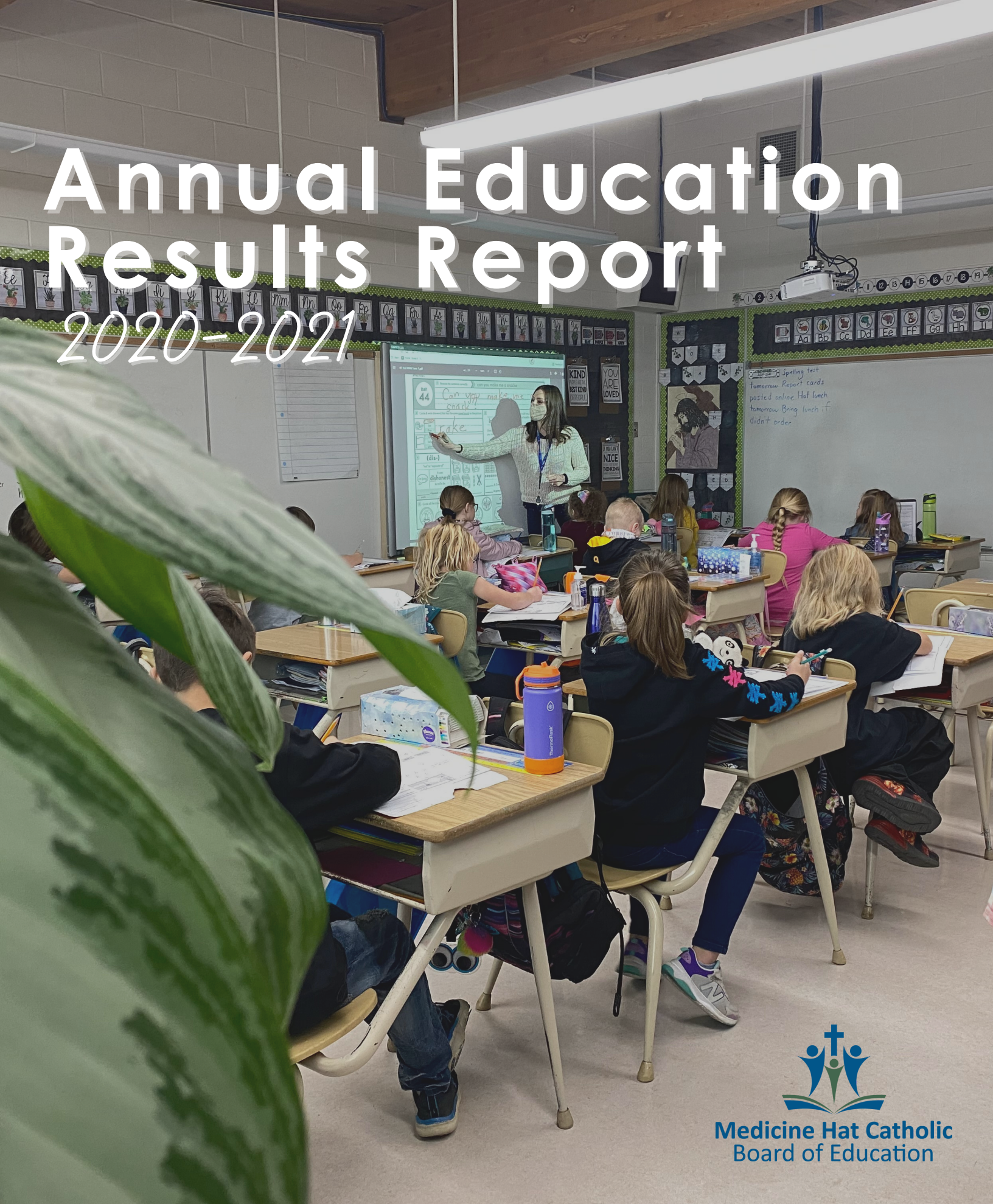


Annual Education Results Report 2020-2021



Medicine Hat Catholic
Board of Education

INTRODUCTION

During the past 2 years of the COVID-19 pandemic our division has made many changes to adapt to a new way of teaching and learning. With the many changes in direction, often with little notice, our staff have had to work in a continual state of adjustment. This has put a tremendous amount of stress on both staff and students. While we continue to put emphasis on the AERR results to inform our decision making we have also put a lot of time and effort into communicating with our stakeholders to receive their feedback. As a board we have taken that feedback, results from the AERR as well as our core values as a Catholic school division and narrowed our priorities down to four: Catholicity, Health and Wellness, Quality Teaching and Learning as well as building the Sisters of Charity of St. Louis Centre.

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.

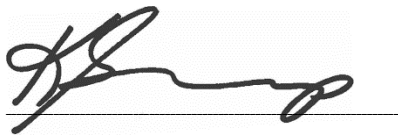


Ms. Kathy Glasgo, Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Medicine Hat Catholic Board of Education for the 2020-2021 school year was prepared under the direction of the Board of Directors 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 2020-2021 was approved by the Board on November 24, 2021.

A handwritten signature in black ink, appearing to read 'Kathy Glasgo', written over a horizontal line.

Ms. Kathy Glasgo
Board Chair

A handwritten signature in black ink, appearing to read 'Dwayne Zarichny', written over a horizontal line.

Dr. Dwayne Zarichny
Superintendent of Schools

ABOUT

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2600 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 **2778** students ELP – Grade 12
- **137.5** Full Time Equivalent (FTE) Certified Teachers
- **150** 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
- **108** of our student's study English as a Second Language (ESL)
- **141** First Nations, Métis and Inuit student population (FNMI)
- **30** International students

What do Medicine Hat Catholic schools represent?



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

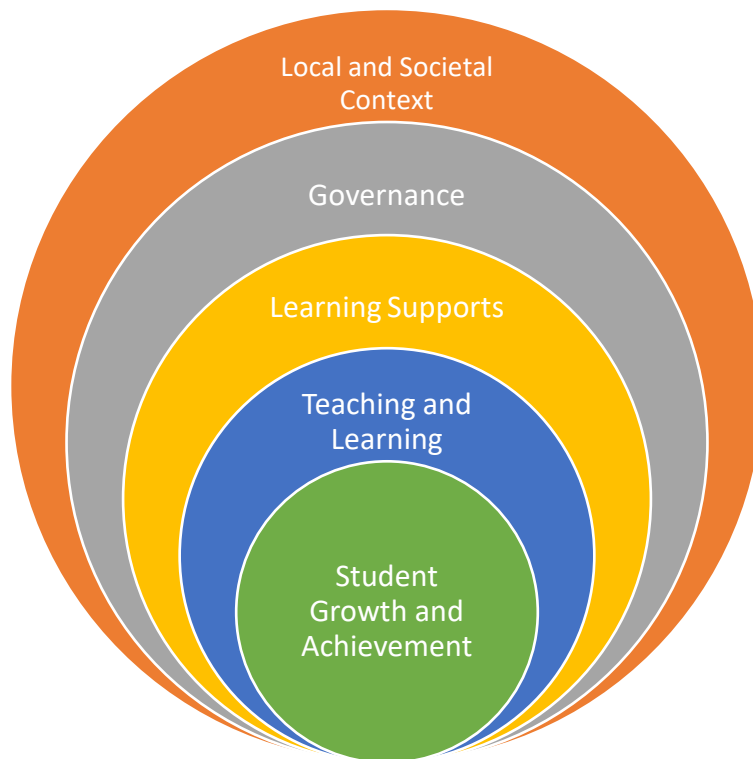
ASSURANCE

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:



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													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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,095	85.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	147	88.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	823	73.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	125	96.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,651	84.1	893	85.9	1,228	84.3	1,020	86.1	1,093	85.4	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	121	81.5	143	82.6	167	81.1	162	82.2	146	82.5	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	1,421	74.2	639	77.1	944	76.4	744	79.9	822	77.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	109	96.7	111	98.0	117	95.5	114	96.3	125	96.3	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority													Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	157	86.4	212	87.5	167	84.1	196	81.1	157	93.3	Very High	Improved Significantly	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	172	90.6	156	88.5	212	88.5	167	86.1	195	87.5	Intermediate	Maintained	Acceptable	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	176	91.9	172	91.0	156	90.4	212	91.1	168	88.1	Intermediate	Maintained	Acceptable	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

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									
	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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,093	89.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	88.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	822	82.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	125	95.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Due to COVID-19 Diploma Exams and Provincial Achievement Tests were not written in 2020-2021 so there is no data for these categories.

Spring 2021 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	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

In all 8 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 has 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

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	55.8	57.1	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	1.9	1.4	1.0	2.6	2.7	2.6	Very High	Declined	Good
Program of Studies	84.5	82.4	82.1	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	73.2	70.4	69.2	68.0	66.6	64.9	High	Maintained	Good
Safe and Caring	91.2	90.2	89.9	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	86.2	86.7	85.5	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	69.5	72.4	73.6	60.0	60.3	59.5	High	Maintained	Good
Work Preparation	87.9	87.0	86.0	85.7	84.1	83.2	n/a	n/a	n/a

Although the dropout rate increased slightly which shows as “declined” in the improvement measurement the overall result is good and stands much lower than the provincial dropout rate. Given the pandemic and related effects, the change is statistically insignificant, particularly when the number of students included in this groups is relatively small.

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.

First Nations, Métis and Inuit (FNMI) – High School Completion Rates

	Medicine Hat Roman Catholic Se (FNMI)						Alberta (FNMI)					
	2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	10	78.4	10	69.5	9	78.2	3,572	55.0	3,660	55.6	3,732	58.4
4 Year Completion	7	86.9	8	84.2	9	78.1	3,339	59.1	3,432	61.7	3,549	62.9
5 Year Completion	7	73.2	6	84.6	8	82.8	3,164	61.4	3,291	63.4	3,381	65.8

First Nations, Métis and Inuit (FNMI) - Overall Summary

Assurance Domain	Measure	Medicine Hat Roman Catholic Se (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	100.0	51.6	69.5	62.0	55.9	55.6	Very High	Improved	Excellent
	5-year High School Completion	81.1	84.6	84.6	68.1	65.0	63.4	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	78.6	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.2	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.1	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.4	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

The First Nations, Métis and Inuit dropout rate is 5.1% which has increased over the previous year result of 4.7% and previous 3-year average of 2.5%. While we continue to examine the reasons for the potential increase, the pandemic must be taken into consideration when considering any attendance related issues. The 3-year completion for First Nations, Métis and Inuit students was excellent in 2020 (100%) with the 4-year completion at 66% and 5-year completion at 81.1%. All three are higher than the provincial average. This is a

result of the jurisdiction's commitment to providing supports for First Nations, Métis and Inuit students, building relationships with community members and related organizations. MHCBE is committed to the continual improvement of educational outcomes for our First Nations, Métis and Inuit students.

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

	Medicine Hat Roman Catholic Se (ESL)										Alberta (ESL)												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	1	*	3	*	3	*	2	*	1	*	*	n/a	n/a	2,779	74.7	3,071	75.7	3,388	75.1	3,307	74.1	3,654	78.7
4 Year Completion	2	*	1	*	2	*	2	*	1	*	*	n/a	n/a	2,196	79.2	2,512	82.9	2,784	82.8	3,076	83.0	2,993	83.0
5 Year Completion	1	*	2	*	n/a	n/a	2	*	2	*	*	n/a	n/a	1,499	79.6	2,102	83.8	2,410	86.0	2,664	85.0	2,960	86.9

ESL dropout rate is 7 which has increased over the previous year result of 0 and previous 3-year average of 1.2. This dropout rate is most likely due to the fact that COVID brought increased stress and pressure on not only students but staff as well. Studies have already identified the connection between COVID and a decrease in student attendance and an increase in student withdrawal from school systems. MHCBE will continue to support students and parents in making the difficult decisions that have arisen due to the pandemic. We hope to see the First Nations, Métis and Inuit and ESL dropout rate decrease next year through a continued focus on finding supports and resources to meet the needs of these students.

TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	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	%
Overall	1,653	91.9	894	93.1	1,229	92.3	1,021	93.2	1,095	91.4	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	121	91.1	143	89.8	167	89.4	162	90.7	147	88.5	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	1,423	88.2	639	92.0	945	89.7	745	91.0	823	88.3	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	109	96.5	112	97.6	117	98.0	114	97.8	125	97.5	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

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 PD 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. Each 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 and teachers participate in 2.5 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***

“I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well.” Psalm 139:14

ENGAGEMENT

Division surveys were shared with stakeholders in February 2021. Surveys were developed for staff, students and parents/guardians. These surveys included open ended questions regarding feedback on where each stakeholder group would like to see the Medicine Hat Catholic Board of Education in the next few years as well as what they felt should be the division’s top priorities. All feedback was compiled and presented to the Board of Trustees for review. After analyzing the survey responses, the Board narrowed down all the feedback to the top priorities that the division will focus on for the next 4 years:

Medicine Hat Catholic Board of Education Strategic Priorities 2021-2022



CATHOLICITY

- Focusing on Mark 1 of the 5 Marks of a Catholic School: “Created in the Image of God” by supporting and enhancing the spiritual development of staff and students through faith development and student retreats by the end of June 2022.
- Faith messages and prayers shared on division social media and highlighted on National Day for Truth and Reconciliation.

QUALITY TEACHING AND LEARNING

- ISP strategies template has been aligned with UDL strategies for teachers to utilize and problem solve for students.
- Schools have participated in the learning loss program assessing literacy and numeracy skills and planning for intervention support for those at-risk or significantly behind due to COVID.
- PD to increase leaders' understanding of UDL guidelines.

HEALTH AND WELLNESS

- A division wide health and wellness day was held on November 8th.
- 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.

SCSL CENTRE

- The Sisters of Charity of St. Louis Performing Arts Centre will be a community collaboration.
- Supporting the arts by building a theatre in Monsignor McCoy Highschool
- Supporting and promoting physical literacy by creating a space for students to be active.

LEARNING SUPPORTS

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									
	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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,093	89.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	88.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	822	82.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	125	95.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,093	85.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	147	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	821	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	125	90.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	

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							
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	1,650	89.4	892	90.7	1,224	89.0	1,019	90.2	1,093	91.2	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4
Parent	121	89.6	143	90.4	167	88.8	162	89.0	146	91.9	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2
Student	1,420	82.6	638	85.7	940	84.4	743	86.8	822	86.1	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6
Teacher	109	95.9	111	95.8	117	93.6	114	94.7	125	95.6	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3

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							
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	472	77.9	887	75.3	1,219	72.2	1,014	78.7	1,083	75.3	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2
Parent	120	64.7	139	63.8	161	57.7	158	72.0	142	70.3	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4
Student	244	90.8	637	80.9	941	82.0	742	84.1	816	76.1	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0
Teacher	108	78.3	111	81.1	117	77.0	114	80.1	125	79.5	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1

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 uses inclusive education 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.

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. This land acknowledgement was created by our Indigenous Lead Teacher in collaboration with Treaty 7 and Treaty 4.

Our Indigenous Lead Teacher works with different classes in the division providing presentations and classroom-based materials regarding First Nations, Metis and Inuit. All schools have access to booking grade specific curriculum

September 30th was dedicated to learning about Truth and Reconciliation. All students learned curriculum regarding residential schools and participated in activities to further their knowledge regarding Indigenous people. Each school held a ceremony to regarding Truth and Reconciliation and installed a plaque to acknowledge the day. This day was established 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.

We are very proud of our 100% graduation rate for our First Nations, Metis and Inuit students this past year which has significantly increased over the past few years and is well above provincial average. This is due to the supports provided for these students across our division.

LEARNING SUPPORT LINKS

[Learning Services Supports at MHCBE](#)

[Inclusive Education](#)

[Mental Health and School Supports](#)

GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	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	%
Overall	229	80.6	252	80.4	282	83.8	275	83.8	271	80.0	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	121	71.1	141	69.7	165	76.5	161	75.1	146	66.5	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	108	90.1	111	91.1	117	91.2	114	92.4	125	93.4	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Teacher satisfaction with parental involvement in decisions about child's education has steadily increased over the last 5 years while parent satisfaction has fluctuated. COVID is a contributing factor to parent satisfaction being down. It has lessened the opportunities for parents to be inside the school and meeting with teachers. As we move toward a return to normal there will be more engagement as parents are once again returning to the buildings and having the opportunities to provide real-time feedback.

Financial Summary

STATEMENT OF OPERATIONS For the Year Ended August 31, 2021 (in dollars)

	Budget 2021	Actual 2021	Actual 2020
REVENUES			
Government of Alberta	\$ 26,858,924	\$ 26,426,102	\$ 25,263,552
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ 4,404,533	\$ 4,711,499	\$ 4,140,022
Fees (Schedule 8)	\$ 739,598	\$ 400,102	\$ 577,218
Sales of services and products	\$ 1,138,134	\$ 947,884	\$ 692,725
Investment income	\$ 63,062	\$ 90,268	\$ 51,386
Donations and other contributions	\$ 286,053	\$ 86,656	\$ 239,158
Other revenue	\$ 30,640	\$ 79,705	\$ 40,425
Total revenues	\$ 33,520,944	\$ 32,742,216	\$ 31,004,486
EXPENSES			
Instruction - Pre Kindergarten	\$ 2,007,881	\$ 1,607,554	\$ 2,946,863
Instruction - Kindergarten to Grade 12	\$ 22,965,641	\$ 21,905,172	\$ 21,077,212
Operations and maintenance (Schedule 4)	\$ 5,191,341	\$ 4,978,310	\$ 4,368,603
Transportation	\$ 1,376,593	\$ 1,269,991	\$ 1,051,360
System administration	\$ 1,579,986	\$ 1,583,600	\$ 1,591,728
External services	\$ 795,937	\$ 726,522	\$ 406,901
Total expenses	\$ 33,917,379	\$ 32,071,149	\$ 31,442,667
Annual operating surplus (deficit)	\$ (396,435)	\$ 671,067	\$ (438,181)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (396,435)	\$ 671,067	\$ (438,181)
Accumulated surplus (deficit) at beginning of year	\$ 2,260,218	\$ 2,260,218	\$ 2,698,399
Accumulated surplus (deficit) at end of year	\$ 1,863,783	\$ 2,931,285	\$ 2,260,218

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, 2021.

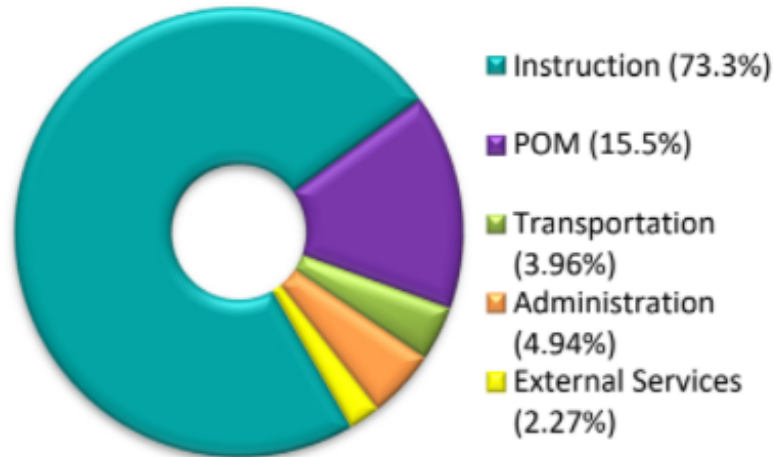
More information by contacting Business Services at Medicine Hat Catholic Board of Education (403) 527-2292 or by email info@mhcbce.ab.ca.

Net Assets

Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2020-21 3rd Quarter Projection

		2020-21				
		2020-21 Opening Balance	Transfers In	Transfers Out	2020-21 Closing Balance	Change in Balance
Unrestricted Net Assets						
Unrestricted		208,021			836,138	628,116
	2020-21 Revenue over Expenses	671,067	671,067			
	Unsupported Amortization from Investment in Capital Assets	176,380	176,380			
	Prior Period Adjustment of Investment in Capital Assets	24,458	24,458			
	Unsupported Capital Purchases	(16,779)		16,779		
	Transfer Portion of Amortization to Capital Assets	(176,380)		176,380		
	Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
	School Generated Fund Balances	(65,584)		65,584		
	Learning Services/CCT Program/PUF	(16,949)		16,949		
	International Student Surplus - Restricted	121,272	121,272	-		
	Band	(3,988)		3,988		
	Administration Surplus	(55,680)		55,680		
	O&M Joint Use - Flooring Upkeep	(1,576)		1,576		
	Use of School and Department Reserves - Contingency	-	-			
	School and Department use of Restricted Reserve	(21,624)		21,624		
Restricted Reserves						
Working Capital (5-days = \$656,463)		-	-	-	-	
Department Reserves						
	School Based	197,080	21,624	-	218,704	
	Use of School and Department Reserves - Contingency	-		-	-	
	Learning Services/CCT Program/PUF	1,332	16,949	-	18,281	
	School Generated Funds	577,453	65,584		643,037	
	International Student Program	8,664	-	121,272	(112,608)	
	Band	36,348	3,988		40,336	
	Administration Surplus	-	55,680		55,680	
	O&M Joint Use - Flooring Upkeep	12,365	1,576		13,941	
	O&M Future Replacement of Assets	-	176,380		176,380	
	O&M Equipment	57,416		-	57,416	
Total Operating Reserves		890,658	341,781	121,272	1,111,167	220,509
Total Accumulated Operating Surplus		1,098,679	1,334,957	486,332	1,947,305	848,625
Capital Reserves						
Child Care Modular		58,500	6,500		65,000	6,500
Total Net Assets (Not invested in Capital Assets)		1,157,179	1,341,457	486,332	2,012,305	855,125
Accumulated Surplus from Operations net of SGF		521,226			1,304,268	

Spending by Program 2020-21



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

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)

Financial Links:

[Capital Plan](#)

[Infrastructure Maintenance Renewal Plan](#)

[2021-2022 Budget](#)

[2021-2022 Budget Summary](#)

[Audited Financial Statements August 31, 2021](#)

[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.

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.

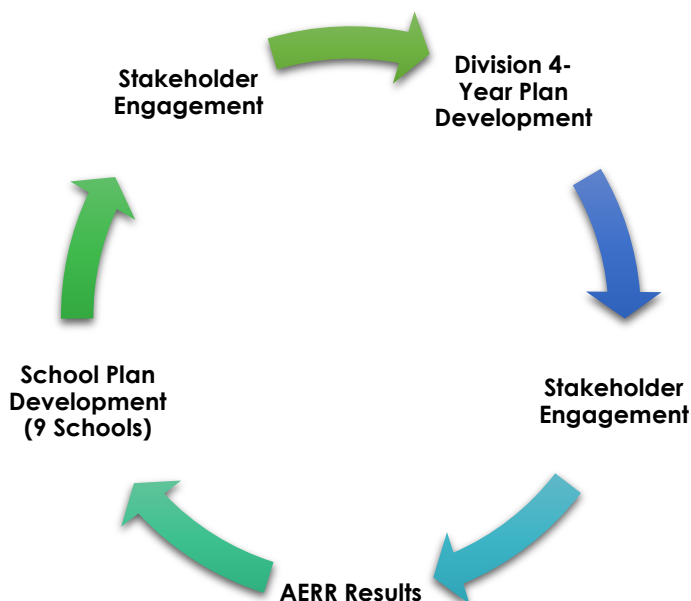
Number of Inquiries: 0

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



COMMUNICATION

Stakeholders are communicated within a variety of ways through our division:



EXAMPLE COMMUNICATION

- [Monthly Board Bulletins](#)
- [COVID-19 Communication \(updated daily\)](#)
- [Religious Education Information](#)
- [Example School Newsletter](#)

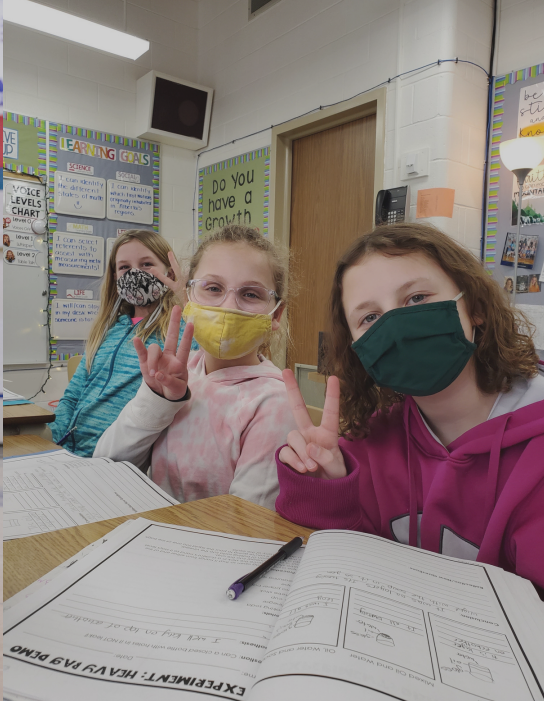
INFORMATION DOCUMENTS

- [Four-Year Education Plan 2021-2025](#)
- [AERR Summary](#)

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





MEDICINE HAT CATHOLIC SCHOOLS

"Showing the Face of Christ to all"

