

2021-2025
Year Four

St. Anthony's School
FOUR-YEAR EDUCATION PLAN



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SCHOOL PRIORITIES

CATHOLIC FAITH

St. Anthony's School enters into year two of our Three-year Faith Theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

HEALTHY SCHOOLS

Healthy Schools remains as a division priority as it centres our faith lived out to provide care and support for our St. Anthony's community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy Schools will continue to be an ongoing focus as we support students in becoming strong and resilient.



ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS AND CONTINUOUS IMPROVEMENT



Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. St. Anthony's utilizes praxis as a method to achieve continuous improvement. Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.

NEW CURRICULUM

St. Anthony's teachers will continue to implement the English Language Arts and Literature, Math, Physical Education and Wellness, Science and French Immersion Language Arts and Literature curriculum for Kindergarten through Grade 6. They will again use the curriculum support documents (CSDs) developed by CTR's teachers. Additionally, St. Anthony's will be piloting the draft Social Studies curriculum, incorporating real-time feedback and adaptations into the teaching process. Piloting the draft Social Studies curriculum will be invitational for grades K-6 teachers. The successful approach used previously to create Curriculum Support Documents will be replicated this summer, 2024. During this period, volunteer teachers will develop new CSDs for Social Studies, ensuring comprehensive support and understanding of the curriculum across all grade levels.

STAKEHOLDER ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Council meetings to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

TRANSITION TO POST-SECONDARY

CTR's senior administration and site-based counselors will develop strategies to promote and secure career exploration and worksite learning opportunities, including Registered Apprenticeship Program (RAP) placements for students through a "Student Futures" focus.

LOCAL DOMAIN: CATHOLIC FAITH

OUTCOMES

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic Christian faith as a result of being a part of St. Anthony's School.
Medium Term:	Perspective holders believe that St. Anthony's continues to have a significant impact in the formation of staff and students in the Catholic Christian faith.
Short Term:	Perspective holders believe that St. Anthony's has an impact in the formation of staff and students in the Catholic Christian faith.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
% of students in Grades 5, 8, and 11 achieving an Acceptable Standard on assessment.	n/a	85%
% of students in Grades 5, 8, and 11 achieving an Excellence Standard on assessment.	n/a	15%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	92%	94%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	96%	97%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	92%	94%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	n/a	93%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	n/a	93%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	n/a	95%

NEW STRATEGIES	DESCRIPTION
Staff Intellectual Faith Formation Professional Development	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.
Staff Professional Development in Catholic Leadership	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.
Staff Catholic Social Teaching Professional Development	Admin and Faith Lead will lead one professional development session focused on addressing, identifying, and designing initiatives that combat racism, discrimination, and marginalization, while also fostering inclusion through Catholic Social Teachings. This will be delivered in one Catholic Learning Communities session this year.
Many and One School Plan	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.
Faith Formation Component in Monthly School Newsletters	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 celebration in each month of the year.
Establishment and Use of Sacred Spaces in our School	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.

Faith Display in School Foyer	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.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Catholic Learning Communities	St. Anthony's will devote six of their weekly Catholic Learning Communities (CLCs) to Faith Formation for staff.
Eucharistic Adoration	St. Anthony's will complete two days of Eucharistic Adoration, coinciding with Catholic Education Week and World Catholic Education Day.
Bishop's Luncheon	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.
Liturgies and Masses	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.
Catholic Education Sunday and Catholic Education Week	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.
Administrator Retreat	School Administration will participate in CTR's Administrator Retreat. This retreat is designed to enhance spiritual formation and support administrators in their Catholic leadership.
Faith Days	All teaching staff annually attend Faith Days, a two-day event to offer faith formation for all trustees, teachers, and administrators.
Faith Leader	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.
Daily Staff Prayer	Staff gather every morning prior to the start of the school day in our chapel for prayer and daily gospel reflection.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave St. Anthony's with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the "very high" category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the "very high" category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2022-2023 RESULTS	2024-2025 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	83.1%	84%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	27.7%	29%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	78.1%	80%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	9.6%	11%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	79.2%	82%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	93.7%	95%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	86.4%	88%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	n/a	90%

Strategies Used to Improve Rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	DESCRIPTION
K-6 Curriculum Implementation	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.
Assessment	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. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.
Elementary Literacy	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.
Elementary Numeracy	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.
New Secondary Divisional Teams	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.
Artificial Intelligence	St. Anthony's will implement supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.
Research and Implementation of Best Practices in Sr. High Humanities	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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Existing Divisional Teams	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.
School-based Teams	Admin supports the operation of school-based teams in their efforts to meet team goals designed to impact student learning.
Catholic Learning Communities (CLCs)	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.
Readers' and Writers' Workshop	Professional development in Readers' and Writers' Workshop 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.
Mathology Resources	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.

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

OUTCOMES

Long Term:	St. Anthony's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	St. Anthony's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	St. Anthony's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2022-2023 RESULTS	2024-2025 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test.	n/a	80%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	n/a	10%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	n/a	90%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	n/a	10%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	n/a	95%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	90%

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	DESCRIPTION
Prepare K to 6 Curriculum Support Documents (CSDs)	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.
Division Administrators Professional Development	The Administration of St. Anthony's will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Academic Achievement for First Nation, Métis and Inuit Students and Other Measures	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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
School Representatives	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.
Foundational Knowledge Professional Development	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.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.
Blanket Exercise	We will deliver the Blanket Exercise to students in grade 8.
Land Acknowledgment	The Land Acknowledgement is announced at the start of Christmas Concerts, Fine Arts Nights, Graduation, Monday morning announcements, staff meetings and Parent Council meetings.

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
Medium Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
Short Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.

MEASURES

	2022-2023 RESULT	2024-2025 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	93.3%	95%
School Improvement: Percent of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	93.9%	95%

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES

DESCRIPTION

Teacher Leader Alignment	St. Anthony's administration and team leads will participate in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	St. Anthony's will have one teacher participate in CTR's Aspiring Leaders Program. Aspiring Leaders is a cohort-based program for teachers who aspire to school-based administration or other leadership roles in CTR at the school or division level. The program includes full day, in-person sessions with senior administration and site-based leaders. Participants will take part in sessions on the following leadership themes: • Embodying Catholic Leadership • Fostering Effective Relationships • Modelling Commitment to Professional Learning • Embodying Visionary Leadership • Leading a Learning Community • Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit. • Providing Instructional Leadership • Developing Leadership Capacity • Managing School Operations and Resources

EXISTING ESSENTIAL STRATEGIES

DESCRIPTION

Staff Wellness Initiative	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.
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Leadership Support and Networking	St. Anthony's Principal and Vice Principals will participate in Leadership Matchmaking at monthly administrator meetings.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	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 teacher and administrator 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.
Teachers Quality Standards	Administration will specifically cite how the standards and indicators of the Teachers Quality Standards are linked to teacher expectations at our opening staff meeting in August and staff meetings throughout the year.
Leadership Quality Standards	Administration will explicitly reference agenda items and topics in Ed Council meetings to the Leadership Quality Standard .

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	Our school will support students with strong universal supports that allow for classroom and school-based intervention, triaging supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.
Medium Term:	Our school will support students with strong universal supports that allow for classroom and school-based intervention, triaging supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.
Short Term:	Our school will support students with strong universal supports that allow for classroom and school-based intervention, triaging supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES

	2022-2023 RESULT	2024-2025 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	96.7%	97%
Student Inclusion: Percentage of teachers, parents, and students who agree students are supported and are successful in their learning.	n/a	90%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	90.3%	92%

- 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

DESCRIPTION

Behavioral Supports	Behavioral supports and services for students needing targeted support are established by providing increased professional development for teachers, administrators and educational assistants.
Refresh #Relationships in a Digital Age	Through the #Relationships in a Digital Age 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.
Universal Regulation Supports	Strengthen universal regulation supports through targeted instructional support provided through professional development and the work of our occupational therapists.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Worker (FSLW)	St. Anthony's will continue to have access to services provided by FSLW.
Universal Mental Health Supports	Universal mental health continues to be a focus for St. Anthony's and teachers will build upon the mental health strategies they have previously implemented.
The MANDT System	Many staff at St. Anthony's have been trained in the implementation of the MANDT System . Additional training opportunities will be provided for staff who have not received training. A refresher will be provided for staff who are interested.
Mental Wellness Facilitator	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.
Sensory Rooms	Students continue to access sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches at each site.
Screening and Early Intervention	All Kindergarten students are invited to participate in screening and early intervention , if identified during the screening process, specifically in the areas of occupational and speech language therapy.
Speech Language Pathology, Occupational Therapy, and Behavior Supports	St. Anthony's continues to have access to specialized support services 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.
Individualized Support Plan	All students who have received an Alberta Education Special Education Code have an Individualized Program Plan on Template A, B or C, as determined by student need. Our Learning Support Coordinator and Vice Principal will train teachers and provide support in creating ISPs using the new digital format.
Intervention Programs	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).
Breakfast Program	Our breakfast program helps support all students in their readiness for learning.
Movement and Regulation Circuits	At St. Anthony's we continue to utilize Movement and Regulation Circuits 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.
Registered Apprenticeship Program	Our Career Counselor is equipped to robustly understand and endorse the Registered Apprenticeship Program to student
*See First Nations, Metis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

Long Term:	Stakeholders view St. Anthony's as strong in the areas of faith, learning, creating safe and caring schools, and stewardship and feel valued and heard through the engagement process.
Medium Term:	New Four-Year Education Plan development is increasingly reflective of input from various stakeholders.
Short Term:	Engagement initiatives communicate St. Anthony's successes and seek input about areas to improve. School staff will invest in strong partnerships with School Council and our local parish.

MEASURES

	2022-2023 RESULT	2024-2025 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.8%	88%

- 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 perspective holders 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

DESCRIPTION

Restructuring of Athletics	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.
Creation and Sharing of Athletics Calendar	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.
Student Focus Group	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.

EXISTING ESSENTIAL STRATEGIES

DESCRIPTION

Ward Meetings	Ward meetings will include engagement sessions with parents, staff, students, and parish priests.
School Council Meetings	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.
Superchats	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.
Four-Year Education Plan Ed Council Input	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.
Four-Year Education Plan Staff Input	St. Anthony's teachers are consulted about our school's Four-Year Education Plan strategies and priorities via school meetings.
Council of School Councils Meetings	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.

ATA Staff Representative	We will elect an ATA staff representative who will provide ATA updates and communication to teachers.
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