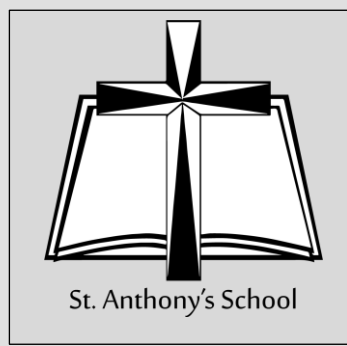




2023-2024 School Year

ANNUAL EDUCATION RESULTS REPORT

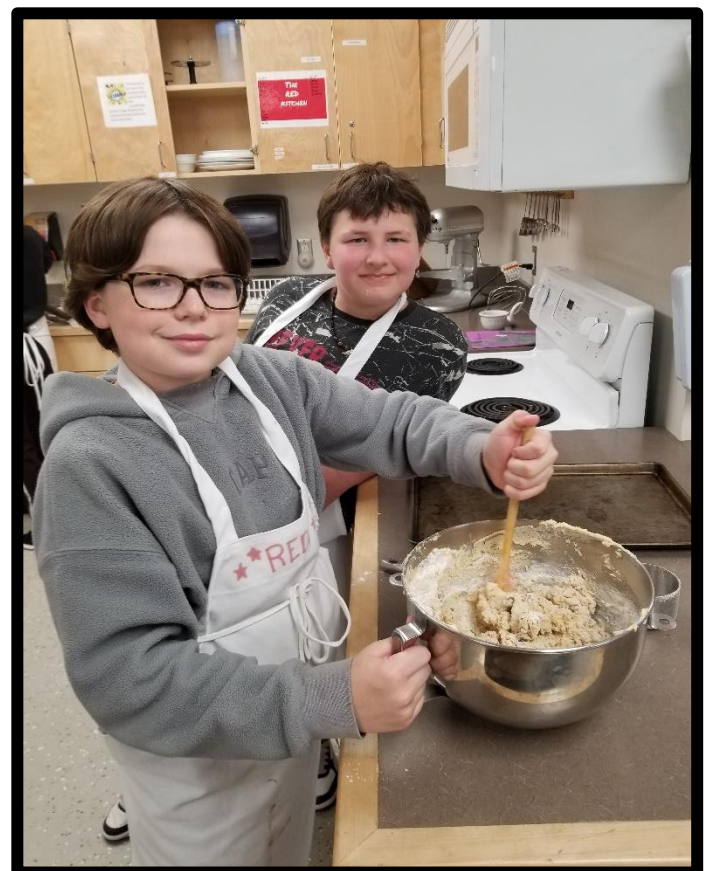


TABLE OF CONTENTS

DIVISION AND SCHOOL PRIORITIES	2
ACCESSING SCHOOL PLAN	3
ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY.....	4
ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES	5
MEASURE EVALUATION REFERENCE	6
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT.....	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT.....	11
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	12
PROVINCIAL DOMAIN: LEARNING SUPPORTS	16
PROVINCIAL DOMAIN: GOVERNANCE	20
LOCAL DOMAIN: FAITH COMMUNITY.....	22
PARENTAL INVOLVEMENT STRATEGIES.....	26
TIMELINES AND COMMUNICATION.....	26

DIVISION AND SCHOOL PRIORITIES

**CHRIST THE REDEEMER
CATHOLIC SCHOOLS**

Division Priorities
2023-2024

FAITH

Faith Seeking Understanding
2023-2024
SOCIETY • TRUTH • SCIENCE • GOODNESS • REASON

ACADEMIC EXCELLENCE

CTR Catholic prides itself on our students' academic achievements.

HEALTHY SCHOOLS

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	89.6	86.4	84.8	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	89.6	93.7	91.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	76.7	79.2	91.6	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	100.0	95.4	93.8	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	79.5	80.7	80.7	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	20.5	28.1	28.1	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	83.6	84.4	84.4	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	19.8	27.5	27.5	15.4	15.5	15.5	High	Maintained	Good
	Diploma: Acceptable	69.3	78.1	78.1	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	5.7	9.6	9.6	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	93.2	93.3	91.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	96.7	93.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.3	90.3	89.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.5	86.8	83.1	79.5	79.1	78.9	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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 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 and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

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	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	*	n/a	n/a	69.4	71.3	69.1	*	n/a	n/a
	PAT6: Acceptable	*	*	n/a	48.7	45.3	45.3	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	7.3	6.5	6.5	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	41.4	39.4	39.4	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	6.1	5.3	5.3	*	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	76.9	74.8	74.8	*	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	11.8	11.3	11.3	*	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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 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 and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

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
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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
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.

Improvement	Achievement				
	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

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

	Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
	%	%	%	%	%	
Overall	N/A	N/A	76.8	83.1	Gr. 6 - 79.5	Gr. 9 – 83.6
						84

Comment on Results:

Due to the new curriculum, our grade 6 students only wrote a Social PAT. Our result of 79.5% acceptable on that exam was 11% higher than the provincial average and comparable to the previous year's acceptable average of 80.7%. For grade 9, our acceptable rate was 83.6%, surpassing the provincial average by 21.1% and remaining consistent with the previous year's performance. Classroom complexity funding was utilized to create two smaller classes for Language Arts, Math, Science, and Social Studies. This approach allowed for targeted small group and one-on-one interventions, helping close the learning gap for many students in our grade 9 cohort. This group made significant progress last year. Additionally, all grade 9 students participated in the PATs, achieving a goal we aimed for and marking an accomplishment worth recognizing.

PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
	%	%	%	%	%	
Overall	N/A	N/A	23.6	27.7	Gr. 6 20.5	Gr. 9 19.8
						29

Comment on Results:

Our grade 6 standard of excellence was 20.5%, which is 0.7% higher than the provincial average. In grade 9, the standard of excellence was 19.8%, exceeding the provincial average by 4.4%. In reviewing results for each subject, we were slightly below the provincial average in Language Arts, Math, and Social Studies, we were 20.8% above the province in Science. The focused effort to support students in achieving an acceptable standard may have impacted the resources and attention available for those striving for excellence.

DIPLOMA ACCEPTABLE

	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	83.3	78.1	69.3	80

Comment on Results:

St. Anthony's experienced a decline in this measure, which is a concern we are actively addressing. Our performance was 12.2% below the provincial average and fell significantly short of our 80% target. Teachers noted factors such as assignment completion, attendance, and student motivation—especially during the second semester—contributed to this outcome. While we were only slightly below the provincial average in LA, Bio, and Chem, we were significantly below in Math and Social. Social and LA diplomas were completed using the new digital platform (VRETTA). Despite practicing on this platform prior to the exam, there were some unexpected challenges associated with this mode of assessment that could have impacted student performance. To improve these results, we have initiated significant efforts. This year, two CLC cycles are dedicated to researching best practices in Language Arts and Social Studies instruction in the age of AI. Weekly sessions during Learning Strategies 35 are being conducted to prepare students for Math 30 in the second semester. Both our high school Math teachers have been paired with a mentor Math

teacher in CTR to lend subject-specific support. We are also exploring strategies to help students stay motivated through the end of the school year.

DIPLOMA EXCELLENCE

	Overall percentage of students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	37.5	9.6	5.7	11

Comment on Results:

We saw a decline in this measure. Overall, we were below the provincial average by 22.6% and below our result from last year. Factors listed in the previous category are applicable here as well. The action steps outlined in that category are also intended to support students in achieving levels of excellence.

STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	89	83.3	86.4	89.6	91

Comment on Results:

This is a result worth celebrating! Our stakeholders have indicated that our students are engaged in their learning. We are 5.9% above the provincial average in this category and have improved by 3.2% compared to last year. A deeper analysis of the data shows that the parent perspective was 94.7%, which is 8% higher than the provincial average and 10.8% higher than the previous year. The percentage of students and teachers who indicated students are engaged in learning remained consistent with the previous year and both groups are above the provincial average in their respective categories. Based on this result our 2024-25 target has been increased to 91%.

ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	94.1	93.8	89.2	93.7	89.6	95

Comment on Results:

St. Anthony's has sustained an excellent rating in this category. Our result was 89.6%, which is 10% higher than the provincial average of 79.4%. Teacher, parent, and student satisfaction rates all exceeded the provincial average. Notably, student satisfaction was 17.8% higher than the provincial average. Teachers naturally incorporate examples from our faith to encourage positive behavior and responsible citizenship. Initiatives such as CTR's #Relationships and the Many and One Committee address social issues and current societal trends. These areas will remain a priority as we respond to the evolving needs of our society.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10.								
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	88.3	95.7	100.0	79.2	76.7	82	Intermediate	Decline	Issue
5 Year Completion	87.5	91.5	94.3	95.4	100	100	Very High	Improved	Excellent

Comment on Results:

We experienced a decline in our 3-Year High School Completion rate, marking the lowest result in five years. Our goal is always to have 100% of our student's graduate. Upon closer review of the student group underlying this result, external factors in the lives of some students impacted their ability to graduate high school within three years. It is important to highlight that all students who stayed at St. Anthony's did graduate within the three-year timeframe.

On a positive note, our 5-Year High School Completion rate increased and surpassed the provincial average by 11.9%. We have improved to an Excellent rating in this category.

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
K-6 Curriculum Implementation St. Anthony's will have teachers work with a divisional team to develop curriculum support documents to support curriculum implementation in science. Professional learning sessions will be planned throughout the year for teachers to further unpack the curriculum and successfully implement the curriculum.	91% of elementary teachers are satisfied with the support they received to implement new curriculum
Catholic Learning Communities Every Friday, time is set aside for Catholic Learning communities where teachers collaborate to improve student learning. CLC's answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) How do assess if they've learned it? There is a focus on using research-proven pedagogy to attain these goals.	88% of teachers believe our school CLC's are leading to improved student learning.
CTR STEM Initiative St. Anthony's will send at least one teacher to attend a divisional learning session led by CTR's STEM Lead Teacher. This opportunity will allow students to engage with computational thinking through coding and robotics.	St. Anthony's had two teachers participate in CTR's coding pilot.
EXISTING STRATEGIES	IMPACT
Teachers will work with CTR divisional teams in efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers. (Kindergarten – Grade 6, Phys Ed, Junior/Senior English,	CTR's targeted workshops and collaborative training have strengthened divisional leads' leadership and instructional skills, enabling them to create impactful resources and strategies for student learning. Each lead

Drama, Art, Math, Construction, Band, Biology, and Counsellors.	also facilitated a professional development day focused on high-yield practices, driving meaningful shifts in classroom teaching.
All elementary homerooms and secondary English Language Arts' classrooms are equipped with Classroom Libraries .	Classroom Libraries across grades have enriched daily student access to diverse books, sparking a love for reading, supporting literacy growth, and nurturing lifelong reading habits.
Over 100 students in Grades 3 to Grade 10 participate in Junior Achievement programs throughout the year.	Students in grades 3, 4, 8, and 10 participated in Junior Achievement programs last year. These programs link education and the business world, giving youth experience in financial literacy, work readiness, and entrepreneurship.
Admin support the operation of school-based teams in their efforts to meet team goals designed to impact student learning.	Admin support the alignment and development of teams through Ed Council and guide efforts to measure these goals.
LA teachers who have not already received professional development in Readers' and Writers' Workshop will participate in an additional cohort and receive follow-up classroom visits to support implementation.	Three staff attended CTR's 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.
Elementary teachers will have access to multiple webinars focused on the purpose, application, and implementation of Mathology resources in alignment with Alberta curriculum.	Webinar opportunities are shared with staff to support implementation of new math curriculum.

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 acceptable standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 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 2022-23 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 excellence standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 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 2022-23 at St. Anthony's.

DIPLOMA ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 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 2022-23 at St. Anthony's.

DIPLOMA EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 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 2022-23 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.								
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target	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 2022-23 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
Professional Development and Resources (K to 6) Teachers will prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed. Prior to new curriculum implementation, elementary teachers will receive support documents for each of the elementary curriculums. First Nations, Métis, and Inuit content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.	100 % of curriculum support documents include First Nations, Métis, and Inuit content and resources
Many and One Committee Teachers will receive direction and resources to execute a plan from CTR's Many and One Committee that is focused on identifying and designing initiatives that combat racism and discrimination, while also fostering inclusion. The committee will specifically design initiatives that are focused on indigenous students and issues.	100 % of teachers believe parents, teachers, and students at the school seek to end racism.
EXISTING STRATEGIES	IMPACT
St. Anthony's School is represented by a First Nations, Métis, and Inuit Lead Teacher responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness	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

and action related to First Nations, Métis, and Inuit perspectives.	meaningfully with First Nations, Métis and Inuit history, perspectives, and reconciliation efforts.
<u>Foundational Knowledge Professional Development</u> is available for all STA staff to access through webinars, First Nations, Metis, 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.
We will continue to explore new ways to incorporate the tepee in our library to support students in building their foundational knowledge.	The tepee in our library is a visual reminder to our school community of our continuous journey toward reconciliation. It is used by students across all grades for quiet readings, peer interaction, and teaching opportunities.
Annually, the grade 4 classes visit Blackfoot Crossing and we deliver the Blanket Exercise for students in grade 8.	Due to the increased cost of visiting Blackfoot Crossing, the grade 4's did not attend this field trip. Both grade 8 classes participated in the Blanket Exercise.
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.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	94.9	94.5	90.6	93.3	93.2	95

Comment on Results:

St. Anthony's achieved strong results in this measure, maintaining an excellent rating. We exceeded the provincial average for all three stakeholder groups—students, parents, and teachers. Our CLC model reinforces our dedication to quality education and continuous improvement. The hard work of our staff in addressing diverse student learning needs is evident in this result, which is appreciated by both students and parents. The efforts of our student services department, through targeted intervention programs and attention to instructional support plans, also play a crucial role in this success. Additionally, CTR practices such as Enhanced Supervision and Teacher Supervision, Growth, and Evaluation help uphold our commitment to high standards and continuous improvement.

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.

NEW STRATEGIES	IMPACT
Aspiring Leaders Program All teachers will have the opportunity to participate in CTR's virtual Aspiring Leaders sessions that focus on the links between the TQS and the LQS. Sessions will feature stories, problems of practice and leadership qualities, from current divisional administrators.	92% of Teachers believe they are given opportunities to develop leadership capacity.
Teacher Supervision, Evaluation, and Growth (TSEG) St. Anthony's will use CTR's infographic to make a presentation to school council, then send the infographic to all parents as part of our normal monthly newsletter circulation.	96% of Teachers and Parents are satisfied with CTR's Teacher Supervision, Growth, and Evaluation process.
Staff Wellness Initiative Vice Principals will participate in professional development sessions on staff health and well-being hosted by CTR Human Resources Department. In turn, they will facilitate interactive sessions with St. Anthony's staff with the same focus. The administration will demonstrate a commitment to staff health and wellness by incorporating The 13 Factors for Psychological Health and Safety in the Workplace as part of leadership decisions	84% Teachers are satisfied with the school and school division's leaders' commitment to improving their personal wellness.
EXISTING STRATEGIES	IMPACT
The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the	The alignment of the Leadership Quality Standard (LQS) and Teacher Quality Standard (TQS) with St. Anthony's existing strategies strengthens a unified vision of

Teacher Supervision, Growth and Evaluation as well as the Principal Supervision, Growth and Evaluation .	leadership and teaching. Referencing the TQS and LQS indicators in professional development opportunities and embedding them within structured supervision cycles, further supports clear expectations and continuous growth, reinforcing St. Anthony's commitment to nurturing high-quality teaching and learning.
On a four-year cycle, each teacher with a continuous contract participates in <i>Enhanced Supervision</i> with their vice-principal or principal.	
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.	
Administration will explicitly reference agenda items and topics in Ed Council meetings to the Leadership Quality Standard .	

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.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	97	91.2	96.7	91.5	97

Comment on Results:

Although our overall result in this measure saw a decline, we remain 7.5% above the provincial average. We continued to achieve high satisfaction rates among parents, students, and teachers. Our students reported an 88% satisfaction rate, which is 12.8% higher than the provincial average of 75.2%.

Through our Champion Program, we strive to ensure that every student at STA is connected to a trusted adult. We take all reports of bullying seriously and address them promptly. Staggered recesses and strong supervision practices help maintain safety during unstructured times of the day. Monthly assemblies for K-3 students celebrate individual achievements throughout the year.

Classroom routines, such as morning circles and daily prayer intentions, foster a sense of community. Simple gestures, like greeting students as they enter the classroom, are embedded in our school culture.

We are dedicated to creating a safe and caring environment for all our students, and these practices are just a few examples of our ongoing efforts. High parent and student satisfaction in this area is a priority for us at St. Anthony's, and we will continue to work towards our target of 97%.

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.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	88.9	87.7	90.3	87.3	92

Comment on Results:

St. Anthony's has surpassed the provincial average of 79.9% in this category, with parents, students, and teachers all reporting higher satisfaction rates than their counterparts across Alberta. We have targeted initiatives at the elementary level, such as Early Reading Intervention and numeracy/literacy support. Our EAs are trained in ARC (Attachment, Regulation, and Competency), which is utilized in elementary grades, and students from K-12 have access to sensory breaks. Additionally, our FSLW maintains a full caseload, offering invaluable social and emotional wellness support to students from kindergarten through grade 12. Staff with specialized training provide intensive care for our diabetic students, a service that has contributed to new enrollments.

While we observed a slight decrease in this year's results compared to last year, a deeper analysis revealed that only about two-thirds of students in grades 7 and 10 felt they could get help for non-academic issues. A similar trend was noted in parent responses for those grades. This could be indicative of the growing concerns about student mental health. Due to stigma, students and parents are sometimes hesitant to engage with the FSLW or seek external assistance. While our staff provide significant support for students' social wellbeing, there are limitations to what we can offer, as some needs extend beyond our scope.

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
<u>Universal Mental Health Supports</u> Universal mental health continues to be a focus at St. Anthony's and teachers will continue to build upon the mental health strategies they have previously implemented.	100% of Teachers believe teachers, administrators, and support staff engage in actions that promote positive student mental health.
<u>#Relationships in a Digital Age</u> Through the <i>#Relationships in a Digital Age</i> 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 staffs are modeling 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.	88% of Teachers believe that teachers and administration at the school assist students in developing healthy habits with cell phones and computers.
Many and One Committee The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. We will implement a minimum of 5 initiatives from CTR's Many and One Committee at St. Anthony's.	100% of Teachers believe teachers, parents, and students at the school seek to end racism.
Intervention Programs Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. <u>Early Reading Intervention</u> (ERI) and <u>Enhanced Reading</u> (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).	Students did not take the PAT tests in math and language arts in grade 6 this year due to new curriculum implementation. 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.
<u>Attachment, Regulation, and Competency (ARC) Educational Assistant's</u> We will continue to focus on developing the ARC model at St. Anthony's through professional learning opportunities for our school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students	88% of teachers believe school staff are supporting dysregulated learners.

EXISTING STRATEGIES	IMPACT
St. Anthony's continues to have access to services provided by our Family School Liaison Workers (FSLW) .	Our students report feeling 10% above the provincial average for safe and caring, and 14.4% above provincial average for access to support and services.
Elementary and some secondary school personnel have received training in the underlying principles and functional implementation of Zones of Regulation .	This approach is impactful for our staff by enabling them to address student needs more effectively and foster a positive, caring school culture.
School staff have engaged in training to understand ACES and the impact childhood trauma has on learning and the brain.	Through training on ACES and the effects of childhood trauma on learning and brain development, our staff are better equipped to provide compassionate and trauma-informed support to all students.
Multiple school staff members have been trained in the implementation of The MANDT System . Two divisional Coordinators are "Train the Trainers" for this program and can train individuals when needed.	Having multiple staff members trained in The MANDT System builds capacity and equips staff with the skills needed to promote a safe and respectful environment for everyone.
School staff have received training in the Crisis Cycle and how to de-escalate students in crisis.	Staff training in the Crisis Cycle and de-escalation techniques empowers our educators to respond calmly and effectively to students in crisis, fostering a safer and more supportive school environment.
Students in our school continue to access Sensory Rooms on both a scheduled and as-needed basis.	These rooms provide students with calming, therapeutic spaces to regulate emotions and sensory needs, promoting focus and readiness to learn.
School staff continue to engage in professional learning around Trauma Informed Practices and the impact of implementation on students and learning.	Ongoing professional learning on Trauma-Informed Practices equips our staff to create nurturing and responsive classrooms, enhancing student well-being and positively impacting their ability to engage and learn.
All Kindergarten students are invited to participate in Screening and Early Intervention , if identified during the screening process.	Early intervention ensures that students receive timely support tailored to their developmental needs, laying a strong foundation for future learning and success.
St. Anthony's has access to CTR's divisional Psychologist through the Request for Support process for Psychological Assessments for students.	Psychological assessments provide our school with critical insights to tailor educational strategies, enhancing student learning outcomes and well-being.
Our school continues to have access to specialized support services including Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports .	Specialized supports empower St. Anthony's to address diverse student needs comprehensively, fostering an inclusive and effective learning environment.
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.	Personalized plans ensure that students with Alberta Education Special Education Codes receive tailored support, maximizing their potential for success.
Our Learning Support team meets with the Student Services team for Case Conferences and Success in Schools for Youth In Care .	Such conferences ensure coordinated interventions that promote the academic and emotional well-being of all students.
Our school continues to support student wellbeing through a Nutrition Program . This program helps to support the school's overall Healthy Schools initiative.	Nutritional support is critical in our community where food scarcity may be a significant factor for families, or where long bus rides require a second breakfast upon arrival at school.

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.	Supporting students in understanding and managing their inner states, offering sensory activities that calm the nervous system and prepare them for focused, effective learning.
Our Career counselor is equipped to robustly understand and endorse the Registered Apprenticeship Program to students.	CTR's CAREERS School Engagement Coordinator along with Mrs. Currie, our Career Counselor, continue to support schools to promote RAP as a programming alternative for students seeking experience in the trades.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	92.7	82.9	79.5	86.8	88.5	90

Comment on Results:

We are proud to have maintained our overall excellent rating in this category and are pleased that the positive trend of improvement has continued. Our performance was 9% above the provincial average, with both parents and teachers reporting higher satisfaction compared to their provincial counterparts.

Our active school council, driven by dedicated parents, plays a crucial role in fostering engagement. Administration actively seeks feedback and input through school council meetings. We had record attendance at the parent-teacher interviews held in November and March. Enhanced Ward Committee meetings provided additional opportunities for engagement by involving more parents. With the increasing complexity of student needs, strong collaboration between the school and home has become essential. Parents' unique insights into their children are invaluable, and we prioritize involving them early and often as a best practice.

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
Superchats St. Anthony's teachers will participate in a World Café (called Superchat) with the four superintendents of CTR. This will provide staff an opportunity to speak about existing priorities and plans and provide feedback on needs arising in our school.	85% 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.
EXISTING STRATEGIES	IMPACT
The Four-Year Education Plan is presented annually to both the School Council and Ward Committee.	Both the Four-Year Education Plan overview and the AERR for our school are shared at Ward meetings. School Councils are provided with the opportunity for input and understanding of the Education Plan prior to and after its completion and are apprised of the results within the school's AERR document.
St. Anthony's teachers are consulted about Four-Year Education Plan strategies and priorities via school meetings.	Through CLC and staff one-on-one meetings, staff are consulted on the Four-Year Education Plan strategies and priorities for the school.
School leaders are consulted about the Four-Year Education Plan at education council meetings.	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.

School Council Chair or a representative from our School Council gathers two or three times per year at <i>Council of School Councils</i> Meetings.	Our School Council Chair and Vice Chair attended CTR's COSC meetings. These meetings are valuable opportunities for feedback and discussion with and among school council chairs. The superintendent team anticipates the value of these meetings by providing valuable information about the priorities of the division while posing topics for meaningful engagement. Participation with the trustees also allows for their reception of parent voice.
Administration continues to review feedback and implement ideas provided from our Community Influencers Engagement Session held in June of 2022.	The community influencers engagement session provided meaningful feedback that continues to guide the direction of our school priorities.
Each school council meeting a question is posed to elicit feedback from parents related to aspects of school life.	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.

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.						
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	94	92	89	92	92	93
Parents	96	81	81	94	100	
Students	91	92	86	90	85	
Teachers	100	100	100	96	92	

Comment on Results:

We have maintained our overall satisfaction rate of 92% in this category. Of note is our increase in parent satisfaction to 100%! Student satisfaction (85%) decreased by 5% from the previous year, which requires consideration of how-to better support student formation. CTR's focus on teacher faith formation is intended to impact student formation by ensuring deep and consistent knowledge of the Truth is known and shared by all.

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.						
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	98	97	96	96	96	97
Parents	100	100	100	100	100	
Students	95	94	97	93	87	
Teachers	100	100	96	100	100	

Comment on Results:

The overall satisfaction for parents, teachers, and students was very high. Staff put effort into planning religious celebrations that are engaging and meaningful for students. It is reassuring to know parents are overwhelmingly satisfied with our religious celebrations.

Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.						
	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	97	92	95	95	96	97
Parents	96	81	94	94	100	
Students	98	96	92	91	89	
Teachers	100	96	100	100	100	

Comment on Results:

This is an encouraging result, with our overall satisfaction rate consistent with our two-year average. Notably, our parent satisfaction rate reached 100%, marking a 6% increase from last year. Although there was a slight decline in student satisfaction, results for

grades 4 and 7 were particularly strong at 97% and 98%, respectively. However, the satisfaction rate for grade 10 fell from 80% last year to 72%. We noticed similar results in another part of the survey, suggesting there may have been subtle discontent among some students within that class that staff did not detect. Admin intend to investigate this further to gather insights on how to make improvements in this area.

Despite this, we continue to embody our mission of being guided by the Holy Spirit and rooted in gospel-centered values. Striving for a high target percentage in this measure remains a priority for us.

Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.						
	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	94	89	93	92	95	96
Parents	100	76	100	100	100	
Students	86.5	92	83.5	83	84	
Teachers	100	96	96	93	100	

Comment on Results:

We saw a 3% increase in the overall satisfaction rate for this category. 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 believe that these lessons will leave a lasting impact. 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 satisfied with the relationship that exists between the local school and the local Catholic church?						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	90	94
Parents	N/A	N/A	N/A	N/A	82	
Students	N/A	N/A	N/A	N/A	93	
Teachers	N/A	N/A	N/A	N/A	96	

Comment on Results:

This is the first year for this measure. We noted a significant decrease in parent satisfaction in this measure compared to the previous four faith measures. As a school, we act as a bridge between our families and the local parish. We will consider engaging in discussions with our local parish to explore ways to strengthen the relationship as perceived by parents.

LOCAL MEASURES OF FAITH

NEW STRATEGIES	IMPACT
Community Faith Engagement The Director of Catholic Education will offer community engagement sessions for parents, based on the Three-Year Faith Plan. These sessions will serve to help families grow in their understanding of the faith and their knowledge of the faith formation happening in our schools	92% of parents, students, and teachers indicate they have grown as a Christian as a result of their involvement in Catholic Education. The Director of Catholic Education offered an engagement session for our parents. We had 8 parents attend and found value in the presentation.
Implementation of <u>Growing in Faith, Growing in Christ</u> <i>Growing in Faith, Growing in Christ</i> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. We	95% of parents, students, and teachers indicate they are satisfied with what is being learned in religion class. The kindergarten program and resources were rolled out this year, and teachers were very happy with the result.

implement in a new grade every year and teachers are provided in-servicing annually.	Both our Kindergarten teachers attended the in-service with the publisher and found it quite valuable.
Faith Formation Monthly Newsletter St. Anthony's School Faith leaders will promote the monthly faith newsletter by highlighting a featured article twice a month at staff meetings.	92% of staff indicate they have grown as a Christian as a result of their involvement in Catholic Education. We include formative reflections in school monthly newsletters. These reflections focus on significant religious events that month.
Celebration of School Patronage Our Faith leaders will work with the Director of Catholic Education to enhance our school's attention and focus on St. Anthony of Padua.	96% of parents, students, and staff are satisfied with the religious celebrations held at the school. Our annual celebration of St. Anthony's Feast Day has been re-invigorated with many traditions of the past being brought back. This initiative was driven by former students who are now part of our school community as parents.
EXISTING STRATEGIES	IMPACT
Our school devotes of our weekly Friday Catholic Learning Communities to Faith for staff.	We began each CLC with 10 minutes of faith formation. We devoted three full CLC's to faith.
Our school completed at least one Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and/or, when possible, Catholic Education Week (May).	Our school hosted adoration in May to coincide with Catholic Education Week. It has been noted to add a sense of calm and security to the school. Each school also has the opportunity to celebrate the sacrament of reconciliation during this time as well.
STA participates in an Annual Bishop's Luncheon designed to build relationships and advance church and school cooperation through this meeting of administrators, priests, trustees, and the Bishop.	Our Principal, Celeste Schrock, attended the Bishop's Luncheon along with both our parish priest, Fr. Lukas Drapel, and our School Trustee, Mr. Mark Chung. We discussed how to collaborate on the diocesan pastoral renewal and the opportunities that exist to enhance our collective commitment to Catholic Education.
Our school hosts liturgies and Masses held 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.	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.
Catholic Education Sunday (November) and Catholic Education Week (May) are celebrated by our Catholic parish, school, and families to recognize the good work of Catholic education in the Church's salvific mission.	School administrators speak at each Mass on Catholic Education Sunday. A number of faith activities take place in our classrooms during Catholic Education Week.
Our School Council will work collaboratively with GrACE CTR group. GrACE is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.	GrACE initiatives are shared at school council and ward meetings. They are also promoted on our school's social media platforms.
Our administrators participate in CTR annual Administrators' and Trustees' retreat, designed to enhance our spiritual formation and support them in their servant leadership.	The retreat was hosted at the FCJ Centre in Calgary. Spiritual formation activities were provided by Sr. Anne-Marie Walsh on spiritual direction and growth. Our admin team attended this retreat which has helped them in the formation of faith goals our school.

All St. Anthony's teachers participate in CTR annually Faith Days, a two-day event to offer faith formation for all teachers and administrators.	Overall satisfaction of the event was 82%, with the keynote speaker receiving a 93% satisfaction rate. Of note were featured alumni and clergy who provided thought-provoking sessions on beauty and its place in religion and education.
STA has two designated Faith Leader(s) who, under the supervision of the CTR's Director of Catholic Education, plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.	St. Anthony's had one Faith Lead Teacher for the school year. Faith lead teachers meet three times a year for formation and planning of religious activities in our schools. Faith lead teachers have played an important role in the delivery of faith formation for staff in our Faith Formation CLCs. Their work is regularly seen in the liturgical and seasonal celebrations of faith in our schools.
Living Faith – Daily Devotional will continue to be used in each class to lead students in a personal reflection on the daily gospel.	This resource is used daily in classrooms to engage students in reflecting on the readings of the day. This resource is also used for daily morning staff prayer.

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**.