

Father Lacombe Catholic School 2025-2026 School Education Plan & Annual Education Results Report (AERR)					
Mission: Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic Schools Vision: Souls seeking Christ on journey of faith, learning, and love					
STAR Catholic Domains	Board Priority	School Goal	Baseline Data	Target Data/Outcome(s)	1-3 Strategies
Grow and Affirm Catholic Identity	- Staff are provided with faith formation opportunities. - Students understand what it means to live in a relationship with Jesus Christ. - Staff and students witness the gospel.	The school will continue supporting, celebrating, and enhancing publicly funded Catholic education by deepening staff faith formation, fostering students' personal relationships with Jesus Christ, and expanding opportunities for students and staff to witness the Gospel through daily prayer, acts of service, and strengthened partnerships with families and the parish.	Staff Faith Formation: 100% of teachers and educational assistants report having meaningful opportunities to grow in their faith through daily prayer, retreats, book studies, and professional development, and feel confident in permeating faith across school life.	100% of students in Grades 4–9 will report that they understand how to live as God wants them to, as measured by the STAR Catholic annual student survey question: <i>"Teachers and students speak about faith and I learn how to live the way God wants me to."</i>	Make Faith Connections Explicit Across the Curriculum - Support teachers in clearly linking classroom lessons and daily experiences to Gospel values through morning prayer themes, reflection questions, and subject-area tie-ins. - Use language from the student survey in conversations (e.g., "How does this help us live as God wants?").
			Student Faith Development: 99% of elementary and 97% of junior high students report daily prayer at school, while over 90% affirm they learn about God and how to live as He wants. Both groups actively participate in service and charity, showing strong understanding and application of Gospel values. Faith Partnerships: 97.5% of parents feel their child's faith is supported at school, and 100% confirm their participation in religious celebrations. Parents also recognize that faith is visibly present in school communications and activities, supporting strong school-home-parish relationships.	Expand Student-Led Faith Leadership - Empower junior high students to lead faith-based announcements, prayer, assemblies, and service projects. - Create opportunities for older students to mentor younger ones in living the faith through existing programs like "Saint Groups."	Share and Celebrate Faith in Action Visibly highlight student stories of faith and service (bulletin boards, newsletters, social media, morning assemblies)

					Continue Community Connections CTF option for grades 7-9. Students volunteer with community organizations like FCSS, seniors homes and assisted living facilities, and other local volunteer organizations	
Student Growth and Achievement	- A focus on mental health and well-being - Provincial Achievement Results - Early Years Literacy and Numeracy Results - High School Completion, Citizenship & Student Learning Engagement The school will continue promoting student growth and achievement by strengthening mental health and wellness supports through universal instruction, targeted intervention, and increased access to in-school support services. The school will continue promoting student growth and achievement by using assessment data to guide early intervention, inclusive supports, and evidence-based instructional practices in literacy and numeracy.	- Mental Health and wellness programming included school-wide recognition of Pink Shirt Day, Orange Shirt Day, classroom mindfulness, and staff training using The Third Path - Welcoming, caring, respectful, and safe environment; 95% satisfaction—very high compared to the provincial average of 84% 90% satisfaction—well above the province's 79% for access to supports and services 100% of students in grades 1-6 were assessed using Fountas & Pinnell word lists, with 100% of students in grades 1-8 assessed using Acadience 100% of students in grades 1-7 were assessed using EICS Numeracy Screening 100% of students in Kindergarten were assessed using the EYE screen 23% of students at Father Lacombe are identified as English language learners, and EAL Benchmarks were updated twice during the year	- Increase the percentage of students achieving the Acceptable Standard on the Grade 6 ELA PAT from 76.7% to 85% by June 2026 through early intervention, targeted literacy instruction, and consistent use of reading benchmark data to guide support. - Increase targeted support in junior high for at-risk learners. The 70% Acceptable rate in Grade 9 shows that some students are not meeting grade-level expectations - Support wellness and belonging in upper elementary (Grades 4-6) and middle years (Grades 7-9). While still a high result at 80%, it is the lowest wellness-related result, and indicates approximately 1 in 5 students in Grades 4-9 do not feel they belong at Father Lacombe	- Increase FSLW FTE to 1.0 for the 2025/2026 school year to provide proactive tier 1 and 2 support in the classrooms as well as small groups and one on one support for individual students - FSLW to provide monthly newsletter to parents outlining access to community services - Admin and FSLW to participate in Lacombe Community HUB meetings once each month to increase student and family access to community services - Continue to use Acadience to identify students who would benefit from interventions such as LLI and Read Naturally - Continue dedicated blocks each day for Response to Intervention (RTI), and reevaluate small group interventions every quarter to allow more students to receive necessary interventions		
Teaching and Leading	- Continue to build and develop staff capacity. - Foster a culture of collaboration and leadership development. Support teacher growth and leadership by offering targeted professional development in inclusive education and student well-being, embedding collaboration through regularly scheduled PLCs, and increasing opportunities to celebrate and recognize staff and student contributions to foster a positive, faith-filled school culture.	100% of teachers report having opportunities to strengthen their faith through PD and school-based initiatives 94% Education Quality rating (AEA Survey)—well above the provincial average of 87.6% - Professional growth opportunities included: trauma-informed PD, collaborative response, staff retreats, and faith formation events - Informal recognition of staff and student efforts occurs through	- Increase the number of teaching staff who participate in at least one teacher-led or classroom-embedded professional development session focused on inclusive practices, literacy, or wellness - The percentage of teachers who strongly agree they are building their capacity to permeate faith and support student needs will increase from 38.46% to at least 60%, as measured by internal follow-up surveys and teacher reflections.	- Implement a Teacher-Led PD Series: Schedule monthly short sessions during staff meetings where teachers lead 15–30 minute PD based on effective practices they've implemented in areas like literacy strategies, regulation tools, or effective assessment strategies - Establish “Micro-PD” within PLCs: Dedicate a portion of regular PLC meetings for staff to share a successful instructional or wellness practice—making it practical, replicable, and rooted in real classroom experience		

		announcements, assemblies, and newsletters, but frequency varies Staff identified they frequently engage in professional development days such as Reflection Day, retreats, faith development, etc., but teacher-led PD is not yet a model	Increase the amount of PLC time which includes collaborative work tied to school-based instructional priorities (e.g., data-informed planning, inclusive strategies, or faith integration)	- Create peer coaching partnerships: Pair teachers to observe each other's classrooms informally and debrief around specific goals (e.g., supporting ELL students, implementing F&P interventions, embedding mindfulness) - Invite COLT team and curriculum coaches in. Allow teachers to meet in small groups or one on one with curriculum coaches about assessment and student learning needs.	
Learning Supports	- Recognize and support the diverse learning needs of all students through the Response to Intervention (RTI) model by providing inclusive, culturally responsive programming and fostering strong relationships with Indigenous families and communities. - Walking together to nurture successful and enduring relationships with Indigenous communities. - First Nation, Metis and Inuit students are successful	- Parent perception of student engagement declined from 95% in 2023 to 86% in 2024, indicating a notable drop in how connected parents feel their children are to what they are learning at school. This highlights a need to enhance student engagement and communication about learning experiences - Parent perception of IPP effectiveness decreased slightly: only 66.7% of FNMI parents agreed their child receives the support needed to succeed in school, compared to full agreement in previous years - Student regulation and behaviour support results were strong but slightly varied: 100% of elementary students reported having a trusted adult at school. However, only 60% reported learning how to manage emotions in stressful situations, indicating an area of need 67% of FNMI students reported learning about Indigenous history, culture, and traditions—this result has been maintained from previous years, but remains an area for continued growth and targeted improvement	- Increase the percentage of parents who agree their child is engaged in what they are learning from 86% to 92%, as measured by the annual STAR Catholic parent survey - Increase the percentage of FNMI parents who agree their child receives the support needed to succeed through strengthened collaboration and support planning - Raise the percentage of students who report learning how to manage their emotions in stressful situations from 60% to 80% - Increase FNMI student agreement that they are learning about Indigenous history, culture, and traditions by embedding culturally responsive content across subject areas	- Collaborate with Indigenous consultants, Elders, or Knowledge Keepers for storytelling, land-based learning, or co-teaching opportunities - Continue having our FNMI lead present about the 7 Sacred Teachings monthly at morning assemblies - Continue allowing students to earn "Saint Awards" if they show one of the 7 Sacred Teachings - Restructure how our EAs and LSF are utilized to increase tier 1,2,3 interventions for our school - Expand the LSF's role to include more dedicated instructional time for small-group interventions, allowing a greater number of students to access targeted academic support - Run a short campaign to boost parent usage of PowerSchool: share video tutorials, post quick tips on social media, and send home a "Why PowerSchool Matters" handout	

School's AEA Survey Summary from Alberta Education:

Background Information Reminder:

- In the 2020-2021 school year, the Alberta Education Assurance (AEA) Survey replaced the Accountability Pillar Survey.
- In spring 2021, AB Education piloted the AEA Survey.
- Beginning in spring 2022, the AEA survey results have included summaries for both **required** and **supplemental** measures.

Government

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1312 Father Lacombe Catholic School

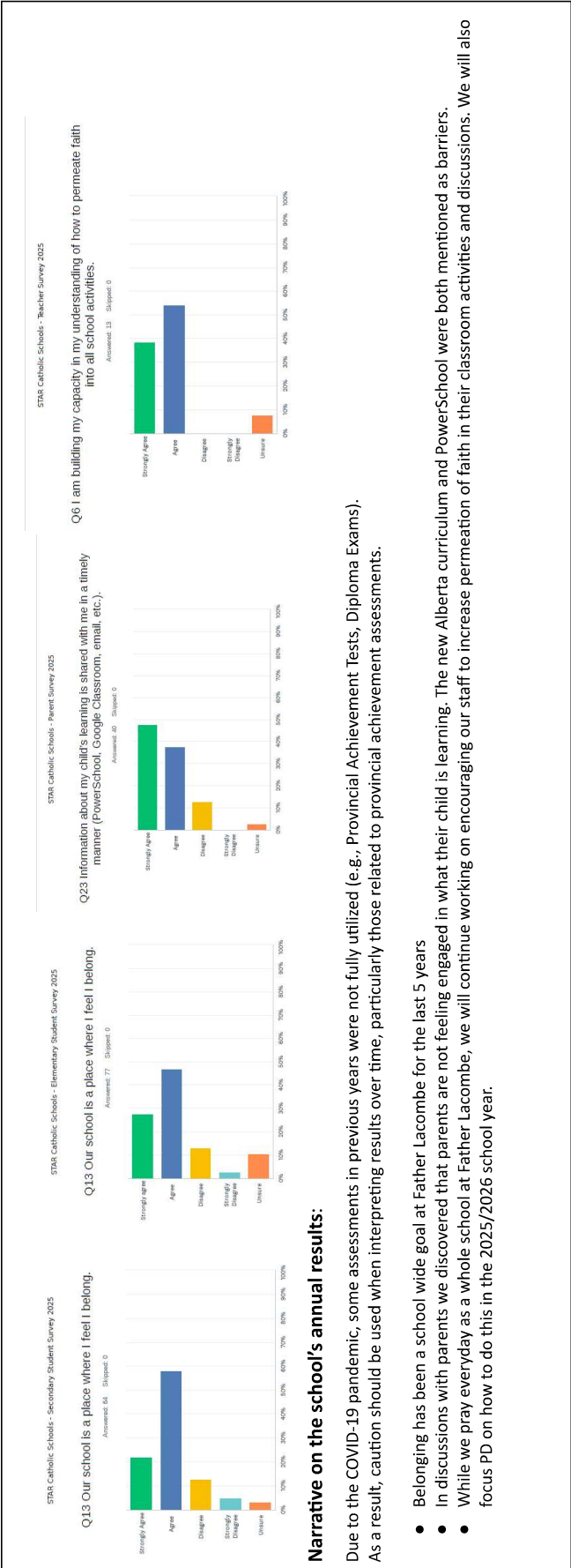
Assurance Domain	Measure	Father Lacombe Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.5	87.3	87.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	96.2	91.7	93.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	76.7	78.3	78.3	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	16.7	17.4	17.4	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	70.0	73.9	73.9	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	22.0	13.0	13.0	15.4	15.5	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	Education Quality	93.6	91.4	93.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.1	92.4	94.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.0	88.6	88.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.7	90.8	90.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1312 Father Lacombe Catholic School

Measure	Father Lacombe Catholic School			Alberta		Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a
Drop Out Rate	0.0	5.3	1.8	2.5	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	94.4	90.0	91.2	81.1	82.2	Very High	Maintained	Excellent
Lifelong Learning	88.4	90.4	93.1	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	89.9	83.2	85.0	82.8	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	90.6	88.7	89.1	80.6	81.2	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	n/a	n/a	n/a
Safe and Caring	95.6	94.3	95.9	87.1	87.5	Very High	Maintained	Excellent
Satisfaction with Program Access	89.1	82.1	81.9	71.9	72.9	Very High	Improved	Excellent
School Improvement	90.0	89.1	86.8	75.8	75.2	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	n/a	n/a	n/a
Work Preparation	92.8	93.0	92.2	82.8	83.1	Very High	Maintained	Excellent

School’s STAR Survey (Survey Monkey) Results:



Narrative on the school's annual results:

Due to the COVID-19 pandemic, some assessments in previous years were not fully utilized (e.g., Provincial Achievement Tests, Diploma Exams). As a result, caution should be used when interpreting results over time, particularly those related to provincial achievement assessments.

- Belonging has been a school wide goal at Father Lacombe for the last 5 years
- In discussions with parents we discovered that parents are not feeling engaged in what their child is learning. The new Alberta curriculum and PowerSchool were both mentioned as barriers.
- While we play everyday as a whole school at Father Lacombe, we will continue working on encouraging our staff to increase permeation of faith in their classroom activities and discussions. We will also focus PD on how to do this in the 2025/2026 school year.

Required Accountabilities: (as described in AB Ed's [Funding Manual](#))

Accountability Item	Description of Action (Dates of meetings where data is shared, publications, postings, etc.)
School involves stakeholders and school council in updating the plan and preparing the AERR ("Progress Evidence Column")	AEA and assurance survey data was reviewed with staff, and School Council was consulted. Input from both groups informed updates to the Education Plan and AERR. Drafts were also shared with teaching staff for review prior to submission.
School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	Final Education Plan and AERR will be posted on the school website by May 29, 2025. Notification to Central Office will be sent by May 30, 2025 confirming completion and posting.
Results for the AEA Survey and student assessments (when available) are included in the school's AERR and have been shared with the school community	AEA survey results and PAT data were analyzed and included in the AERR. Key findings will be summarized in a school newsletter (May 2025 edition), discussed at staff meeting (May 20), and presented to school council (May 26).
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS .	The plan includes goals and strategies that align with TQS competencies (e.g., inclusive learning, wellness, literacy) and LQS competencies (e.g., instructional leadership, fostering effective relationships).