

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



SCHOOL: 0391 ST. MARY'S SCHOOL

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2025-2029



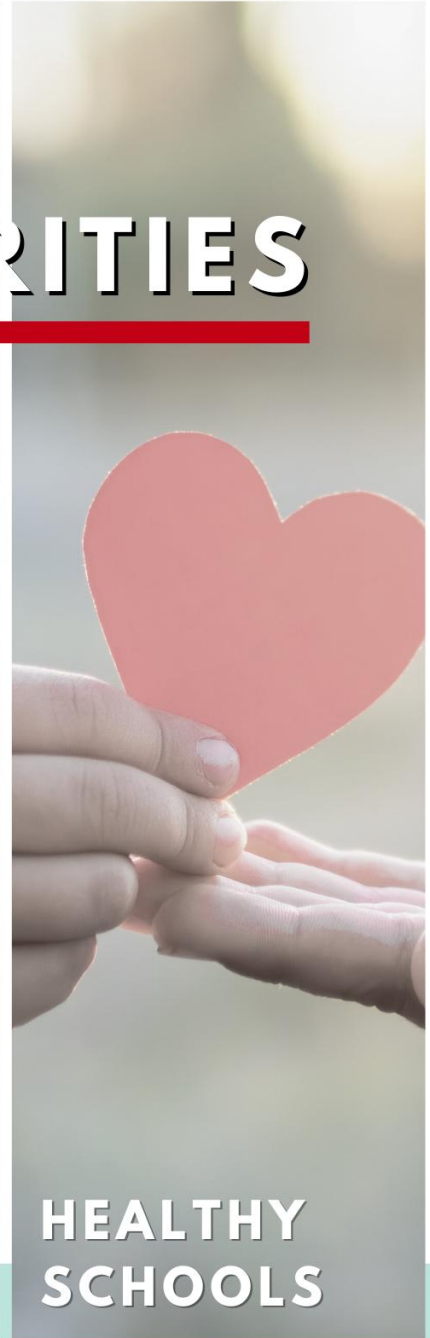
CATHOLIC FAITH

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.



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, our Catholic faith is the heart of everything we do. As we journey through the final year of the Division's three-year theme, Faith Seeking Understanding, we embrace the call to deepen our encounter with Christ, grow in formation, and live as authentic witnesses in our daily lives. Guided by the example of our Patroness, Mary—whose faithful “yes” inspires us to follow God's will with courage and humility—we strive to shape a school community rooted in love, service, and truth. The Catholic Social Teachings form the foundation of how we educate, care for one another, and engage with the world. These teachings are not only studied but lived out through acts of kindness, social justice, and stewardship. Faith formation and faith permeation are embedded across all subject areas and school experiences. We are called to be witnesses, reflecting Christ's presence in our classrooms, our community, and beyond.

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	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 5, 8 and 11 achieving an Acceptable Standard on assessment.	92%	93%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	39%	40%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	97%	98%
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	94%	95%
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	99%	99.5%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	St. Mary's School Faith Leads, in conjunction with Administration will share faith formation resources created by our division, during our Catholic Learning Communities (CLCs) sessions. Additional faith formation professional development comes from other faith opportunities, such as faith days, movie nights, participation in parish retreats, and book studies.
Many and One School Implementation	St. Mary's will continue to implement plans to address racism and discrimination through Catholic Social Teachings, supported by ongoing development of instructional resources. Through enhanced opportunities for student voice, we can ensure we are connecting theory with practice at a developmentally appropriate level. Reflections following service projects, showcasing connections to Catholic Social Teachings in newsletters, assemblies, parish communications, and Student-led booths at the <i>Many and One</i> multicultural celebration are a few ideas we have.

Youth Faith Retreats	St. Mary's Ed Council and staff will work to develop our first student faith days. We will incorporate sessions led by teachers, parents, and community members. Additional faith retreat opportunities will also be pursued.
Faith Permeation	Faith permeation across subject areas, Catholic Social Teachings, and in our daily activities and actions will be nurtured through providing professional learning and resource support.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	St. Mary's fosters strong 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, hosts a Multicultural Night, and will introduce Student Faith Days—all of which engage parents and parish members in meaningful ways to deepen our collective witness to the Catholic faith.
Grade 5 Religious Education Assessments	The Grade 5 Teachers at St. Mary's School will be participating in CTR's divisional assessment data collection process.
Establishment and Use of Sacred Spaces in Schools	St. Mary's will ensure consistent use of the chapel within our gym for liturgies, strengthening students' connection to sacred space and deepening faith experiences within the school community. School administration in conjunction with Faith Leads will intentionally plan and schedule some Marian Feast Day activities and Faith CLC Activities in our sacred space. Teachers will also be encouraged to facilitate a lesson in the space every few months, fostering student connection to faith through meaningful use of this dedicated environment.
Faith Days	St. Mary's staff will engage in CTR's two-day Faith Days to deepen their own faith formation alongside trustees and administrators. Staff will be encouraged to present at these Faith Days sessions.
Faith Leaders	St. Mary's Faith Lead will work collaboratively with school administration 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, resource development, and other school-wide initiatives.
Activities Related to Authentic Catholic Education	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 include: • Student and staff faith retreats • Eucharistic adoration • Bishop's Luncheon with priests, board of trustees, senior administration, and principals • Masses and liturgies in schools and as a division, corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated in October by local Catholic parishes, schools, families, and the division

	• Faith retreats are held annually for administrators and trustees • Participation in diocesan and provincial Catholic education meetings, such as the GrACE Summit or reading the GrACE Newsletter
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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	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	95.3%	96%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	41.7%	42%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	91.5%	93%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	89.7%	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
K-3 Social Studies Curriculum Implementation	St. Mary's will support K–3 Social Studies implementation by engaging teachers in targeted professional development, using Curriculum Support Documents, and fostering collaboration to ensure concept-based, inquiry-driven instruction rooted in Catholic values. Embedding curriculum exploration into professional learning communities and developing grade level resources will support student learning and engagement.
Assessment for Mastery	St. Mary's will deepen student learning by implementing the assessment practices that prioritize feedback, reflection, and re-learning. Rooted in our Catholic faith, we will support teachers in using strategies that honor diverse learning needs and contribute to the division's Assessment for Mastery Framework.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Elementary Literacy	St. Mary's is committed to fostering cohesion and developing best practices for literacy instruction and interventions within classrooms. St. Mary's will complete Provincial literacy screening, explore the data, and align teaching and support to address areas of need. Learning Support Leads will assist grade level teams in planning effective numeracy interventions.
Elementary Numeracy	St. Mary's is dedicated to enhancing the understanding of foundational number sense among both teachers and students. St. Mary's will complete Provincial numeracy screening, explore the data, and align teaching and support to address areas of need. Learning Support Leads will assist grade level teams in planning effective numeracy interventions.
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. Ed Council supports the development and facilitation of CLCs, and teachers are encouraged to share and present their learning with colleagues to build collective capacity.
Readers' and Writers' Workshop	St. Mary's will strengthen literacy instruction through staff participation in the "Workshop Reboot" with two CLC review sessions with the Director of Learning and then reflection on personal practice. We will look at 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 support through classroom coaching.
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 from Ed Council will support building capacity in mathematical instruction.
Coding	St. Mary's teachers will become competent with the curriculum outcomes related to coding and participate in professional development to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	St. Mary's will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.

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

OUTCOMES

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

MEASURES	2023-2024 RESULT	2025-2026 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	8.5%
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%

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

NEW STRATEGIES	DESCRIPTION
Implementation of Rupertsland Partnership Resources	St. Mary's School will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of STM.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	St. Mary's will continue implementation of CSDs for 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.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in St. Mary's with an emphasis on individual student needs.
School Representatives	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 professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all St. Mary's staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Regional Professional Development Consortium sessions,

	teacher's convention sessions, partnership with Rupertsland, cultural awareness events, and resources available through CTR's Intranet.
<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 at St. Mary's School.

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	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	94.7%	95%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	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, 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.
Staff Wellness Supports	St. Mary's staff will participate in professional development sessions on staff health and well-being. St. Mary's Administration and Leadership Team will work to incorporate <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.

Teacher Supervision, Growth and Evaluation and Enhanced Supervision	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.
New Teacher Orientation	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 related to assessment, differentiation, and student regulation, ensuring a strong foundation in effective instructional practice and classroom management.

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 supports 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 supports 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 supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	95.9%	96.5%
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.	87.3%	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	St. Mary's Learning team uses divisional data, along with school-based data and referral processes, to guide and support student learning.
Behavioral Supports and Professional Learning	St. Mary's will connect with Student Services for training and supports. Additional requests for services, such as observations, testing, and/or behavioural intervention will be made for students with complex needs.
Relaunch #Relationships in a Digital Age	The <i>#Relationships in a Digital Age</i> 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.
Universal Supports Toolkit Update	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 supports for all students.
Crisis Response Focus	St. Mary's will follow divisional direction to refine and implement crisis response protocols and ensure proactive and responsive measures are taken. St. Mary's

	appreciates the Student Services Admin Meeting training in this area, along with the resources provided, to help guide us with best practice at the school level.
Student Services Program Review Implementation	Following the 2024-2025 Board of Trustees' program review of Student Services, St. Mary's will follow divisional direction to implement changes to intervention programming. Our Learning Support Team will continue to offer student intervention meetings and attend professional development offered by Student Services. We have shared the five areas for reflection from the review with staff and our Learning Support Team will remain updated on best practices to support students.
SIVA Training	Staff who work with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). 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. St. Mary's staff have been trained in SIVA, and support EA's and teachers working with students, with best response practice for students.
Accessing Community Resources	St. Mary's proactively establishes connections and communications with community resources. St. Mary's FSLW, Learning Support, teachers and admin all work together to use community resources to best support students and families.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	St. Mary's highly values access to services provided by FSLWs and Connections Workers and works closely with this team to support students and families.
Universal Mental Health Supports	Universal mental health continues to be a focus for St. Mary's. The support strategies, along with having the FSLW in our building, help support staff and students needs, awareness and skill development in this area.
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 on regulation and how to utilize these spaces will support effective use.
Screening and Early Intervention	All St. Mary's Kindergarten students are invited to participate in screening and early intervention . Therapy recommendations identified are used by Kindergarten teachers to support the needs of students in their classrooms and to guide targeted support groups for students.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	St. Mary's continues to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. St. Mary's appreciates the specialized supports, which help guide and support both teachers and students, with best learning and support practices.
*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

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82%	84%

- 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 local and extended CTR Community.
Ward Meetings	St. Mary's Administration will support collaborative Ward meetings by encouraging staff, students, and parents to attend and represent our school during engagement sessions with Trustees, Superintendents, Principals, and Parish Priests in order to share school highlights, provide input, and strengthen our faith-based educational community.
School Council Meetings	St. Mary's School Council plays an essential role in fostering a strong partnership between home and school. Through regular meetings and open dialogue, parents provide valuable input into school initiatives, support faith and learning activities, and contribute to the ongoing development and review of the school's education plan. The School Council serves as a vital voice in enhancing student experiences and strengthening our Catholic school community.
Superchats	Each year, St. Mary's staff participate in a Superchat engagement session with Division Superintendents and the local Trustee. These sessions provide an opportunity for staff to hear about divisional priorities, share insights from the school level, and offer feedback on emerging needs. Staff contributions during these conversations help shape the direction of the Division's Four-Year Education Plan.
Four-Year Education Plan Input	St. Mary's administrative team actively involves teachers, school staff, parents, and students by providing meaningful opportunities for input into the goals and strategies of the school's Four-Year Education Plan. This is done through exploring our AERR results, engagement sessions, and open communication with our community.

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 gather two times per year at <i>Council of School Councils</i> Meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan and other emergent areas requiring parental feedback.
Provincial Partnership Collaboration	St. Mary's School supports and contributes to the broader mission of Catholic education by engaging with 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.

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".