



Father Henri Voisin School

2021-2022

SCHOOL IMPROVEMENT PLAN

Principles of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision:

The staff of Father Henri Voisin envisions a school community that has a foundation of faith, strong relationships, a sense of safety and belonging, and positive attitudes that instill a love of life and learning in each student.

Mission:

In the day to day environment of Father Henri Voisin, our school staff is committed to establishing a strong leadership community in which we make Christ known to children, ensuring academic excellence and creating a safe and caring school.

This will be accomplished by maintaining a positive attitude—treating challenges as learning opportunities and stepping stones. We will maintain a focus on the big picture. The practices, which will ensure that we accomplish this, are as follows:

- Genuine compassion for each other
- Being present to each other
- Support and acknowledgement
- Compassionate listening
- Patience and flexibility
- Confidentiality
- Group problem solving

School Profile:

Father Henri Voisin is a Catholic school with a focus on authentic learning. It serves 390 students from Kindergarten to Grade Five.

Father Henri Voisin School exemplifies the Eight Characteristics of Catholic Identity (Humanness, Community, Hospitality, Justice, Spirituality, Tradition, Sacramentality, Rationality). Faith permeates all that we do at Father Henri Voisin. "Let the Little Children Come to Me" Matthew 19:14 is our motto and

is lived in thought, word and action. It is modelled, and reinforced by students and staff. Through faith permeation in all subject areas, teachers help students become closer to Jesus and become evangelized disciples. We begin each day with prayer, we pray at lunchtime and at the end of our day. Our staff prays together every Tuesday morning prior to the students arriving. We are committed to having a deep relationship with Jesus through our involvement with Sacred Heart Parish and through our school celebrations. Our partnership with Villa Marie - Covenant Care provides us with many Social Justice projects and the opportunity to put into practice the characteristics of an ethical citizen and an evangelized disciple. The Father Henri Voisin School community wants to recognize the honour we share being on Treaty 7 land north of the Red Deer River which so many people utilized before us, including the First Nations, Métis, and Inuit people, whose footsteps graced these lands for centuries. The care they showed for the land has allowed us to be here together to honour the Creator and enjoy His ongoing blessings. As a people living on Treaty 7 land, we proudly display our Treaty 7 flag and Metis flag. As a staff, we have been working towards building our foundational knowledge about our Indigenous people to assist in our teachings in the classroom and to grow in continued understanding towards 'Truth and Reconciliation'.

Father Henri Voisin is committed to providing an excellent, inclusive education for each one of our students. Our students have varying degrees of academic, social, and physical abilities that are monitored on an on-going basis through formative and summative assessment. We are implementing a variety of instructional strategies in our classrooms with the support of our Literacy, Inclusion, Faith, Technology (LIFT) team and Learning Commons. Our classroom timetables are designed to be fluid so that supports can be adjusted in the classrooms, allowing for co-teaching, and for grade level collaboration among teachers. We promote our Faith through Recess with God and incorporate Wellness for our students and staff. Through authentic learning experiences our students will develop confidence and see the relevance of their learning. As a result of these authentic learning experiences our students will aspire to individual academic excellence.

Regular safety practices, guest speakers, and programs are an essential part of school life. Our robust extracurricular programming has been impacted by the COVID pandemic but our Grade 5 leadership team continues to come up with innovative ways to foster school spirit with school wide activities and programming. Father Henri Voisin staff are committed to providing the greatest support for all students to ensure continued success in a safe environment.

Assurance Framework Report Card

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	90.4	n/a	n/a	85.6	n/a	n/a
Citizenship	96.5	94.1	94.9	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	96	96.8	96	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.1	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	91.7	n/a	n/a	82.6	n/a	n/a

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	97.79%	100.00%	96.92%	98.24%
Prayer helps me feel closer to God.	97.36%	98.64%	96.36%	97.45%
I believe that God created me.	97.23%	96.76%	97.40%	97.13%
I believe that the Catholic Faith teaches me a good way to live.	97.97%	100.00%	98.41%	98.79%
I learn about God in all my classes.	92.95%	92.87%	81.92%	89.25%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	97.48%	99.31%	90.06%	95.62%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.				
We learn that everyone is important and belongs.	100.00%			100.00%
We learn when we need to apologize and forgive.	99.37%			99.37%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)	100.00%			100.00%
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)				

AERR Comments

During the 2020/2021 school year our staff remained dedicated to finding ways to permeate in all curricular areas on an ongoing basis. Making Christ known to children occurred across all school activities and we aimed to find creative methods for maintaining this critical aspect of our school community. The legacy of Father Henri Voisin School being a welcoming community that cared for the marginalized and less fortunate continued as we developed the Characteristics of Hospitality and Justice throughout the school year. Permeation continued to be extremely strong at Father Henri Voisin. The majority of permeation outcomes teachers incorporated into lessons were process/pedagogical style outcomes. Faith is undoubtedly the nucleus of our school community. Recess With God enriched our programming as did the connection with the residents at Villa Marie (Covenant Care).

Comment on School Goals

In order to enrich our school community's Catholicity, we are focussing on the characteristics of Community and Tradition. As a school, we understand that the Gospel spirit of tradition should be displayed in a Christian way of thought and life which permeates all aspects of our school community. The characteristic of tradition is celebrated in our school through our use and reference of the Bible. A foundational document of the Church's life and doctrine. A new 'tradition' of bringing Faith to our greater community is the use of our Youtube channel to broadcast our Liturgies, celebrations and Masses. We have continued our longstanding relationship with the community of Villa Marie, although no longer in person, we along with Villa Marie have connected through technology to allow our students and the Seniors at Villa Marie to enjoy each others' company. It is our connections with each other on staff, and relationships with students, parents and our greater community that make Father Henri Voisin a strong school embodying Community and Tradition. To further staff and student understanding of Community and Tradition our Faith Coach has been meeting on a weekly basis with

Kindergarten to Grade 5 classes; she incorporates authentic faith-based activities and discussions that result in continued conversations in the classroom. Our Faith Coach has been an excellent source of support and knowledge in assisting our Grade 1 and Grade 2 teachers as they journey together in the Fully Alive program.

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

School Goals

Lessons are permeated in process or content to teach students how to apply a Catholic context to their worldview.

Ensure teachers have the expertise and support to ensure the teachings within the Alberta Family Life Education document are interwoven in the Provincial Health and Wellness Curriculum.

Alberta’s students are successful.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	96.5	94.1	94.9	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

AERR Comments
<p>COVID-19 forced us to make adjustments to some of our identified high impact instructional practices. Optimal learning for students continued to be fostered through alternative methods. Adjustments were made to our LIFT) support model to minimize the impact of COVID-19. Our staff had a strong foundational knowledge, and passion for meeting individual learner needs, and a commitment to continuous learning. Our Early learning Kindergarten team successfully utilized the GOLD assessment tool during the year tracking students progress in key outcomes and creating individualized programming. Our Early learning Kindergarten team used ongoing, authentic, observation based assessment to follow children’s progress, guide planning and instruction, and communicate with parents and administrators. Teachers generated class profiles which were valuable in planning small group experiences. Individual reports enabled teachers to track individual students' progress through the year. Specific to Literacy, 5 out of 8 students moved from Progressing Towards Expectations to Meeting Expectations. Specific to Numeracy, 4 out of 5 students moved from Progressing towards Expectations to Meeting Expectations. Numeracy was a primary focus for optimizing learning in Grades 1-5. Our May results indicated that approximately 75% of the students in our school who were not already achieving above grade level improved at least one level in the learning progression. Approximately 15% of our students moved up two levels on the learning progression. In dialogue with teachers, every teacher acknowledged that the learning progression model streamlined learning for their students and it helped develop RTI (Response to Intervention) groups during daily instruction. Optimal learning was achieved through this targeted and data driven approach to instruction.</p>

Comment on School Goals

Father Henri Voisin Administration has shifted the model of LIFT (Literacy, Inclusion, Faith, Technology) based on initial feedback and data from teachers about their student's social/emotional response and academic concerns during the September 24th Professional Development Day. With the evolving dynamic of our students as a result of the pandemic this was an opportunity to review the LIFT model and Student Response Team model through knowing, understanding and responding to all learners. In particular, we are looking to incorporate with our staff common language and common understanding so that high impact teaching strategies are consistent across the school. We have already focussed on Numeracy to establish a common language and common understanding across Division I (Kindergarten - Grade 2) and Division II (Grade 3 - Grade 5). Our weekly Professional Learning Communities (PLC) provides a structure to share, support and learn alongside same grade level colleagues. Teachers have been implementing practices to enhance each student's learning journey.

Division Goals

Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

School Goals

Father Henri Voisin staff will create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners.

First Nations, Métis, and Inuit students in Alberta are successful.

Alberta Ed Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable				n/a	n/a	11.2
PAT: Excellence				n/a	n/a	n/a
Diploma: Acceptable				n/a	n/a	n/a
Diploma: Excellence				n/a	n/a	n/a
3-year High School Completion				n/a	n/a	7
Drop Out Rate				5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)				n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate				39.5	39.1	37.4
Transition Rate (6 yr)				35.7	35	34.1

AERR Comments

The Indigenous Education Team played a vital role in our effort to promote cultural diversity. We continued to make gains in developing our background knowledge and ability to apply foundational knowledge about First Nations, Metis and Inuit into our schoolwide programming this past year in accordance with the Teacher Quality Standard (TQS). Staff participated in at least five professional development activities led by the Indigenous Education Team and the school counseling team. We had 88% of the teachers indicate agreement that Professional Development assisted them in building foundational knowledge about First Nation, Metis, and Inuit perspectives. The Indigenous Education Team led lessons for 70% of our classes covering 5 different topics. Eight teachers specifically identified building Tipi's as an activity that furthered their ability to incorporate Indigenous perspectives into their programming. Students and staff benefited immensely from the focus on Indigenous programming. Our awareness of cultural diversity continued to grow and we are thankful for the support of our Indigenous Education Team.

Comment on School Goals

We have continued to enhance our learning through building a foundational knowledge about First Nations, Métis and Inuit for the benefit of all students and building the capacity of staff. We are relying on the support of the Indigenous Education Team to guide our actions, events, environment and understanding. As well, we have connected with a Knowledge keeper and our Indigenous Educational Team to assist us in creating a sacred space in our Learning Commons. This space will be the future home of our Tipi in late Spring 2022. In January our Indigenous Education Team will facilitate professional development using the book Stolen Word in each of our grade levels. As a continuation from the January professional development, the Indigenous Education Team will return to our building in February to provide ideas and resources to assist in building capacity and confidence in our teachers which should lead to strong enhancement of our programming.

Division Goals

In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

School Goals

Provide authentic, and professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students and build the capacity of staff.

Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	87.1	94.3	94.5	81.9	82.4	82.1

AERR Comments
<p>The focus was on the following two pillars of Instructional leadership - Instructional Walkthroughs and Collective Leadership. Evidence based conversations were held after every walkthrough which allowed us the opportunity to provide teachers effective and ongoing feedback. In reviewing Collective Leadership, we wanted to continue to expand the shared responsibility for student learning. Administration worked closely with our Faith coach, Inclusive Lead team, and the Counselling team to lead colleagues in examining student data and accessing best practices. Administration met regularly with our teacher leaders to provide direction and support for their ongoing growth. The idea that administrators should be frequent visitors to teachers' classrooms had become particularly identified with instructional leadership. When teachers were asked if they felt walkthroughs assisted them in meeting individual needs and the effectiveness of walkthroughs and post conversations; 71% Completely agreed, 18% Somewhat agreed, and 11% Somewhat disagreed. Two common themes emerged that were effective about walkthroughs: Teachers appreciated the positive feedback and they felt that the post conversations invited them to reflect on current practices and to explore further practices that enhanced student learning. When given the following statement: 'Administration effectively supported and enhanced my ability to build capacity in teachers', 80% Completely agreed and 20% Somewhat agreed. We had 77% of the teachers completely agree that our Faith coach supported their efforts in permeating faith in all subjects. With regard to our focus on mental well being, 76.5% of teachers completely agreed that mental health remained the goal of our Counselling team throughout the year. Although faced with the challenges of Covid 19, we have witnessed our team of teachers continually grow in their teaching practices.</p>

Comment on School Goals
<p>Early in the school year we recognized the need to revisit the four pillars of Instructional Leadership. In order of importance with Collective Leadership being the 'big rock': Collective leadership, Setting the Direction, Leading Learning, Instructional Walkthroughs. The goal is to bring the school community to 'common language' and 'common understanding' specific to all aspects of meeting each child's needs through our Literacy, Inclusion, Faith, Technology (LIFT) model and our instructional leadership. This way the message of a common approach to 'soft starts' and a curricular focus on the big rocks could be communicated and guided throughout each professional development day. Following Justin Baeder's (an Educational Leader) advice, we are looking to make the job more doable with less, more efficient and a streamlined focus for all staff.</p>

Division Goals
<p>Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.</p>
<p>Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.</p>

School Goals

Enhance the Instructional Leadership practices (Setting the Direction, Leading Learning, Instructional Walkthroughs, Collective Leadership), and deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.

Alberta's education system is well governed and managed.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	96	96.8	96	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.1	n/a	n/a	87.8	n/a	n/a
Work Preparation	87.5	86.7	89.2	85.7	84.1	83.2

AERR Comments

During the pandemic we recognized that we needed to focus on instilling positive mental health strategies to build resilience and to increase students' ability to self regulate. Strong relationships between students and teachers were a critical aspect to overall well being and remained a focal point. Embedding diverse wellness activities into school wide programming helped our students in acquiring skills and attitudes necessary for achieving and sustaining positive mental health. Through professional development staff developed an understanding of mental health and wellness and built the ability to respond to identified needs. With regular collaboration meetings timetabled for our counselor, administration and our FSEC (Family School Enhancement Counselor); extra attention was given to supporting those students who were identified with the most needs. Each walkthrough conversation between administration and teachers began with a conversation about mental wellness. Out of the approximately 200 walkthroughs that were conducted over the year, there were less than a handful of times that a teacher reported their wellness level being less than 7/10. Nobody indicated a level less than 6/10 at any time. We had 94% of staff agreed that the school community maintained a focus on everyone's mental wellness and that they were provided the necessary tools and strategies for dealing with student mental wellness needs. The components listed by teachers as most effective included lessons provided by the Counseling team, check-ins from Administration, and collaboration with the Counseling team. Our Wellness Wednesday programming was a key tool and 81.8% of our students stated that it helped them keep their mind and body healthy while just 2.6% disagreed with that statement. Strong relationships were at the core of our communal wellness and this past year we only had 10 entries in our Student Conduct log. This demonstrated our efforts to ensure that each member of the school community was supported and cared for.

Comment on School Goals

On October 28th Father Henri Voisin underwent an Occupational Health and Safety COVID safety audit. We are proud to report that the report was favourable and had no recommendations. Ongoing monitoring of the safety and care of our students and staff is at the forefront of all that we do. We are working on 'common language' with students and staff specific to mental health and awareness through I-Mind and training from Alberta Health Services on the 40 Developmental Assets. We continue to offer support for at-risk students with teacher-directed small group "check-in" systems within a safe environment based on COVID protocols to address anxiety, executive functioning, and regulation needs. Our school counsellor and Family School Enhancement Counselor (FSEC) are an integral part of all that we do at Father Henri Voisin (FHV) to support growing and evolving mental health needs. We have been successful in transitioning our families with ease when a transition of FSEC workers occurred because of the skill set of our FSEC workers. Our Support Staff are learning through professional development how to support our at-risk students with training in executive functioning skills.

Division Goals
RDCRS provides enhanced education through communication, engagement and partnership.

School Goals
Target student and staff mental wellness in developing an understanding of mental wellness and creating the capacity to respond to identified mental health needs.
Ensure staff and students have access to safe and healthy learning environment through communication, engagement and partnership with our stakeholders.