



ST. BENEDICT 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 jourey of faith, learning, and love

STAR Catholic Domains	Board Priority (Based on your school's data, identify ONE focal point from EACH of the domain areas below that will be your school's focus. HIGHLIGHT the TEXT)	School Goal (With your identified school goal(s) in mind, highlight the specific new or continuing goal(s) in your school plan)	Baseline Data (Current Reality)	Target Data/Outcome(s) (Desired Reality)	1-3 Strategies (How will you achieve this desired outcome/target?)	Progress/Evidence (Completed as data becomes available—refers to the measures being used to assess progress/effectiveness of strategies)
Grow and Affirm Catholic Identity	<ul style="list-style-type: none">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.	<p>All members of the school community will model and live out Gospel values through daily actions, prayer, and acts of service that reflect Christ's love.</p> <p>Faith will be integrated across learning and relationships by fostering spiritual growth, encouraging student witness, and embedding Catholic teachings into all aspects of school life.</p>	<p>For teachers there was a slight decrease (–7.7%) in <i>permeating faith throughout the school</i>, dropping to 92.3%.</p> <p>Daily prayer for students remained strong at 98.66%, with only a slight decrease (–0.55%).</p>	<p>Improve 1-2% by integrating faith more explicitly into different subject areas using scripture and Catholic social teachings.</p> <p>Improve by 1-2% in the areas of student-led prayer opportunities.</p>	<p>Monthly “faith in action” challenges (kindness campaigns, continue social justice projects)</p> <p>Share a “Faith Integration Tip of the Month” during staff meetings</p> <p>Gospel assemblies, celebrating mass every month, Monday morning prayer, students leading prayer on announcements, have admin come in to do faith read aloud</p>	
Student Growth and Achievement	<ul style="list-style-type: none">A focus on mental health and well-beingProvincial Achievement ResultsEarly Years Literacy and Numeracy ResultsHigh School Completion, Citizenship & Student Learning Engagement	<p>Strengthen a culture of well-being by enhancing trusted relationships, increasing awareness of mental health supports and promoting emotional regulation strategies.</p>	<p>There was a 7.7% decrease in support for social well-being among teachers.</p> <p>There was a 2.34% decline in students having a trusted adult to ask for help and a decline of 7.10% know who to turn to for mental health.</p>	<p>Increase agreement in trusting relationships and social-emotional support among teachers from 92.3% back to 100% by prioritizing wellness-focused professional development, creating regular opportunities for staff connection and reflection.</p> <p>Raise student agreement in knowing who to turn to for mental health from 81.88% to at least 90%.</p>	<p>Create more team bonding activities, utilize the framework of the Third Path in more teacher/student discussions.</p> <p>Post visuals showing who students can talk to and how to get help.</p> <p>Bring back activities such as “Fish out of Water”. Use announcements, classroom discussions and assemblies to highlight supports and normalize asking for help. Bring in a FSLW to our school staff.</p>	

Teaching and Leading	<ul style="list-style-type: none">Continue to build and develop staff capacity.Foster a culture of collaboration and leadership development.	Strengthen staff capacity and collaboration by ensuring all teachers engage in one faith-integrated professional learning opportunity and one collaborative team initiative.	There were notable declines in three key areas: permeating faith in the school environment, fostering trusting relationships, and supporting social-emotional learning, dropping by 7.7%.	Rebuild community and trust through regular team building, peer collaboration, and staff wellness initiatives, with a target of 95% agreement	Hold more regular staff check-ins for team reflection and sharing wins/struggles Encourage participation in School Leadership Team	
Learning Supports	<ul style="list-style-type: none">Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.Walking together to nurture successful and enduring relationships with Indigenous communities.First Nation, Metis and Inuit students are successful	Foster a school environment where First Nations, Métis, and Inuit students feel safe, supported, and connected by strengthening trusted relationships, increasing access to culturally responsive support, and deepening the integration of Indigenous perspectives and voices throughout the school community.	Only 75% of FNMI Students are confident in knowing who a trusted adult is About 93.8% of FNMI students feel a sense of safety at school.	Increase student confidence in knowing who to talk to 90%. Have 100% of FNMI students feeling a sense of safety at school	Display more FNMI symbols, art, flags and languages in common areas and classrooms Integrate FNMI cultural celebrations, stories and teachings into school assemblies, prayer services and classroom learning Include FNMI student perspectives in decision -making about school safety and belonging	

School’s AEA Survey Summary from Alberta Education:

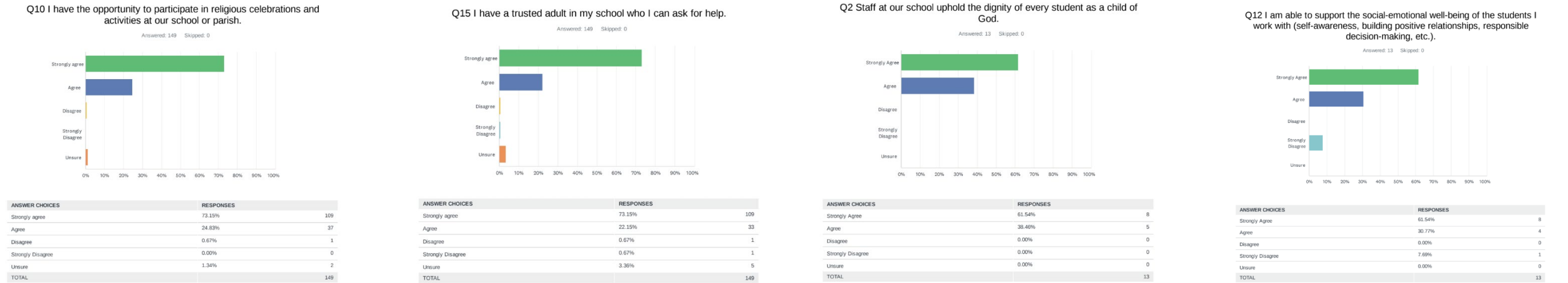
- Background Information Reminder:
- In the 2020-2021 school year, the Alberta Education Assurance (AEA) Survey replaced the Accountability Pillar Survey.
 - In spring 2021, AB Education piloted the AEA Survey.
 - Beginning in spring 2022, the AEA survey results have included summaries for both **required**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

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary										
Assurance Domain	Measure	St. Benedict 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	82.5	83.9	89.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	84.1	90.2	92.4	79.4	80.3	80.9	Very High	Declined	Good
	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
	PAT8: Acceptable	87.8	72.9	72.9	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT8: Excellence	22.4	8.3	8.3	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.4	92.1	93.7	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.1	89.9	92.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.5	94.9	94.9	79.5	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	67.9	89.2	92.9	79.5	79.1	78.9	Very Low	Declined Significantly	Concern

Assurance Domain	Measure	St. Benedict School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.9	82.5	87.3	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	92.6	84.1	89.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT8: Acceptable	n/a	87.8	80.3	n/a	68.5	67.4	n/a	n/a	n/a
	PAT8: Excellence	n/a	22.4	15.4	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	87.4	91.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	90.1	91.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	86.3	74.5	88.1	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	81.2	67.9	84.6	80.0	79.5	79.1	High	Maintained	Good

Notes:

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.

There was a 5.06% increase in students who feel that they have the opportunity to participate in religious celebrations and activities at our school or parish. There was a -2.34% decline in those students who feel they have a trusted adult in the school whom they can ask for help.

Staff at our school remain consistent in their results, and the staff at our school uphold the dignity of every student as a child of God.
There was a 7.7% decline in staff response to being able to support the social-emotional well-being of the students they work with.

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”)	Staff was presenting with the results and strategies for our school goals at our PD Day on April 22 nd , 2025 School Council meeting consultation on May 22 nd , 2025 During the month of May, students in grades four, five, and six participate in a school-based survey Principal meets with grade six ministry teams for annual review
School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	DATE: (Deadline: May 30th, 2025)
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	
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS	Creating a welcoming, caring, respectful and safe learning environment Implementing processes for improving working relationships and dealing with conflict within the school community Indigenous Professional Development Days School-based PD with community service professionals, including mental health, social services, justice, health and law enforcement

	<p>Collaborate with other teachers to build personal and collective professional capacities and expertise</p> <p>Respond to specific learning needs by collaborating with service providers and other specialists to design and provide targeted supports</p> <p>Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First nations, Metis and Inuit.</p>
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