

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Annual Education Results Report (AERR) 2021-2022



Medicine Hat Catholic
Board of Education

@MHCatholic



INTRODUCTION

As a division we are so proud of the way our staff and students have adjusted to the many changes throughout the COVID-19 pandemic. The past three years have proved very challenging for everyone and to see the continued success in our classrooms is a large accomplishment.

While we continue to put emphasis on the AERR results to inform our decision making, we also continue to put a lot of time and effort into communicating with our stakeholders and receiving their feedback. As a board, we continue to take that feedback, results from the AERR as well as our core values as a Catholic school division and focus on our strategic priorities: Catholicity, Health and Wellness, Quality Teaching and Learning as well as the building of the Sisters of Charity of St. Louis Centre through our division consolidation plan.

Wellness, for both students and staff, is of paramount importance. Our faith, and our commitment to our students and staff will serve us well in addressing the wellness needs of all.

MESSAGE FROM THE BOARD CHAIR

I am privileged and humbled to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our school division is committed to meeting the needs of all students through quality teaching and learning. Focusing on spiritual, mental and physical health and wellness are priorities of Medicine Hat Catholic. Catholic faith and values are present in our hallways, in our classrooms and nurture our students by permeating these gospel values in every aspect of curricular and extra-curricular areas of our schools.

The Board of Trustees is very proud of the work that is accomplished each and every day in our schools. This is a tribute to God always, and also to the amazing team He has assembled who guide and facilitate the learning of our students from ELP to Grade 12. Those who work in Catholic Education are called to a vocation and that is seen in the results each and every year.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued and loved in a safe and caring environment led by the Holy Spirit.

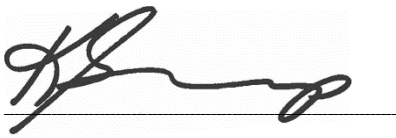


Ms. Kathy Glasgo, Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Medicine Hat Catholic Board of Education for the 2021-2022 school year 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 Annual Education Results Report for 2021-2022 was approved by the Board on November 29, 2022.



Ms. Kathy Glasgo
Board Chair



Dr. Dwayne Zarichny
Superintendent of Schools

ABOUT

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2900 students in 9 schools: 6 elementary schools, 2 junior high schools and 1 high school.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

DEMOGRAPHICS

- Enrolment **2936** students ELP – Grade 12
- **147.1** Full Time Equivalent (FTE) Certified Teachers
- **143.7** Full Time Equivalent (FTE) Support Staff
- **9** Schools
 - **4** Elementary Schools: ELP - Grade 6
 - **1** Elementary School: ELP - Grade 5
 - **1** Dual-Track English/French Immersion Elementary School: ELP - Grade 6
 - **1** Middle School Dual-Track English/French Immersion with Fine Arts Academy: Grades 7 - 9
 - **1** Middle School with Sports Academy: Grades 6 - 9
 - **1** High School Dual Track- English/French Immersion: Grades 10 - 12
- **137** of our student's study English as a Second Language (ESL)
- **157** First Nations, Métis and Inuit student population (FNMI)
- **73** International students

What do Medicine Hat Catholic schools represent?



Staff, students and families working together,
under our faith, with quality education as our foundation.

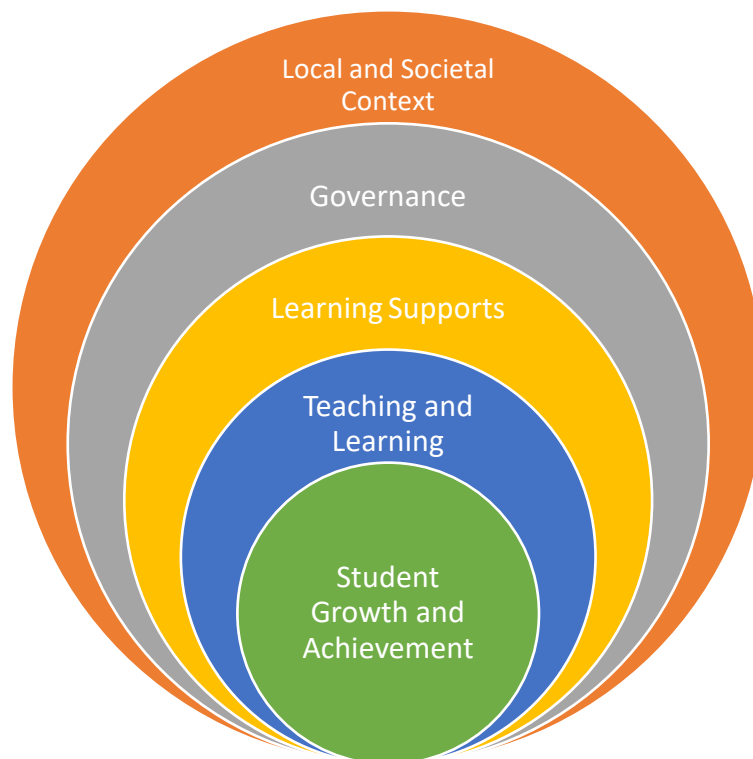
ASSURANCE

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:



Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Medicine Hat Roman Catholic Se			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	86.6	85.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.1	85.4	85.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	88.3	93.3	86.2	83.2	83.4	81.1	High	Maintained	Good
	5-year High School Completion	89.8	88.1	89.8	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	79.7	n/a	83.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	18.1	n/a	18.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	71.5	n/a	83.1	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	9.1	n/a	20.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.7	91.4	92.8	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	89.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.5	85.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.9	80.0	83.8	78.8	79.5	81.5	Very High	Maintained	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
 - 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 6, 9, 9 KAE), Français (6e et 9e années), French Language Arts (6e et 9e années), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - 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.
 - 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 Examination 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.

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

- Notes:
- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 ± (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall, we are exceptionally pleased with our jurisdictional results given the complexities that the last two years presented. Given all of the challenges, MHCBE continues to be a leader in the province.

STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	1,095	85.9	1,028	86.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	147	88.4	150	90.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	823	73.0	752	71.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	125	96.2	126	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	893	85.9	1,228	84.3	1,020	86.1	1,093	85.4	1,028	85.1	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	143	82.6	167	81.1	162	82.2	146	82.5	150	82.4	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	639	77.1	944	76.4	744	79.9	822	77.3	752	76.4	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	111	98.0	117	95.5	114	96.3	125	96.3	126	96.6	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

It is clear that the work of our staff in schools to “show the face of Christ” is reflected in the actions of our students, which is how we define active citizenship in Catholic Schools.

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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	212	87.5	167	84.1	196	81.1	157	93.3	135	88.3	High	Maintained	Good	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	156	88.5	212	88.5	167	86.1	195	87.5	157	94.8	Very High	Improved Significantly	Excellent	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	172	91.0	156	90.4	212	91.1	168	88.1	195	89.8	High	Maintained	Good	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

With a renewed focus on supporting students, as well as innovative ways to continue learning, the 4 year completion rates demonstrates the success of our work. We recognize that each student’s path is unique, and we are excited that we are able to continually improve upon our support and therefore student success.

Education Quality – Measure Details

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

	Authority											Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	894	93.1	1,229	92.3	1,021	93.2	1,095	91.4	1,027	92.7	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	143	89.8	167	89.4	162	90.7	147	88.5	150	91.0	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	639	92.0	945	89.7	745	91.0	823	88.3	751	88.8	High	Declined	Acceptable	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	112	97.6	117	98.0	114	97.8	125	97.5	126	98.3	Very High	Maintained	Excellent	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

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											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	1,093	89.0	1,028	88.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	146	88.7	150	88.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	822	82.7	752	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	125	95.5	126	96.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Access to Supports and 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											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	1,093	85.3	1,026	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	147	79.0	150	79.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	821	86.2	751	86.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	125	90.6	125	90.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Parental Involvement – Measure Details

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

	Authority											Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	252	80.4	282	83.8	275	83.8	271	80.0	276	82.9	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	141	69.7	165	76.5	161	75.1	146	66.5	150	73.4	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	111	91.1	117	91.2	114	92.4	125	93.4	126	92.4	High	Maintained	Good	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

We believe that parents are our students first and primary teachers. Parental involvement is key to our continued success. As a jurisdiction, we continue to find new and innovative ways to encourage and engage parents in the education of their children.

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Medicine Hat Roman Catholic Se			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	85.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.4	86.1	85.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	93.3	81.1	84.2	83.4	80.3	79.6	Very High	Improved Significantly	Excellent
	5-year High School Completion	88.1	91.1	90.8	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	83.1	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	85.4	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	23.9	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.4	93.2	92.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.0	83.8	82.7	79.5	81.8	81.4	n/a	n/a	n/a

Measure	Medicine Hat Roman Catholic Se			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	54.7	n/a	n/a	58.6	n/a	n/a	n/a
Drop Out Rate	1.3	1.9	1.4	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	81.0	80.7	81.9	83.7	84.9	85.1	Low	Maintained	Issue
Lifelong Learning	86.0	82.1	71.8	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	85.3	84.5	82.4	82.9	81.9	82.3	Very High	Improved	Excellent
Program of Studies - At Risk Students	85.9	88.0	88.0	81.9	82.7	84.8	Intermediate	Declined	Issue
Rutherford Scholarship Eligibility Rate	70.4	73.2	70.8	70.2	68.0	66.4	High	Maintained	Good
Safe and Caring	91.0	91.2	89.8	88.8	90.0	89.2	Very High	Improved	Excellent
Satisfaction with Program Access	78.3	75.3	75.5	72.6	71.8	74.1	High	Improved	Good
School Improvement	82.2	88.2	85.5	74.2	81.4	81.3	Very High	Declined Significantly	Acceptable
Transition Rate (6 yr)	69.5	69.5	72.0	60.3	60.0	59.8	High	Maintained	Good
Work Preparation	89.4	87.9	85.7	84.9	85.7	83.5	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. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

In all measurement categories Medicine Hat Catholic Board of Education outperformed the provincial average. We are especially proud of the increase in the 3-year High School Completion rate which has improved to 93.3% and is in the category of “excellent”. This is due to the efforts of staff, students and parents. We are truly blessed to have such a tremendously effective relationship between these groups. By setting high expectations and then having a commitment to exceed those expectations, our jurisdiction continues to lead

the province in all areas. We will continue to focus on the differentiation of instruction, parental engagement and student connections to support our continued success in this area.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

- Notes:
- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
 - Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	711	0.8	739	0.9	690	1.4	670	1.9	662	1.3	Very High	Maintained	Excellent	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	11	0.0	10	49.1	9	30.3	13	42.8	15	16.1	n/a	n/a	n/a	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

The jurisdictional dropout rate continues to be far below the provincial average and demonstrates the commitment of staff, students and parents to supporting education in our jurisdiction. While we are pleased with our results, we are ever vigilant in our goal to have no students dropout.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	156	51.4	212	49.9	167	45.3	195	50.3	157	37.9	Intermediate	Declined Significantly	Issue	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	176	74.2	171	74.1	156	72.4	212	69.5	168	69.5	High	Maintained	Good	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

These rates will be monitored over the next few years to help determine the impacts that COVID may have had on students deciding to pursue post-secondary education.

In-Service Jurisdiction Needs – Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	110	82.6	116	79.3	114	84.6	120	80.7	124	81.0	Low	Maintained	Issue	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	110	82.6	116	79.3	114	84.6	120	80.7	124	81.0	Low	Maintained	Issue	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

While the year over year rate has improved, the jurisdiction will work with the professional development committee to ensure that meaningful and relevant professional development is provided for all staff.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	242	72.3	277	69.9	268	73.2	267	82.1	271	86.0	Very High	Improved Significantly	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	132	64.1	161	61.1	155	64.5	144	73.7	146	80.1	Very High	Improved Significantly	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	110	80.5	116	78.7	113	82.0	123	90.5	125	91.8	High	Improved Significantly	Good	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	608	81.7	842	82.3	646	82.4	661	84.5	624	85.3	Very High	Improved	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	143	81.5	167	75.9	161	78.9	146	81.9	150	84.3	Very High	Improved	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	353	78.7	558	82.3	371	81.8	390	80.6	348	81.0	Very High	Maintained	Excellent	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	112	84.8	117	88.7	114	86.6	125	91.1	126	90.6	High	Maintained	Good	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Program of Studies: At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	893	87.6	1,226	87.5	1,019	88.6	1,092	86.0	1,026	85.9	Intermediate	Declined	Issue	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	143	79.1	167	79.0	162	83.2	146	77.4	150	78.2	Intermediate	Maintained	Acceptable	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	639	86.8	942	88.3	743	87.5	821	86.2	751	86.5	High	Maintained	Good	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	111	96.9	117	95.1	114	94.9	125	94.3	125	93.0	Low	Maintained	Issue	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	222	68.9	160	68.1	203	70.4	179	73.2	135	70.4	High	Maintained	Good	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	222	145	65.3	135	60.8	79	35.6	153	68.9
2018	160	101	63.1	91	56.9	70	43.8	109	68.1
2019	203	131	64.5	115	56.7	84	41.4	143	70.4
2020	179	115	64.2	104	58.1	90	50.3	131	73.2
2021	135	89	65.9	80	59.3	68	50.4	95	70.4

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										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	892	90.7	1,224	89.0	1,019	90.2	1,093	91.2	1,027	91.0	Very High	Improved	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	143	90.4	167	88.8	162	89.0	146	91.9	150	91.1	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	638	85.7	940	84.4	743	86.8	822	86.1	751	85.5	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	111	95.8	117	93.6	114	94.7	125	95.6	126	96.5	Very High	Maintained	Excellent	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Our schools continue to improve in the “safe and caring” category. This is extremely important as it is a high priority for our division. It also attests to the work done in our schools during COVID to support students in the learning in a safe environment. The focus of Catholic schools is to educate the “whole child.” Thus, the social and emotional needs of the students we serve are at the forefront of the decisions we make and the choices in programming and supports that we provide. Health school communities exist where positive relationships are established with parents, educators and students. It is when we are working together, we can achieve these amazing results where healthy and respectful relationships are built and fostered and students feel that adults care for them both as a student body and as individuals. Together, we will continue to promote a positive approach to supporting mental health, where student’s values, rights and responsibilities are honoured and respected.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	887	75.3	1,219	72.2	1,014	78.7	1,083	75.3	1,019	78.3	High	Improved	Good	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	139	63.8	161	57.7	158	72.0	142	70.3	144	76.2	Very High	Improved Significantly	Excellent	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	637	80.9	941	82.0	742	84.1	816	76.1	749	77.8	Intermediate	Declined Significantly	Issue	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	111	81.1	117	77.0	114	80.1	125	79.5	126	80.8	Intermediate	Maintained	Acceptable	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

While program offerings for students have increased over the last few years, we perhaps have to ensure that students are available to the wide variety of educational and after school programs available.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	887	85.5	1,223	84.3	1,013	86.7	1,065	86.2	1,005	82.2	Very High	Declined Significantly	Acceptable	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	138	74.6	164	83.5	160	83.1	133	85.7	143	73.4	Intermediate	Declined Significantly	Issue	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	639	92.9	942	84.7	742	89.7	818	87.1	746	87.1	Very High	Maintained	Excellent	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	110	89.1	117	84.6	111	87.4	114	86.0	116	86.2	Very High	Maintained	Excellent	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

With overall results being very high, there appears to be a significant difference the parental results. The jurisdiction will have to continue to examine this area to better understand the reasons for parents having concern in this area.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	239	86.5	277	84.4	265	87.0	264	87.9	265	89.4	Very High	Improved	Excellent	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	133	79.7	161	75.8	154	81.2	142	78.2	142	84.5	Very High	Improved	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	106	93.4	116	93.1	111	92.8	122	97.5	123	94.3	High	Maintained	Good	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

We are once again exceptionally pleased with the improvement in this area. Education must be meaningful and relevant to our students in order to best serve them in their future. We will continue to work on improving our results in this area in order to best serve our students.

English as a Second Language (ESL) – High School Completion Rates

	Medicine Hat Roman Catholic Se (ESL)										Measure Evaluation			Alberta (ESL)									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	3	*	3	*	2	*	1	*	2	*	*	*	*	3,071	75.7	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5
4 Year Completion	1	*	2	*	2	*	1	*	n/a	n/a	n/a	n/a	n/a	2,512	82.9	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4
5 Year Completion	2	*	n/a	n/a	2	*	2	*	1	*	*	*	*	2,102	83.8	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

FIRST NATIONS, MÉTIS AND INUIT

MHCBE continues to work to provide further education about First Nations, Métis and Inuit people, their perspectives and experiences as well as a history of residential schools. At each major event in the division, including monthly board meetings, a land acknowledgement is read.

The division hired a new full time Indigenous Support Worker who works with all of the schools in the division teaching about Indigenous culture and truth and reconciliation. Our Indigenous Support Worker is part of our Community Coming Together team which promotes mental health and wellness for our students. All classrooms have been visited by the Indigenous Support Worker and he regularly gives presentations to individual classes or whole schools on a variety of First Nations Métis Inuit topics.

The month of September was dedicated to learning about Truth and Reconciliation. Each week the division shared information on “what we can do beyond wearing orange” and promoted various FNMI reading materials and events within the community. Our Indigenous Support Worker spent the month visiting all schools teaching about truth and reconciliation and residential schools. During the week of September 26 – 30 all schools held a ceremony for Orange Shirt Day as well as participated in a division wide activity of learning more about the Indigenous perspective with residential schooling. September 30th was held as a solemn day to honour the lost children and survivors of residential schools, their families and communities. It also acknowledges the history and legacy of residential schools as part of the reconciliation process. Our board of trustees chose to dedicate this day to having students and staff learn and reflect on this incredibly heart-breaking part of our history. It is our hope that this day represents a crucial step towards healing our relationship with Indigenous peoples.

Truth & Reconciliation
Things We Can Do Beyond Wearing Orange

— Indigenous Artists, Authors, & Inventions —

- **Indigenous Books & Literature**
Check out the Indigenous section in your Learning Commons/Library at your school. These books can provide opportunity for discussion at home.
- **Indigenous Art**
Esplanade Arts & Heritage Centre is hosting Kenojuak Ashevak: Life and Legacy exhibition until October 15.
- **Indigenous Inventions**
Snow Goggles - Inuit Lacrosse - Ojibwe, Mi'kmaq, & Iroquois
Kayak - Inuit
Toboggans - Inuit Snow Shoes - Cree, Inuit, & Blackfoot
Canoe - Cree & Ojibwe

TEACHING AND LEADING

The Medicine Hat Catholic Board of Education places great importance on teaching and learning. New teachers, starting out their careers, experienced teachers, and Division leaders are provided with professional development opportunities to enhance their teaching skills.

All new teachers participate in an orientation day prior to the first day of school. The orientation day starts with a presentation on the 5 Marks of a Catholic Educator. Included are presentations and discussions on classroom management, engagement, planning, teacher supervision/evaluation and a review of many MHCBE

Administrative Procedures pertinent to teachers. Every new teacher is assigned a mentor teacher from their school. Each new teacher is required to participate in 4 half day Professional Development sessions hosted by the Coordinator of Religious Education.

All teachers receive \$500 for personal Professional Development annually from the Board. The Board provides 13 Professional Development days throughout the year. Teachers participate in personal PD, School organized PD, and Division Wide PD. The Division organizes a Health and Wellness PD day for all staff. All staff participate in 2 PD days with a focus on Faith Development.

The Division organizes Professional Development half days for administrators five times per year. Teacher leaders are invited to a Leadership Enhancement Program based on the Leadership Quality Standards.

Administrative Procedure 406 - Evaluation of Teachers, Teacher Growth, Supervision and Evaluation

CATHOLICITY

The Five Marks of a Catholic School Identity are measurable indicators that guide our practice within our Catholic school communities. "These marks are measurable benchmarks, forming the backbone and inspiring the mission of every Catholic school." Archbishop Michael Miller.

Mark 1: ***Created in the Image of God***

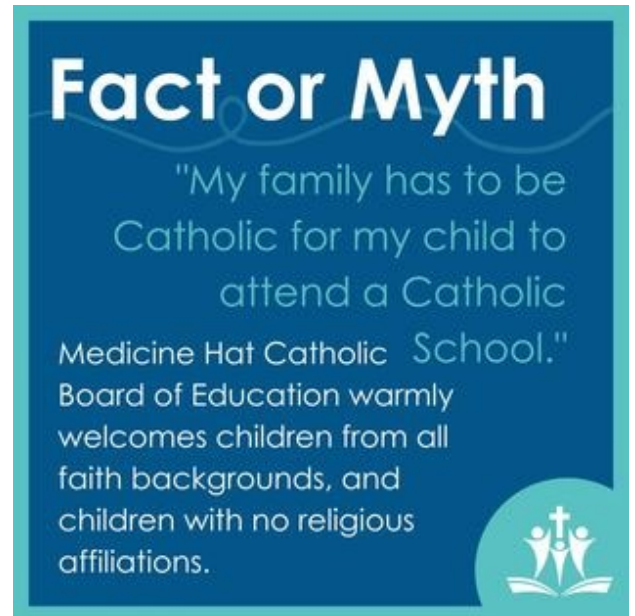
Mark 2: ***Catholic Worldview***

Mark 3: ***Faith Permeation***

Mark 4: ***Gospel Witness***

Mark 5: ***Spirit of Community***

Our 2022-2023 faith theme is: Growing in Faith Together



"Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness."

Colossians 2:7

LEARNING SUPPORTS

Overall parents, students and teachers are quite satisfied with access to programming as well as supports and services within the division. Our Learning Services team works with students and families individually to provide programming and supports to suit their needs and abilities.

MHCBE utilizes an inclusive approach in our division to support all students. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of full citizenship.

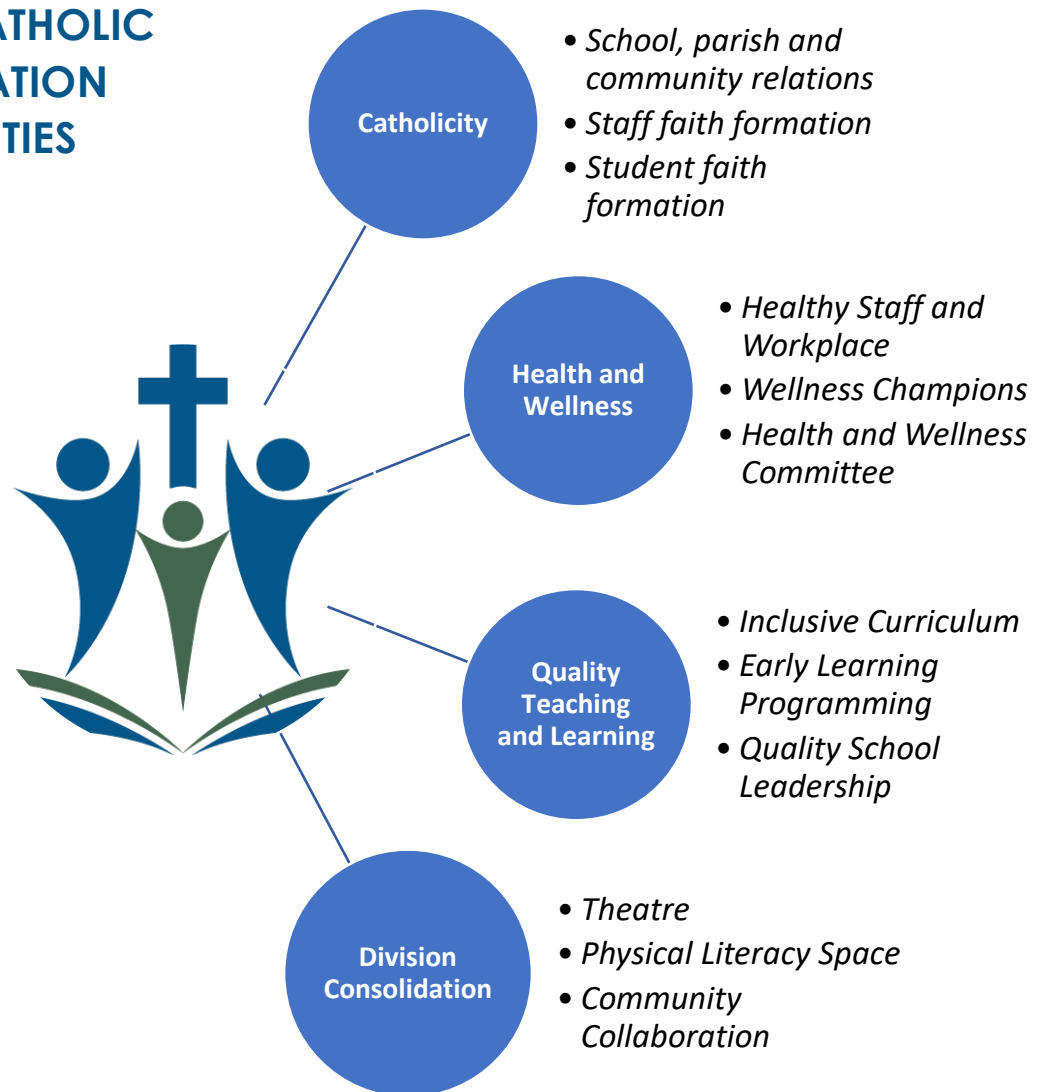
Learning Services Supports at MHCBE

Inclusive Education

Mental Health and School Supports

MEDICINE HAT CATHOLIC BOARD OF EDUCATION STRATEGIC PRIORITIES

2022-2023



CATHOLICITY

- A division Chaplain was hired in September and will be based out of the high-school but will travel to and work with all 9 schools.
- Staff faith enrichment afternoons are offered throughout the year.
- Regular meetings of the parish school relations committee.
- Development of a student faith leadership group with student representatives from all 9 schools.

HEALTH AND WELLNESS

- A division wide health and wellness day was held on November 7th.
- All schools have wellness champions.
- School health and wellness teams are working on school specific health and wellness plans.
- There is a focus on mental, physical and spiritual health for staff and students within our division.

QUALITY TEACHING AND LEARNING

- All administrators took part in the ATA's Supervision and Evaluation workshop.
- Curriculum development sessions for Math, English Language Arts and Literature, and Physical Education and wellness are offered for teachers involved in learning new curriculum.
- The Division is using grant money to enhance our division's universal mental health promotion and training.
- SIVA training is being held for 67 staff members in the division.

DIVISION CONSOLIDATION

- A building committee has been formed.
- A community engagement evening took place on October 25th regarding the Capital Plan.
- A ThoughtExchange was shared with all stakeholders to receive feedback on the division consolidation plan.

Financial Summary

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2022 (in dollars)

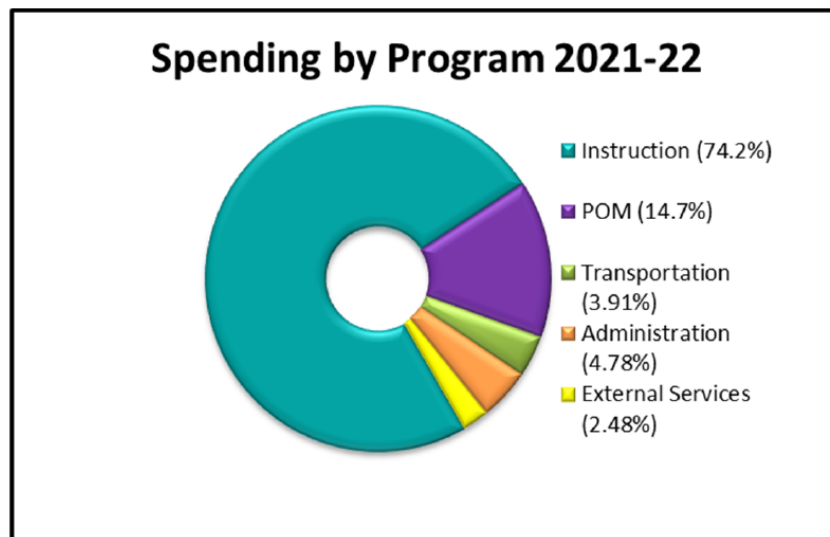
	Budget 2022	Actual 2022	Actual 2021
REVENUES			
Government of Alberta	\$ 26,550,830	\$ 26,997,634	\$ 26,426,102
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ 4,404,533	\$ 4,493,674	\$ 4,711,499
Fees (Schedule 8)	\$ 579,293	\$ 712,264	\$ 400,102
Sales of services and products	\$ 1,325,477	\$ 1,812,928	\$ 947,884
Investment income	\$ 45,115	\$ 32,860	\$ 90,268
Donations and other contributions	\$ 61,874	\$ 127,477	\$ 86,656
Other revenue	\$ 30,640	\$ 585,395	\$ 79,705
Total revenues	\$ 32,997,762	\$ 34,762,232	\$ 32,742,216
EXPENSES			
Instruction - ECS	\$ 2,571,272	\$ 2,576,074	\$ 2,412,234
Instruction - Grades 1 to 12	\$ 22,531,623	\$ 22,573,705	\$ 21,100,492
Operations and maintenance (Schedule 4)	\$ 4,680,406	\$ 4,976,213	\$ 4,978,310
Transportation	\$ 1,326,444	\$ 1,325,972	\$ 1,269,991
System administration	\$ 1,572,625	\$ 1,621,709	\$ 1,583,600
External services	\$ 670,957	\$ 841,565	\$ 726,522
Total expenses	\$ 33,353,327	\$ 33,915,238	\$ 32,071,149
Annual operating surplus (deficit)	\$ (355,565)	\$ 846,994	\$ 671,067
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (355,565)	\$ 846,994	\$ 671,067
Accumulated surplus (deficit) at beginning of year	\$ 2,931,285	\$ 2,931,285	\$ 2,260,218
Accumulated surplus (deficit) at end of year	\$ 2,575,720	\$ 3,778,279	\$ 2,931,285

The accompanying notes and schedules are part of these financial statements.

Net Assets

Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2021-22 Financial Update Summary

	2021-22			2021-22 Closing Balance	Change in Balance
	2021-22 Opening Balance	Transfers In	Transfers Out		
Unrestricted Net Assets					
Unrestricted	836,138	-	(306,023)	(114,734)	(950,872)
2021-22 Revenue over Expenses	306,023	-	(306,023)		
Unsupported Amortization from Investment in Capital Assets	143,081	143,081			
Working Capital Maintenance	(684,829)		684,829		
Transfer Portion of Amortization to Capital Assets	(143,081)		143,081		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
School Generated Fund Balances	(6,203)	(6,203)			
Learning Services CCT Program	-		-		
International Student Surplus - Restricted	(74,449)	-	74,449		
Transfer to Capital Reserve - Sale for Former St. Louis School	(504,720)		504,720		
Learning Services Use of Accumulated	10,000	10,000			
School and Department use of Restricted Reserve	9,806	9,806			
Restricted Reserves					
Working Capital (2% of Expenditures)	-	684,829	-	684,829	
Department Reserves					
School Based	218,704	-	9,806	208,898	
Learning Services	18,282	-	10,000	8,282	
School Generated Funds	643,037		(6,203)	649,240	
International Student Program	(112,608)	74,449	-	(38,159)	
Band	40,336		-	40,336	
Accumulated Administration Surplus	55,680		-	55,680	
O&M Joint Use - Flooring Upkeep	13,941		-	13,941	
O&M Equipment	57,416		-	57,416	
Total Operating Reserves	934,787	759,278	13,603	1,680,462	745,675
Total Accumulated Operating Surplus	1,770,925	915,962	1,121,159	1,565,728	(205,197)
					(362,065)
					Ministerial Approval
Capital Reserves					
Child Care Modular	65,000	6,500		71,500	6,500
Sale of former St. Louis School - Alberta Education Portion	-	337,156		337,156	337,156
Sale of former St. Louis School - MHCBE Portion	-	167,568		167,568	167,568
Amortization from Capital Assets	176,380	143,081	-	319,461	143,081
Total Net Assets	2,012,305	1,570,267	1,121,159	2,461,413	449,108
Accumulated Surplus from Operations net of SGF	1,127,888			916,488	211,400



School Generated Funds

School Generated Fund information for the Medicine Hat Catholic Board of Education can be found in Note 15 of the Audited Financial Statements for the year ending August 31, 2022.

More information by contacting Business Services at Medicine Hat Catholic Board of Education (403) 527-2292 or by email info@mhcbce.ab.ca.

School Jurisdiction Code: 4501

BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
REVENUES			
Government of Alberta	\$ 26,550,830	\$26,858,924	\$25,263,552
Federal Government and First Nations	\$ -	\$0	\$0
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ 4,404,533	\$4,404,533	\$4,140,022
Fees	\$ 579,293	\$739,598	\$577,218
Sales of services and products	\$ 1,325,477	\$1,138,134	\$692,725
Investment income	\$ 45,115	\$63,062	\$51,386
Gifts and donations	\$ 25,224	\$97,108	\$106,194
Rental of facilities	\$ 17,640	\$17,640	\$26,970
Fundraising	\$ 36,650	\$188,945	\$132,964
Gains on disposal of capital assets	\$ -	\$0	\$0
Other revenue	\$ 13,000	\$13,000	\$13,455
TOTAL REVENUES	\$32,997,762	\$33,520,944	\$31,004,486
EXPENSES			
Instruction - Pre K	\$ 1,668,161	\$2,007,881	\$2,620,048
Instruction - K to Grade 12	\$ 23,434,734	\$22,965,641	\$21,404,027
Operations & maintenance	\$ 4,680,406	\$5,191,341	\$4,368,603
Transportation	\$ 1,326,444	\$1,376,593	\$1,051,360
System Administration	\$ 1,572,625	\$1,579,986	\$1,591,728
External Services	\$ 670,957	\$795,937	\$406,901
TOTAL EXPENSES	\$33,353,327	\$33,917,379	\$31,442,667
ANNUAL SURPLUS (DEFICIT)	(\$355,565)	(\$396,435)	(\$438,181)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
EXPENSES			
Certificated salaries	\$ 13,500,584	\$13,296,540	\$13,068,136
Certificated benefits	\$ 3,216,281	\$3,081,653	\$2,903,313
Non-certificated salaries and wages	\$ 6,941,640	\$6,457,212	\$6,868,395
Non-certificated benefits	\$ 1,695,560	\$1,584,961	\$1,509,503
Services, contracts, and supplies	\$ 6,290,217	\$7,831,389	\$5,399,564
Capital and debt services			
Amortization of capital assets			
Supported	\$ 1,576,918	\$1,473,927	\$1,426,391
Unsupported	\$ 127,127	\$186,697	\$250,155
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$217
Other interest and finance charges	\$ 5,000	\$5,000	\$0
Losses on disposal of capital assets	\$ -	\$0	\$16,993
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$33,353,327	\$33,917,379	\$31,442,667

Financial Links:

[3-Year Capital Plan 2022 - 2025](#)

[2021-22 Infrastructure Maintenance Renewal Plan](#)

[2021-22 Capital Maintenance and Renewal Plan](#)

[2022-2023 Budget](#)

[Audited Financial Statements as at August 31, 2022](#)

[Provincial Roll-up Audited Financial Statements](#)

Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, Secretary-Treasurer, Mr. Greg MacPherson at 403-527-2292.

INFORMATION DOCUMENTS

- [Four-Year Education Plan 2022-2026](#)
- [AERR Summary](#)

LOCAL AND SOCIETAL CONTEXT

Whistleblower Protection

A commitment to the value of stewardship within Medicine Hat Catholic Board of Education is the promise that we respect and protect Gods' 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; and we are open and transparent.

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta. Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: [Public Interest Disclosure \(Whistleblower Protection\) Act](#) as a result of Section 32 of the *Public Interest Disclosure Act* (2013). Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Number of Inquiries: 0

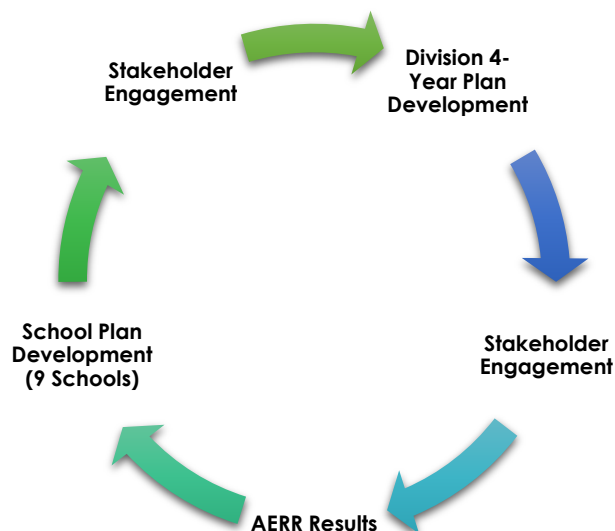
Number of Complaints: 0

Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.

ENGAGEMENT

Each school prepares a plan annually that reflects the strategic priorities and goals of the division but is specific to their school. Plans are presented to parents/guardians at school council meetings as well as shared digitally with other stakeholders in the community. Stakeholder engagement from staff, students and families are essential for developing these plans. Our division uses [ThoughtExchange](#) to engage will all stakeholders (staff, parents/guardians, students and community members) as one form of engagement.

School plans can be found on our division website: [MHCBE School Plans](#)



COMMUNICATION

Stakeholders are communicated with in a variety of ways through our division. Families are regularly sent emails from the division as well as their individual school to keep them updated on information/changes. Parents/guardians are encouraged to discuss any questions or concerns with their child’s teacher or principal and are also invited to have a discussion with the appropriate senior administration personnel for larger concerns.

Feedback from students, families and staff is regularly discussed at the school and board level. MHCBE is committed to responding to feedback and making necessary changes to move forward in a positive way in our division.



CONTACT US

Medicine Hat Catholic Board of Education
1251 – 1st Avenue S.W.
Medicine Hat, AB T1A 8B4
403-527-2292 info@mhcbce.ab.ca

