

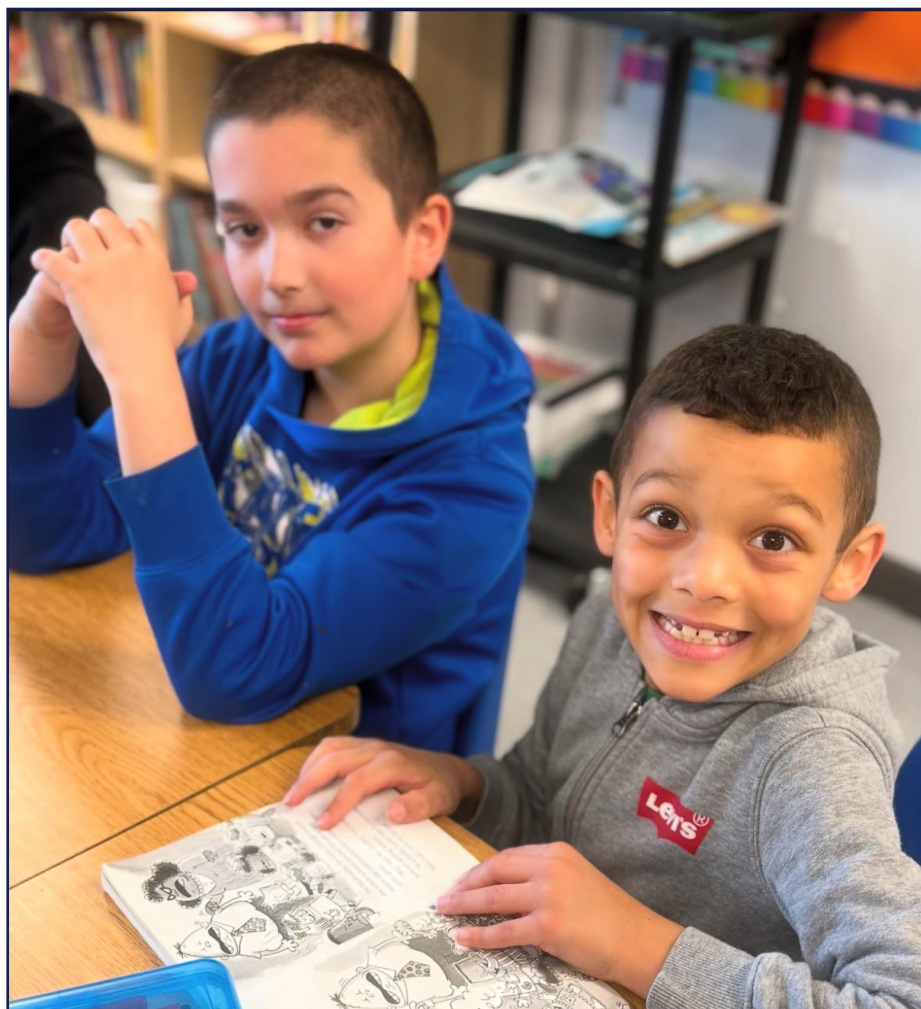


# Education Plan 2023-2027

[www.starcatholic.ab.ca](http://www.starcatholic.ab.ca)

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# LOCAL & SOCIETAL CONTEXT

## JURISDICTION PROFILE

St. Thomas Aquinas Roman (STAR) Catholic Separate School Division extends across a broad geographical area in central Alberta. The Division has a total of 12 schools in various grade configurations from Pre-K to Grade 12 in the communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka, and Wetaskiwin. The boundaries of STAR Catholic overlap with five different public school divisions. This overlap requires a significant degree of collaboration with our public partners in areas such as creation of school year calendars and coordination of student busing arrangements. The Division's central office is in the city of Leduc.

We are served by seven trustees and 486 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. Since last school year, our Division has seen a steady increase in enrollment, climbing from 4,866 students to 5,046 for 2024-2025, which is an increase of 3.7%.

Within the Division, 11% of our students self-identify as First Nation, Métis, or Inuit. That number increases to 26% and 14% at Sacred Heart School and St. Augustine School, respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

Given our evangelistic character and spirit, we are also delighted to welcome and serve a substantial number of students who are from non-Catholic backgrounds. Each school community is a unique entity unto itself, while a common divisional focus on faith, learning and Response to Intervention (RTI) pedagogical approach unites us across our diversity.

STAR Catholic school profiles are available for viewing on our website: [www.starcatholic.ab.ca](http://www.starcatholic.ab.ca)

# STAR CATHOLIC HISTORY

St. Thomas Aquinas Roman Catholic School Division was formed in 1995 with the amalgamation of Leduc RCSSD No.132, Wetaskiwin RCSD No. 15 and Ponoka RCSSD No. 95 to serve the communities of Leduc, Ponoka and Wetaskiwin. Good Shepherd No. 13, serving the community of Drayton Valley, would join with St. Thomas Aquinas in 1997. In 2005, Catholic education was established in Lacombe, followed by the establishment of Catholic education in Beaumont in 2010. STAR Catholic today serves approximately 4,687 students in 12 schools in Lacombe, Ponoka, Wetaskiwin, Drayton Valley, Leduc, and Beaumont. In March 2025, STAR Catholic was granted planning funding for a new Catholic high school in Beaumont.

## FOUNDATIONAL STATEMENTS

### Mission Statement

Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic schools!

### Vision Statement

Souls seeking Christ on a journey of faith, learning, and love.



get ready  
to have  
fun!





## ACCOUNTABILITY STATEMENT

The Education Plan for the four years commencing September 1, 2023 for St. Thomas Aquinas Roman Catholic Separate School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans.

The goals in this Education Plan are set for the next four years, but the strategies used to achieve these goals are flexible and may change over time. The Board is committed to implementing the strategies contained within the Education Plan to improve student learning, well-being, and results.

The Board approved the Education Plan for 2023-2027, with updated strategies, on May 19, 2025.

A handwritten signature in cursive script that reads "Donna Tugwood".

Donna Tugwood  
Board Chair



## Board Chair's Message Donna Tugwood

As Chair of the STAR Catholic Schools Board of Trustees, I am pleased to present this Education Plan not only as a testament to the successes of our Division in areas of academics, student well-being, parental involvement, and quality of education, but also as a symbol of growth and development.

We strive to provide our students and families with excellent, publicly-funded Catholic education in the safe, caring, and inclusive spaces they know and love. Amazing things happen daily within the walls of our schools, and we continue to share those good news stories widely with the communities we serve. The walls of our schools are filled with laughter, blessings, and the warmth of Christ.

As we continue improving and evolving to provide our students and families with the high standard of education they deserve, we eagerly anticipate the bright future ahead and know there are many great things yet in store for STAR Catholic School Division.

In His Name,

Donna Tugwood  
Board Chair



## Superintendent's Message Laurie Kardynal

In the pages of this Education Plan, you will see how STAR Catholic continues to grow and thrive through our unwavering commitment to Catholic identity, academic excellence, student well-being, parental engagement, and the overall quality of education.

These successes are only possible because of the faith-filled dedication of our staff, the curiosity and perseverance of our students, and the strong partnerships we hold with families, parishes, and communities.

Our students benefit from more than just strong academics and engaging extracurricular opportunities—they are immersed in a rich, faith-based environment that nurtures both heart and mind. Through meaningful connections with their school communities and parishes, they are encouraged to serve others and grow in their relationship with Christ.

We believe that this holistic approach, educating the whole person helps form compassionate, confident, and capable individuals ready to make a difference in our world.

As Superintendent of STAR Catholic Schools, I am proud to share this Education Plan and the inspiring work happening throughout our Division.

In His Name,  
Superintendent  
Laurie Kardynal



# Meet Our Trustees



## **Donna Tugwood**

Board Chair and Lacombe Trustee

Donna Tugwood is a wife to Earl Jackson, mother of five, stepmother of four, grandmother of 18, and great-grandmother to little Aziel. Donna attended Nova Scotia Teachers' College and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, she worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public, and Private schools. After retiring, she worked at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephen's Parish since 1994, serving on the Parish Council for six years - three years as Chair - and is Past President of St. Stephen's Catholic Women's League as well as Eucharistic Minister. She is honoured and proud to be serving her second term on the STAR Catholic Board of Trustees. She believes in keeping faith as the heart and soul of education and wants to ensure students have the knowledge, skills, and faith that will enable them to do well in life.



## **Dawn Miller**

Vice Chair and Leduc Trustee

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She currently serves as the Vice -Chair of the STAR Board and the Vice President of the Alberta Catholic School Trustees Association. She has had the honour of representing parents in Leduc over the last 14 years through school councils as an executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship-building with the greater community, and has always endeavoured to ensure the stakeholder's voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great-grandfather sat as a Catholic trustee. She is also a proud executive member of the St. Michael's Parish CWL. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.



## **Marilyn Burke**

Ponoka Trustee

Marilyn Burke has lived and worked in Ponoka for over 30 years. Together with her husband Bernard, they raised 3 sons who are now married with their own families. They are blessed with 8 lovely grandchildren. Marilyn is an active member of St. Augustine parish. She is also a CWL member and contributes to fundraising activities. She loves STAR Catholic School



## **Jolyne De Marco**

Leduc Trustee

Jolyne has proudly called Leduc home for over thirty years. Together with her husband, Paul, she enjoys raising their two children and actively participating in the local community. Throughout the years, Jolyne has dedicated her time to volunteering in schools, at St. Michael's parish, and with various community organizations. A lifelong learner, Jolyne returned to school to earn her Bachelor of Business Administration in Marketing from NAIT in August 2020. Her passion for travel has not only allowed her to explore the world but also to assist others through her travel advisor business. Jolyne feels both humbled and grateful to serve as a trustee for STAR Catholic and is eager to strengthen the faith community within our schools.

# Meet Our Trustees



## Michael Linner

Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is currently residing in Drayton Valley with his wife Laura. He is deeply passionate about seeing Catholic Education thrive in Alberta with Christ as the center.



## Henry Effen

Wetaskiwin Trustee

Henry Tetley Effen immigrated from Ghana in West Africa to Canada for new opportunities and beginnings in life. Before moving to Canada, Henry attended Catholic schools all through his primary and secondary education in Accra, the capital of Ghana. Henry and his wife, Carrie, and three children reside in Wetaskiwin. Henry and his family are members of Sacred Heart Parish in Wetaskiwin. Henry is an active volunteer at his church and community programs. Henry is a graduate of Social Work from Grant MacEwan University, a Registered Social Worker with Alberta College of Social Workers and a third term elected School Board Trustee with St. Thomas Aquinas Roman Catholic School Division. Henry is a member on the Board of Director of Catholic Social Service. Henry is passionate about social and primary education issues. When Henry is not working as a social worker or governing as a school trustee, Henry can be found helping others, coaching, or playing



## Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 28 years. Liz is honoured to be re-elected in her 2nd term as STAR Catholic Trustee. She has been employed by Covenant Health at the Grey Nuns Hospital for the past 30 years on a part-time basis. Liz has four daughters and 10 grandchildren, several of which attend Académie Saint-André Academy and École Mother d'Youville School. She enjoys gardening, walking, travelling, pontoon boating, and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and is the Parish Activities Coordinator. Serving in her second term, Liz believes quality Catholic education is very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.



# STAKEHOLDER ENGAGEMENT

STAR Catholic School Division is committed to engaging with a variety of community partners and stakeholders, including students, staff, parents and families, school councils, parishes, government officials, sister school boards, and community members.

The feedback we receive from stakeholder engagement is incorporated into this Four-Year Education Plan. This engagement included school councils as outlined in Section 12 of the School Council Regulation.

Over the past months, STAR Catholic School Division underwent an extensive stakeholder engagement process in order to refine and improve upon the Board of Trustees' key goals and priorities for 2023-2027. The updated goals and priorities will guide Trustees in their decision-making process over the next four years.

## **Our Engagement Process:**

- Parent Surveys
- Parishioner Survey
- Staff Surveys
- School Council Survey
- Student Consultations
- Division-Wide Community Consultation Day

## **Forms of Engagement:**

- Regular conversations between local Trustees and families, Division staff, parishioners, and other community members.
- Relationships and discussions between staff, students, and families
- Teacher/Board Advisory Committee (TBAC) meetings
- Public board meetings and input forums
- Division surveys
- School Council meetings
- Indigenous Education Summit
- Superintendent's Council Meetings
- Review of insights and implications from the Alberta Education Results Report with stakeholders



# DOMAIN 1:

## GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

**Outcome:** Staff are able to live, articulate, and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

**Background:** Staff in Catholic schools transmit and carry the Church's educational tradition and their formation in the area of faith is essential to the success of this mission. "For the Catholic educator, religious formation does not come to an end with the completion of basic education; it must be a part of and a complement to one's professional formation, and so be proportionate to adult faith, human culture, and the specific lay vocation."

Lay Catholics in Schools: Witnesses to Faith  
The Sacred Congregation For Catholic Schools

## MEASURES

### 1. Anecdotal List of PD Offerings Specific to Faith

### 2. STAR Catholic TEACHER/STAFF survey responses:

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)
- I am building capacity in my understanding of how to permeate faith into all school activities.

### 3. STAR Catholic ELEMENTARY survey responses:

- The adults in our school treat me with respect.
- We pray as a class or as a school every day.

### 4. STAR Catholic SECONDARY survey responses:

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

### 5. STAR Catholic PARENT survey responses:

- My child's school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.



# IMPLEMENTATION PLAN & STRATEGIES

## Year 3: Encounter God's Beauty

- 1. Continue to offer opportunities and resources to deepen staff understanding of central Church teachings in order to support Catholic culture and practices in schools.**
  - Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on scripture and revelation, Church traditions and teachings, recognizing God's revelation in beauty, faith and the arts etc.
  - Continue to promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass
  - Continue to support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development.
  - Support staff in helping students encounter faith through beauty- including in creation, caring for the natural world, sacred art, etc
- 2. Continue to deepen staff understanding of Holy Scripture and how to incorporate it into daily prayer practices.**
  - Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on various prayer forms centered on Holy Scripture (Lectio Divina, Ignatian Meditation, praying the Psalms, etc.)
  - Development of staff and student retreats centered on division faith theme and grade level RE topics/themes.
- 3. Enhance staff capacity in regards to curricular and non-curricular permeation of faith, especially in the areas of language arts and social studies.**
  - Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents)
  - Provide collaboration opportunities for secondary humanities teachers to create resources to support permeation of faith into specific subject classrooms.

## PROFESSIONAL LEARNING

### Year 3

- Reflection Day: How God reveals himself to us himself to us in the beauty of the natural world and in the beauty of human creations that glorify him; how we can learn to recognize God's revelations in the natural world and creation
- Faith Leadership Professional learning sessions (Administrator Meetings) focused on identified staff areas of need and faith theme (Holy Scripture, Church traditions and teachings, Catholic Social Teachings, Caring for our Common Home, Sacred Art etc.)
- ExCEL (Excellence in Catholic Education Leadership) Academy cohort #6 (2025-2027)
- School Based Staff Retreats (focus on scriptures, God's revelation in Scripture, Tradition, and in daily life, prayer, etc.)
- Sharing Purpose in Catholic Education (SPICE) retreat attendance support
- Continue and expand subject area permeation project with secondary teachers
- Grade level and subject specific presentations regarding human growth and development physical education and wellness outcomes (puberty, reproductive health etc. through a Catholic lens); provide updates on and resources for grade 7-9 pilot curricular outcomes

# DOMAIN 1:

## GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students understand what it means to live in a relationship with Jesus Christ.  
Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

**Background:** “The fundamental condition for being an effective Catholic educator is being in a relationship with Jesus Christ. If a teacher cannot witness to his or her relationship to Jesus in word and action, they simply cannot introduce others to Christ, which is the core mission of the Church.”

Growing Forward  
2014 Catholic Education Symposium

“Schools prepare students to relate the Catholic faith to their particular culture and to live that faith in practice.”

The Holy See’s Teaching on Catholic Schools  
Archbishop J. Michael Miller

## MEASURES

### 1. STAR Catholic TEACHER/STAFF survey responses:

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

### 2. STAR Catholic ELEMENTARY survey responses:

- I learn about faith and God at our school.
- Teachers and students speak about faith and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities at our school or parish.

### 3. STAR Catholic SECONDARY survey responses:

- I learn about faith and God at our school.
- Teachers and students speak about faith and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities at our school or parish.

### 4. STAR Catholic PARENT survey responses:

- My child has the opportunity to participate in religious celebrations and activities at the school or parish.

## IMPLEMENTATION PLAN & STRATEGIES

### Year 3: Encounter God’s Beauty

#### 1. Continue to ensure students have access to effective and engaging Religious Education

- Ensure fidelity to Administrative Procedure 201 requirements
- Continue to provide opportunities for staff to build capacity in meeting the curricular outcomes in Religious Education, including effective assessment
- Provide pre-supports for the implementation of grade 9 Growing in Faith, Growing in Christ resource in the 2026-2027 school year

#### 2. Continue to provide opportunities for students to be involved in the liturgical life of the school

- Create opportunities to invite and train students to help support school liturgical celebrations (e.g. altar servers, lectors, decoration committee, hosts for priest visits etc.)
- Provide learning opportunities for the whole school to learn about the various parts of the Mass and how to fully, actively and consciously participate
- Encourage students to lead and participate in the prayer life of the school
- Support the development of student faith-leadership teams

#### 3. Continue and enhance support for grade-level and whole school student retreats

- Ensure all students have the opportunity to participate in an annual retreat
- Best practice would connect grade-level retreats to the curricular themes of the religious education program and, if possible, the division theme
- Use STAR Catholic Best Practices for School-Based Retreats documents as a guide when planning retreats
- When possible, access support from Catholic retreat teams (FacetoFace, NET, etc.)



## PROFESSIONAL LEARNING

### Year 3

- Continue to support staff in effectively utilizing the Growing in Faith, Growing in Christ resources, as well as other grade level approved Religious Education resources and sharing of best practices regarding assessment in Religious Education
- Enhance and support best practices and resources regarding assessment in Religious Education
- Connect with parish to provide students with specific liturgical training (altar servers, lectors, etc.)
- Financial support for, as well as collaboration and planning opportunities for grade-level retreats
- Provide guides and resources for engaging in various forms of prayer for both staff and students
- Staff and student opportunities and resources for learning about the Holy Mass and improving liturgical celebrations with the school community



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

**Background:** When staff and students understand Catholic social teaching, they understand how all people have inherent dignity and thus the call for Catholics is to seek the common good for all, especially the poor and marginalized.

“The Catholic school aims to form in pupils those particular virtues that will enable them to live a new life in Christ and help them to play their part in serving society and the Church.”

The Holy See’s Teaching on Catholic Schools  
Archbishop J. Michael Miller

“What good is it, my brothers and sisters, if you say you have faith but do not have works?”

James 2:14

## MEASURES

1. **Anecdotal list of Division charity and social justice projects.**

2. **STAR Catholic TEACHER/STAFF survey responses:**

- The school helps those less fortunate through charity, good works, and social justice.

3. **STAR Catholic ELEMENTARY survey responses:**

- Our school organizes activities to help people who are in need, such as supporting a food bank or collecting clothes.

4. **STAR Catholic SECONDARY survey responses:**

- Our school organizes activities to help people who are in need, such as supporting a food bank or collecting clothes.

5. **STAR Catholic PARENT survey responses:**

- The school helps those less fortunate (ex. Charity, good works and social justice).



# IMPLEMENTATION PLAN & STRATEGIES

## STRATEGIES

### Year 3: Encounter God's Beauty

#### 1. Strengthen staff and student understanding of how Catholic Social Teachings (CST) should influence our decision making, especially in regards to school culture, societal injustices and inequalities.

- Support staff in learning about CST and how it impacts school culture, especially in decision making and addressing systemic issues (such as racism, bullying, etc).
- Continue to support staff in helping students make connections between CST and Jesus's command to "love one another".

#### 2. Continue to promote the use of the STAR Catholic Guide for Planning Charity and Social Justice Projects across all schools and grade-levels

- Continue to support the planning and implementation of charity and social justice projects.
- Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and CST
- Involve students in project planning whenever possible
- Connect with Catholic service organizations whenever possible
- Provide opportunities for staff and students to encounter the individuals they are serving through projects whenever possible

#### 3. Continue to support schools in planning for Charity and Social Justice projects, tied to the liturgical and school year.

- Provide opportunities for long-range planning and choice of projects
- Encourage whole-school and classroom based projects to ensure participation of as many staff and students as possible
- Strategically plan to maintain a balance between charity focused and social justice focused projects
- When possible, partner with local parish and/or Archdiocese to meet common needs/projects

## PROFESSIONAL LEARNING

### Year 2

- Development and sharing of resources on Catholic Social Teaching for staff and students
- Continued support and inserving on STAR Catholic Charity and Social Justice Project Planning Guide and Forms
- Connecting and collaborating with Catholic service agencies
- Continue to support use of reflection guides at various grade levels to encourage students to reflect on their learning through participation in projects



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Enhance home, school, and parish relationships.

**Outcome:** Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.

**Background:** Parents are the first and primary educators of their children. Schools, with parent consent and involvement, share the responsibility of education which is acknowledged through the Church principle of subsidiarity. The Church supports schools in the work of educating the whole person. The Bishop ensures Church doctrine is adhered to and that the culture of the school is reflective of the Catholic Worldview. By seeking, facilitating and strengthening partnerships and the relationship between parents, the parish and the school, the faith community is made whole.

## MEASURES

1. **List of School Masses/Celebrations and Connections to Catholic Organizations (e.g. Catholic Social Services, Development and Peace, etc.)**

2. **Summary of involvements between home, school, parish, and parish priests.**

3. **STAR Catholic TEACHER/STAFF survey responses:**

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

4. **STAR Catholic ELEMENTARY survey responses:**

- I have the opportunity to participate in religious celebrations and activities at our school or parish.

5. **STAR Catholic SECONDARY survey responses:**

- I have the opportunity to participate in religious celebrations and activities at our school or parish.

6. **STAR Catholic PARENT survey responses:**

- My child has the opportunity to participate in religious celebrations and activities at the school or parish.
- Faith is incorporated into school communications.
- I am invited to school faith events.



# IMPLEMENTATION PLAN & STRATEGIES

## Year 3: Encounter God's Beauty

### 1. Continue to build and enhance relationships between parish and schools.

- Plan for regular meetings between parish priest and school leadership (as per Archdiocese Standards for Preparing Children and Youth for the Sacraments)
- Invite parish priest and parish staff to participate in various school activities (sports tournaments, art walk, spirit rallies, open house events, staff meals, Catholic Education Week, etc.)
- Invite parishioners to share areas of expertise and faith witness with students, especially centered around creation, recognizing and enhancing beauty and faith, and supporting charity/social justice work in the community
- Celebrate Holy Mass in local parish whenever possible
- Promote Archdiocese and parish events whenever possible

### 2. Continue to engage in relationship building and connectivity faith activities.

- Communicate regarding liturgical year celebrations (Advent, Christmas, Lent, Easter).
- Plan and invite families and parish groups to social activities (e.g. board games night, dinner and dance, craft activities).
- Recognize and celebrate parishioners who have been active in school life, on school and parish platforms.
- Host school supported sessions at the local parish (i.e. grief support sessions, etc.).

### 3. Continue to enhance communication pathways.

- Intentionally share faith events through social media platforms
- Share parish information and events with families
- Welcome new local priests and/or deacons at local and division levels
- Invite local priest to contribute to newsletters/social media campaigns etc.
- Encourage staff and family participation in sacramental preparation and other youth activities in the local parish

## PROFESSIONAL LEARNING

### Year 3

- Review best practices for communication between parish-home-school
- Provide resources and professional development on the Holy Mass, the sacraments, Catholic traditions etc.
- Utilize and promote Archdiocesan and local parish events and resources to staff and families (parish retreats/missions, penitential services, youth camps and rallies, learning opportunities etc.)





# DOMAIN 2:

## STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on student mental health and well-being.

Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

**Background:** Student mental health is a complex issue with many components. Many divisions and many provinces are strategically moving forward with initiatives and work related to student mental health. STAR Catholic data has shown increased rates of high anxiety in the student population. This appears to be a concern province-wide. Parents, staff, and students all indicate a concern with the mental health of today's students.

## MEASURES

### 1. STAR Catholic STAFF survey responses:

- I am able to develop trusting relationships with the students in my care.
- I am able to support the social-emotional well-being of the student(s) I work with (self-awareness, building positive relationships, responsible decision-making, etc.).
- I am able to effectively support student regulation.
- Our school has internal supports and structures to assist students with their social and emotional well-being.
- The Third Path provides a framework that assists me in supporting students.

### 2. STAR Catholic STUDENT survey responses:

- (Elementary) At our school, there is at least one adult who listens and cares about me.
- (Secondary) I have a positive and healthy relationship with at least one adult in our school.
- Our school is a place where I feel I belong.
- I know who to talk to get help if I am struggling with my emotions or mental health.
- I have a trusted adult in our school who I can ask for help.
- I learn how to manage my emotions in stressful situations.
- I have opportunities to be involved in and connected to our school (teams, clubs, volunteering, etc.).
- I feel safe at our school.
- I have a friend at our school.
- I am encouraged to do my best so I can reach my full potential.

### 2. STAR Catholic PARENT survey responses:

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.).
- I feel welcome when I contact or visit my child's school.
- My child has a friend at school.
- I feel welcome when I contact or visit my child's school.
- My child feels safe at school.
- My child has one or more adult(s) that care about them at school.
- My child feels a sense of belonging at school.
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health.
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.).
- My child has the opportunity to reach his or her full potential.
- My child has one or more adult(s) that care about them at school.

# IMPLEMENTATION PLAN & STRATEGIES

## STRATEGIES

### Year Three: Engage in and deepen support for well-being and mental health, both school based and community based

- Promote student capacity of resiliency and skill development
- Promote positive mental health, strengthen social emotional development and skill building.
- Promote collaboration with community stakeholders

### STUDENT LEARNING Year Three

- Continue Mental Health Literacy Curriculum implementation in (High School and facilitate implementation in gr. 4-6).
- With teaching staff, explore the grade 7-9 Physical Education and Wellness curriculum pilot outcomes and highlight connections to Mental Health Literacy and social emotional development
- Strengthen educational opportunities to explore resiliency and skill building
- Support in-school Family-School Liaison Workers and counselors efficacy in serving student and family needs through a Community of Practice, focusing on student wellness (book study, outside agency presentations, etc.)





# DOMAIN 2:

## STUDENT GROWTH & ACHIEVEMENT

**Provincial Goal:** PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence

**Background:** The ministry develops and implements curricula that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being, and citizenship to name a few.

**Provincial Achievement Tests (PATs) and Diploma Exams:** PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

## MEASURES

### Provincial Achievement Exams

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):

- Overall and specific course results for all students;
- Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
- Overall and specific course results for students who require and receive English language supports (codes 301/303).

### Diploma Exams

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.

- Overall and specific course results for all students;
- Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
- Overall and specific course results for students who require and receive English language supports (codes 301/303).

## IMPLEMENTATION PLAN & STRATEGIES

### STRATEGIES

#### Year 3

- Continue focused instruction on test-taking strategies with students and self-regulation to help reduce student anxiety around summative assessments.
- Emphasize how both formative and summative assessments can inform all types of interventions—including enrichment—to help students progress from meeting expectations to achieving excellence.
- Promote strong Tier 1 instructional practices and enhance teacher understanding of learning outcomes.
- School leaders will analyze provincial assessment data to support vertical collaboration and planning within their schools.
- Strengthen and integrate universal strategies to better support English as an Additional Language (EAL) learners.
- Ongoing development of strategies and identification of resources will support both enrichment opportunities and students requiring Tier 2 and Tier 3 interventions.

### PROFESSIONAL LEARNING

#### Year 3

- SLT/SIT teams will continue to develop and implement targeted strategies to support students requiring additional interventions as well as those needing enrichment.
- Staff will continue to have opportunities to collaborate with grade-level colleagues across the division to enhance the development of universal strategies that address diverse learner needs.
- Teachers will continue to use formative and summative assessment data, alongside universal design principles, to inform instruction across all grade levels.
- Schools will continue to utilize the expertise of the COLT team—including learning coaches, directors, and other learning services staff—to analyze data and guide next steps in teaching and learning.

# DOMAIN 2:

## STUDENT GROWTH & ACHIEVEMENT

### **Provincial Goal:** Early Years Literacy & Numeracy Assessments

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

Background: Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world. We want our students to develop strong literacy skills so that they can confidently access and critically evaluate information and communicate in a way that is effective and appropriate to the context. It is important for our students to have strong numeracy skills so they can interpret quantitative and spatial information to make informed decisions throughout their lives.

## MEASURES

### **Summary of the school's literacy and numeracy results for students in grades one to three that includes:**

- A list of the Alberta Education approved screening assessments used at each grade level;
- The total number of students assessed at the beginning of the school year at each grade level;
- The total number of students identified as being at risk at the beginning of the school year at each grade level;
- The total number of students identified as being at risk at the end of the school year at each grade level;
- The average number of months behind grade level after the administration of the initial assessments for at risk students;
- The average number of months gained at grade level after the administration of the final assessments for at risk students; and
- A summary of support strategies used for students identified as being at risk at each grade level.

## IMPLEMENTATION PLAN & STRATEGIES

### STRATEGIES

#### Year 3

#### **Continue to maintain a data-driven culture and utilize results to drive instruction.**

- Continue to analyze diagnostic assessment data to identify and address trends at the school and division levels.
- Continue to use assessment data to identify students in need of targeted and intensive supports, including gifted students.
- Continue to increase proficiency and understanding of intervention tools through intra school collaboration opportunities.
- Continue to incorporate a scheduled progress monitoring system to evaluate effectiveness of interventions.
- Continue to utilize the Specialized Learning Support Team ( i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to offer universal strategies and provide tiered supports.

### PROFESSIONAL LEARNING

#### Year 3:

- Continue to provide in-services on sharing reports, developing plans and determining strategies.
- Continue to create a voluntary grade level community of practice to review data and collaborate on effective strategies and interventions

# DOMAIN 2:

## STUDENT GROWTH & ACHIEVEMENT

**Provincial Goal:** High School Completion

**Background:** High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life. High School Completion Rate is measured by the percentages of students who completed high school within three, four and five years of entering Grade 10.

### MEASURES

- High school completion rate of students within three and five years of entering Grade 10.
- Results and evaluations for all students;
- Results and evaluations for self-identified First Nations, Métis, and Inuit students; and
- Results and evaluations for students with English language learning needs (codes 301/303).

### IMPLEMENTATION PLAN & STRATEGIES

#### CONTINUE WITH THE FOLLOWING STRATEGIES

- Key school personnel continue to examine division, school, and student-level data to inform instruction and ensure timely, high-impact interventions for learners at risk of not completing high school.
- Student Advisors in high schools maintain close tracking of graduation pathways, helping students align their course selections with Alberta diploma requirements.
- Staff proactively assist students in accessing flexible learning opportunities, including STAR Catholic Outreach to recover or complete required credits.
- School Intervention Teams (SIT) meet regularly to identify at-risk students and coordinate wraparound supports, drawing on school-based and divisional resources.
- Schools work collaboratively with the Director of Student Services to monitor and improve attendance. They access the Office of Student Attendance & Re-engagement (OSAR) to develop responsive plans that involve families and community partners.
- Division-wide supports for English As An Additional Language learners continue to be strengthened through evidence-based practices and collaborative planning with teachers.
- Indigenous Education Leads and the Division Wellness Coordinator maintain a strong focus on building trust, relationships, and culturally grounded support strategies for Indigenous students and their families and Indigenous leads in schools.
- New for Year 3, schools are expanding dual credit opportunities through partnerships with multiple Alberta post-secondary institutions. These offerings aim to increase engagement by allowing students to earn high school and college credits simultaneously.
- Additionally, schools are implementing earlier and more intentional career and post-secondary exploration initiatives in Grades 7–10, helping students visualize themselves as high school graduates and beyond.

#### PROFESSIONAL LEARNING

- MyBlueprint training continues to be available to all staff, with a focus on empowering educators to support student graduation planning and post-secondary goal setting across grade levels.
- Ongoing Sheltered Instruction Observation Protocol (SIOP) training will be provided for EAL Leads and staff supporting English Language Learners, ensuring continued growth in culturally responsive instruction.
- A division-wide administrator professional learning session will focus on deepening understanding and implementation of Response to Intervention (RTI) strategies specific to attendance improvement and early intervention.
- New for Year 3, administrators and school leaders will participate in collaborative meetings with post-secondary dual credit partners. These sessions will build awareness of available opportunities, support equitable access, and help school teams effectively guide students through course selection and enrollment.
- Staff will engage in professional dialogue around career education across K–12, including sharing of best practices for helping students in junior high and early high school years envision post-secondary and career success.

# DOMAIN 2:

## STUDENT GROWTH & ACHIEVEMENT

### **Provincial Goal:** Citizenship

Background: Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

## MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
  - » Teachers;
  - » Parents; and
  - » Students.

## IMPLEMENTATION PLAN & STRATEGIES

### **STRATEGIES**

- Schools will continue to cultivate the foundational conditions of safety and belonging from The Third Path, recognizing them as essential for student engagement and well-being.
- Restorative practices and understanding of Catholic Social Teachings (CST) will be deepened across schools to strengthen relationships, build community, and address conflict in ways that foster accountability and repair.
- Staff will ensure that every student is meaningfully connected to at least one trusted adult at school through intentional relationship-building and mentorship.
- A strong emphasis on family-school communication will be maintained, with staff proactively working with families to support student success and address emerging needs.
- Students will have access to mentorship programs, career counseling, Family-School Liaison Workers, and Settlement Workers in Schools (SWIS) to ensure wraparound support, particularly for newcomer and at-risk students.
- English as an Additional Language learners will be supported through culturally responsive strategies that build awareness, inclusion, and connection to the school community

### **PROFESSIONAL LEARNING**

- Staff will continue engaging with The Third Path framework, deepening their understanding of how relational pedagogy fosters student success through authentic, responsive, and compassionate connections.
- Professional learning will emphasize Restorative Practices, with administrators and school teams supported through targeted sessions, practical tools, and opportunities to share emerging best practices across sites.
- Catholic teachings on forgiveness, reconciliation, compassion, and the dignity of the human person will be embedded into restorative approaches, grounding practice in faith and mission.
- Family-School Liaison Workers and Learning Support Facilitators will participate in inservices focused on increasing cultural awareness, especially as it relates to student identity, belonging, restorative practices and engagement.
- Staff will explore strategies for elevating student voice in decision-making, reinforcing a sense of agency, ownership, and partnership in their learning journey.

# DOMAIN 2:

## STUDENT GROWTH & ACHIEVEMENT

**Provincial Goal:** Student learning engagement.

Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

### MEASURES

- Teacher, parent, and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
  - » Teachers;
  - » Parents; and
  - » Students.
- Graph of Overall Authority Results.
- A visual demonstration of the overall satisfaction of the Division community with quality of education.

### IMPLEMENTATION PLAN & STRATEGIES

#### STRATEGIES

##### Year 3

##### Elementary Division:

- **Foster student autonomy** by supporting teachers in emphasizing formative assessment practices. Encourage the regular use of observations and conversations as valid assessment tools, supported by resources such as performance scales, rubrics, and student rationales.
- **Expand instructional strategies** to address diverse learning needs, promoting inclusive and engaging classroom environments for all students.
- **Empower students as learners** by introducing tools such as self-reflection templates, learning inventories, and guided dialogue protocols to help students identify, understand, and articulate their learning preferences.
- **Provide students with tools**—such as self-reflections, learning inventories, and guided conversations—to help them better understand and communicate their learning preferences.

##### Secondary Division:

- **Integrate assessment** into daily learning by encouraging teachers to provide timely, specific, and actionable feedback that promotes continuous student growth.
- **Enhance engagement** through differentiated instruction that acknowledges and adapts to the diverse learning styles and needs of students.
- **Ensure alignment** between assessment practices and clearly defined learning outcomes and competencies, supporting accurate and purposeful evaluation of student progress.

#### PROFESSIONAL LEARNING

##### Year 3:

##### Elementary Division

##### Instructional Strategies & Inclusive Practice

- Increase the use of diverse teaching strategies to support varied learning needs and promote inclusive, engaging classroom experiences.
- Workshop Series: Differentiated Instruction for Elementary Learners
- Modeling & Observation: Peer Observation Opportunities and Model Classrooms
- Collaboration: Structured Collaborative Planning Sessions focused on Universal Design for Learning

##### Secondary Division

##### Assessment for Learning & Student Growth

- Embed assessment within the learning process through timely, specific feedback that fosters student growth.

**Professional Learning:**

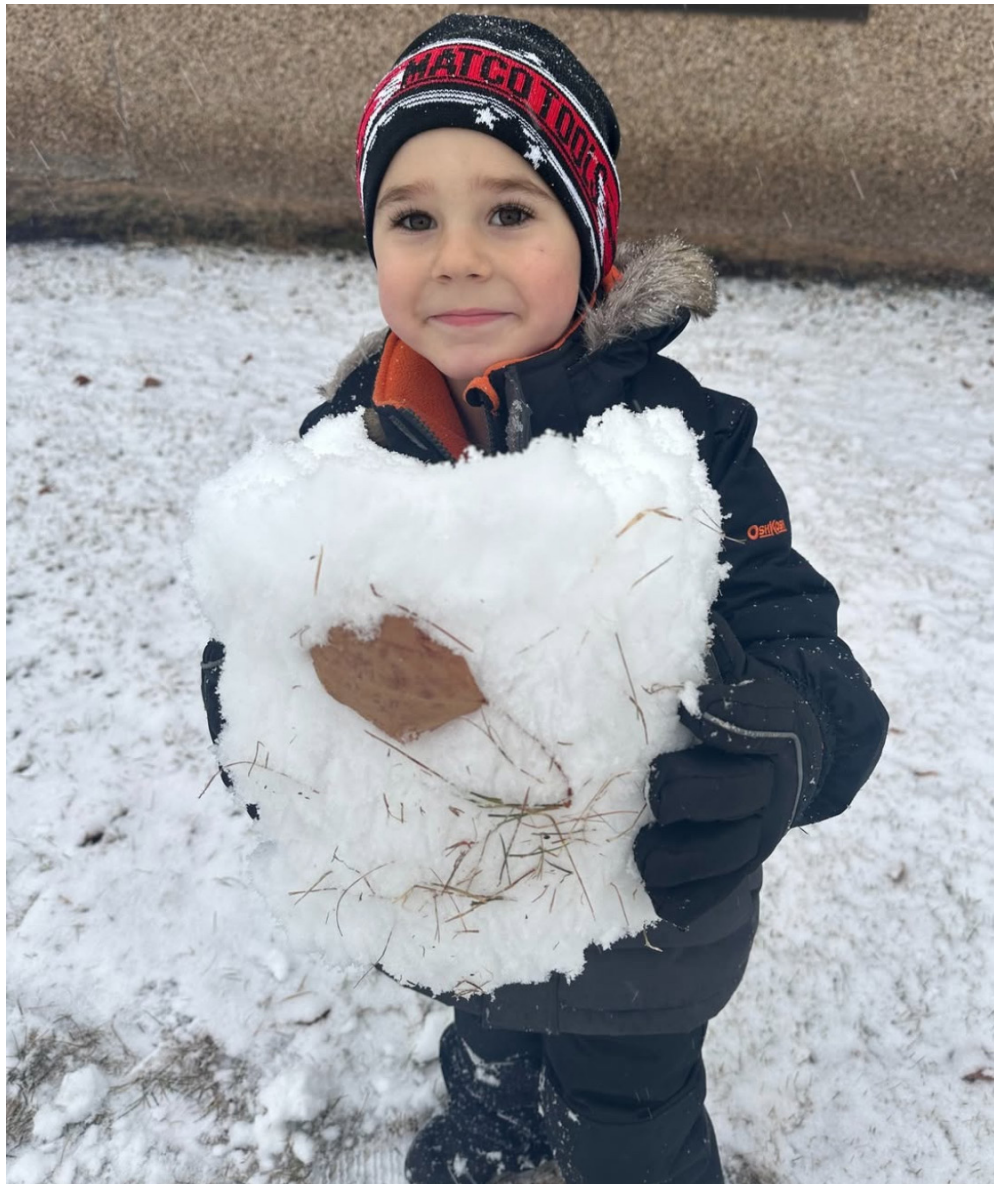
- 15 Fixes for Broken Grades – Workshop on Outcomes-Based Assessment and Reporting
- Formative Assessment in Action – Strategies for Daily Practice
- **Student Involvement:** Regular collection of digital feedback and student reflections (e.g., monthly Google Forms)
- **Support Strategy:** Micro-coaching Cycles focused on feedback and assessment practices

**Engagement through Differentiation & UDL**

- Increase engagement by tailoring instruction to accommodate diverse learning preferences.
- Professional Learning:
- Universal Design for Learning (UDL) Strategies for Secondary Classrooms
- High School Student Engagement Strategies
- Collaboration: Cross-Curricular Professional Learning Communities

**Aligned and Purposeful Assessment Practices**

- Align assessments with clearly defined learning outcomes and competencies for meaningful evaluation.
- Workshops: Outcomes-Based Assessment Strategies
- PD Series: Backward Design for Intentional Instruction and Assessment Planning



# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Continue to build and develop staff capacity.

Outcome: Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. You can find our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) on our website: [www.starcatholic.ab.ca](http://www.starcatholic.ab.ca)

**Background:** Teacher professional learning is important in that it allows teachers to develop the skills and pedagogy necessary to meet the needs of all learners. Professional learning is important in all stages of a teacher's career, especially as curriculum and society progress.

"Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study."

Teaching Quality Standard, Alberta

"A Teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning."

Teaching Quality Standard, Alberta

## MEASURES

### 1. STAR Catholic TEACHER/SUPPORT STAFF survey responses:

#### Staff (Teachers)

- I have opportunities for meaningful professional development.
- I have opportunities to access Division and school supports (i.e. coaches, directors, mentors, Family School Liaison Worker, and Learning Support Facilitators for professional development).

#### Staff (Support Staff)

- I have opportunities for meaningful professional development related to my role.
- I have opportunities to access Division and school supports (i.e. coaches, directors, mentors, Family School Liaison Worker, and Learning Support Facilitators for professional development).

### 2. List of Professional Development Sessions During the School Year

## IMPLEMENTATION PLAN & STRATEGIES

### Year 3: Deepen the Connections and Collaboration Opportunities for Staff

- **Build Vertical Alignment:** Continue the professional development efforts from Division 1 and 2 to include Division 3. Key resources for this year include the AAC visual, the STAR Assessment Policy 360, and Ken O'Connor's 15 Fixes for Broken Grades.
- **Collaborate with Alberta Professional Learning Consortium:** Focus on outcomes-based assessments for Junior and Senior High teachers, facilitated by David Martin and Tim Coates.
- **Data Analysis Workshops:** Offer targeted professional development to help teachers analyze student data, enabling them to create enriching learning opportunities for all students, including those excelling and those requiring additional support.

#### Elementary Teachers

- **Enhance Universal Teaching Strategies:** Build on existing knowledge and deepen teachers' understanding of universal teaching strategies, including the integration of assessment triangulation practices, to offer targeted learning opportunities for all students.
- **Foster Grade-Level and Vertical Planning:** Continue to create opportunities for both grade-level and vertical planning across schools to promote consistent and cohesive support for student learning.

### Curriculum Implementation Support:

- Review the “big rocks” for core subjects, using them to drive outcomes-based assessment and reporting.
- Use these big rocks to inform backward design lesson planning, ensuring resources are purposeful and aligned.
- Refine assessment practices to ensure a focus on growth and mastery.
- Focus on Metacognition: Reflection on practices by exploring the question: Why do we teach the way we teach?

### Secondary Teachers

- **Continue Vertical Planning:** Deepen vertical planning efforts to address and reduce learning gaps among students across grade levels.
- **Review Core Subject “Big Rocks”:** Use the foundational “big rocks” for core subjects to ensure outcomes-based assessment and consistent instructional practices.
- **Metacognitive Reflection:** Encourage teachers to reflect on their instructional practices and purpose by asking: Why do we teach the way we teach?
- **Enhance Understanding of Universal Supports:** Continue to deepen teachers’ understanding of universal supports and best practices in assessment to ensure equitable learning opportunities for all students.

### Education Assistants

- Optional participation in Professional Learning Community opportunities (school based)
- Continue to offer opportunities to participate in the provincial educational assistant professional development pilot program.

### Administrative Assistants and Learning Commons Staff:

- Continued virtual meetings focused on job-contextual needs.
- Continued access to remote technical assistance as needed.

### Administrators:

- Continued mentorship of new administrators
- Embedded professional development in administrator meetings
- Provide opportunities for collaboration and mentorship between schools.

## PROFESSIONAL LEARNING (FOR ALL)

### Year 3:

#### Reintroducing and Implementing the AAC Visual for Assessment:

- Micro workshop on the AAC Framework

#### Analyzing Data to Provide Enriching Learning Opportunities:

- Data Analysis PD Sessions
- Differentiation Training
- Action Research Projects
- Data Deep-Dive PLCs
- Encourage schools to invite the divisional learning coaches to work with teachers to support the division’s direction.





# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Foster a culture of collaboration and leadership development.

**Outcome:** Staff are provided with structured opportunities to collaborate and to be involved in leadership.

**Background:** Teaching is no longer an isolated profession where classrooms are closed and teachers work in isolation. Teachers are expected to collaborate for the betterment of both teaching and learning. School and system success are likely when staff are provided opportunities, both formal and informal, to collaborate with others.

“Quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.”

Teaching Quality Standard, Alberta

“Collaborating with other teachers to build personal and collective professional capacities and expertise” helps teachers in their own learning and results in improved teaching and learning.

Teaching Quality Standard, Alberta

## MEASURES

### 1. STAR Catholic TEACHER survey responses

- I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, acting admin, School Intervention Team, extra-curricular, facilitating PD, etc.).
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

## IMPLEMENTATION PLAN & STRATEGIES

### CONTINUED STRATEGIES

- Host ongoing divisional gatherings for role-specific leadership groups such as Religious Education Coordinators, Indigenous Education Leads, and Curriculum Leaders
- Continue to assign FTE support for key leadership roles including Religious Education Coordinators and Indigenous Education Leads
- Identify and support emerging leaders to participate in the STAR L.I.G.H.T.S. Leadership Cohort focused on Growth, Hope, and Transformation in Schools
- Promote participation in the ExCEL Academy through Newman Theological College to deepen staff formation in Catholic educational leadership and identity
- Encourage innovation and responsiveness by empowering staff committees to explore emergent issues and guide system-wide dialogue and professional practice

### PROFESSIONAL LEARNING

- Provide learning sessions aligned with the Education Plan at all administrator meetings
- Offer intentional mentorship and leadership development for new and aspiring school leaders
- Equip school-based leads to facilitate collaborative learning and share best practices within and across schools
- Embed professional learning into regular divisional meetings with staff in specialized leadership roles
- Support educators participating in STAR L.I.G.H.T.S. and ExCEL with reflection tools and collaborative check-ins to help integrate learning into school contexts
- Create opportunities for role-specific professional learning communities across schools to strengthen collaboration and build leadership capacity

# DOMAIN 3:

## TEACHING & LEADING

**Board Priority/Local Goal:** Staff are supported in their wellness.

**Outcome:** When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students.

## MEASURES

### 1. STAR Catholic TEACHER/STAFF survey responses

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness.
- I understand the different dimensions of wellness into my own life (ex. physical, social, spiritual and emotional).
- We learn about and incorporate wellness in my workplace.

## IMPLEMENTATION PLAN & STRATEGIES

### STRATEGIES

#### Year 3:

#### 1. Extend Year 2 Strategies

- Continued support in understanding and utilization of the division initiatives (Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems)
- Review and evaluate priorities and goals for staff wellness and how they are grounded in an understanding of Mental Health and Wellness.
- Advocate for increased awareness and use of available resources that support staff wellness.

#### 2. Increase awareness of psychological supports and protections

- Continue to highlight available services from Alberta School Employee Benefit Plan
- Foster and deepen effective relationships with community supports

#### 3. Continue to facilitate connection opportunities to build relationships and promote overall culture of wellness

- Model and provide opportunities for wellness activities with staff
- Promote wellness activities and events within schools and communities

### PROFESSIONAL LEARNING

#### Year 3

- Continue to provide presentations to enhance staff understanding of Trauma Informed Practices and psychological safety.
- Ongoing training for Violent Threat Risk Assessment Level 1 for School Mental Health Teams
- Provide guidance for school-led utilization Third Path Framework
- Annual training for staff on Supporting Individuals through Valued Attachment (SIVA)
- Review the Traumatic Event Systems (TES) Framework, and its connections with STAR Catholic's Crisis Response Procedures
- Continue to share strategies for embedding wellness into daily school life
- Continue sharing wellness strategies through Central Office communications

# DOMAIN 3:

## TEACHING & LEADING

### **Provincial Goal:** Education Quality

Outcome: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

This Provincial measure is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

Strategies utilized by STAR Catholic, as well as the insights, conclusions, and implications drawn from them, demonstrate that STAR Catholic supports teaching and leadership quality through professional learning and evaluation.

## MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education.
- Results and evaluations for each respondent group:
  - » Teachers;
  - » Parents; and
  - » Students.

## IMPLEMENTATION PLAN & STRATEGIES

### **STRATEGIES**

#### **Year 3**

- Support junior high and high school teachers in implementing outcome-based reporting by aligning assignments in PowerSchool to specific learner outcomes, using percentage grades (as well) to provide clear, consistent feedback and support meaningful learning conversations.
- Continue to strengthen teacher understanding and use of diagnostic assessments, screeners, and interventions to target specific skills and support student growth
- Encourage intentional integration of student voice and choice in unit planning as curriculum implementation deepens across subjects and grade levels
- Embed differentiation strategies into planning conversations, collaborative unit design, and PD sessions as teachers respond to diverse classroom needs
- Continue to communicate the updated STAR Catholic Administrative Procedure 360 on assessment and align its content with the Teacher Quality Standard
- Continue development and roll-out of the “Guide to Assessment” document with practical examples, shared language, and clear expectations for assessment across subject areas and grade levels
- Provide templates, exemplars, and professional dialogue opportunities to support consistent implementation of outcomes-based reporting and assessment practices across schools
- Access system support leaders to guide school teams in using diagnostic and assurance data to inform instruction and school-based goals
- As curriculum implementation continues, teachers will intentionally incorporate student voice and choice into the design of collaborative units.

### **PROFESSIONAL LEARNING**

#### **Year 3**

- Deliver school-based and division-wide professional learning on effective assessment practices, with a focus on aligning assignments with learner outcomes in PowerSchool
- Offer targeted support for instructional leads, learning support facilitators, and administrators to guide teachers in consistent reporting practices
- Embed assessment-focused professional learning into curriculum implementation sessions, including strategies for peer/self-assessment, formative feedback, and authentic summative tasks
- Facilitate cross-school collaboration through PLCs and learning series focused on curriculum, assessment design, and outcome-based reporting
- Support the rollout of the Guide to Assessment through walkthroughs, coaching, and administrator-led discussions
- Facilitate curriculum implementation workshops that model how to integrate student voice and choice into unit design, using newly released curriculum outcomes as the foundation for co-constructed learning goals, flexible learning pathways, and varied assessment options

# DOMAIN 4:

## LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis, and Inuit students are successful.

Outcome: More First Nation, Métis, and Inuit students meet or exceed identified measures.

STAR Catholic School Division continually provides welcoming, caring, respectful, and safe learning environments that respect diversity and foster a sense of belonging.

**Background:** The foundation of this goal is based on incorporating the four principles of Foundational Knowledge through:

- Knowing — Learning about culture, language, significant historical events, and current contextual realities that have an impact on First Nations, Métis, and Inuit people and student learning.
- Being — Creating relationships with First Nations, Métis, and Inuit communities in our region.
- Doing — Lifelong learning that builds capacity for teaching First Nations, Métis, and Inuit content and perspectives for all students.
- Relating/Belonging — Fostering a sense of belonging by creating spaces and places that acknowledge and honor First Nations, Inuit, and Métis people.

## MEASURES

**1. Our Indigenous stakeholders will be engaged on what is valued as success within their community for additional measures.**

**2. STAR Catholic STUDENT survey responses (Self-identified Indigenous only):**

- My school is a place where I feel I belong.
- I feel safe at school.
- I have a friend at school.
- (Elementary) At my school there is at least one adult who listens and cares about me.
- (Secondary) I have a positive and healthy relationship with at least one adult in my school.

**3. STAR Catholic STUDENT survey responses (All Elementary):**

- I learn about First Nations, Métis, and Inuit history, culture, and traditions.

**4. STAR Catholic STUDENT survey responses (All Secondary):**

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit worldviews, history, culture, and traditions.

**5. STAR Catholic SUPPORT STAFF survey responses:**

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, and values.

**6. STAR Catholic TEACHER survey responses:**

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, and values.

# MEASURES

## 7. Accountability Pillar & PAT/DIP results specific to First Nations, Métis, and Inuit students.

### IMPLEMENTATION PLAN & STRATEGIES

#### STRATEGIES

##### Year 3:

##### Being:

- Sustain and deepen relationships with elders, knowledge keepers and stakeholders
- Continue to consult Indigenous students on strategies to support their feeling of belonging
- Recognize and celebrate Indigenous identity through inclusive events such as National Indigenous Peoples Day, Orange Shirt Day, Red Dress Day, Moose Hide Campaign Day and Métis Week in collaboration with local communities.

##### Doing:

- Continue to support student achievement by engaging in collaborative, research-based approaches to capacity building in First Nations, Métis and Inuit education.
- Continue to provide Professional Development for the Indigenous Education Leads who will share their learning with staff
- Embed Indigenous pedagogies and perspectives into classroom instruction through land-based learning, storytelling, and project-based inquiry.
- Implement school-wide strategies for closing achievement gaps using disaggregated data and culturally responsive interventions.

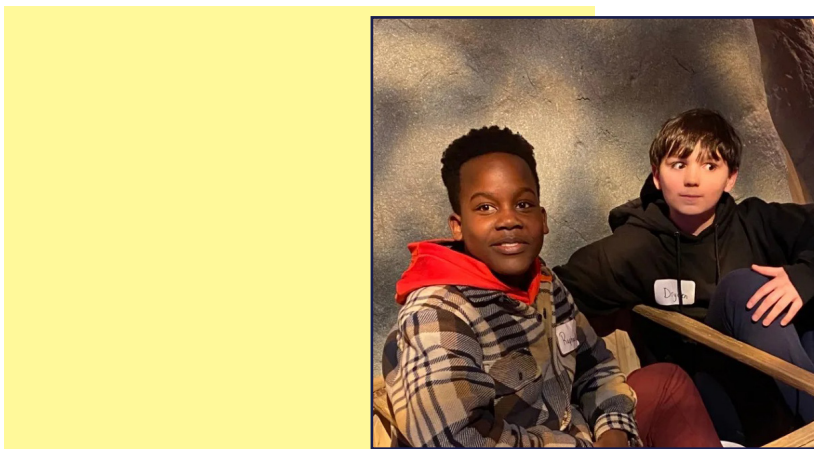
##### Relating/Belonging:

- Develop a strategic plan to ensure foundational knowledge about First Nations, Métis, and Inuit is embedded into school culture, curriculum, and policy for the benefit of all students.
- Ensure visible representation of Indigenous cultures in schools (e.g., signage, land acknowledgements, art, language, and symbols).
- Continue to provide wraparound supports that address the holistic needs of students (mental, emotional, spiritual, and physical), include an Elder as a support
- Build allyship among non-Indigenous students through reconciliation-based projects

#### PROFESSIONAL LEARNING

##### Year 3:

- Continue to meet regularly with Indigenous Education Leads and provide relevant professional development.
- Continue to empower staff through professional development focused on the Teacher Quality Standard competencies and indicators, framed through the lens of the Seven Sacred Grandfather Teachings. This includes developing an understanding of the historical, social, economic, and political implications of:
  - Understanding the historical, social, economic, and political implications of:
    1. Treaties and agreements with First Nations;
    2. Legislation and agreements negotiated with Métis; and
    3. Residential schools and their legacy; Incorporate Indigenous voices in professional development through guest speakers, community visits, and land-based sessions.







# DOMAIN 4:

## LEARNING SUPPORTS

**Board Priority/Local Goal:** Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.

**Outcome #1:** Quality core instruction foundational to success for all and is grounded in solid assessment practice.

**Outcome #2:** Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

**Outcome #3:** Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

**Background:** STAR Catholic has been using the Response to Intervention framework for over ten years. The framework is founded on three tiers and principles. Tier 1 is meant to focus on quality core instruction with the goal of meeting 85% of students' needs. Tier 2 is focused on providing approximately 10% of students who struggle with concepts and curriculum in tier 1, with additional short-term interventions, often provided in small groups or individually. Tier 3 is meant to assist approximately 5% of students with intensive interventions, often for longer periods of time. This assistance is most often very strategic and longer term.

## MEASURES

### 1. STAR Catholic TEACHER survey responses:

- Please rate your understanding of the Alberta Assessment Consortium visual: "Assessing Student Learning in the Classroom".
- I use data to establish intervention targets for students who have not mastered core concepts.
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.
- I am comfortable with utilizing available intervention strategies, tools, and supports.
- I provide criteria for assignments to students (i.e. outlines, rubrics, etc.).
- I give students opportunities to practice and develop their understanding before a test or assessment.

### 2. STAR Catholic STUDENT survey responses (Elementary):

- In our classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At our school, adults help me when I ask.
- I get feedback from my teacher on practice work or assignments.
- I know what is expected on assignments (i.e. outlines, rubrics).
- I have opportunities to practice and improve my learning before an exam or assessment.

### 3. STAR Catholic STUDENT survey responses (Secondary):

- I understand how I learn best and am able to communicate this with my teacher.
- Adults in our school help me when I ask.
- I get feedback from my teacher on assignments.
- I know what is expected on assignments (i.e. outlines, criteria, rubrics).
- Teachers provide exam outlines so I know what to study.
- I have opportunities to practice and develop my understanding before an exam or assessment.

### 4. STAR Catholic PARENT survey responses:

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.).
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)



# IMPLEMENTATION PLAN & STRATEGIES

## STRATEGIES

**Year 3: Analyze, evaluate and revise interventions and supports to ensure effective and efficient implementation.** ( *Build Capacity - AB Ed continuum of supports pg. 6* )

1. Refine roles of Learning Support facilitator, Family School Liaison Workers, teacher, support staff, leadership and intervention teams.
2. Collaborate across the division to identify effective interventions and provide opportunities to learn from each other.
3. Incorporate a list of strategies and supports in the Individual Program Plan template.
4. Build capacity in staff to implement and reflect on data driven interventions

## PROFESSIONAL LEARNING

### Year 3

- Review and ensure Professional Learning Community/School Intervention Team's utilize data in planning interventions
- Provide support in vertical Planning including a focus on embedding interventions
- Review Level B Assessment analysis and purpose
- Collaborate on strategies to modifying and adapting instruction to meet student needs
- Continue to enhance progress monitoring strategies and structures
- Improve documentation and communication of student growth



# DOMAIN 4:

## LEARNING SUPPORTS

**Provincial Goal:** Welcoming, Caring, Respectful, and Safe Learning Environment

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.

**Background:** This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful, and safe learning environments that respect diversity and fosters a sense of belonging.

## MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers, Parents and Students.

## IMPLEMENTATION PLAN & STRATEGIES

### STRATEGIES

#### Year 3

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.
- Schools are encouraged to share the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.) through social media channels.
- The Division follows the Assessment at Risk to Others Process (ARTO) and monitors trends through the Outreach data system.
- The Division continues to use the “Supporting Students through Valued Attachments” (SIVA) Model.
- Introduce Rooted in Love: Catholic Social Teachings resources to support schools in fostering communities where all students and staff are welcomed, safe, and respected through the lens of our Catholic faith

### PROFESSIONAL LEARNING

#### Year 2

- Continue to support Mental Health Go-to Educator school teams in The Third Path and Mental Health Literacy.
- Provide resources for staff that focus on trauma-informed care, grief, and loss.
- Division Wellness Coordinator offers student, staff and parent sessions.
- All new administrators are required to be trained in VTRA level I; administrators are encouraged to be trained in VTRA Level II.
- Regular updates to the VTRA process will be provided through central office.
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff.
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs.
- Administrators will be provided with the Rooted in Love: Catholic Social Teachings resources to introduce at the staff and student level.

# DOMAIN 4:

## LEARNING SUPPORTS

**Provincial Goal:** Access to supports and services

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.

## MEASURES

- Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- Results and evaluations for the overall measure and each respondent group:
  - » Teachers;
  - » Parents; and
  - » Students.

## IMPLEMENTATION PLAN & STRATEGIES

### STRATEGIES

#### Year 3

- Continue to collaborate with community services and resources to establish wrap-around accessible support for students and families.
- Build pathways for families and students to access supports beyond high school.
- Evaluate inclusive programs and practices to ensure purposeful learning.

### PROFESSIONAL LEARNING

#### Year 3

- Continue to use a portion of Learning Support Facilitators (LSF) and Family School Liaison Worker (FSLW) meetings to focus on best practices for communicating with parents and providing connections to outside supports.
- Review Crisis Response Team's understanding of the VTRA process
- Facilitate an Education Assistant professional development series and community of practice
- Provide opportunities for Learning Support Facilitators to collaborate with community partners.
- Attend interagency community meetings to share needs and resources.

# DOMAIN 5: GOVERNANCE

## PARENTAL INVOLVEMENT

Research clearly demonstrates that parents who understand the school philosophy, know the school staff, and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

## MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child's education.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers; and
  - Parents

## IMPLEMENTATION PLAN & STRATEGIES

### STRATEGIES

#### Year 3:

- Develop school-level plans for engaging parents as partners in learning, informed by feedback from community consultations and aligned with Assurance Framework priorities
- Create communication templates and visual tools that support clear, consistent reporting of student progress, with adaptations for language and accessibility
- Establish feedback loops such as annual surveys, parent forums, or digital check-ins to monitor the effectiveness of engagement efforts and guide continuous improvement

### PROFESSIONAL LEARNING

#### Year 3

- Provide professional learning for administrators and division leaders focused on leading effective parent engagement strategies and fostering collaborative school cultures
- Offer training on using inclusive communication tools and culturally responsive practices to support engagement with diverse families, including EAL communities



# BUDGET REPORT

To view STAR Catholic School Division's Budget Report, please visit our [website](#).

# CAPITAL PLAN

To view STAR Catholic School Division's Capital Plan, please visit our [website](#).

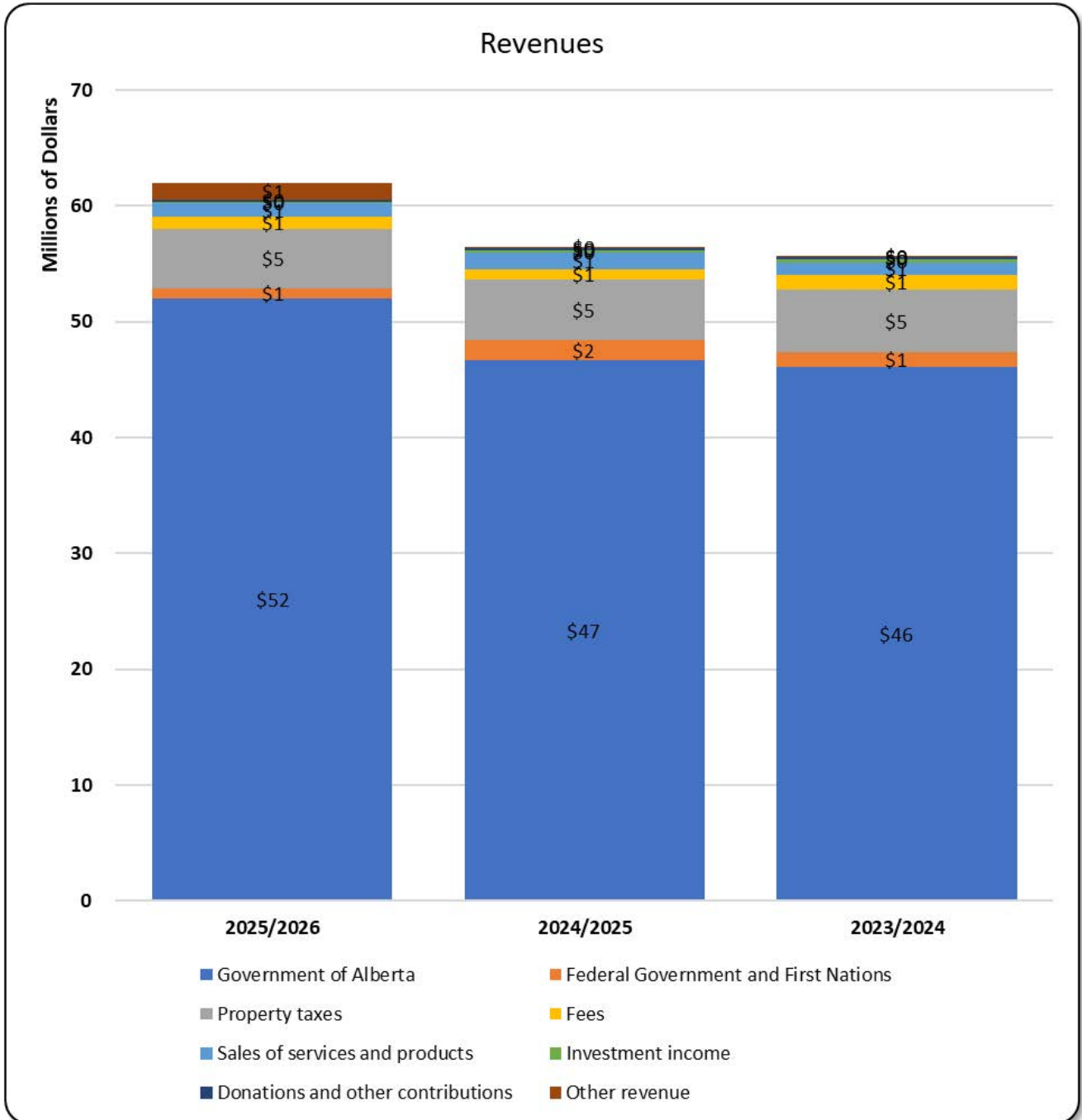
# INFRASTRUCTURE MAINTENANCE & RENEWAL

To view STAR Catholic School Division's IMR Projects, please visit our [website](#).



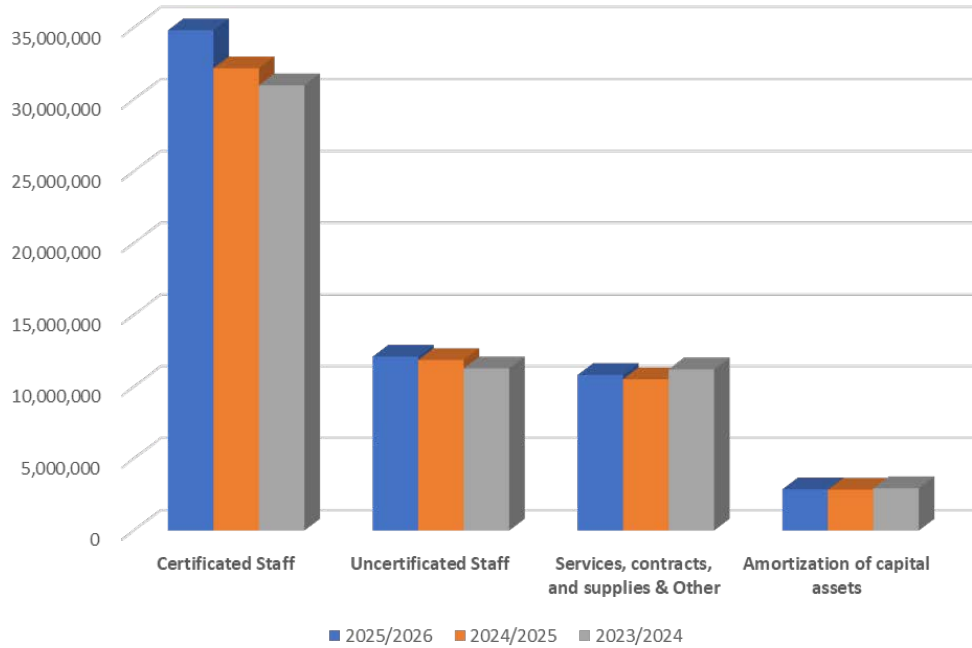


# FINANCIAL INFORMATION & CHARTS

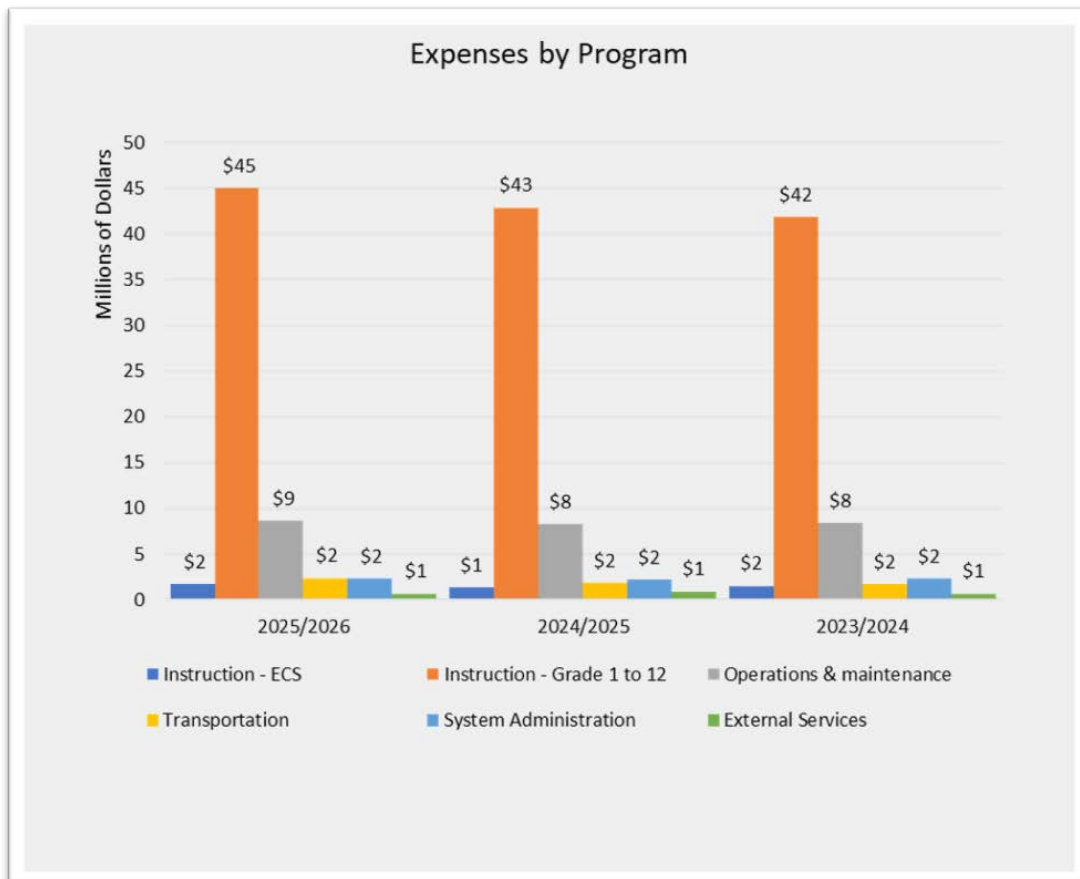


# FINANCIAL INFORMATION & CHARTS

Expenses by Category



Expenses by Program





# SUPPLEMENTAL DOCUMENTS

The following documents may be viewed on our website:

Audited Financial Statements for the Year Ended August 31, 2024 Administrative Procedure 505

– Mandatory Fees

Alberta Education Results Report (AERR)

Executive Summary

AP 492 – Public Interest Disclosure (Whistleblower Protection)



# STAR CATHOLIC SCHOOLS

## Beaumont

### SCHOOLS

#### **Académie Saint-André Academy**

(K to Grade 4)  
Principal: Michelle Stambaugh  
780-929-2961

#### **École Mother d'Youville School**

(Grades 5 to 9)  
Principal: Angela Rastovski  
780-929-0792

### PARISH

#### **St. Vital Parish**

4905 - 50 Street  
st.vitalchurch@shaw.ca  
780-929-8541

## Drayton Valley

### SCHOOLS

#### **Holy Trinity Academy**

(Grades 9 to 12)  
Principal:  
Keri-Lynn Clark  
780-621-5735

#### **St. Anthony School**

(Pre-K to Grade 8)  
Principal: Janelle Molzan  
780-542-4396

### PARISH

#### **St. Anthony Parish**

4708 - 50 Avenue  
stanthony.draytonvalley@caedm.ca  
780-542-5254

## Lacombe

### SCHOOL

#### **Father Lacombe Catholic School**

(K to Grade 9)  
Principal:  
Maria Wagner  
403-782-9345

### PARISH

#### **St. Stephen's Parish** 5128

53 Street  
ststephen.lacombe  
@caedm.ca  
403-782-3514

## Leduc

### SCHOOLS

#### **Christ The King School**

(Grades 9 to 12) Principal:  
Dean Heck 780-986-6859

#### **École Notre Dame School**

(Pre-K to Grade 6)  
Principal:  
Marc St. jean

780-986-9300

#### **St. Benedict School**

(Pre-K to Grade 6) Principal:  
Connie Greer 780-986-7480

#### **Father Leduc Catholic School**

(K to Grade 8)  
Principal: Dustin Fountain  
780-986-0045

#### **STAR Catholic Outreach**

School (Grades 10 to 12)  
Principal: Tracy Melnyk  
780-980-0955

### PARISH

St. Michael Parish  
5105 - 45 A Street  
stmikerc@telusplanet.net  
780-986-3253

## Ponoka

### SCHOOL

#### **St. Augustine School**

(Pre-K to Grade 12) Principal:  
Kari-Anne Davidson  
403-704-1155

### PARISH

St. Augustine Parish  
5113 - 52 Avenue  
stachurch@shaw.ca  
403-783-4048

## Wetaskiwin

### SCHOOL

#### **Sacred Heart School**

(K to Grade 9)  
Principal: Tara McBride  
780-352-5533

### PARISH

#### **Sacred Heart Parish**

5113 - 49 Avenue  
sheart@incentre.net  
780-352-2365



# SENIOR ADMINISTRATIVE STAFF

Laurie Kardynal — Superintendent

Jordan Robinson— Assistant Superintendent, Learning Services

Peter Rachmistruck — Assistant Superintendent, Human Resources & Technology

Nick Masvikeni — Secretary-Treasurer

Kim Beaupré — Executive Assistant

## CONTACT INFORMATION

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