

2025-2029 **FOUR-YEAR
EDUCATION
PLAN** *Year Two*



SCHOOL: 0391 ST. MARY'S SCHOOL

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2025-2029



CATHOLIC FAITH

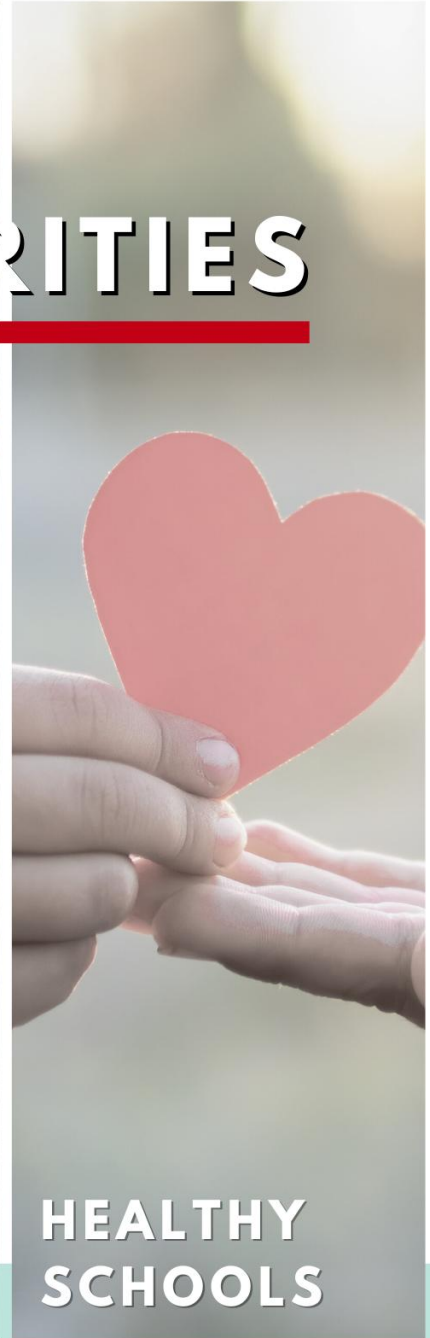
CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



OUR PRIORITIES

ACADEMIC EXCELLENCE

CTR schools have high academic results, outperforming the province on all assurance measures. We continually strive to further improve student learning experiences within our classrooms.



HEALTHY SCHOOLS

CTR nurtures Healthy Schools that support our students' intellectual, mental, social, emotional, spiritual, and physical wellbeing. In CTR, everyone is treated with love and respect.

DIVISIONAL PRIORITIES

CATHOLIC FAITH

At St. Mary's School, faith is woven into every aspect of school life and serves as the foundation of our community. St. Mary's School will follow the division's new three-year faith theme of Synodality: Communion, Participation, and Mission. Together, these themes reinforce a coherent approach to faith formation—journeying together, discerning together, and being sent forth—ensuring that our schools continue to form missionary disciples and serve as vibrant communities of faith, encounter, and witness. Rooted in the Church's call to journey together, this framework reflects a deepening of our Catholic identity and aligns closely with the diocesan renewal. This first year will focus on communion, emphasizing belonging, unity, and shared identity in Christ within our school communities.

HEALTHY SCHOOLS

At St. Mary's School, our lived faith is the foundation of how we care for and support every member of our school community. We believe a healthy school is one where every heart is seen, supported, and strengthened. Grounded in our Catholic faith, we nurture the whole child—spiritually, emotionally, socially, intellectually, and physically—so that each student can grow into the fullness of who God created them to be. With the guiding message **“You are loved, you belong,”** we strive to ensure every student feels safe, valued, and connected. Through intentional support and services, responsive interventions, and a commitment to wellness, dignity, and respect, we strive to leave not one heart behind.

ACADEMIC EXCELLENCE

At St. Mary's School, we are committed to building a loving, caring environment where both students and staff feel safe to take risks, make mistakes, and grow in their understanding of themselves as learners. Our approach to continuous improvement is grounded in faith, professional collaboration, and a shared responsibility for student success. Every Friday, teachers engage in Catholic Learning Communities (CLCs), where they explore student data, identify learning needs, and implement high-impact instructional strategies. These CLCs are guided by key questions: What do we want our students to learn? How will we help them learn it? What evidence shows they've grown? Together, teachers reflect on their practice, celebrate progress, and adjust instructions to meet students where they are. This intentional, reflective work fosters a culture of excellence, curiosity, and compassionate support, ensuring that all students are empowered to reach their God-given potential.

COMMITMENT TO ENGAGEMENT

At St. Mary's School, our planning is rooted in collaboration and a shared commitment to student success. We actively engage staff, students, and parents in shaping the direction of our school through meaningful conversations, surveys, and feedback opportunities. Working closely with our School Council, Ed Council, and student body, we ensure that the voices of our community help guide strategic decisions and learning priorities. Our goal is to create learning environments where students know themselves as learners, build confidence, and thrive through creative, engaging lessons grounded in solid, research-based strategies. The development of our Four-Year Education Plan reflects this collaborative spirit, as well as our dedication to continuous improvement and faith-filled growth for all.

LOCAL DOMAIN: CATHOLIC FAITH	
OUTCOMES	
Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of St. Mary's School (STM).
Medium Term:	Perspective holders believe that STM continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that STM has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
% of students in Grade 5 achieving an Acceptable Standard on assessment.	96%	97%
% of students in Grade 5 achieving an Excellence Standard on assessment.	57%	58%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	94%	95%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	88%	90%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	97%	98%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	96%	97%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	97%	98%
% of parents, students, and teachers who satisfied with the relationship that exists between the local school and the local parish?	95%	96%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	St. Mary's School Administrators and Faith Lead will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities. Additional faith formation professional development comes from other faith opportunities, such as faith days and/or retreats or professional resources shared with teachers.
Faith Permeation	St. Mary's Staff will utilize divisional professional learning and support provided for faith permeation into additional subject areas, as well as support for resource discernment.
Implementation of New Religious Education Resources	St. Mary's teachers will be onboarded with the new <i>Blessed and Beloved</i> family life resources starting with grade 1 in 2026. Additional grades to follow in subsequent years.
Bishop's Assurance Review	We will participate in the Bishop's Assurance Review as part of the program review process. This comprehensive division- and school-based examination of Catholic permeation and accountability will generate meaningful feedback at both the system and school levels, while also contributing to the provincial emphasis on collaborative mission between dioceses and Catholic school divisions in Catholic education.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Many and One School Implementation	St. Mary's will continue to implement plans to support our Catholic Social Teachings. Connections to Catholic Social Teachings will be made in announcements, lessons, newsletters, assemblies and service projects.
Sharing of Faith Formation with Broader Community	St. Mary's fosters home-parish-school partnerships by inviting families to participate in assemblies, liturgies, Mass, Adoration, and school events that promote learning about our Catholic Faith and Catholic Social Teachings alongside their children. Families stay connected through newsletters and social media, which regularly highlight faith-based learning and formation opportunities. Our parish and parish priest provide ongoing spiritual support for students and staff, while the Director of Catholic Education shares formation content for inclusion in newsletters, Catholic Learning Communities (CLCs), and broader school communications. St. Mary's also promotes parish events, such as the living Nativity and retreats to support formation and collective witness.
Divisional Religious Education Assessments	The administration of the annual standardized assessment in Grade 5 takes place and staff review data and support refinement of standardized assessments.
Establishment and Use of Sacred Spaces in Schools	St. Mary's uses the chapel in our gym for liturgies. Staff prayer, some Marian Feast Day activities, and Faith CLC activities take place in our sacred space. Teachers are encouraged to utilize our sacred space for lessons.
Faith Days	Teachers and administrators at St. Mary's will attend Faith Days, a two-day event hosted by the division focusing on faith formation.
Faith Leaders	St. Mary's Faith Lead will work collaboratively with school administration and the Director of Catholic Education to align our school's faith plan with the Division's faith plan, supporting faith formation through religious events, faith-based learning, permeation of faith across the curriculum, and related initiatives.
Activities Related to Authentic Catholic Education	<p>St. Mary's administration will share opportunities to participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities may include:</p> <ul style="list-style-type: none"> ● Student and staff faith retreats ● Eucharistic adoration ● Bishop's Luncheon with priests, board of trustees, senior administration, and principals ● Masses and liturgies corresponding to the liturgical calendar ● Catholic Education Sunday and Catholic Education Week celebrations ● Access to GrACE Newsletter

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school 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 mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grade 6 who achieved the acceptable standard on the test.	n/a	86%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grade 6 who achieved the standard of excellence on the test.	n/a	31%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	92.4%	93%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	91.6%	92%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	89%	90%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	DESCRIPTION
Assessment for Mastery	As an extension of our Catholic faith, we will pursue exploration of assessment practices which allow students to achieve their academic potential. Under the guidance of the division, St. Mary's will work to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.
Expanded Literacy and Numeracy Screening	St. Mary's will support the expansion of literacy and numeracy screening and targeted interventions into Grades 4 and 5, aligning with upcoming provincial screening expectations beginning in 2026–27.
Digital Expansion of Provincial Assessments	St. Mary's will prepare for the full implementation of digital provincial assessments, including digital PATs. Teachers and students will be encouraged to use digital practice tests and field tests within the provincial digital assessment platform to build familiarity with the format, tools, and question types, helping ensure successful administration and increased student readiness for provincial

	assessments. Our teachers will continue to receive onboarding through professional development and online support from the division's learning department.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
New Elementary Social Studies Curriculum Implementation	St. Mary's teachers will utilize the divisional support received for the new Grades 4-6 Social Studies curriculum implementation through professional development and Curriculum Support Documents.
Elementary Literacy	<p>Teachers at St. Mary's are supported with CTR's balanced literacy framework which blends the Science of Reading, Layers of Literacy, and an effective enhanced reading intervention structure with the engagement and authenticity of the Readers' and Writers' Workshop. This ensures students master foundational skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—while also developing identity, choice, engagement, stamina, and purpose as readers and writers. Additional literacy support may be shared through:</p> <ul style="list-style-type: none"> • Structured early reading interventions (ERI) in K–2 • Enhanced Reading and Precision Reading for Grades 3–12 • Opportunities for authentic reading, writing, conferring, and feedback
Elementary Numeracy	<p>Teachers in St. Mary's are supported by CTR's balanced mathematics model which emphasizes:</p> <ul style="list-style-type: none"> • Conceptual understanding (building meaning before memorization) • Foundational skills and fluency (accuracy, flexibility, deliberate practice) • Problem solving and reasoning (multi-step thinking, perseverance, communication). <p>This approach builds number sense and confidence to apply mathematics flexibly across contexts.</p>
Elementary Teacher Professional Learning	Our teachers are supported through targeted professional learning focused on curriculum implementation, PAT preparation in new curriculum areas, and assessment for mastery practices. The three key priorities identified were: strengthening balanced numeracy to address student learning gaps and improve PAT outcomes, tightening K–2 literacy foundations to reduce the number of students behind by Grade 3, and supporting fluency, vocabulary development, and implementation of the new K–6 curriculum. Teachers will utilize resources provided by the division including practical toolkits—ready-to-use agendas, slides, and instructional routines—to support learning.
Divisional Teams	St. Mary's teachers will be supported by CTR lead teachers who will work to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning.
Catholic Learning Communities (CLCs)	Each Friday, St. Mary's teachers engage in Catholic Learning Communities (CLCs) to enhance student learning through evidence-based instructional strategies. CLC teams focus on three key questions: 1) What do we want our students to learn? 2) How will we ensure they learn it? 3) What evidence demonstrates improvement in student learning as a result of our focus? These collaborative learning cycles are grounded in research, guided implementation, and ongoing reflection.
Readers' and Writers' Workshop	St. Mary's teachers will use Readers' and Writers' Workshop to strengthen literacy instruction and will review how Workshop supports Tier 1 and 2 interventions by building fluency, engagement, stamina, and the application of reading and writing strategies. Teachers new to the model will participate in divisional PD and receive follow-up classroom visits to support implementation.

Mathematics Support	St. Mary's will provide support to teachers at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, Mathology resources, and number sense routines. Team teaching and modelling will also support building capacity in mathematical instruction.
Artificial Intelligence	Teachers are utilizing Google Gems and Gemini as supported by the division to enhance instruction and deepen student learning.
Coding	St. Mary's teachers will build understanding of curriculum outcomes related to coding and participate in professional development to allow students to engage with computational thinking through coding and robotics.

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

OUTCOMES

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

MEASURES	2024-2025 RESULT	2026-2027 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	50%
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%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	85%

ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of Rupertsland Institute Partnership Resources	St. Mary's will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. Opportunities to have Rupertsland host an event at the school with Knowledge Keepers and Elders will also be considered.
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	St. Mary's teachers will be supported by Curriculum Support Documents prepared by the division for the new social studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Foundational Knowledge Professional Development	St. Mary's staff will grow their knowledge and understanding of Foundational Knowledge through professional development at administrators' meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students with an emphasis on individual students.
School Representative	St. Mary's has 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.

Success of First Nation, Métis and Inuit Students	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.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

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	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	96.2%	97%
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.	88%	89%

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
Retention Efforts	At St. Mary's employee retention has been prioritized in order to reduce teacher vacancies through efforts such as: mentorship programs, attention to teacher schedules and supervision, administrative support for teaching assignments (team teaching with coverage provided), ongoing professional development and supports, workplace wellness, aligning school level goals with divisional goals to streamline workload and create common vision, #CTR Unplugs, One on Ones to enhance communication, faith formation, building culture, providing opportunities to gather socially, Administration providing class coverage for appointments, the eight Dimensions of Wellness, and the thirteen factors for addressing Mental Health in the Workplace.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	St. Mary's administration aligns Team Leader roles with the Teacher and Leadership Quality Standards, supporting the professional growth of teacher leaders through ongoing development opportunities. Our Ed Council team engages in collaborative learning focused on building leadership capacity, fostering a shared commitment to instructional excellence and school improvement. Our Ed Council continues to support our Administrative Team in advancing our vision and the school division's vision. Teachers who aspire to school-based administration or other leadership roles within the division can participate in Aspiring Leaders, a cohort-based program offered by the division.

<p>Staff Wellness Supports</p>	<p>St. Mary's staff will participate in professional development sessions on staff health and well-being. Our VP will attend professional development sessions conducted by CTR's Human Resources Department on staff health and well-being. Our VP will facilitate interactive sessions with our faculty and staff members. Our 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. Monthly newsletters prepared by the division, highlighting the internal and external supports available are also shared with staff.</p>
<p>Leadership Support, Mentorship, and Networking</p>	<p>St. Mary's administrators will continue to participate in leadership matchmaking sessions incorporated into monthly administrators' meetings. Any new administrators will also attend regular mentorship sessions hosted by CTR senior administration with a focus on the Leadership Quality Standard.</p>
<p>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</p>	<p>St. Mary's Administration, in conjunction with Senior Administration, will 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.</p>
<p>New Teacher Orientation</p>	<p>New teachers will attend New Teacher Orientation Sessions. Sessions will align with CTR's focus on continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation. St. Mary's supports new teachers by aligning school-based onboarding and mentorship with the Division's focus on continuous improvement. New staff are provided with professional development opportunities on various items, including assessment, differentiation, and student regulation, ensuring a strong foundation in effective instructional practice and classroom management.</p>

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	STM will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional support as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
Medium Term:	STM will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional support as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
Short Term:	STM will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional support as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	95.7%	96%
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.	87.4%	88%

- 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
Data Collection and Referral Processes	<p>St. Mary's school will be supported by a Complexity Team in response to increasing student complexity through coordinated expertise, consultation and continued resourcing.</p> <p>Division-level data collection and referral processes will be defined and implemented to ensure structures and supports are cohesive and equitable across all CTR schools.</p> <p>St. Mary's learning team uses divisional data, along with school-based data and referral processes, to guide and support student learning.</p>
English as an Additional Language Professional Development	A Multilingual Guide outlines the intake process, assessment practices, coding, and record-keeping procedures for multilingual learners. This document will be implemented through PD and used by teachers to provide clear best practices that ensure consistent identification and support.

Implementation of Continuum of Supports and Student Services	<p>Continued refinement and support will be provided to St. Mary's school to:</p> <ul style="list-style-type: none"> ● Implement CTR's Framework for Inclusive Education ● Implement an administrative procedure outlining structures, processes, and access to resources ● Provide professional development for teachers and educational assistants, and targeted professional development for Learning Support and English as an Additional Language (EAL) teachers, as well as Family School Liaison and Connections workers. This will equip staff with tools to better meet the needs of all learners ● Implement a toolkit to support schools in their work with complex needs students, including universal, targeted, and individual supports ● Support school-based processes that include student intervention meetings, communication between classroom, learning support, EAL, FSLW/Connections workers, pathways for information and communication prior to and after meetings, and a representation of each school's continuum of support and services ● Review division level processes and data and ensure data kept and shared between the schools and division are consistent (e.g. wait lists, caseloads)
Community Supports	<p>We will work with community partners to create services for early learners and families within our school settings, including before and after school care, and pre-kindergarten services.</p>

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Data Collection and Referral Processes	<p>St. Mary's Learning team uses divisional data, along with school-based data and referral processes, to guide and support student learning.</p>
#Relationships in a Digital Age	<p>The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. St. Mary's teachers are implementing the updated lessons, which reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.</p> <p>To support parent engagement on #Relationships in a Digital Age, St. Mary's administration will share with their parent body, Unplugged Canada, a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.</p>
SIVA Training	<p>Staff who work with students who display challenging behaviours and complex needs will be trained in <i>Supporting Individuals through Valued Attachments (SIVA)</i>. This training program replaces MANDT use in CTR, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.</p>
Accessing Community Resources	<p>St. Mary's works to establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.</p>
Crisis Response Focus	<p>St. Mary's School is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.</p>

Family School Liaison Workers (FSLWs) and Connections Workers	Access to services provided by FSLWs and Connections Workers is in place at St. Mary's School.
Universal Mental Health Supports	Universal mental health continues to be a focus and St. Mary's teachers will be supported to build upon the mental health strategies they have previously implemented. St. Mary's will continue to use the universal supports toolkit, created by the division, to increase understanding of universal learning, mental health, and regulation support for all students.
Sensory Rooms	St. Mary's has several sensory spaces, in addition to a sensory room, providing many students the opportunity to regulate in a variety of settings. Students access sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches.
Screening and Early Intervention	St. Mary's kindergarten students are invited to participate in a screening and early intervention process , this initiative aims to identify students who may benefit from early support services, particularly in the areas of occupational therapy and speech-language development. Students identified through this screening will be considered for early intervention programs designed to enhance their academic readiness and overall developmental progress.
Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence	St. Mary's continues to have access to specialized support services , including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports from Student Services.
Behavioral Supports and Professional Learning	St. Mary's will connect with Student Services for supports and services for students needing targeted support and for professional development, training, and support for teachers, administrators, and educational assistants.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE	
OUTCOMES	
Long Term:	Perspective holders view STM 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:	Engagement initiatives communicate STM's successes and seek input about areas to improve. The Board of Trustees and administration invest in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit CTR.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.6%	88%

<ul style="list-style-type: none"> ▪ 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. 	
STRATEGIES	DESCRIPTION
Telling Our Stories	St. Mary's will continue to encourage staff and families to focus on Telling Our Stories to celebrate our community.
Ward Meetings	We will participate in ward meetings with staff, students, and parents and represent our school during engagement sessions with Trustees, Superintendents, Principals, and Parish Priests.
School Council Meetings	Our School Council will develop an increased focus on supporting the parent community through building connections with families and providing meaningful opportunities for dialogue, learning, and feedback.
Superchats	St. Mary's staff will attend an engagement with the Superintendents (called Superchats), joined by the local trustee. At these conversations, 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.
Four-Year Education Plan Input	St. Mary's administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan, with input requested annually to refine goals and strategies.
Joint Use Agreements	St. Mary's School works to support community activities and events through the established joint use agreement. This partnership allows for collaborative use of school and community spaces, fostering stronger relationships and enriching opportunities for students, families, and community members alike.
Council of School Councils Meetings	St. Mary's School Council Chair or an alternative representative will attend <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 and other emergent areas requiring parental feedback.

Provincial Partnership Collaboration	St. Mary's School supports and contributes to the broader mission of Catholic education through Grateful Advocates for Catholic Education (GrACE) to promote and protect Catholic education. Staff are encouraged to remain connected to system-wide priorities through participation in professional committees, councils and networks, such as ATA Specialist Councils.
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This Plan has been posted on our school website and can be found on the homepage by clicking on the banner titled "Education Plan + Results".