



**Holy Spirit**  
CATHOLIC SCHOOL DIVISION

# **RESULTS OF BALANCING ACT - PRIORITIZE**

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**ENGAGEMENT EXERCISE**  
MARCH 21, 2023 TO MARCH 27, 2023

## Board Priorities

At a Special Meeting on February 24, 2023, The Board set the following priorities for the next three years:

1. Strengthening our Catholic Faith
2. Learning through Quality Teaching
3. Belonging in our Diverse Community
4. Living Through Truth and Reconciliation

Each of these priorities has desired goals. The School Division is engaged in staff and community consultation to develop goals, which will drive the strategies that will ultimately inform the budget for the school division for the next three years.

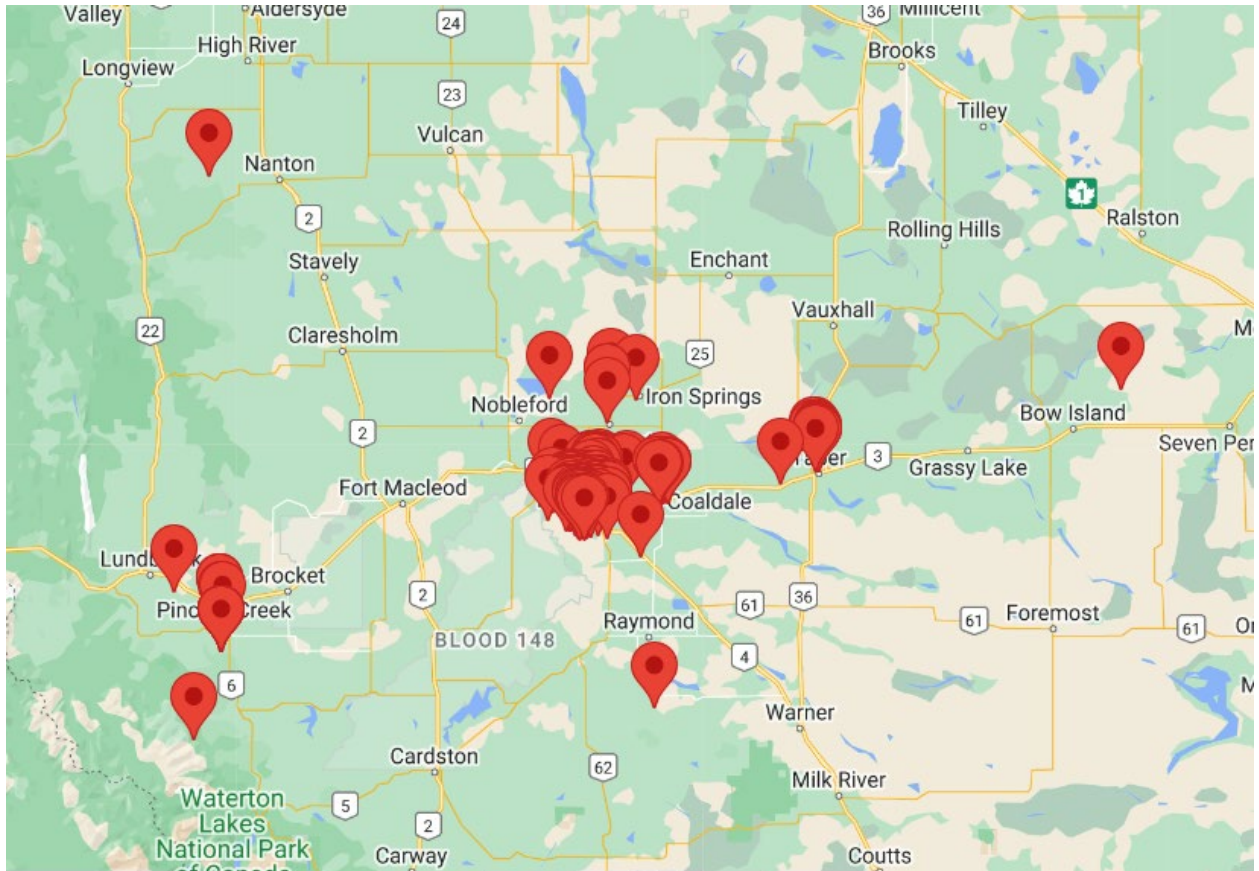
On March 20 and 21, 2023 invitations to participate in our engagement survey were sent via email to 680 school division staff and 4,885 parents and guardians. An invitation to participate was also sent out via social media to the community. The purpose of the survey was to assist in setting our goals. Participants were invited to choose their top 12 goals that would meet the priorities previously set by the Board of Trustees. Participants were also encouraged to provide their own ideas. The following data contains the results of survey.

## Survey Engagement



## Approximate Location of Survey Participants

180 of the 185 survey participants live within the boundaries of the Holy Spirit School Division.



## Who Participated in our Survey?

Participants	Count	Percentage
Parent / Guardian	95	52.20%
Teacher	50	27.47%
Support Staff	24	13.19%
Community Member	6	3.30%
Trustee	3	1.65%
Administrator	3	1.65%
Student	1	0.55%
<b>Grand Total</b>	<b>182</b>	<b>100.00%</b>

Of the 185 responses received, 3 participants chose not to identify their affiliation.

Affiliated School/Location	Number of Responses	Percentage of Total
Catholic Central High School	33	17.84%
St. Francis Junior High School	18	9.73%
St. Michael School, Pincher Creek	14	7.57%
St. Teresa of Calcutta School	13	7.03%
St. Basil's Catholic Education Centre	12	6.49%
Father Leonard Van Tighem School	11	5.95%
St. Mary's School, Taber	11	5.95%
St. Joseph School, Coaldale	11	5.95%
St. Patrick Fine Arts Elementary School	10	5.41%
More than one school	10	5.41%
Children of St. Martha School	9	4.86%
Ecole St. Mary	9	4.86%
St. Catherine School, Picture Butte	8	4.32%
St. Paul School	5	2.70%
St. Patrick School, Taber	5	2.70%
Our Lady of the Assumption School	4	2.16%
St. Michael School, Bow Island	1	0.54%
None	1	0.54%
<b>Grand Total</b>	<b>185</b>	<b>100.00%</b>

At least one response was received from each school community

## Responses Per School

Location	Number of Responses
<b>Catholic Central High School</b>	<b>33</b>
Parent / Guardian	11
Support Staff	2
Teacher	20
<b>St. Francis Junior High School</b>	<b>18</b>
Administrator	2
Community Member	1
Parent / Guardian	9
Support Staff	3
Teacher	3
<b>St. Michael School, Pincher Creek</b>	<b>14</b>
Parent / Guardian	10
Support Staff	2
Teacher	2
<b>St. Teresa of Calcutta School</b>	<b>13</b>
Parent / Guardian	7
Support Staff	3
Teacher	3
<b>St. Joseph School, Coaldale</b>	<b>11</b>
Parent / Guardian	6
Support Staff	4
Teacher	1
<b>Father Leonard Van Tighem School</b>	<b>11</b>
Community Member	1
Parent / Guardian	6
Teacher	4
<b>St. Basil's Catholic Education Centre</b>	<b>11</b>
Support Staff	5
Teacher	6
(blank)	
<b>More than one school</b>	<b>10</b>
Community Member	3
Parent / Guardian	3
Support Staff	1
Teacher	1
Trustee	2

## Responses per school (continued)

Location	Number of Responses
<b>St. Mary's School, Taber</b>	<b>10</b>
Parent / Guardian	7
Support Staff	1
Teacher	2
(blank)	
<b>Ecole St. Mary</b>	<b>9</b>
Parent / Guardian	8
Trustee	1
<b>St. Patrick Fine Arts Elementary School</b>	<b>9</b>
Parent / Guardian	8
Teacher	1
(blank)	
<b>Children of St. Martha School</b>	<b>9</b>
Parent / Guardian	4
Student	1
Support Staff	1
Teacher	3
<b>St. Catherine School, Picture Butte</b>	<b>8</b>
Parent / Guardian	7
Teacher	1
<b>St. Paul School</b>	<b>5</b>
Parent / Guardian	3
Support Staff	1
Teacher	1
<b>St. Patrick School, Taber</b>	<b>5</b>
Administrator	1
Parent / Guardian	4
<b>Our Lady of the Assumption School</b>	<b>4</b>
Parent / Guardian	1
Support Staff	1
Teacher	2
<b>St. Michael School, Bow Island</b>	<b>1</b>
Parent / Guardian	1
<b>None</b>	<b>1</b>
Community Member	1
<b>Grand Total</b>	<b>182</b>

## Weighted Rankings

Vote totals were weighted by rank using the formula:  $.5 + 1 / \text{rank}$ . Therefore, each survey participant's first choice counts as  $.5 + 1/1 = 1.5$ , their second choice counts as  $.5 + 1/2 = 1$ , and so on.

Overall Rank	Priority Rank	Goal	Board Priority
1	1	All students demonstrate growth in literacy and numeracy	Learning Through Quality Teaching
2	2	Students are engaged in their learning	Learning Through Quality Teaching
3	1	Students have access to supports	Belonging in our Diverse Community
4	2	Student and Staff wellness	Belonging in our Diverse Community
5	3	Safety and Respect	Belonging in our Diverse Community
6	3	We prepare students for career pathways	Learning Through Quality Teaching
7	4	We celebrate and respect all cultures and ethnicities in our schools	Belonging in our Diverse Community
8	5	All students are learners and contribute to the greater good for the community	Belonging in our Diverse Community
9	4	Research-based instruction and assessment are evident in our classrooms	Learning Through Quality Teaching
10	5	Schools reflect collaborative teaching and learning environments	Learning Through Quality Teaching
11	6	We build communities of trust	Belonging in our Diverse Community
12	1	Our staff and students demonstrate knowledge of faith and commit to faith development	Strengthening our Catholic Faith
13	6	Teachers engage in professional learning and collaboration	Learning Through Quality Teaching
14	2	Our schools are authentically and distinctively Catholic.	Strengthening our Catholic Faith
15	3	We foster a Catholic worldview of reflection, service and sacramentality.	Strengthening our Catholic Faith
16	4	We create communities of accompaniment in our schools and school division.	Strengthening our Catholic Faith
17	1	Our staff and students enhance their understanding of Indigenous ways of knowing, being, and doing	Living Through Truth and Reconciliation
18	2	We foster reconciliation through listening, accompaniment, and recognition of the ongoing impacts of the past.	Living Through Truth and Reconciliation
19	3	Our First Nations, Métis, & Inuit Students will continue to see increasing success rates.	Living Through Truth and Reconciliation
20	4	We will deepen our understanding of our collective responsibilities as Treaty People	Living Through Truth and Reconciliation
21	5	We support leaders (and aspiring leaders) in developing their Catholic Leadership	Strengthening our Catholic Faith
22	6	Our Three Year Faith Plan fosters a deeper understanding of the Catholic faith	Strengthening our Catholic Faith

## Rankings by Board Priority

### *Strengthening our Catholic Faith*

Overall Rank	Priority Rank	Goal	Board Priority
12	1	Our staff and students demonstrate knowledge of faith and commit to faith development	Strengthening our Catholic Faith
14	2	Our schools are authentically and distinctively Catholic.	Strengthening our Catholic Faith
15	3	We foster a Catholic worldview of reflection, service and sacramentality.	Strengthening our Catholic Faith
16	4	We create communities of accompaniment in our schools and school division.	Strengthening our Catholic Faith
21	5	We support leaders (and aspiring leaders) in developing their Catholic Leadership	Strengthening our Catholic Faith
22	6	Our Three Year Faith Plan fosters a deeper understanding of the Catholic faith	Strengthening our Catholic Faith

### *Learning Through Quality Teaching*

Overall Rank	Priority Rank	Goal	Board Priority
1	1	All students demonstrate growth in literacy and numeracy	Learning Through Quality Teaching
2	2	Students are engaged in their learning	Learning Through Quality Teaching
6	3	We prepare students for career pathways	Learning Through Quality Teaching
9	4	Research-based instruction and assessment are evident in our classrooms	Learning Through Quality Teaching
10	5	Schools reflect collaborative teaching and learning environments	Learning Through Quality Teaching
13	6	Teachers engage in professional learning and collaboration	Learning Through Quality Teaching



*Belonging in our Diverse Community*

Overall Rank	Priority Rank	Goal	Board Priority
3	1	Students have access to supports	Belonging in our Diverse Community
4	2	Student and Staff wellness	Belonging in our Diverse Community
5	3	Safety and Respect	Belonging in our Diverse Community
7	4	We celebrate and respect all cultures and ethnicities in our schools	Belonging in our Diverse Community
8	5	All students are learners and contribute to the greater good for the community	Belonging in our Diverse Community
11	6	We build communities of trust	Belonging in our Diverse Community

*Living Through Truth and Reconciliation*

Overall Rank	Priority Rank	Goal	Board Priority
17	1	Our staff and students enhance their understanding of Indigenous ways of knowing, being, and doing	Living Through Truth and Reconciliation
18	2	We foster reconciliation through listening, accompaniment, and recognition of the ongoing impacts of the past.	Living Through Truth and Reconciliation
19	3	Our First Nations, Métis, & Inuit Students will continue to see increasing success rates.	Living Through Truth and Reconciliation
20	4	We will deepen our understanding of our collective responsibilities as Treaty People	Living Through Truth and Reconciliation

## What is Your Idea?

The following are themes derived from the suggestions brought forward by participants.

### Strengthening our Catholic Faith

**Deepening understanding of Catholic faith:** Several suggestions focus on the importance of promoting and encouraging a deeper understanding of the Catholic faith among students, teachers, and administrators, including encouraging enrollment in religious education programs and incorporating sacraments into the school curriculum.

**Inclusivity and outreach:** Some suggestions aim to make Catholic education more inclusive and welcoming to all, including those of different faiths or from marginalized communities. This includes inviting guest speakers from religious orders to talk about their journeys, participating in community service projects, and promoting tolerance towards other faiths.

**Accountability and repentance:** A few suggestions address the need for accountability and repentance within the Catholic community, such as issuing a meaningful apology for past wrongs or discriminatory policies, and ensuring consistent expectations and mentorship for Catholic educators.

### Learning Through Quality Teaching

**Professional development and support for teachers:** The emphasis is on the importance of providing teachers with research-based learning opportunities and adequate support to improve their teaching. The focus is on improving teaching quality to better serve the needs of students.

**Student-centered learning:** Focus on student needs and experiences. This includes better understanding students' backgrounds and experiences, providing trauma-informed practice, and creating access to career paths beyond traditional university education.

**Access to resources and technology:** The third theme is the need for adequate resources and technology in schools, particularly in rural areas. This includes investing in schools to provide quality learning opportunities for students, providing technology and computer labs, and ensuring access to music, art, and sports programs.

### Belonging in our Diverse Community

**Acceptance and equal opportunity:** This theme is highlighted in several statements, emphasizing the importance of treating all students equitably regardless of their religion, cultural background, or level of need. The focus is on providing support and opportunities to all students to succeed, regardless of their differences.

**Inclusion and diversity:** Another theme is the recognition and promotion of diversity and inclusion within the school system. This includes celebrating diverse cultures and heritage, being open to learning about different perspectives and cultures, and promoting safety and respect in all activities.

**Support and resources:** The third theme focuses on providing support and resources to students and staff to help them succeed. This includes providing educational assistants in the classroom, supporting fine arts, athletics and clubs, and providing resources and support for LGBTQ+ students and staff.

### Living Truth and Reconciliation

**Reconciliation and Indigenous Education:** The themes of acknowledging past wrongs, celebrating Indigenous culture, and infusing Indigenous ways of being and learning into lessons all speak to a focus on reconciliation and providing Indigenous education in schools.

**Building Strong Relationships:** Many of the suggestions focus on building strong relationships between Indigenous communities, Elders, and schools. This includes having Elders in schools, field trips for staff and students, and inviting parents and Elders into the school community.

**Action and Accountability:** Several of the suggestions emphasize the need for action and accountability at the Division level, such as providing employment and supports for FNMI and ensuring that teachers have access to new materials to incorporate Indigenous ways of learning into lessons.

### Next Steps

Based on the feedback from the survey the Learning Leadership Team will set three to four goals associated with each Board Priority. Strategies to reach these goals and meet each priority will then be developed. The Operating Budget will then be designed to fund the strategies.