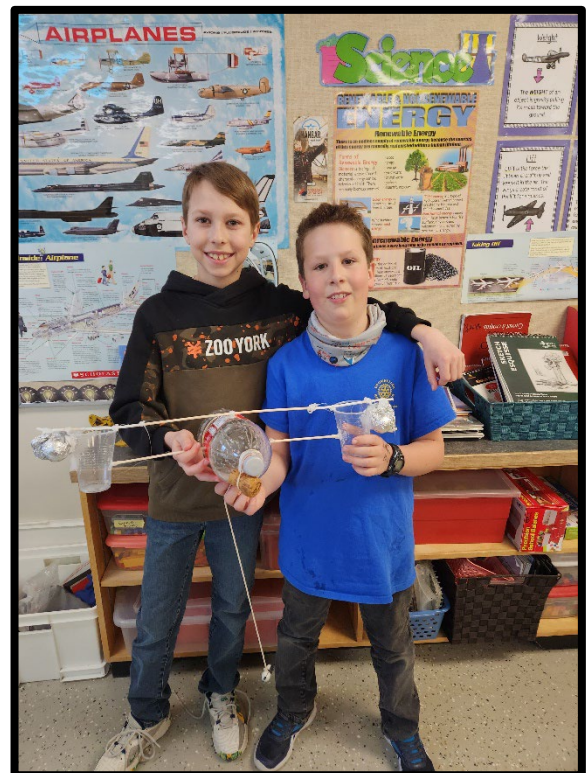


2024-2025 School Year

# ANNUAL EDUCATION RESULTS REPORT



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## DIVISION AND SCHOOL PRIORITIES

# CHRIST THE REDEEMER CATHOLIC SCHOOLS

## *Division Priorities*

2024-2025



**FAITH**





**ACADEMIC  
EXCELLENCE**

CTR Catholic prides  
itself on our students'  
academic  
achievements.



**HEALTHY  
SCHOOLS**



**#RELATIONSHIPS**  
IN A DIGITAL AGE

**#CTRUNPLUGS**



**Christ The Redeemer  
CATHOLIC SCHOOLS**

## ACCESSING SCHOOL PLAN

Our school develops an **Annual Education Results Report**. These reports are presented to our school's Ward Committee and School Council. They are also posted on our website. Once on the school website please click on "About", then "**Education Plan + Results**" to view.

# ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

| Assurance Domain               | Measure   | St. Anthony's School |                  |                     | 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   | 89.9                 | 89.6             | 86.4                | 83.9           | 83.7             | 84.4                | Very High          | Maintained  | Excellent  |
|                                | Citizenship   | 86.7                 | 89.6             | 90.9                | 79.8           | 79.4             | 80.4                | Very High          | Declined    | Good       |
|                                | 3-year High School Completion   | 97.4                 | 76.7             | 85.3                | 81.4           | 80.4             | 81.4                | Very High          | Improved    | Excellent  |
|                                | 5-year High School Completion   | 87.7                 | 100.0            | 96.6                | 87.1           | 88.1             | 87.9                | Intermediate       | Declined    | Issue      |
|                                | PAT9: Acceptable  | 64.6                 | 83.6             | 84.0                | 62.5           | 62.5             | 62.6                | Low                | Declined    | Issue      |
|                                | PAT9: Excellence  | 14.6                 | 19.8             | 23.7                | 15.6           | 15.4             | 15.5                | Intermediate       | Maintained  | Acceptable |
|                                | Diploma: Acceptable   | 92.1                 | 69.3             | 73.7                | 82.0           | 81.5             | 80.9                | Very High          | Improved    | Excellent  |
|                                | Diploma: Excellence   | 19.0                 | 5.7              | 7.6                 | 23.0           | 22.6             | 21.9                | Intermediate       | Improved    | Good       |
| Teaching & Leading             | Education Quality   | 91.5                 | 93.2             | 92.4                | 87.7           | 87.6             | 88.2                | Very High          | Maintained  | Excellent  |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 91.7                 | 91.5             | 93.1                | 84.4           | 84.0             | 84.9                | Very High          | Maintained  | Excellent  |
|                                | Access to Supports and Services                                       | 88.7                 | 87.3             | 88.5                | 80.1           | 79.9             | 80.7                | Very High          | Maintained  | Excellent  |
| Governance                     | Parental Involvement  | 90.4                 | 88.5             | 84.9                | 80.0           | 79.5             | 79.1                | Very High          | Maintained  | 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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

## ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES

| Assurance Domain               | Measure   | St. Anthony's School (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   | *                           | n/a              | n/a                 | 59.8           | 58.6             | 58.4                | *                  | n/a         | n/a     |
|                                | 5-year High School Completion   | *                           | *                | n/a                 | 69.7           | 69.4             | 69.6                | *                  | n/a         | n/a     |
|                                | PAT9: Acceptable  | *                           | *                | n/a                 | 41.6           | 41.4             | 40.4                | *                  | n/a         | n/a     |
|                                | PAT9: Excellence  | *                           | *                | n/a                 | 6.3            | 6.1              | 5.7                 | *                  | n/a         | n/a     |
|                                | Diploma: Acceptable   | n/a                         | *                | n/a                 | 77.5           | 76.9             | 75.9                | n/a                | n/a         | n/a     |
|                                | Diploma: Excellence   | n/a                         | *                | n/a                 | 11.9           | 11.8             | 11.6                | 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     |

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.



# MEASURE EVALUATION REFERENCE

## 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      |
|---|--------------|---------------|---------------|---------------|----------------|
| Student Learning Engagement   | 0.00 - 80.63 | 80.63 - 82.49 | 82.49 - 85.34 | 85.34 - 87.37 | 87.37 - 100.00 |
| 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 |
| PAT9: Acceptable  | 0.00 - 62.37 | 62.37 - 67.35 | 67.35 - 76.70 | 76.70 - 81.94 | 81.94 - 100.00 |
| PAT9: Excellence  | 0.00 - 9.69  | 9.69 - 13.44  | 13.44 - 18.38 | 18.38 - 23.38 | 23.38 - 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 |
| Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 0.00 - 79.99 | 79.99 - 82.81 | 82.81 - 87.17 | 87.17 - 90.40 | 90.40 - 100.00 |
| Access to Supports and Services                                       | 0.00 - 74.19 | 74.19 - 78.27 | 78.27 - 83.43 | 83.43 - 88.16 | 88.16 - 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 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.

|                        | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
| Improvement            | 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    |

## LOCAL DOMAIN: FAITH COMMUNITY

### LOCAL MEASURES

#### STUDENTS WILL DEVELOP A PERSONAL RELATIONSHIP WITH OUR TRIUNE GOD AND SHOW A COMMITMENT TO THEIR FAITH.

| Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.   |           |           |           |           |           |                  |
|---|-----------|-----------|-----------|-----------|-----------|------------------|
| *Note: The question changed in 2024-2025 to "How satisfied are you with the level of Catholic faith formation of students at the school?" Teachers were also asked "How satisfied are you with the level of Catholic faith formation of staff at your school/workplace?" Results to the latter question are also noted in the last row. |           |           |           |           |           |                  |
|   | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024-2025 | 2025-2026 Target |
|   | %         | %         | %         | %         | %         | %                |
| Overall   | 92        | 89        | 92        | 92        | 94        | 95               |
| Parents   | 81        | 81        | 94        | 100       | 97        |                  |
| Students  | 92        | 86        | 90        | 85        | 85        |                  |
| Teachers  | 100       | 100       | 96        | 92        | 100       |                  |

#### Comment on Results:

With a parent satisfaction rate of 97% and a perfect 100% staff rate, our faith formation program is thriving, surpassing our overall target of 93%. This achievement is fueled by a school culture where teachers deliberately integrate faith across every facet of the school day.

This level of consistent faith integration doesn't happen by chance; it's supported by CTR's strategic investment in teacher's faith formation. This professional development is designed to guarantee that our staff not only know the Truth of the Catholic faith but are also equipped to share it with their students.

#### STUDENTS CAN EXPLAIN THE CORE TEACHING OF OUR FAITH AT AN AGE-APPROPRIATE LEVEL.

| Percentage of students, Grades 5, 8, and 11, achieving an Acceptance Standard and an Excellence standard on assessment. |            |           |           |           |           |           |                  |
|---|------------|-----------|-----------|-----------|-----------|-----------|------------------|
|   |            | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 Target |
|   |            | %         | %         | %         | %         | %         | %                |
| Grade 5   | Acceptable | N/A       | N/A       | N/A       | 74        | 82        | 84               |
|   | Excellence | N/A       | N/A       | N/A       | 9         | 15        | 17               |
| Grade 8   | Acceptable | N/A       | N/A       | N/A       | 86        | 95        | 97               |
|   | Excellence | N/A       | N/A       | N/A       | 26        | 40        | 42               |
| Grade 11  | Acceptable | N/A       | N/A       | N/A       | N/A       | 100       | 100              |
|   | Excellence | N/A       | N/A       | N/A       | N/A       | 40        | 42               |

#### Comment on Results:

Student achievement in the core teachings of our faith is quantifiably strong, as demonstrated by high performance on the divisional religion exams in Grades 5, 8, and 11. We exceeded the CTR divisional average in the 'Acceptable' standard at all three grade levels and were also above average in the 'Standard of Excellence' for Grades 8 and 11. This success is fueled by two key factors: the significant divisional effort to create robust assessments, and the comprehensive support provided to our religion teachers by the Director of Catholic Education, ensuring effective delivery of the religion curriculum.



## OUR STAKEHOLDERS RECOGNIZE US AS A CHRIST CENTRED CATHOLIC SCHOOL.

| Percentage of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school. |           |           |           |           |           |                  |
|--|-----------|-----------|-----------|-----------|-----------|------------------|
|  | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024-2025 | 2025-2026 Target |
|  | %         | %         | %         | %         | %         | %                |
| Overall  | 97        | 96        | 96        | 96        | 97        | 97               |
| Parents  | 100       | 100       | 100       | 100       | 100       |                  |
| Students   | 94        | 97        | 93        | 87        | 90        |                  |
| Teachers   | 100       | 96        | 100       | 100       | 100       |                  |

### Comment on Results:

We consistently take great pride in our results for this measure. We are especially pleased to note a slight improvement in student satisfaction rates regarding our religious celebrations. This improvement reflects the significant effort staff dedicate to planning engaging and meaningful celebrations. It is also highly reassuring that parents report overwhelming satisfaction with these events.

| Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.<br>*Note: The question changed for 2024-2025 to "How satisfied are you with the efforts to live out Catholic Social Teaching at the school?" |           |           |           |           |           |                  |
|--|-----------|-----------|-----------|-----------|-----------|------------------|
|  | 2020/2021 | 2021/2022 | 2022-2023 | 2023/2024 | 2024-2025 | 2025-2026 Target |
|  | %         | %         | %         | %         | %         | %                |
| Overall  | 92        | 95        | 95        | 96        | 95        | 96               |
| Parents  | 81        | 94        | 94        | 100       | 95        |                  |
| Students   | 96        | 92        | 91        | 89        | 89        |                  |
| Teachers   | 96        | 100       | 100       | 100       | 100       |                  |

### Comment on Results:

Last year, the Catholic Social Teachings (CSTs) were as a significant focus for learning. Our primary goal is to translate this learning into daily action, living out the CSTs within our school community and beyond. We are extremely pleased to report an overall satisfaction rate of 95% in this measure, a result that strongly aligns with our school mission: making the world a better place to be.

The CSTs have quickly become a cornerstone of our school. Striving for a high target percentage in this measure will remain a priority for us.

| Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes. |           |           |           |           |           |                  |
|--|-----------|-----------|-----------|-----------|-----------|------------------|
|  | 2020/2021 | 2021/2022 | 2022-2023 | 2023/2024 | 2024-2025 | 2025-2026 Target |
|  | %         | %         | %         | %         | %         | %                |
| Overall  | 89        | 93        | 92        | 95        | 91        | 93               |
| Parents  | 76        | 100       | 100       | 100       | 95        |                  |
| Students   | 92        | 83.5      | 83        | 84        | 77        |                  |
| Teachers   | 96        | 96        | 93        | 100       | 100       |                  |

**Comment on Results:**

The target overall (96%) was not met, as the overall satisfaction rate decreased by 4% from the previous year. Composite scores for student and parent satisfaction decreased, while teacher results remained high at 100%. Upon further analysis of our student results, student satisfaction rates in grades 7 and 10 fell below 80%.

Our teachers remain committed to finding ways to make religion lessons engaging and meaningful for all students. While students may not always see the immediate relevance of what they learn in religion class to their own lives, we maintain confidence in the lasting impact of these lessons. To directly address the identified gap, a key action step will be to host a student focus group to explore practical ways to make the curriculum more relevant to students. CTR's emphasis on teacher faith formation is expected to further strengthen their ability to connect faith to students' everyday experiences.

| Percentage of parents, students, and teachers who are satisfied with the relationship that exists between the local school and the local parish. |           |           |           |           |           |                  |
|--|-----------|-----------|-----------|-----------|-----------|------------------|
|  | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|  | %         | %         | %         | %         | %         | %                |
| Overall  | N/A       | N/A       | N/A       | 90        | 93        | 95               |
| Parents  | N/A       | N/A       | N/A       | 82        | 95        |                  |
| Students   | N/A       | N/A       | N/A       | 93        | 92        |                  |
| Teachers   | N/A       | N/A       | N/A       | 96        | 93        |                  |

**Comment on Results:**

This measure, now in its second year, shows growth with an overall improvement of 3%. This gain was significantly boosted by a 13% improvement in the parent satisfaction rate. As a school, we recognize our role in acting as a bridge between our families and the local parish. We have ongoing discussions and plans dedicated to further strengthening this vital relationship with our parish.

It is expected this result will continue to improve. The recent addition of an associate pastor in our parish is a notable benefit, as it directly increases the opportunities for our clergy to be present and engaged within our school community.

## LOCAL MEASURES OF FAITH

| NEW STRATEGIES  | IMPACT  |
|---|---|
| <b>Staff Intellectual Faith Formation Professional Development</b><br>Administration and Faith Lead Teacher will lead four faith formation sessions focused on intellectual formation in the Catholic faith. These will be delivered in four Catholic Learning Communities (CLCs) sessions this year. | Rather than having a designated Faith Lead Teacher, the Administrators of St. Anthony's led the faith formation sessions for our teachers.<br><br>Four toolkits were prepared for staff focusing on intellectual formation, particularly focused on understanding the nature of Truth and the Niceno-Constantinopolitan Creed. As a result, our teachers are well catechized in the foundations of Trinitarian Christian belief, and how that belief informs the Christian understanding of truth and reason. |
| <b>Staff Professional Development in Catholic Leadership</b><br>Administration and Faith Lead will lead one professional development session focused on Catholic educators as joyful witnesses in Catholic faith. This will be delivered in one CLC session this year.                                | One toolkit was developed for staff focusing on the need to be a joyful witness to the faith in Catholic schools. This toolkit tied the experience of joy to the knowledge of the truth about humanity and its salvation through Jesus Christ. Staff were encouraged to be a witness by daily testifying to Christ with their whole selves; in the work they do, and not just in the overt practices of Catholic Christianity.  |

|   |  |
|---|--|
| <p><b>Many and One School Plan</b></p> <p>Admin will create a school plan to address racism and discrimination through our Catholic Social Teachings. Resources provided by the division will be implemented as appropriate within our local context.</p>   | <p>Our "Many and One Plan" was structured around focusing on a different Catholic Social Teaching (CST) each month. We began the year in September by focusing on Human Dignity, recognizing its centrality to our mission and its fundamental role as the basis for addressing issues of racism and discrimination. Administration prepared weekly lessons, tailored for students from Kindergarten through Grade 12. These lessons were consistently delivered to students in Grades 7–12 every Monday during homeroom. Our satisfaction rate of 89% among students on our school efforts to live out the CSTs reflects the positive effect they have had on students.</p> |
| <p><b>Faith Formation Component in Monthly School Newsletters</b></p> <p>Content provided by the Director of Catholic Education will be included in our school's monthly newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebrations in each month of the year.</p> | <p>A new strategy was adopted to include formative reflections in school monthly newsletters. These reflections focus on significant religious events that month. The reflections were anchored to both the time of year and significant events that many Catholic Christians are aware of and seek to know more about. This serves to help parents seeking to know more about the faith to help their children to understand why we believe what we do. This was an expressed need in the diocesan synod that led to the current renewal.</p>   |
| <p><b>Establishment and Use of Sacred Spaces in our School</b></p> <p>School administration and Faith Lead, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in our school in accordance with diocesan guidelines.</p>  | <p>Our chapel is a cherished sacred place in our school. Staff gather for prayer every morning, we hold adoration twice a year for all students in the chapel, and individual classes hold liturgies throughout the year. All teachers have space set aside in their classrooms as sacred space (prayer space) and keep it up to date as the year progresses through the liturgical seasons.</p>   |
| <p><b>Faith Display in School Foyer</b></p> <p>Funds received from the collection taken at Catholic Education Sunday will be used to purchase supplies to create a display in our front foyer that highlights our school's focus on the Catholic Social Teachings.</p>  | <p>We installed a bulletin board in our front foyer to prominently display the Catholic Social Teaching (CST) focus of the month. This display featured the CTR "You are Loved" pledge and incorporated the CTR-created CST posters, along with a specific prayer for each monthly theme. The display also incorporates pictures demonstrating how the CST is being lived both within our school and the wider community. To visually emphasize what is most central to our school's identity, the décor in the front foyer was intentionally limited to this CST display and seasonal decorations highlighting the current liturgical period.</p>                           |
| <b>EXISTING STRATEGIES</b>  | <b>IMPACT</b>  |
| <p><b>Catholic Learning Communities</b></p> <p>St. Anthony's will devote six of their weekly Catholic Learning Communities (CLCs) to Faith Formation for staff.</p>   | <p>Six CLC's were dedicated to staff formation. In the sessions, Administration led staff through the toolkits provided by the Director of Catholic Education.</p>   |
| <p><b>Eucharistic Adoration</b></p> <p>St. Anthony's will complete two days of Eucharistic Adoration, coinciding with Catholic Education Week and World Catholic Education Day.</p>   | <p>Our school held adoration twice – once in October to coincide with Catholic Education Sunday and again in May to mark Catholic Education Week. On both days, Fr. Lukas also made himself available to staff for reconciliation.</p>   |

|  |  |
|--|--|
| <p><b>Bishop's Luncheon</b></p> <p>St. Anthony's participates in the Annual Bishop's Luncheon which is designed to build relationships and advance church and school cooperation through this meeting of administrators, priests, trustees, and the bishop.</p>  | <p>Principal Celeste Schrock and our parish priest, Fr. Lukas Drapal, attended the Bishop's Luncheon. During the event, Bishop McGrattan presented on the diocesan renewal efforts. Discussions followed on the role our school can play in supporting and contributing to the renewal process within our local parish communities.</p>  |
| <p><b>Liturgies and Masses</b></p> <p>St. Anthony's will host liturgies and Masses at the start of the year, throughout the liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.</p>     | <p>The Mass is the source and summit of Catholic faith. Our school continues to have Mass with our students. Liturgies and Masses not only bolster faith, but also the sense of belonging and acceptance in the school community.</p>  |
| <p><b>Catholic Education Sunday and Catholic Education Week</b></p> <p>Catholic Education Sunday and Catholic Education Week are celebrated by our Catholic parish, school, and families to recognize the good work of Catholic education in the Church's salvific mission.</p>                                | <p>School Administrators spoke at each Mass on Catholic Education Sunday. A number of faith activities take place in our classrooms during Catholic Education Week.</p>  |
| <p><b>Administrator Retreat</b></p> <p>School Administration will participate in CTR's Administrator Retreat. This retreat is designed to enhance spiritual formation and support administrators in their Catholic leadership.</p>   | <p>This year, Principals in CTR were supported through various faith leadership experiences. In May, Principal Celeste Schrock attended the Blueprints Conference hosted by the <a href="#">Alberta Catholic School Trustees' Association (ACSTA)</a> for leaders in Catholic education—administrators, trustees, priests, etc.—to collaborate on current issues, faith formation, and professional development.</p>   |
| <p><b>Faith Days</b></p> <p>All teaching staff annually attend Faith Days, a two-day event to offer faith formation for all trustees, teachers, and administrators.</p>  | <p>Overall satisfaction of the Faith Days was 97%, with the keynote speaker receiving a 90% satisfaction rate. Of note were 41 of CTR staff acting as presenters during the second day, which included our Administrators Celeste Schrock and Betina Gross presenting on St. Anthony's approach to the Catholic Social Teachings, and teacher Dana Johnston presenting on the positive effects of Classroom Meetings on building connection and community.</p> |
| <p><b>Faith Leader</b></p> <p>St. Anthony's has a designated Faith Leader who, under the supervision of the Director of Catholic Education and in collaboration with school administration, plan and set direction for religious events, teacher faith formation, and related initiatives in their school.</p> | <p>The Administration, having created the school Faith Plan and the "Many and One Plan," decided to assume direct leadership of all faith initiatives for the 2024-25 school year. This move allowed the resources previously allocated to the designated Faith Lead position to be redirected to support another critical area of school operations.</p>  |
| <p><b>Daily Staff Prayer</b></p> <p>Staff gather every morning prior to the start of the school day in our chapel for prayer and daily gospel reflection.</p>  | <p>Beginning our day with communal prayer provides an excellent opportunity to intentionally ground our work in faith.</p>   |

# PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## PROVINCIAL MEASURES

### PAT ACCEPTABLE

|         | Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test (overall cohort results). |           |           |            |            |              |
|---------|--|-----------|-----------|------------|------------|--------------|
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024  |            | 2024-2025    |
|         | %  | %         | %         | %          |            | %            |
| Overall | N/A  | 76.8      | 83.1      | Gr. 6-79.5 | Gr. 9-83.6 | Gr. 9 – 64.6 |
|         |  |           |           |            |            | <b>82</b>    |

#### Comment on Results:

While our Grade 9 Provincial Achievement Test (PAT) results for the acceptable standard were 2.1% above the provincial average, they fell significantly below our internal target of 84%. Teachers identified a notable deficit in foundational learning within this cohort. Although teachers managed to support students unit-by-unit, the complexity of the PATs underscored the depth of this foundational gap. To strategically address this for future cohorts, we have adjusted our scheduling this year to place subject-specialist teachers in Grades 7 and 8. This measure is expected to strengthen critical foundational understandings prior to grade 9. It is worth noting that our Grade 9 PAT participation rate averages 8% higher than the provincial rate. This reflects our commitment to ensuring as many students as possible engage with the grade-level curriculum.

Our grade 6's wrote PATs in LA, Math, and Science. Because these were the first PATs on the new curriculums, there are no provincial comparative results released.

### PAT EXCELLENCE

|         | Overall percentage of students in Grades 6 and 9 who achieved the <b>excellence</b> standard on the test (overall cohort results). |           |           |              |              |              |
|---------|--|-----------|-----------|--------------|--------------|--------------|
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024    |              | 2024-2025    |
|         | %  | %         | %         | %            |              | %            |
| Overall | N/A  | 23.6      | 27.7      | Gr. 6 - 20.5 | Gr. 9 - 19.8 | Gr. 9 – 14.6 |
|         |  |           |           |              |              | <b>20</b>    |

#### Comment on Results:

We achieved a result on par with the provincial average for this measure; however, we were significantly below our target of 29%. This gap may be attributable to the focused instructional effort required to ensure students met basic curriculum outcomes. This prioritization inherently limited time and opportunities for extending or enhancing student learning.

Grade 6 provincial comparative data was not released because of new curriculum.

### DIPLOMA ACCEPTABLE

|         | Overall percentage of students who achieved the <b>acceptable</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | N/A  | 83.3      | 78.1      | 69.3      | 92.1      | <b>92</b>        |

#### Comment on Results:

These are results worth celebrating! An impressive 92% of our students passed their diplomas, a figure that is 10% above the provincial average and significantly surpasses our target of 80%. We achieved a 100% pass rate in Math 30-1, Math 30-2, Physics, and Social 30-1. Furthermore, our pass rate was significantly above the province in both Math courses, Biology, Social 30-1, LA 30-1, and Physics.

A key factor in this success was the dedication of CLC cycles to focus on best practices in Language Arts and Social Studies instruction in the age of AI. Additionally, weekly sessions during Learning Strategies 35 provided extra preparation time for students entering Math 30 in the second semester.

## DIPLOMA EXCELLENCE

|         | Overall percentage of students who achieved the <b>excellence</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | N/A  | 37.5      | 9.6       | 5.7       | 19.0      | <b>20</b>        |

### Comment on Results:

We achieved an overall 19% rate of students reaching the standard of excellence, a remarkable improvement compared to the previous two years. This result put us very close to the provincial average of 23% in this category and well above our target of 11%.

Worth highlighting is the exceptional performance in Biology, where 42% of our students achieved the standard of excellence. This result is 7 percentage points above the provincial average and serves as a strong indicator of successful, targeted instruction in this subject area.

## STUDENT LEARNING ENGAGEMENT

|         | Percentage of teachers, parents and students who agree that students are engaged in their learning at school. |           |           |           |           |                  |
|---------|---|-----------|-----------|-----------|-----------|------------------|
|         | 2020-2021   | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %   | %         | %         | %         | %         | %                |
| Overall | 89  | 83.3      | 86.4      | 89.6      | 89.9      | <b>92</b>        |

### Comment on Results:

We are pleased to report that we have maintained our excellent rating in this category. Our commitment to engagement is reflected in the data: the percentage of parents, students, and teachers who indicate our students are engaged in their learning are all above the provincial average, with the student result being almost 10 percentage points higher than the province. This success is directly supported by the teachers who work diligently to make content relatable to everyday life and engaging for students. We will continue our efforts as we work toward achieving our target of 91% in this category.

## ACTIVE CITIZENSHIP

|         | Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |           |           |           |           |                  |
|---------|---|-----------|-----------|-----------|-----------|------------------|
|         | 2020-2021   | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %   | %         | %         | %         | %         | %                |
| Overall | 93.8  | 89.2      | 93.7      | 89.6      | 86.7      | <b>90</b>        |

### Comment on Results:

We continue to maintain a high rating in this category, exceeding the provincial average by 7%. Despite this strong overall standing, we observed a decline in the result from previous years. A deeper analysis revealed a key finding: a discrepancy exists in the perceived traits of positive citizenship, specifically between the parent perspective and the perspectives of students and teachers. In fact, our student perspective is 15 percentage points above the provincial average, confirming that students and staff recognize that a high proportion of students act responsibly at St. Anthony's. This disparity suggests a need to more effectively promote the positive contributions of our students both within the school and in the broader community. Administration plans to explore this finding further with staff, School Council, and Student Council.



**HIGH SCHOOL COMPLETION RATE**

|                   | High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10. |           |           |           |           |                  |                    |             |           |
|-------------------|---|-----------|-----------|-----------|-----------|------------------|--------------------|-------------|-----------|
|                   | 2020-2021   | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target | Measure Evaluation |             |           |
|                   | %   | %         | %         | %         | %         | %                | Achievement        | Improvement | Overall   |
| 3 Year Completion | 95.7  | 100.0     | 79.2      | 76.7      | 97.4      | 97               | Very High          | Improved    | Excellent |
| 5 Year Completion | 91.5  | 94.3      | 95.4      | 100       | 87.7      | 94               | Intermediate       | Declined    | Issue     |

**Comment on Results:**

We are delighted to report a 3-Year High School Completion Rate that is a significant success! This result shows marked improvement over the past two years, exceeding both our 82% target and the provincial average by 16 percentage points.

This success is supported by key practices that ensure success for all students, including creative scheduling to offer a range of academic programming, rigorous academic monitoring, as well as options for credit recovery and the many opportunities for reassessment offered by teachers.

Regarding the 5-Year High School Completion Rate, the decline observed last year was an isolated anomaly. The data for this cohort was skewed by a handful of students who enrolled at St. Anthony's for Grade 10 but subsequently left the school before Grade 12. This trend reinforces a key point: all students who remain at St. Anthony's for the full three years of high school consistently achieve graduation.

**LOCAL MEASURES OF STUDENT GROWTH AND ACHIEVEMENT**

- Strategies used to improve rates of PAT and Diploma success, high school completion, active citizenship, and academic engagement

| NEW STRATEGIES  | IMPACT  |
|---|---|
| <b>K-6 Curriculum Implementation</b><br>St. Anthony's will have at least 2 teachers pilot the draft Social Studies curriculum and develop Curriculum Support Documents (CSDs) to support curriculum piloting. Teachers will attend division-lead professional learning sessions throughout the year to further unpack and successfully pilot the curriculum. Teachers will continue to focus on refining existing CSDs in subjects implemented in Grades K-6.   | We had four teachers pilot the draft Social Studies curriculum. Two of our teachers worked on a divisional team to create Curriculum Support Documents (CSDs), meeting for a week in the summer and twice throughout the year and receiving ongoing guidance from Division Leads and the Director of Learning. Elementary Division Leads focused on supporting implementation across all new curricula, ensuring clarity and consistency in planning.   |
| <b>Assessment</b><br>Recognizing the critical role of effective assessment in education, teachers and administrators will be empowered with triangulated assessment strategies. These strategies—encompassing product evaluation, direct observations, and conversations—ensure valid and reliable measures of student learning that lead to student mastery. Assessment practices that allow students to achieve their potential is an extension of our Catholic faith. CTR will provide guidance on the types of assessments and the quality of evidence needed to accurately gauge student progress while also providing knowledge and support of each learner as individuals. | Initial professional learning and discussion with staff focused on identifying current assessment practices and setting direction for next steps in our school's vision of Assessment for Mastery. Professional development days supported both administrators and teachers in strengthening formative and summative assessment practices, leading to the creation of a school-based plan emphasizing academic caring and the use of assessment evidence to support student mastery and growth. |

|   |   |
|---|---|
| <p>This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.</p>   |   |
| <p><b>Elementary Literacy</b><br/>St. Anthony's is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective across the division.</p> | <p>Implementation of the new elementary English Language Arts and Literature curriculum emphasized a balanced approach that integrates the science of reading, layers of literacy, decodable and levelled texts, and the Readers' and Writers' Workshop model. Through their Catholic Learning Communities (CLCs), elementary teachers engaged in a book study on "Shifting the Balance" which centered on ways to bring the science of reading into the classroom. Early Reading Intervention provided daily, structured literacy practice for students needing additional support. We were able to implement a range of support strategies for students identified as requiring additional supports through early years literacy assessments. We used literacy assessment data and targeted funding to hire additional instructional support and increased practice and intervention time for students at each grade level. This approach ensured that all learners received the differentiated support needed to build strong foundational literacy skills within their classroom environments</p>     |
| <p><b>Elementary Numeracy</b><br/>St. Anthony's is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning.</p>   | <p>Implementation of the new elementary Mathematics curriculum in the last few years focused on developing strong foundational number sense and mathematical reasoning through a balanced approach that integrates both basic facts and problem solving. Teachers emphasized conceptual understanding, mathematical vocabulary, and multi-step thinking to help students make meaningful connections between operations and real-world contexts. Professional learning opportunities supported teachers in applying strategies that bridge conceptual understanding with procedural fluency. We implemented targeted support strategies for children and students identified through early years numeracy assessments as requiring additional assistance. We used assessment data and targeted funding to provide small-group interventions and increase guided practice opportunities at grades K-3. This approach ensured that all students received the differentiated instruction and support necessary to strengthen foundational numeracy skills and build confidence in mathematical thinking.</p> |
| <p><b>New Secondary Divisional Teams</b><br/>Our high school Physics and Chemistry teacher (s) will participate in divisional Physics and Chemistry teamwork. These teams, comprised of divisional subject leaders and teachers, will create and implement goals to impact student learning.</p>  | <p>Our Physics teacher, who was in their first year of teaching, participated in divisional-level teamwork. This support was invaluable, and the success of the Physics team's efforts is evident in our diploma results: all six students in the small class passed, and three achieved a standard of excellence.</p> <p>Last year, we did not offer Chemistry and therefore did not have a teacher involved in the Chemistry divisional team. As we are offering Chemistry this year, we will proactively connect our teacher with the Chemistry</p>  |

|  | <p>divisional lead to ensure they receive support and are fully aligned with the team's curriculum and work.</p> <p>Our Biology teacher attended the professional development days held for Biology teachers and reported that these sessions were highly valuable and productive.</p>   |
|--|--|
| <p><b>Artificial Intelligence</b></p> <p>St. Anthony's will implement supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.</p>  | <p>Initial school work with artificial intelligence (AI) has focused on establishing clear expectations and supports so that AI actively strengthens academic integrity, professional practice, and student learning. As with all instructional resources, teachers use their professional judgment when deciding how and when to use AI tools so that they support student learning and align with our Catholic values. Our teachers are focusing on teaching responsible use, transparency, and critical consumption of AI tools so that students understand how AI supports academic integrity and our division priority of Student Success.</p>  |
| <p><b>Research and Implementation of Best Practices in Sr. High Humanities</b></p> <p>St. Anthony's senior high humanities department will devote at least two CLC cycles to researching best practices for Language Arts and Social Studies instruction in the context of today's times for high school students. These practices will be implemented in a timely manner and will include collecting evidence to assess effectiveness on a regular basis.</p> | <p>Senior High Humanities teachers dedicated two professional learning cycles to enhancing effective instructional practices in the contemporary learning environment.</p> <ul style="list-style-type: none"> <li>• The first cycle focused on student engagement and motivation. Recognizing that students live in a digital world with readily available information, we explored methods to foster genuine curiosity and a desire for learning.</li> <li>• The second cycle addressed effective assessment approaches in the age of AI, exploring and implementing relevant strategies.</li> </ul> <p>We saw a significant improvement in our Social Studies 30-1 diploma results, and our English scores continued to demonstrate high achievement. We recognize the need to potentially address similar instructional or achievement gaps among our Social Studies 30-2 students.</p> |
| EXISTING STRATEGIES  | IMPACT   |
| <p><b>Existing Divisional Teams</b></p> <p>St. Anthony's will continue to have teachers participate in the Biology and junior high and senior high divisional Math teams, as well as other divisional subject or grade level teams to collaboratively focus on high-yielding instructional strategies to increase student learning.</p>  | <p>Our Biology teacher attended the divisional professional development days held for Biology teachers and reported that these sessions were highly valuable and productive.</p> <p>Our junior and senior high Math teachers also participated in divisional PD days for Mathematics. Because these teachers are the sole teacher for their grade level and subject within our school, these meetings are critical. They provide invaluable opportunities to work in grade-level teams, allowing teachers to deepen their curriculum understanding and discuss best practices, which in turn fostered a crucial network of connection and support.</p>   |

|   |   |
|---|---|
| <p><b>School-based Teams</b><br/>Admin supports the operation of school-based teams in their efforts to meet team goals designed to impact student learning.</p>  | <p>Administrators participate in CLC cycles for each team whenever scheduling permits. Furthermore, Ed Council meetings are specifically designed to support our team leads in facilitating effective and meaningful collaborations. These meetings also serve as a vital platform for communicating broader school goals and clarifying the role each team plays in achieving them.</p>  |
| <p><b>Catholic Learning Communities (CLCs)</b><br/>Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals.</p> | <p>CLCs are a vital component of our school's success, utilizing both whole-staff and team-based models. Administrative-led cycles engage all teachers on school-wide goals, while team-based cycles concentrate on grade or subject-specific needs. Shorter, three-to-four-week cycles have proven effective, allowing us the flexibility to shift focus organically as the findings of one cycle often determine the needs of the next. 84% of teachers indicated they are satisfied that CLCs are improving student learning. In a K-12 environment, effectively tailoring professional growth opportunities to meet the diverse personal needs of every teacher can be a challenge. This remains a key area of continuous improvement for our administration.</p> |
| <p><b>Readers' and Writers' Workshop</b><br/>Professional development in <a href="#">Readers' and Writers' Workshop</a> will be provided to any Language Arts teacher who has not yet attended either workshop. Follow-up classroom visits will be included to support implementation.</p>  | <p>Two staff attended CTR's 14<sup>th</sup> Cohort of Readers' and Writers' Workshop to deepen student engagement and literacy skills, fostering a lasting "book love" culture in classrooms. Intensive workshops, follow-up visits, and reflective feedback have cemented these impactful practices.</p>   |
| <p><b>Mathology Resources</b><br/>All elementary teachers will have access to webinars and collaborative learning focused on the purpose, application, and implementation of the Mathology resource in alignment with the Alberta curriculum.</p>   | <p>Mathology webinars and resources have equipped elementary teachers with strategies to align math instruction with the Alberta curriculum, strengthening student foundations in math.</p>   |
| <p><b>Coding</b><br/>We will send at least one teacher to learn about and become a leader in the area of coding. Led by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.</p>   | <p>St. Anthony's had a teacher attend professional learning twice during the year to ensure alignment between coding initiatives at our school and curriculum outcomes, which included calibration with coding skills taught across Canada at each grade level. Our teacher also had the opportunity to leverage the skill and expertise of the group to ensure resource purchases would lead to impactful student learning</p>   |

# PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

## PROVINCIAL MEASURES

### PAT ACCEPTABLE

|         |  |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test (overall cohort results). |           |           |           |           |                  |
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | 80               |

#### Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at St. Anthony's.

### PAT EXCELLENCE

|         |  |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the <b>excellence</b> standard on the test (overall cohort results). |           |           |           |           |                  |
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | 10               |

#### Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at St. Anthony's.

### DIPLOMA ACCEPTABLE

|         |  |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the <b>acceptable</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                  |
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | 90               |

#### Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at St. Anthony's.

**DIPLOMA EXCELLENCE**

|         |  |           |           |           |           |                         |
|---------|--|-----------|-----------|-----------|-----------|-------------------------|
|         | Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the <b>excellence</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                         |
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | <b>2025-2026 Target</b> |
|         | %  | %         | %         | %         | %         | %                       |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | 10                      |

**Comment on Results:**

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at St. Anthony's.

**HIGH SCHOOL COMPLETION RATE**

|                   |   |           |           |           |           |                         |                    |             |         |
|-------------------|---|-----------|-----------|-----------|-----------|-------------------------|--------------------|-------------|---------|
|                   | High School Completion Rate - percentages of self-identified First Nations, Métis, and Inuit students who completed high school within three and five years of entering Grade 10. |           |           |           |           |                         |                    |             |         |
|                   | 2020-2021   | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | <b>2025-2026 Target</b> | Measure Evaluation |             |         |
|                   | %   | %         | %         | %         | %         | %                       | Achievement        | Improvement | Overall |
| 3 Year Completion | N/A   | N/A       | N/A       | N/A       | N/A       | 95                      | N/A                | N/A         | N/A     |
| 5 Year Completion | N/A   | N/A       | N/A       | N/A       | N/A       | 100                     | N/A                | N/A         | N/A     |

**Comment on Results:**

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at St. Anthony's.

**LOCAL MEASURES OF FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT**

- Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

| NEW STRATEGIES   | IMPACT  |
|--|---|
| <b>Prepare K to 6 Curriculum Support Documents (CSDs)</b><br>Prior to the draft Social Studies curriculum pilot, St. Anthony's will have at least two teachers and one administrator engage in CTR's summer professional development where they create CSDs for Social Studies curriculum to ensure First Nations, Métis, and Inuit outcomes are clearly addressed. First Nations, Métis, and Inuit content and perspectives will be infused in Social Studies CSDs in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators. | We had one administrator and one teacher participate in the divisional work of creating curriculum support documents (CSDs). The CSDs included First Nations, Métis, and Inuit content and resources. The CSD work focused on treaty education, land-based learning, reconciliation, and Indigenous knowledge within Social Studies, Language Arts, and Wellness. Indigenous teacher representatives were involved in shaping this content to foster understanding and inclusion for all students. CTR also partnered with Rupertsland Education Services, Elders, Knowledge Keepers, and local Indigenous community members to deepen the work. This collaboration resulted in strengthened relationships with Knowledge Keepers and Elders, the creation of culturally authentic videos, lessons, and resources grounded in storytelling, and the development of curriculum materials now available for use by Alberta Education across the province. |



|   |   |
|---|---|
| <b>Division Administrators Professional Development</b><br>The Administration of St. Anthony's will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.  | St. Anthony's administrators continued to deepen their understanding of First Nations, Métis, and Inuit Foundational Knowledge through ongoing professional learning at divisional administrator meetings. Each session included opportunities for administrators to share their own stories and reflections through an Indigenous lens, fostering personal connection and collective growth. |
| <b>Academic Achievement for First Nation, Métis and Inuit Students and Other Measures</b><br>There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.   | Data is not available for analysis because the First Nations, Métis, and Inuit student population on which this data is based is fewer than six.  |
| <b>EXISTING STRATEGIES</b>  | <b>IMPACT</b>   |
| <b>School Representatives</b><br>St. Anthony's will have a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives. | Our First Nations, Metis, and Inuit Lead Teacher has strengthened awareness and action on Indigenous perspectives, enriching the school culture with relevant resources and professional development. This initiative empowers educators and students alike to engage meaningfully with First Nations, Métis and Inuit history, perspectives, and reconciliation efforts.                     |
| <b>Foundational Knowledge Professional Development</b><br>Foundational Knowledge Professional Development is available for all St. Anthony's teachers to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.                                 | The Foundational Knowledge Professional Development resources offered through CTR equip staff with essential insights into Indigenous perspectives, fostering a deeper cultural awareness throughout our school.  |
| <b>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</b><br>All Indigenous youth in care have their cases reviewed a minimum of two times per year.   | In the 2024-25 school year we did not have any Indigenous students in care.   |
| <b>Blanket Exercise</b><br>We will deliver the Blanket Exercise to students in grade 8.   | Reflecting on the previous year, we decided to move the Blanket Exercise from Grade 8 to Grade 7, as the junior version provided a more meaningful experience for students. Our Indigenous Teacher Lead facilitated both sessions for the Grade 7 classes.  |
| <b>Land Acknowledgement</b><br>The Land Acknowledgement is announced at the start of Christmas Concerts, Fine Arts Nights, Graduation, Monday morning announcements, staff meetings and Parent Council meetings.  | Land Acknowledgements foster respect for Indigenous lands and histories, deepening the community's commitment to reconciliation. This practice has become part of our school culture.   |

## PROVINCIAL DOMAIN: TEACHING AND LEADING

### PROVINCIAL MEASURE

#### EDUCATION QUALITY

|         | Percentage of teachers, parents and students satisfied with the overall quality of basic education. |           |           |           |           |                  |
|---------|---|-----------|-----------|-----------|-----------|------------------|
|         | 2020-2021   | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %   | %         | %         | %         | %         | %                |
| Overall | 94.5  | 90.6      | 93.3      | 93.2      | 91.5      | 93               |

#### Comment on Results:

St. Anthony's has successfully maintained an Excellent rating in this category. While we observed a minor decline, our performance remains above the provincial average. A deeper analysis reveals that the satisfaction rates for our students and teachers exceeded their provincial counterparts by over 6%, while parent satisfaction aligned closely with the provincial average. An area of growth identified by elementary parents is that their child doesn't feel challenged in their school work. Addressing the wide spectrum of learning needs that exist in a classroom is a perpetual balance. Our implementation of CTR's Assessment for Mastery Learning framework will enhance teachers' strategic toolkit to effectively achieve this balance. Furthermore, this year our high school has benefitted from the strategic hiring of specialist teachers with prior experience, which instills trust and confidence across all stakeholders.

### LOCAL MEASURES OF TEACHING AND LEADING

- Processes, strategies, and local measures/data to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

| EXISTING STRATEGIES  | IMPACT  |
|--|---|
| <b>Staff Wellness Initiative</b><br>Vice Principals will lead professional development sessions for staff on health and well-being. This will include facilitating interactive sessions with their faculty and staff members. Administration will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions. | Our dedicated efforts to improve staff well-being have yielded an 80% satisfaction rate among St. Anthony's teachers regarding our commitment to personal wellness. Vice Principals facilitate interactive wellness sessions to support staff directly at the school level. Furthermore, Administration embeds a commitment to a psychologically healthy workplace by utilizing and referencing the 13 Factors for Psychological Health and Safety in all leadership decisions. Communication is reinforced through the regular reference of the CTR Catholic's Workplace Wellness monthly newsletter during staff meetings, while continuous feedback is monitored via the Ed Council and regular one-on-one check-ins with staff members. |
| <b>Leadership Support and Networking</b><br>St. Anthony's Principal and Vice Principals will participate in Leadership Matchmaking at monthly administrator meetings.  | Peer-to-peer dialogue within our school division has proven to be a valuable component of administrative growth, fostering both professional development and strong relational trust among leaders. The opportunity to discuss complex problems of practice with a fellow Principal or Vice Principal enriches perspective and informs decision-making. As a testament to this commitment, Principal Celeste Schrock and Vice Principals Susan Currie and Betina Gross served as mentors to new administrators across the division last year. While dedicated time is allocated during monthly administrative meetings for structured connection,   |

|   |   |
|---|---|
|   | leaders frequently engage with their partners informally through phone calls and texts, ensuring continuous and responsive support throughout the month.  |
| <b>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</b><br>The Principal and VP's will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each <a href="#">teacher</a> and <a href="#">administrator</a> with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan. | Our division maintains a highly effective Teacher Growth, Supervision, and Evaluation (TGSE) process, evidenced by a substantial 96% satisfaction rate among our staff. St. Anthony's had new teachers involved in this process last year, requiring school administration to conduct over 60 formal classroom observations to ensure comprehensive support. Additionally, four teachers were on Enhanced Supervision, collaboratively setting professional growth goals often aligned with The Teacher Quality Standards and/or St. Anthony's Four-Year Education Plan. In all cases, administration worked closely with these teachers to facilitate and support the fulfillment of their individual growth objectives. |
| <b>Teachers Quality Standards</b><br>Administration will specifically cite how the standards and indicators of the <a href="#">Teachers Quality Standards</a> are linked to teacher expectations at our opening staff meeting in August and staff meetings throughout the year.   | The Teacher Quality Standards (TQS) is a central, year-round guiding document. Expectations are clearly communicated, beginning with the August staff meeting, by directly linking them to the specific indicators within the TQS.  |
| <b>Leadership Quality Standards</b><br>Administration will explicitly reference agenda items and topics in Ed Council meetings to the <a href="#">Leadership Quality Standard</a> .   | Similarly, the Leadership Quality Standards (LQS) acts as the guiding document for our Ed Council. All agenda items and discussion topics are intentionally linked to the LQS framework.  |

## PROVINCIAL DOMAIN: LEARNING SUPPORTS

### PROVINCIAL MEASURES

#### WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

|         |   |           |           |           |           |                  |
|---------|---|-----------|-----------|-----------|-----------|------------------|
|         | Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. |           |           |           |           |                  |
|         | 2020-2021   | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %   | %         | %         | %         | %         | %                |
| Overall | 97  | 91.2      | 96.7      | 91.5      | 91.7      | 95               |

##### Comment on Results:

St. Anthony's is proud to have sustained our "Excellent" rating in this category, with our overall performance exceeding the provincial average by 7%. Student satisfaction was particularly high, surpassing provincial counterparts by 13%. We believe this success stems from an intentional commitment to a safe and caring culture, anchored by our "You are Loved" pledge, which is recited every Monday and displayed in every classroom.

Our high standards are maintained through sustained initiatives like the Champions Program, regular classroom meetings, and the daily practice of greeting every student at the door. Furthermore, for the 2024-2025 school year, we have deeply integrated Catholic Social Teachings into our restorative discipline practices. We remain dedicated to this mission, moving forward with a target of 95% student and parent satisfaction.

#### ACCESS TO SUPPORTS AND SERVICES

|         |  |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. |           |           |           |           |                  |
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | 88.9   | 87.7      | 90.3      | 87.3      | 88.7      | 90               |

##### Comment on Results:

St. Anthony's has significantly outperformed the provincial average of 80.1% in this category, with parents, students, and teachers reporting satisfaction rates that exceed their counterparts across Alberta. Notably, student satisfaction rose by 5.5% this year, placing us 13% above the provincial student average. One of our most impactful gains was seen in grades 7 and 10: last year, only two-thirds of these students felt they could seek help for non-academic issues; this year, that number surged to 89%.

These results are supported by targeted elementary initiatives, including Early Reading Intervention and specialized literacy/numeracy support. Our Educational Assistants are trained in ARC (Attachment, Regulation, and Competency), and students from K-12 benefit from accessible sensory breaks. Furthermore, our Family School Liaison Worker (FSLW) maintains a full caseload to provide essential support for social and emotional wellness.

As Healthy Schools is a CTR priority, our staff has engaged in significant professional development to support student mental health through universal classroom strategies. While we remain dedicated to student well-being, we are also cognizant of our professional scope. When needs extend beyond school-based support, we strive to facilitate connections between families and our external community partners.

## LOCAL MEASURES OF LEARNING SUPPORTS

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

| NEW STRATEGIES  | IMPACT   |
|---|--|
| <p><b>Behavioural Supports</b><br/>Behavioural supports and services for students needing targeted support are established by providing increased professional development for teachers, administrators and educational assistants.</p>   | <p>Our enhanced behavioural supports have significantly strengthened school capacity by increasing professional learning for all staff—including teachers, administrators, and educational assistants. Teachers reported a 92% satisfaction rate with the school's approach for supporting students with dysregulated behavior. To further advance this capability, key staff members—including the Vice Principal, Learning Support Teacher, Family School Liaison Worker, and all Educational Assistants—received specialized training in SIVA (Supporting Individuals through Valued Attachment), a new 2024-25 CTR initiative designed for the support and safety management of students facing emotional, behavioral, or neurodevelopmental challenges.</p> |
| <p><b>Refresh #Relationships in a Digital Age</b><br/>Through the <a href="#">#Relationships in a Digital Age</a> initiative, teachers will deliver lessons to students focusing on the foundational priorities of building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision-making around screen time. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staff members model responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens, and positioned within the lens of our Catholic faith.</p> | <p>88% of teachers at St. Anthony's are satisfied that the #Relationships in a Digital Age Initiative assists students in developing healthy habits with cell phones and computers. Our ongoing focus will include updating these resources and creating a new roll out of these refreshed materials.</p>  |
| <p><b>Universal Regulation Supports</b><br/>Strengthen universal regulation supports through targeted instructional support provided through professional development and the work of our occupational therapists.</p>  | <p>We prioritize creating calm, connected, and supportive classrooms through a collaborative effort. Teachers have received professional development to strengthen their classroom regulation toolbox, while our Educational Assistants effectively utilize their ARC (Attachment, Regulation, and Competency) training to embed regulation strategies into daily student interactions. To address specific needs, the Learning Support Coordinator works directly with occupational therapists, ensuring that regulation supports are tailored for individual students.</p>   |

| EXISTING STRATEGIES   | IMPACT  |
|---|---|
| <p><b>Family School Liaison Worker (FSLW)</b><br/>St. Anthony's will continue to have access to services provided by FSLW.</p>  | <p>We exceeded the provincial average by 13% in both the safe and caring measure and the access to support and services measure. Specifically, 87% of students surveyed expressed satisfaction with their ability to access help for non-academic issues. This exceptional result is significantly attributed to the proactive and essential role played by our Family School Liaison Worker (FSLW).</p>                  |
| <p><b>The MANDT System</b><br/>Many staff at St. Anthony's have been trained in the implementation of the <a href="#">MANDT System</a>. Additional training opportunities will be provided for staff who have not received training. A refresher will be provided for staff who are interested.</p>   | <p>CTR shifted training from MANDT to SIVA (Supporting Individuals through Valued Attachment), a new 2024-25 CTR initiative designed for the support and safety management of students facing emotional, behavioral, or neurodevelopmental challenges.<br/>Our Vice Principal, Learning Support Teacher, Family School Liaison Worker, and all Educational Assistants—received specialized training in this approach.</p> |
| <p><b>Mental Wellness Facilitator</b><br/>The Mental Wellness Facilitator works closely with school personnel to identify and meet the complex mental health needs within St. Anthony's through a partnership with McMan Youth, Family and Community Services Association. Through a facilitated process, the learner, family, and school develop and implement a plan to support the learning in continuing their participation in school and provide safety and prevention planning to address mental health concerns. This initiative will continue until the end of December 2024 when the pilot concludes.</p> | <p>The Mental Wellness Facilitator ensures that students receive timely, coordinated support by connecting them to essential mental health services, fostering their overall well-being and ability to thrive academically. This collaborative approach empowers students and their families, creating a stronger support network that addresses complex mental health needs effectively.</p>                             |
| <p><b>Sensory Rooms</b><br/>Students continue to access <a href="#">sensory rooms</a> on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches at each site.</p>  | <p>These rooms provide students with calming, therapeutic spaces to regulate emotions and sensory needs, promoting focus and readiness to learn.</p>  |
| <p><b>Screening and Early Intervention</b><br/>All Kindergarten students are invited to participate in <a href="#">screening and early intervention</a>, if identified during the screening process, specifically in the areas of occupational and speech language therapy.</p>   | <p>Early intervention ensures that students receive timely support tailored to their developmental needs, laying a strong foundation for future learning and success.</p>   |
| <p><b>Speech Language Pathology, Occupational Therapy, and Behavior Supports</b><br/>St. Anthony's continues to have access to <a href="#">specialized support services</a> including speech language pathology, occupational therapy, and behavior supports. Student Services will support school professional learning through lunch and learn PD and a catalogue of learning opportunities.</p>  | <p>Specialized supports empower St. Anthony's to address diverse student needs comprehensively, fostering an inclusive and effective learning environment.</p>  |
| <p><b>Individualized Support Plan</b><br/>All students who have received an Alberta Education Special Education Code have an <a href="#">Individualized Program Plan</a> on Template A, B or C, as determined by student need. Our Learning Support Coordinator and Vice</p>  | <p>Personalized plans ensure that students with Alberta Education Special Education Codes receive tailored support, maximizing their potential for success. These plans are created by a team of teachers to provide comprehensive support to students.</p>   |



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|---|---|
| Principal will train teachers and provide support in creating ISPs using the new digital format.  |   |
| <b>Intervention Programs</b><br>Early Reading Intervention (ERI) enhances excellent classroom instruction and provides additional and targeted reading instruction for students not reading at grade level (Grades 1 to 3).   | The literacy and numeracy results showed a decrease in the number of students at risk in all areas of literacy and numeracy due to early reading intervention and numeracy supports that were strategically implemented at our school. Twenty students in grades 1, 2, and 3 participated in ERI.   |
| <b>Breakfast Program</b><br>Our breakfast program helps support all students in their readiness for learning.   | On average, between 80 - 100 students access the breakfast program daily. Many students utilize fruit bowl in the office, as it is depleted daily.  |
| <b>Movement and Regulation Circuits</b><br>At St. Anthony's we continue to utilize <a href="#">Movement and Regulation Circuits</a> to assist students in their understanding of their inner state of being, providing sensory opportunities to calm the nervous system to prepare their minds and bodies to learn. | Movement and Regulation circuits are used throughout the day to support students reach a calm state for learning.   |
| <b>Registered Apprenticeship Program</b><br>Our Career counselor is equipped to robustly understand and endorse the <a href="#">Registered Apprenticeship Program</a> to students.  | The 2024-25 school year marked a record high for off-campus work experience at St. Anthony's. We successfully placed eleven students in practical, real-world roles, including three in the Registered Apprenticeship Program (RAP) and eight in general off-campus work experience placements. These valuable opportunities are the direct result of the dedicated efforts of Mrs. Currie, our Career Counsellor, who works diligently to establish and maintain strong partnerships with local employers. |

## PROVINCIAL DOMAIN: GOVERNANCE

### PROVINCIAL MEASURE

#### PARENTAL INVOLVEMENT

|         | Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |           |           |           |           |                  |
|---------|--|-----------|-----------|-----------|-----------|------------------|
|         | 2020-2021  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 Target |
|         | %  | %         | %         | %         | %         | %                |
| Overall | 82.9   | 79.5      | 86.8      | 88.5      | 90.4      | 92               |

#### Comment on Results:

St. Anthony's is thrilled to achieve its highest overall average in five years for parent engagement, surpassing the provincial average by 10%! This milestone reflects the dedication of our School Council and the record number of families who attended parent-teacher interviews this year. Our Ward Committee sessions facilitate consistent feedback, ensuring that parents always have a seat at the table. Recognizing that student needs are increasingly complex, we rely on the invaluable insights parents share. At St. Anthony's, we don't just welcome parent involvement, we prioritize it as a vital component of every student's success.

### LOCAL MEASURES OF GOVERNANCE

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

| NEW STRATEGIES  | IMPACT  |
|---|---|
| <b>Restructuring of Athletics</b><br>In an effort to improve and enhance opportunities for students to participate in school sports, the role of Athletic Director will be shared among two staff and divided into two parts – one director for senior high athletics and one for junior high athletics.  | The role of Athletic Director was shared by two teachers until March. Following the departure of the teacher overseeing junior high athletics, the director of senior high athletics took on the role of overseeing all athletics at St. Anthony's.   |
| <b>Creation and Sharing of Athletics Calendar</b><br>Our Athletic Director(s) will create a "season calendar" for each sport. This calendar will be shared with the broader school community to secure coaches for our athletic teams.  | A "season calendar" was created for each sport which enhanced communication with all stakeholders involved in Athletics. Our Athletic Director successfully secured coaches for all teams in the 2024-25 school year.   |
| <b>Student Focus Group</b><br>The administration will meet with a student focus group to seek student perspectives on school successes and areas for improvement. Themes will relate to the domains of the Annual Education report so administration can effectively target improvement efforts. This initiative is also intended to further demonstrate our commitment to honoring student voice as stakeholders in their education. | In April 2025, Administration proactively organized a student focus group consisting of 14 representatives (a boy and a girl from each grade, 7 through 12, plus student council leaders). Students provided feedback on two critical overarching themes: learning and school culture. The compiled feedback was subsequently reported back to the student group and shared with all teachers for reflection. A direct-action item resulting from this engagement was a powerful student-led presentation to grades 6-12 on Human Dignity and the Importance of Identity, which occurred in November of 2025. |

| EXISTING STRATEGIES   | IMPACT  |
|---|---|
| <p><b>Ward Meetings</b><br/>Ward meetings will include engagement sessions with parents, staff, students, and parish priests.</p>   | <p>Three rounds of ward meetings occurred on the topics of: personal mobile device administrative procedure development, education plan development, ward meeting utility and topics, and student reflection on high impact strategies. Across three ward-meeting rounds, parents, staff, and students voiced strong support for no personal devices during instructional time (with exceptions for medical, IPPs, teacher-directed use) and expressed favor for age-based rules for breaks (often citing Grade 7 as a transition). Teachers and students reported improved focus when phones were away. For education plan development, participants prioritized Faith-in-Action (more parish presence, retreats, service), Academic Excellence (hands-on, real-world learning; clear feedback; expanded trades/dual-credit; tutoring/office hours), and Healthy Schools (more counsellors/FSLWs, movement/outdoor learning). Feedback garnered in these engagement sessions are used to set the direction for our school.</p> |
| <p><b>School Council Meetings</b><br/>School administration will engage parents at school council meetings on various topics of interest to the division and school community. Questions will be posed to elicit feedback from parents related to aspects of school life.</p>   | <p>A variety of questions are posed to parents at our monthly school meetings to garner valuable feedback. This information provides administration with parent perspective on important aspects of school life.</p>  |
| <p><b>Superchats</b><br/>St. Anthony's teachers will participate in Superchats. At these conversations, the Superintendents share existing priorities and plans, and gather feedback on new needs arising in our schools. These conversations influence the division's Four-Year Education Plan priorities.</p>         | <p>96% of teachers and administrators are satisfied with the extent to which they are given involvement and influence with respect to the divisional priorities and initiatives.<br/><br/>In October of 2024, St. Anthony's teachers participated in the Superchat with the Superintendents of CTR.</p>   |
| <p><b>Four-Year Education Plan<br/>Ed Council Input</b><br/>Through Ed Council school leaders are provided with opportunities for input regarding the goals and strategies within our school's upcoming Four-Year Education Plan.</p>   | <p>The Four-Year Education Plan provided focus for our Ed Council meetings. Leaders play an integral role in aligning CLC's to the goals of the Four-Year Ed Plan.</p>  |
| <p><b>Four-Year Education Plan<br/>Staff Input</b><br/>St. Anthony's teachers are consulted about our school's Four-Year Education Plan strategies and priorities via school meetings.</p>  | <p>Through CLC and staff one-on-one meetings, staff are consulted on the Four-Year Education Plan strategies and priorities for the school.</p>   |
| <p><b>Council of School Councils Meetings</b><br/>Our School Council Chair (or a representative) will gather two times per year at <i>Council of School Councils</i> Meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan.</p> | <p>Our School Council Chair and Vice Chair attended the Council of School Councils, where parents receive information and have the opportunity to engage in dialogue on topics essential to the Four-Year Education Plan and other emerging areas. These meetings provide CTR senior administration with a forum to consult with school council chairs on emergent issues related to teaching and learning, to intentionally incorporate strong parental voice into divisional decision-making, and to ensure school councils feel supported by the division.</p>   |

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| <b>ATA Staff Representative</b><br>We will elect an ATA staff representative who will provide ATA updates and communication to teachers. | In August, St. Anthony's teachers elected a teacher to serve to as an ATA Representative for our school. This teacher attends meetings and provided the staff with updates and communication from our provincial union. |
|--|---|

## PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans. Given the value that CTR places on community engagement, additional measures have been taken to hear from different perspective holders throughout CTR.

- Each principal reviews their annual education results with their School Council in the fall.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Each principal shares their Annual Education Results Report Highlights with School Council chairs and other parents during Ward meetings throughout the year. The Ward meeting structure expanded during the past year to include not only the school council chair, priest, principal, trustee, and superintendent, but now also includes additional staff, parents, superintendents, and an additional engagement with students. These measures allow for further sharing and understanding of lived experience and perspectives across communities which can then provide feedback that informs decision making at the local and division level.
- Engagement includes Ward Meetings, local school council meetings where the trustee is present, Council of School Council meetings held several times throughout the year, and Superchats where all superintendents within CTR meet with each staff once per year to present and receive feedback. These opportunities greatly influence the Education Plan and also allow for the building of assurance through the sharing of the Annual Education Results Report.

## TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders in our educational system:

**School Councils/Parents:** Site-based administrators involve their School Councils in the development of their school plans, which then informs the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee will be provided with an overview of divisional results and asked to provide feedback to support the achievement of the Education Plan moving forward. The final division Education Plan will be distributed and shared at school council meetings and during *Council of School Councils* meetings. Trustee attendance at School Council meetings also provides another opportunity for sharing and feedback, as does the expanded parent voice at Ward meetings.

**Ward Committees:** AERR division and school data is shared at Ward meetings for their information. Engagement is then prioritized to allow parents to provide the local trustee, priest, staff, parents, and students to provide input into the upcoming Education Plan that is then reviewed, refined, and reflected upon by senior and school-based administration as the new Education Plan is developed.

The plan has been posted on the school website and can be found at **Annual Education Report + Results**.