each monthly assembly.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students 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.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

STRATEGIES

- Our School has an equitable and systematic process for tracking student success and challenges. Our school intervention team meets biweekly to discuss all students academic, and social-emotional well-being.
- Our School's Intervention Team meetings ensure that ALL students are successful learners who can be positive contributors to our nation.
- Our staff has a firm belief that all students can be successful. We collaborate to meet the learning needs of all students.
- We celebrate the gifts and talents of our students with our monthly Gospel Assemblies.
- Implementing and reinforcing the STAR Catholic's Student Code of Conduct, the School Leadership Team developed a clear and transparent process to support student behaviour.

PROVINCIAL GOAL: STUDENT INCLUSION

Student Inclusion: A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

The Division is currently awaiting the provincial development of this goal.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

The Division is currently awaiting the provincial development of this goal.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Surveys *Filtered by FNMI students

Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

Staff (Support Staff)

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

Other:

- Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students

STRATEGIES

- The intentional implementational of FNMI professional development in our PD Plan for 2022-2023
- St. Benedict School has made it a priority to purchase books to add to our Library collection
- Purchasing a Flag to display in our school to increase appreciation for the Metis culture
- The new role of an Indigenous Education coach at STAR Central office and Indigenous Education lead teacher at St. Benedict School
- Our school continues to create connections within the community and build relationships with Elder(s)



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

MEASURES

Surveys:

Students

- In my classroom, I am allowed to learn in different ways (e.g. technology, group work, on my own)
- At school, adults help me when I ask.

Staff (Teachers)

- I use a variety of Tier 1 strategies in my classroom.
- I use a variety of Tier 2, targeted strategies.
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).
- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

Parents

- My child has the opportunity to reach his or her academic potential
- My child receives the support he/she needs to be successful in school

Other:

- Accountability pillar

STRATEGIES

- Engage all staff in collaborative decision making through shared values, commitments and beliefs
- Systematic processes to identify key learner outcomes in a K-6 learning progression
- Common screening tools for all students K-6 at key times of the year
- Providing consistent time for collaboration to identify key learner outcomes, assessment processes and interventions

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

STRATEGIES

- Working alongside School Council is working to design topics for parent workshops based on priorities and feedback from parents
- To increase parent participation School Council is being present at Open House, Welcome to Kindergarten and Sports Day to engage and meet more parents
- Translating services are utilized to ensure our large population of ESL parents feel informed and welcome



Our parents volunteer to help PEACE with the weekly Hot Lunch Program.



We are grateful for parents to volunteer to join us on our Field Trips

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2022-2023 Approved Budget (May)

St. Benedict

Revenue and Allocations to Budget Center

	2022-2023 Approved Budget (May)		2021-2022 Spring Budget	
Base Allocations	\$1,742,059	75.1%	\$1,820,004	78.1%
Specialized Learning Support (SLS) Allocations	\$305,095	13.2%	\$263,669	11.3%
Pre-K PUF	\$64,000	2.8%	\$57,500	2.5%
Faith Development Allocations	\$19,575	0.8%	\$19,685	0.8%
ELL Allocations	\$85,200	3.7%	\$90,000	3.9%
FNMI Allocations	\$25,200	1.1%	\$13,800	0.6%
Other Program Allocations	\$14,935	0.6%	\$14,814	0.6%
One-Time Allocations	\$65,045	2.8%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$4,000)	-0.2%	\$26,600	1.1%
Local Revenues & Fees	\$1,053	0.0%	\$24,370	1.0%
Total Revenue and Allocations to Budget Center:	\$2,318,161	100%	\$2,330,442	100%

Expenditures

	2022-2023 Approved Budget (May)		2021-2022 Spring Budget	
Certificated Staff	\$1,776,337	76.6%	\$1,880,731	80.7%
Uncertificated Staff	\$414,981	17.9%	\$335,931	14.4%
Services Contracts and Supplies	\$123,843	5.3%	\$110,781	4.8%
Amortization (Depreciation)	\$3,000	0.1%	\$3,000	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,318,161	100%	\$2,330,443	100%

Summary

	2022-2023 Approved Budget (May)		2021-2022 Spring Budget	
Total Revenue and Allocations to Budget		\$2,318,161		\$2,330,442
Total Expenditures		\$2,318,161		\$2,330,443
Variance		\$0		\$0