



FORT McMURRAY
CATHOLIC SCHOOLS

Annual Education Results Report

2024-2025



Table of Contents

Table of Contents.....	2
Message from the Board of Trustees.....	3
Message from the Superintendent.....	4
Accountability Statement.....	5
Jurisdictional Profile.....	6
Our Schools.....	8
Local & Societal Context.....	9
Faith.....	11
Student Growth & Achievement.....	14
Provincial Achievement Tests.....	14
Diploma Exams.....	18
High School Completion.....	21
Early Years Literacy & Numeracy.....	23
Citizenship.....	24
Student Engagement.....	26
First Nations, Métis, and Inuit Student Success.....	28
Teaching & Leading.....	33
Quality of Education.....	33
Division Professional Learning.....	36
Learning Supports.....	40
Safe & Caring Schools.....	40
Academic Supports.....	45
Mental Health Supports.....	47
Governance.....	51
Parental Involvement.....	51
Summary of Financial Results.....	54
Stakeholder Engagement.....	59
Accountability System.....	60
Whistleblower Protection.....	62

Message from the Board of Trustees

The Fort McMurray Catholic School Division is pleased to share our Annual Education Results Report. This report reflects our commitment to delivering exceptional education rooted in our Catholic faith. It demonstrates our continued focus on academic excellence, accountability, responsible stewardship of resources, and meaningful collaboration with our students, families, and the wider community.

Throughout the year, we work closely with our schools and their communities to ensure every decision we make supports the success and well-being of our students. Guided by our faith and informed by the development of this report, we remain dedicated to creating opportunities for students to grow in a holistic way.

We are proud of our devoted staff and community partners, whose passion for teaching, innovation, and Catholic education supports our students in becoming lifelong learners and faithful, compassionate contributors to our community. Their commitment ensures that our Fort McMurray Catholic Schools family continues to flourish in both faith and learning.



Dale Barfoot, Chair
Fort McMurray Catholic Board of Education
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Message from the Superintendent

As we conclude the final year of our 3-year Education Plan, we reflect with gratitude on the progress made throughout the 2024–2025 school year. Our work continued to be guided by our three core priorities: faith & wellness, teaching & leading excellence, and learning excellence. This Annual Education Results Report highlights the tremendous, focused efforts of all Fort McMurray Catholic Schools staff, not only in advancing our Division Education Plan goals, but also in achieving the important school-based goals that support the unique needs of each community.

We also acknowledge the impact of this year's labour disruption. We are grateful for the successful resolution reached with our CUPE Local and for the opportunity to welcome our valued employees back into our schools. We remain deeply appreciative of the parents, staff, and students who take the time each year to participate in both local and provincial surveys. Your feedback continues to inform our decision-making and strengthens our commitment to continuous improvement. Thank you for this meaningful contribution to our division.

We were especially pleased to see how our faith theme, "Do Small Things with Great Love," inspired and guided our division over the three years of our Education Plan. Looking ahead, we will continue to adopt a three-year faith theme to support deeper reflection, understanding, and growth in our shared faith journey.

I invite you to explore this report to learn more about our reflections on the 2024–2025 school year and the work that continues to shape the future of Fort McMurray Catholic Schools.

Sincerely,

A handwritten signature in grey ink, appearing to read 'N MacArthur-Poole', with a stylized, cursive script.

Natasha MacArthur-Poole
Superintendent

Accountability Statement

Under the direction of the Fort McMurray Catholic Board of Education, the Annual Education Results Report for the Fort McMurray Roman Catholic Separate School Division for the 2024-2025 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024-2025 was approved by the Board on December 15, 2025.

A handwritten signature in black ink that reads "Dale Barfoot". The signature is written in a cursive, flowing style.

Dale Barfoot, Chair
Fort McMurray Catholic Board of Education

Jurisdictional Profile

As the faith-based option for publicly funded education in the urban service area of Fort McMurray and the broader Wood Buffalo region, Fort McMurray Catholic Schools is committed to the belief that each student is a cherished child of God. Our students are called to participate in a rich, faith-filled Catholic school experience that fosters community engagement, spiritual growth, and academic excellence, thereby making a positive impact on the world.

Operating since 1936, we offer comprehensive programming from Early Childhood Services through Kindergarten to Grade 12 across our community, which continues to grow and flourish. Our division delivers educational services through thirteen modern, technology-rich facilities: ten elementary schools, two secondary schools, and one secondary outreach site, all offering parents a variety of program choices. Our dynamic staff is devoted to a philosophy of learning communities and continuous improvement.

Our Alberta Education-approved programs are designed to be challenging, meaningful, and rewarding. Program highlights span elementary through high school and include the Early Entry Program (EEP), French Immersion, First Nations, Métis and Inuit studies, and career-focused options like Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience, and Cooperative Education with the business and industry communities. We also provide dual credit opportunities, value-added athletics and arts programming, and specialized programs such as Vocational Education and Inclusive Living. Additionally, we facilitate home-based educational services and contract educational and psychological services to ensure the needs of all students are met. To support local working families, before and after school care programs are hosted in seven of our schools.

The school authority operates on a modified calendar, which allocated 14 job-embedded professional learning days plus an additional four professional development days during the 2024-25 school year. New teachers are supported through an early career mentorship program to ensure a successful transition from university and a Catholic education mentorship program to deepen their vocational understanding as Catholic educators. Exemplary student success is a core focus, and annually, our graduates are recognized with numerous academic, leadership and citizenship awards, scholarships, and bursaries.

Our governance structure prioritizes community input: Each school hosts a School Council composed of parents, teachers, and community representatives who assist in shaping the school's mission and future priorities. The Collaboration of Catholic School Councils committee, with representation from every council, meets with the Superintendent annually to address stakeholder issues.

The division is governed by the Fort McMurray Catholic Board of Education, a five-member board elected every four years, which meets monthly at the Catholic Education Centre.

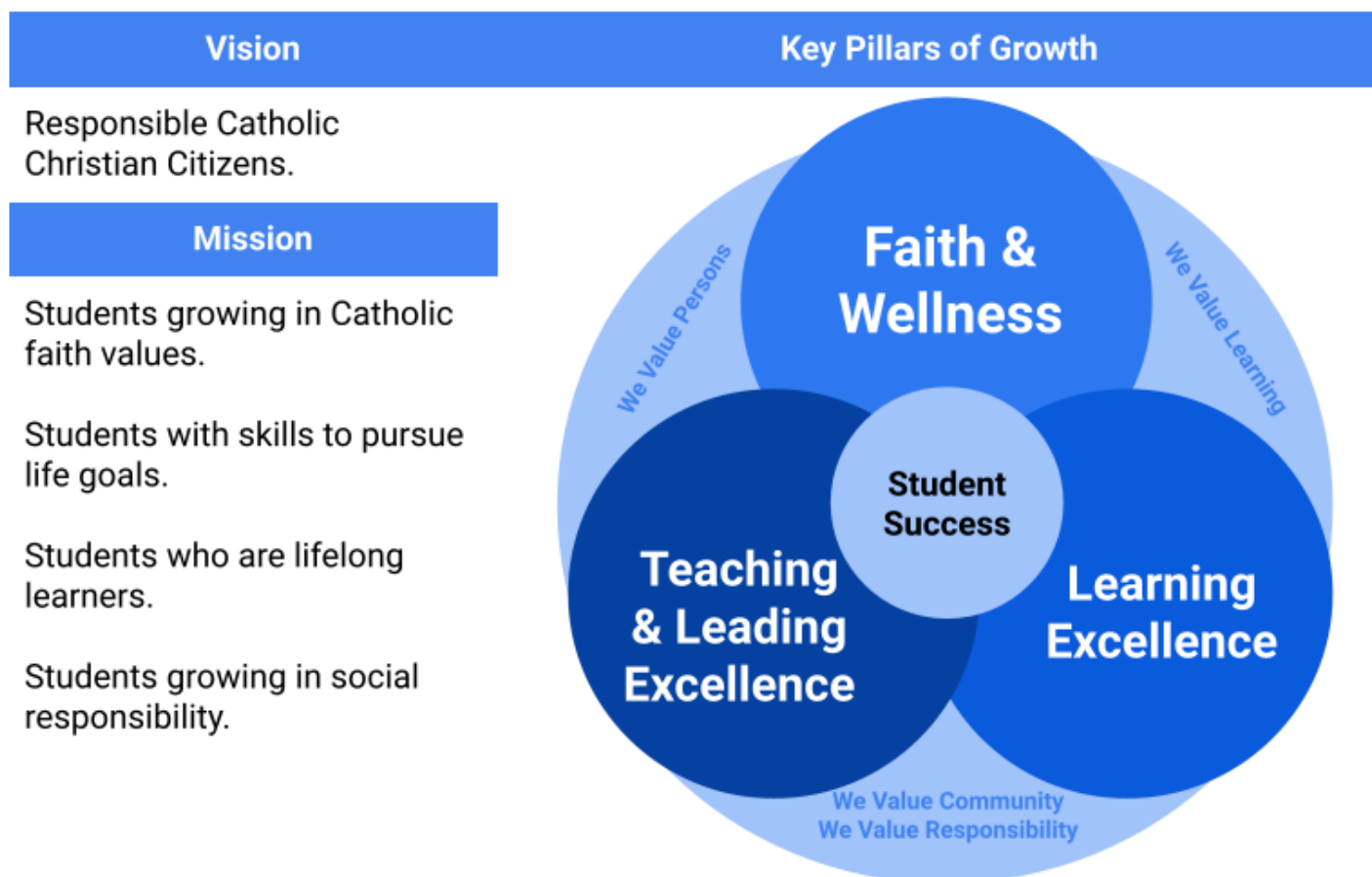


Figure 1. 2022-25 Vision, Mission, & Key Pillars of Growth

Our Schools

School	Grades	School Education Plans
Good Shepherd Community School	ECS - 6	School Education Plan
Our Lady of the Rivers Catholic School	ECS - 6	School Education Plan
Fr. M. Beauregard Education Community Centre	ECS - 6	School Education Plan
Ecole St. Paul Elementary School	ECS - 6 English ECS - 6 French Immersion	School Education Plan
St. Gabriel School	ECS - 6	School Education Plan
Sister Mary Phillips Elementary School	ECS - 6	School Education Plan
St. Anne School	ECS - 6	School Education Plan
St. Kateri School	ECS - 6	School Education Plan
St. Martha Catholic School	ECS - 6	School Education Plan
Elsie Yanik Catholic School	ECS - 6	School Education Plan
Father Patrick Mercredi Community School	7 - 12	School Education Plan
Holy Trinity Catholic High School	7 - 12 English 7 - 12 French Immersion	School Education Plan
Immaculate Heart of Mary Catholic School	10 - 12 Outreach	School Education Plan

Local & Societal Context

Overview

Fort McMurray Catholic Schools proudly serves over 7,000 students who together reflect an exceptionally rich and diverse student body. Our school environments are strengthened by the wide array of student strengths and experiences, including diverse socioeconomic backgrounds, global origins, cultural heritages, and unique learning styles. In addition to the urban service area, our division extends its educational reach to neighbouring rural hamlets, embracing students from several distinct Indigenous Nations and communities.

During the 2024-25 school year, our division employed a dedicated team to serve the learning needs of our students, including over 290 certified teachers, 382 support staff, 19 substitute teachers, 28 school leaders, and a 9-member senior leadership team. This collective of educators, leaders, and paraprofessionals is committed to supporting students and families across our 13 faith-filled schools.

The economy of the urban service area of Fort McMurray and the broader Wood Buffalo region is largely driven by the oil and gas sector. A significant portion of our families are employed by companies operating in the Alberta Oil Sands, often working on shift rotations. Furthermore, our community continues to see a substantial influx of families immigrating from various countries outside of Canada.

Given our northern and remote location and the transient nature of our workforce, the attraction and long-term retention of qualified educational professionals remains a challenge for our school authority. Compounding this, the division must continually navigate the residual impacts of recent and historical events, such as natural disasters and periods of economic uncertainty, which collectively affect our operational environment. These unique challenges necessitate a steady, measured, and strategic management approach aimed at fostering a system that is flexible and highly responsive to the evolving needs of all stakeholders.

Situating the 2024-25 Report

It is important to situate the results, measures, and analyses presented in this report in the context of two events that occurred in the 2024-25 school year, which together impacted the operations of the school division and our forward-thinking strategic planning processes.

1. **Support Staff Labour Action:** Starting in October 2024, support staff engaged in rotational labour action which escalated to a full withdrawal of services across all schools in January 2025. This continued for 10 weeks until an agreement was reached in mid-March. This 48 school-day gap in the invaluable and important support provided by this employee group significantly impacted school

operations, and ultimately student learning, which is reflected in many of the results and analyses presented in this annual report.

2. **Education Plan & System Assurance Cycle:** The 2024-25 school year was the final year of our 2022-25 3-year planning cycle. Considering this, we utilized a more detailed and comprehensive approach to stakeholder engagement and data analysis to inform the development of our new 3-year [Division Education Plan](#). Endorsed by our Board of Trustees on June 9, 2025, this renewed, forward-thinking strategic plan sets forth a new vision for our school division that is underpinned by five key priorities, as indicated in the figure below. This is an important consideration for understanding the *Connections to Education Plan* sections of the results commentary provided in this report.

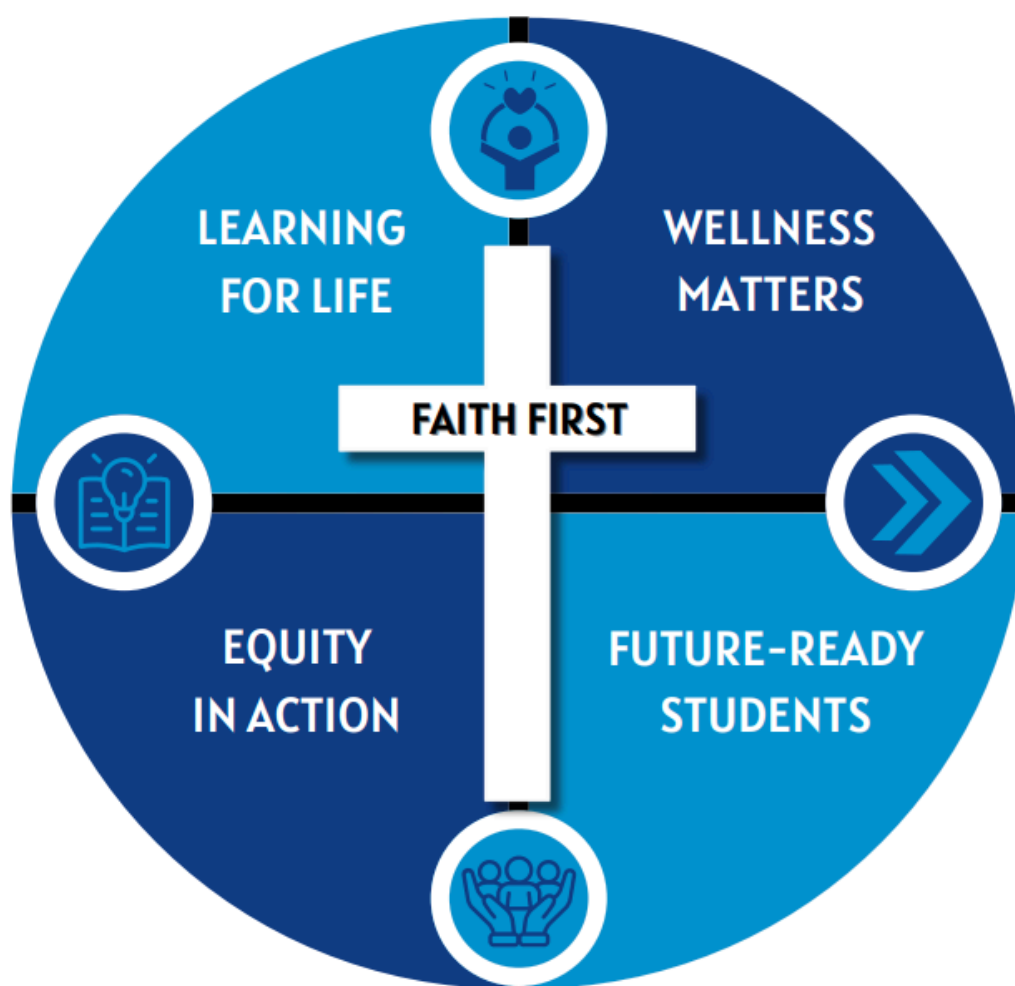


Figure 2. 2025-28 Strategic Priorities



Faith

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”

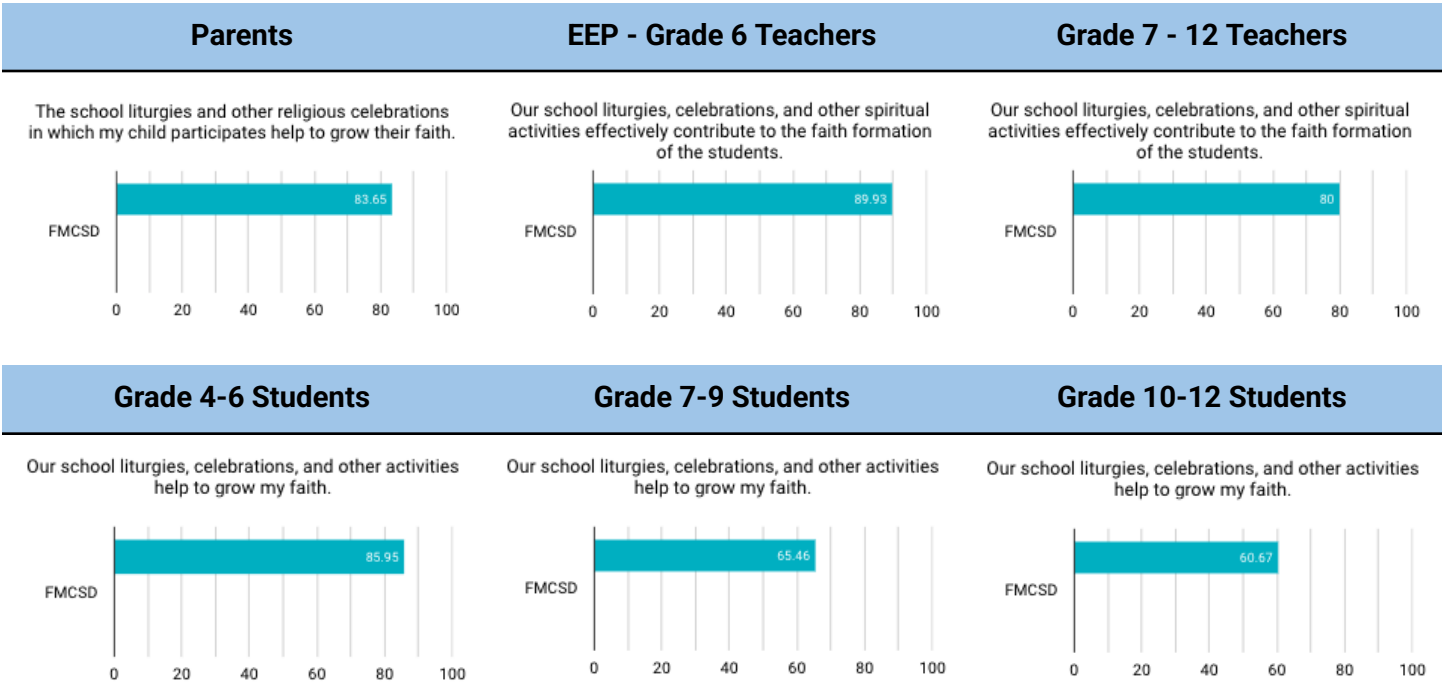
- 1 Peter 4:10

Fort McMurray Catholic Schools provides a faith-based education rooted in Catholic teachings and guided by the division’s four core values. We extend a warm welcome to individuals from all faith backgrounds to learn, grow and thrive within the context of Catholic values.

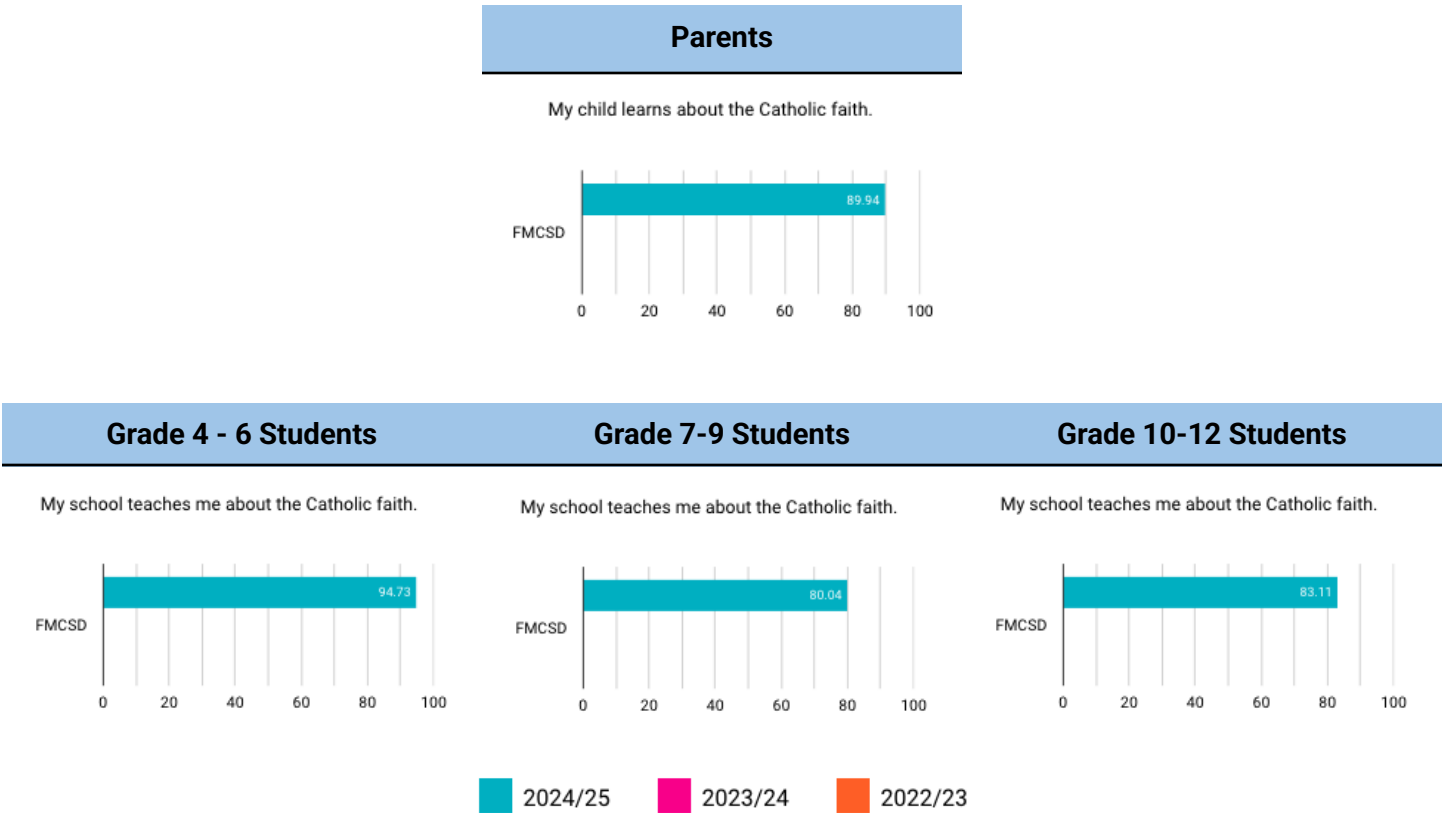
Our schools are committed to nurturing a diverse and compassionate community, ensuring that all students receive the support necessary for their spiritual, social, emotional and academic success. Each student is recognized as a unique individual and provided with the opportunities to reach their full potential.

The 2024/25 school year marked the third and final year of our faith theme “Do Small Things with Great Love.” This concluding year saw a transition in focus, emphasizing the importance of personal growth for all members of the division. The theme was intentionally applied to support individual development across three key areas: wellness, prayer and faith formation. This focus on individual spiritual deepening was supported by dedicated prayer opportunities, including the division-wide Spiritual Development Day and a series called the “Power of Prayer”. Through this initiative, teachers explored a faith intention and experienced different forms of prayer including prayer through beauty, prayer through contemplation and prayer through community. This comprehensive approach challenged students and staff to deepen their personal practice of faith, hope and charity, ensuring they leave the three-year theme grounded in a strong, personal connection to their Catholic values.

Local Measure: Faith Formation



Local Measure: Development of the Catholic faith



Note: A local measures bar graph with a single bar (2024-25) indicates a new survey question and, as such, longitudinal data is not yet available.

Areas of Strength

- Staff, parents and grade 4 - 6 students demonstrated the perceived effectiveness of school spiritual activities. 83.7% of parents, 85.0% of teachers and 86.0% of grade 4 - 6 students agree that liturgies and Catholic celebrations help grow their faith.
- Strong majorities across all surveyed groups agree that their school teaches about the Catholic faith. Specifically, 89.9% of parents, 86.0% of students agree that they are learning about the Catholic faith.

Areas of Growth

- While agreement on faith formation is high in the younger grades, it drops significantly in middle and high school. Only 65.5% of grade 7-9 students and 60.7% of grade 10-12 students agree that school activities help to grow their faith.
- Middle and high School students express less agreement than elementary students regarding the effectiveness of their schools' Catholic faith instruction.

Connections to Education Plan

- Maintain a steadfast commitment to faith first through a commitment to exceptional education grounded in Catholic Faith and Catholic social teachings.
- Introduce a new three-year faith theme: "Live Like a Saint - with minds open to learn, hearts open to love, and hands open to serve," to provide a formalized focus for faith activities across the entire division that is accessible to students of all ages.
- Continue to integrate the principles of Catholic Social Teaching to allow for action-oriented and relevant experiences to improve the faith experiences of middle and high school students.
- Focus on a holistic approach to staff and student wellness to ensure that faith development becomes ingrained in wellness approaches.

Student Growth & Achievement

The commitment of Fort McMurray Catholic Schools to student growth and achievement is centered on cultivating environments where students receive top-tier educational opportunities for growth in every vital area: faith, learning, well-being, and health. We implement a broad array of programs and services, ensuring that potential is unlocked for each student in our division. This work is made possible through a dynamic professional learning framework that equips our staff with the latest, evidence-based instructional tools and strategies. Our positive results, demonstrated by the required five Alberta Education Assurance Measures (AEAMs) and various local indicators, are clear evidence of our division's impact in this domain.

Provincial Achievement Tests

Grade 6 Provincial Achievement Tests - Course by Course

English Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	78.7	80.3	-1.6
	FNMI	76.3	65.6	10.7
	EAL	73.5	70.4	3.1
Standard of Excellence	Overall	10.4	14.7	-4.3
	FNMI	0	6.7	-6.7
	EAL	10.3	9	1.3

French Language Arts 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

FMCS D students were exempt from writing the FLA 6 PAT because of the first year of implementation of the new curriculum.

Mathematics 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	61.4	61.4	0
	FNMI	51.7	38.3	13.4
	EAL	63.2	58.1	5.1
Standard of Excellence	Overall	16.7	17.5	-0.8
	FNMI	10.3	6	4.3
	EAL	11.8	16.6	-4.8

Science 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	NA	NA	NA
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

FMCS D students were exempt from writing the Science 6 PAT because of the first year of implementation of the new curriculum.

Social Studies 6		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	75.1	76.1	-1
	FNMI	70.7	56.3	14.4
	EAL	64.7	69	-4.3
Standard of Excellence	Overall	14.3	22.9	-8.6
	FNMI	13.8	10.2	3.6
	EAL	7.4	17.2	-9.8

Grade 9 Provincial Achievement Tests - Overall Profile

Division PAT Overview	FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	65.7	62.5	3.2
Standard of Excellence	10.3	15.6	-5.3

Grade 9 Provincial Achievement Tests - Course by Course

English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	80.4	82.4	-2
	FNMI	67.4	68.8	-1.4
	EAL	71.4	65.8	5.6
Standard of Excellence	Overall	7.7	13.1	-5.4
	FNMI	2.2	6.4	-4.2
	EAL	3.6	5.6	-2

K&E English Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	65.8	63.1	2.7
	FNMI	71.4	63.5	7.9
	EAL	55.6	41.9	13.7
Standard of Excellence	Overall	5.3	6.9	-1.6
	FNMI	0	7.7	-7.7
	EAL	0	3.2	-3.2

Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	51.2	60.6	-9.4
	FNMI	42.6	37.2	5.4
	EAL	44.8	52.7	-7.9
Standard of Excellence	Overall	8.8	16.4	-7.6
	FNMI	2.1	6.4	-4.3
	EAL	3.4	13.5	-10.1

K&E Mathematics 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	52.9	60.9	-8
	FNMI	50	55.2	-5.2
	EAL	50	57.1	-7.1
Standard of Excellence	Overall	14.7	13.5	1.2
	FNMI	0	11.3	-11.3
	EAL	25	15	10

Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	76	80.4	-4.4
	FNMI	67.4	63.4	4
	EAL	65.5	68.4	-2.9
Standard of Excellence	Overall	16.4	24.7	-8.3
	FNMI	6.5	11.8	-5.3
	EAL	6.9	16.4	-9.5

K&E Science 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	67.6	63.7	3.9
	FNMI	50	55.2	-5.2
	EAL	62.5	50.8	11.7
Standard of Excellence	Overall	5.9	10	-4.1
	FNMI	0	9.1	-9.1
	EAL	0	2.5	-2.5

Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	67.8	71	-3.2
	FNMI	59.6	51.4	8.2
	EAL	57.1	57.5	-0.4
Standard of Excellence	Overall	10.9	20.1	-9.2
	FNMI	0	8.5	-8.5
	EAL	7.1	12.5	-5.4

K&E Social Studies 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	67.6	63.6	4
	FNMI	83.3	60.5	22.8
	EAL	55.6	56.3	-0.7
Standard of Excellence	Overall	10.8	13.4	-2.6
	FNMI	0	13	-13
	EAL	0	3.7	-3.7

French Language Arts 9		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	71.4	78.7	-7.3
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	0	9.7	-9.7
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

Areas of Strength

Grade 6

- The first administration of the provincial achievement test for the new grade 6 math curriculum elicited an overall acceptable standard that was on par with the provincial average.
- In comparison to 2023-24, improvement is noted in grade 6 Social Studies relative to provincial average.
- Indigenous students in grade 6 achieved significant success in English Language Arts & Literature, Social Studies, and Math relative to provincial averages.

Grade 9

- A significant trend reversal is noted in grade 9 on the overall provincial achievement test metric, moving from 19% below provincial average for acceptable standard in 2023-24 to 3.2% above provincial average in 2024-25.
- A slight improvement in the overall achievement of students at the standard of excellence benchmark is noted compared to the previous year.
- In most subjects, students enrolled in the grade 9 Knowledge & Employability program out-performed provincial averages.
- Indigenous students in grade 9 achieved commendable success in Math 9, Science 9, and Social Studies 9 relative to provincial averages.
- Students learning English as an additional language exceeded the provincial average on the acceptable standard benchmark in English Language Arts and English Language Arts - Knowledge & Employability.

Areas of Growth

- On average, FMCS D achievement at the standard of excellence benchmark continues to fall behind provincial averages, though some improvement is noted compared to the previous year.
- Student achievement on the Math 9 Provincial Achievement Test continues to be an area of concern.
- The previous trend of significantly higher achievement relative to provincial averages on grade 9 Knowledge & Employability Provincial Achievement Tests has shifted, which must be monitored closely.

Connections to Education Plan

- Design and implement comprehensive literacy, numeracy, and assessment guiding frameworks to support the consistent application of best practices across the division.
- Continue to foster hands-on and experiential learning opportunities that challenge students to think critically and solve complex problems.
- Continue to implement and refine the school division's comprehensive professional learning framework, including Collaborative Learning Cohorts and Professional Learning Communities.
- Implement a framework and associated actions related to the ethical and effective use of artificial intelligence and other technological solutions to support teacher practice and student learning.
- Strengthen the integration of timely and effective targeted instruction for students in need of additional support

- Continue a multi-year project to expand the collective professional body of knowledge of grade 7-9 teachers as it relates to curricular standards and assessment practices.
- Continue to expand the instructional leadership capacity of school-based leaders.
- Support teachers in practices related to differentiating instruction and implementing universal learning principles.

Diploma Exams

Diploma Exams - Overall Profile

Division Diploma Exam Overview		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	74	82	-8
	FNMI	77.8	77.5	0.3
	EAL	61.3	67.4	-6.1
Standard of Excellence	Overall	13.7	23	-9.3
	FNMI	10.2	11.9	-1.7
	EAL	6.8	14.8	-8

Diploma Exams - Course by Course

English Language Arts 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	76.6	85.3	-8.7
	FNMI	80.8	80.6	0.2
	EAL	46.7	64.7	-18
Standard of Excellence	Overall	4	10.9	-6.9
	FNMI	0	5.3	-5.3
	EAL	0	3.3	-3.3

English Language Arts 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	79.5	85.6	-6.1
	FNMI	87.5	88.6	-1.1
	EAL	66.7	67.4	-0.7
Standard of Excellence	Overall	7	11.3	-4.3
	FNMI	2.5	9.3	-6.8
	EAL	3.7	4.5	-0.8

Mathematics 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	75.8	77.8	-2
	FNMI	83.3	67.8	15.5
	EAL	83.3	67.6	15.7
Standard of Excellence	Overall	27.4	37.1	-9.7
	FNMI	66.7	23.2	43.5
	EAL	16.7	30.8	-14.1

Mathematics 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	65.3	73.6	-8.3
	FNMI	70	71.6	-1.6
	EAL	50	63.3	-13.3
Standard of Excellence	Overall	13.2	17.3	-4.1
	FNMI	15	11.5	3.5
	EAL	0	13.4	-13.4

Social Studies 30-1		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	78.1	84.6	-6.5
	FNMI	81.8	77.5	4.3
	EAL	63.2	72.5	-9.3
Standard of Excellence	Overall	12.1	16.8	-4.7
	FNMI	4.5	9.1	-4.6
	EAL	5.3	8.2	-2.9

Social Studies 30-2		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	67.3	77.5	-10.2
	FNMI	75	72.1	2.9
	EAL	62.5	63.2	-0.7
Standard of Excellence	Overall	6.5	12.3	-5.8
	FNMI	6.3	5.7	0.6
	EAL	6.3	8.3	-2

Biology 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	69.6	82.7	-13.1
	FNMI	50	74	-24
	EAL	66.7	69.2	-2.5
Standard of Excellence	Overall	20.9	34.8	-13.9
	FNMI	14.3	20.3	-6
	EAL	11.1	25.3	-14.2

Chemistry 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	82.2	83.8	-1.6
	FNMI	91.7	75.6	16.1
	EAL	60	74.7	-14.7
Standard of Excellence	Overall	32.6	40.6	-8
	FNMI	33.3	22.9	10.4
	EAL	20	33.1	-13.1

Physics 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	73.9	85.6	-11.7
	FNMI	NA	NA	NA
	EAL	71.4	75	-3.6
Standard of Excellence	Overall	41.3	43.6	-2.3
	FNMI	NA	NA	NA
	EAL	14.3	32	-17.7

Science 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	68	79.6	-11.6
	FNMI	76	77.9	-1.9
	EAL	60	66	-6
Standard of Excellence	Overall	14.4	26.2	-11.8
	FNMI	8	18.5	-10.5
	EAL	0	17.7	-17.7

French Language Arts 30		FMCS D (%)	Province (%)	Difference (%)
Acceptable Standard	Overall	100	94.7	5.3
	FNMI	NA	NA	NA
	EAL	NA	NA	NA
Standard of Excellence	Overall	11.1	6	5.1
	FNMI	NA	NA	NA
	EAL	NA	NA	NA

Areas of Strength

- A slight increase is noted in the overall measure of achievement at the standard of excellence benchmark relative to the previous year.
- Overall, students learning English as an additional language experienced greater success relative to provincial averages when compared to the previous year's results.
- The frequency of metrics across all subjects and demographic groups that were more than 10% below provincial averages has narrowed compared to 2023-24.
- Improvement in achievement on French Language Arts 30 at both benchmark metrics is noted compared to provincial averages.
- While still below provincial average, the disparity in division achievement relative to provincial achievement on Math 30-2 has narrowed in comparison to the previous year.
- Students who self-identify as First Nations, Métis, or Inuit demonstrated exceptional success in Math 30-1 at the standard of excellence benchmark compared to provincial averages, and significant improvement relative to the previous year.
- Improvement is noted on student achievement at the standard of excellence benchmark in Social Studies 30-2 across all three demographic groups relative to provincial averages.

Areas of Growth

- While overall achievement is still within 10% of provincial averages at both benchmark metrics, there is a widening gap compared to 2023-24 that requires close attention.
- Achievement at the standard of excellence benchmark across most subjects continues to fall behind provincial averages, though some improvements are noted in select subjects relative to the previous year.
- Overall achievement at the acceptable standard benchmark is more than 10% below provincial averages in Social Studies 30-2, Biology 30, Physics 30, and Science 30.
- Significant disparity between provincial averages and division averages is noted for students learning English as an additional language in ELA, Math and Science Diploma Exams.

Connections to Education Plan

- Design and implement comprehensive literacy, numeracy, and assessment guiding frameworks to support the consistent application of best practices across the division.
- Continue to foster hands-on and experiential learning opportunities that challenge students to think critically and solve complex problems.

- Continue to implement and refine the school division's comprehensive professional learning framework, including Collaborative Learning Cohorts and Professional Learning Communities.
- Implement a framework and associated actions related to the ethical and effective use of artificial intelligence and other technological solutions to support teacher practice and student learning.
- Strengthen the integration of timely and effective targeted instruction for students in need of additional support.
- Continue a multi-year project that aims to support teachers in building a stronger collective understanding of learning standards set forth in the high school programs of study. This will include standard setting, assessment blueprinting, the introduction of common summative assessments across classes, item writing, and more.
- Continue to expand the instructional leadership capacity of school-based leaders.
- Continue to offer ongoing professional development related to best practices for teaching and assessing in courses with Diploma Examinations.
- Support teachers in practices related to differentiating instruction and implementing universal learning principles.

High School Completion

Required AEAM: 3-year and 5-year High School Completion

High School Completion		FMCS D				Measure Evaluation			Province			
		2021	2022	2023	2024				2021	2022	2023	2024
		%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	3 Year Completion	94.1	91.9	88.8	92.1	Very High	Maintained	Excellent	83.2	80.7	80.4	81.4
	5 Year Completion	96.7	96.8	96.6	96.0	Very High	Maintained	Excellent	87.1	88.6	88.1	87.1
FNMI	3 Year Completion	92.0	90.2	87.1	86.2	High	Maintained	Good	59.5	57.0	56.8	59.8
	5 Year Completion	94.6	97.6	96.5	98.3	Very High	Maintained	Excellent	68.0	71.3	69.4	69.7
EAL	3 Year Completion	93.8	95.2	84.0	90.3	Very High	Maintained	Excellent	78.5	72.8	72.0	73.5
	5 Year Completion	98.8	97.4	97.3	98.0	Very High	Maintained	Excellent	86.1	88.7	88.1	95.3

Areas of Strength

- Outstanding 5-year completion rates in all demographic categories relative to provincial averages.
- Overall 3-year completion rate is the highest it has been since 2022.
- Maintained exceptional completion rates for Indigenous students, especially in the 5-year completion category.
- EAL students within our school authority are experiencing significantly higher 3-year completion rates than the provincial average.
- A continued focus on flexible, responsive, and student-centred academic planning for all students is achieving its intended impact.
- Equitable access to academic and socioemotional support, when coupled with wraparound care from school leadership teams and teachers, is achieving its intended impact.

Areas of Growth

- While the 3-year completion rate for Indigenous students far exceeds the provincial average, there is a slight yet steady decline noted since 2022, which will require careful monitoring and response.

Connections to Education Plan

- Continue to ensure robust and responsive academic, socioemotional, and spiritual programming for all students.
- Continue to foster rich, productive, and collaborative relationships with students and their families.
- Continue to provide wraparound services to support the success of all students.
- Continue to develop stronger strategic relationships with post-secondary institutions and local industry partners to support dual-credit programming, off-campus learning opportunities, and the Registered Apprentice Program.

Early Years Literacy & Numeracy

Students in Kindergarten - Grade 3 were assessed in the areas of literacy and numeracy using assessment tools approved by Alberta Education, as outlined below.

Early Years Assessments: Tools Administered		
Grade	Literacy	Numeracy
K	Acadience	Alberta Provincial Numeracy Screening Assessment
1	Acadience	Elk Island Catholic Schools Assessment
2	Acadience	Elk Island Catholic Schools Assessment
3	Acadience	Elk Island Catholic Schools Assessment

Early Years Assessments: Results Overview							
Grade	Total # of Students Assessed	Beginning Year			End Year		
		# of Students in Need of Additional Support in Literacy	# of Students in Need of Additional Support in Numeracy	# of Students in Need of Additional Support in Literacy & Numeracy	# of Students in Need of Additional Support in Literacy	# of Students in Need of Additional Support in Numeracy	# of Students in Need of Additional Support in Literacy & Numeracy
K	589	230	13	165	n/a	n/a	n/a
1	527	229	57	87	233	16	38
2	613	124	109	79	228	27	60
3	565	75	124	75	239	24	59

To support students identified as in need of additional support in literacy and/or numeracy in Kindergarten to Grade 3, our school authority hired the equivalent of 4.5 FTE certificated teachers to serve as interventionist teachers for an 8-week period. These teachers provided short-term, intensive literacy and/or numeracy intervention in 1:1 or small group situations and traveled between our 10 elementary schools on a rotating schedule. This rotating schedule was based on equitable support to each school depending on the number of students identified as in need of support at each site.

Additionally, educational assistants at each school who held our internal literacy intervention certification provided ongoing, targeted support in 1:1 or small group settings in the areas of both literacy and numeracy throughout the school year.

Collectively, the short-term intensive intervention provided by the certificated temporary team, and the long-term targeted support provided by the trained educational assistants throughout the school year, comprised our school authority's overall approach. Guided by the data elicited from the jurisdictional

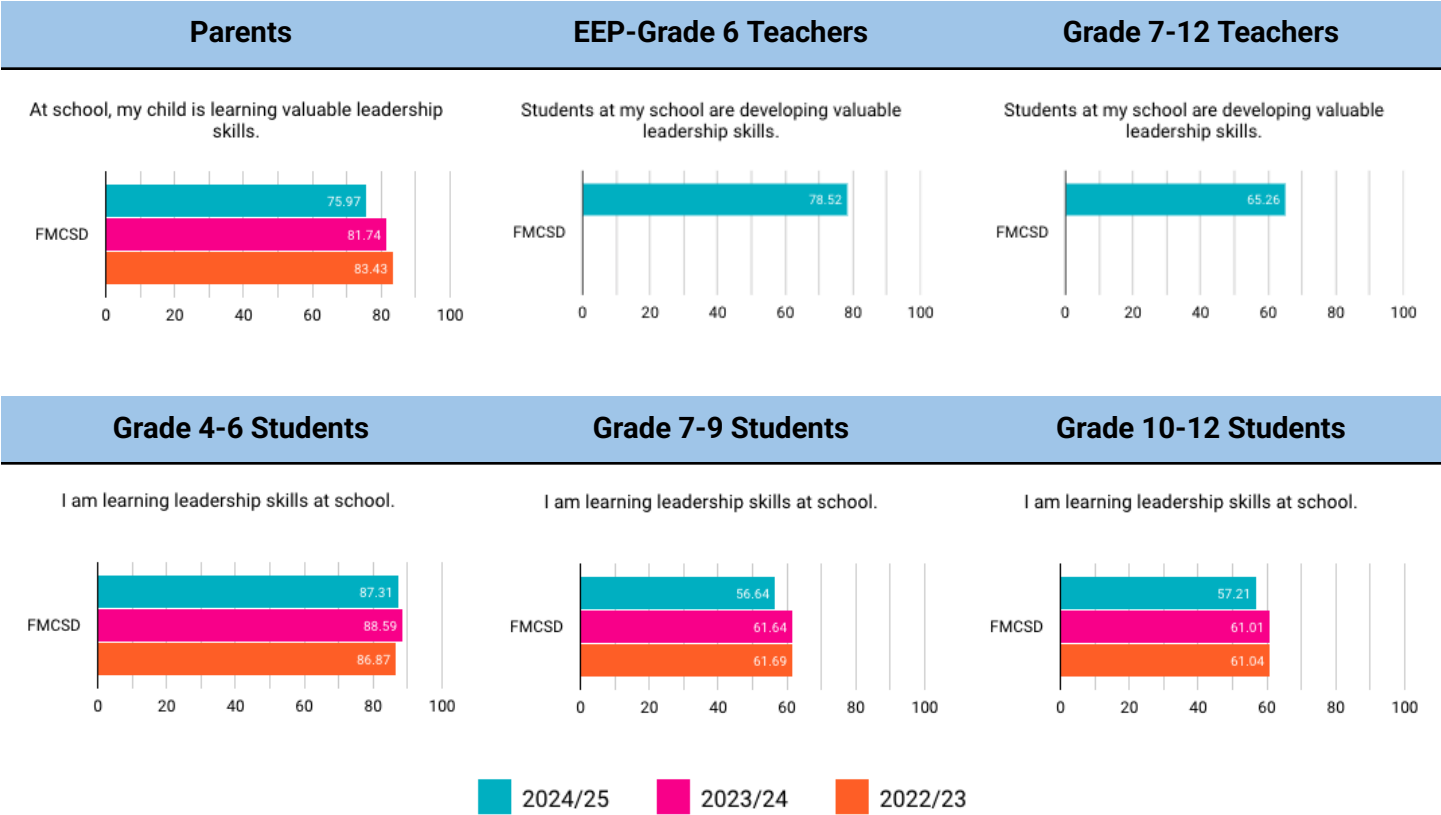
assessments, these teams used current best practices related to intervention along with resources such as Heggerty Bridge the Gap, Numeracy Nets, and First Steps in Math.

Citizenship

Required AEAM: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	FMCS D				Measure Evaluation			Province			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
	%	%	%	%				%	%	%	%
Overall	79.9	80.7	78.9	74.5	Intermediate	Declined Significantly	Issue	81.4	80.3	79.4	79.8
Parent n = 102	81.8	87.4	81.1	78.2	High	Declined	Acceptable	80.4	79.4	78.7	78.6
Student n = 1221	70.2	68.1	69.3	62.6	Intermediate	Declined Significantly	Issue	72.1	71.3	69.6	70.3
Teacher n = 217	87.7	86.8	85.2	82.8	Low	Declined	Issue	91.7	90.3	89.8	90.5

Local Measure: Leadership Skills



Areas of Strength

- Overall parent satisfaction with student citizenship and leadership skills remains comparatively strong, with parents continuing to express confidence that their children are developing leadership competences.
- Elementary results continue to reflect positive perceptions of leadership development, with both teachers and grade 4-6 students reporting strong levels of agreement on leadership skills and being taught and modeled.
- Teacher results, while declining, still indicate a generally positive view of student citizenship.

Areas of Growth

- The overall trend shows a decline in student self-perception of leadership skill development, particularly in grades 7-12, indicating that students become less confident in their leadership skills as they progress through the grades.
- A widening gap is evident between student and parent perceptions of leadership development, especially in the older grades.
- Teacher satisfaction with students modeling active citizenship has continued to decline suggesting a disconnect between how teachers perceive student behaviour and how students and parents view student leadership development.

Connections to Education Plan

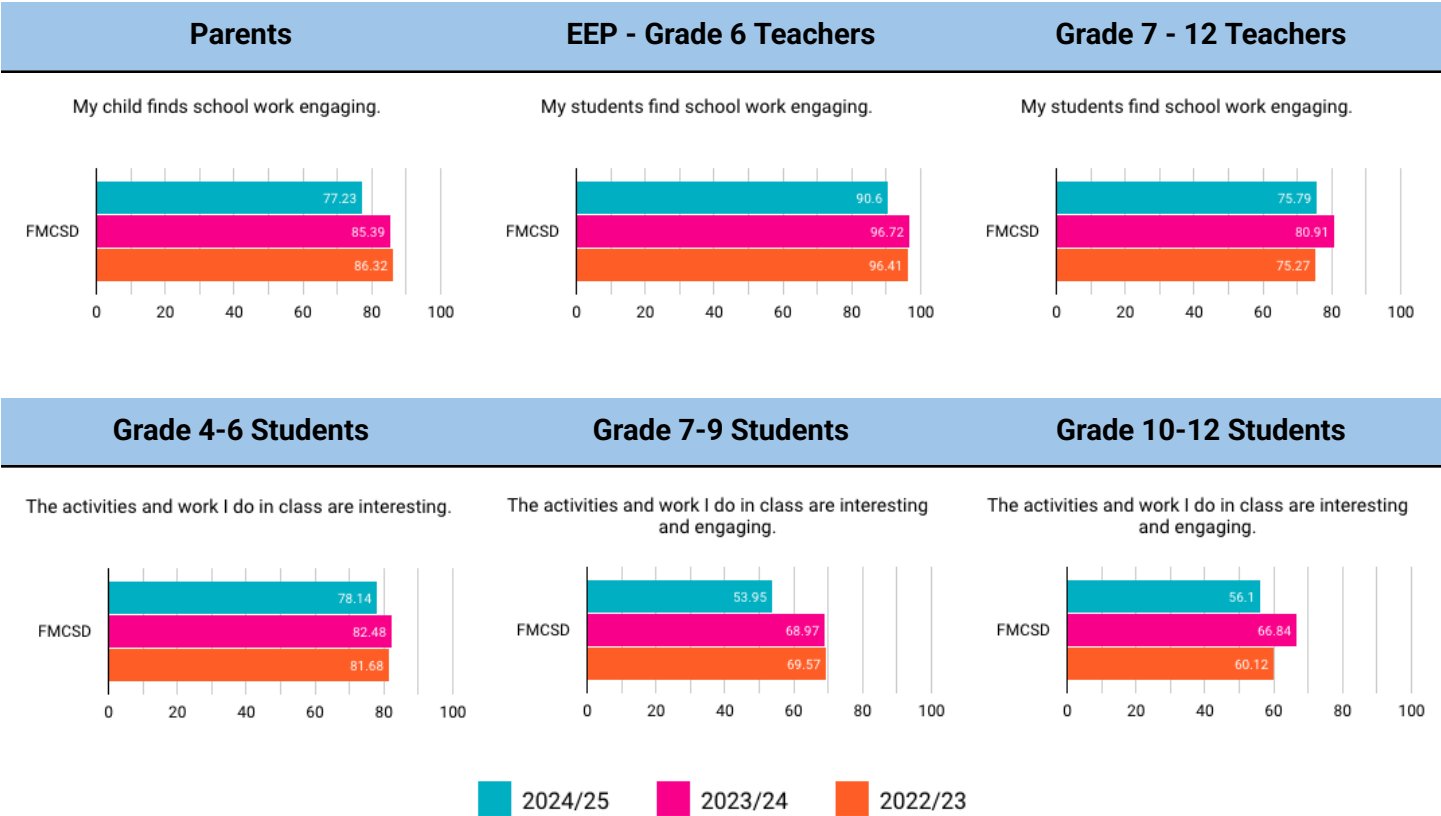
- Continue to strengthen the development of ethical and active citizenship through the “Live Like a Saint” faith theme, connecting students’ daily actions to compassion, responsibility and service.
- Continue to expand meaningful leadership and service opportunities, particularly in grades 7-12, to address declining student confidence in leadership skills and support growth in ethical citizenship.
- Integrate restorative practices and the continue to approach discipline pastorally to reinforce positive behaviour, strengthen teacher perceptions of citizenship, and cultivate respectful, community minded school cultures.
- Prioritize smooth academic, social and emotional transitions, especially between elementary, middle school and high school to support citizenship development and reduce the decline seen in older grades.
- Continue to cultivate culturally responsive and inclusive learning environments that ensure all students feel valued, seen and connected to strengthen their capacity to contribute meaningfully to their school communities.

Student Engagement

Required AEAM: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	FMCS D				Measure Evaluation			Province			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
	%	%	%	%				%	%	%	%
Overall	83.1	82.5	81.9	81.7	Low	Maintained	Issue	85.1	84.4	83.7	83.9
Parent n = 102	87.7	88.5	86.8	90.5	High	Maintained	Good	88.7	87.3	86.7	87.6
Student n = 1221	71.6	68.5	68.0	66.5	Low	Declined	Issue	71.3	70.9	69.3	69.3
Teacher n = 217	90.1	90.6	91.0	88.1	Very Low	Maintained	Concern	95.5	95.1	95.1	95.0

Local Measure: Student Engagement



Areas of Strength

- Parent satisfaction with student engagement remains high and increased to 90.5% on AEAM measures in 2025. Although local measures demonstrate a decrease to 77.2%, overall parent satisfaction remains high.
- Teachers continue to report high levels of engagement, particularly in EEP - grade 6, showing the confidence in engaging learning environments.
- Grade 4 - 6 students continue to report comparatively strong engagement, indicating that younger learners find activities and classroom work interesting and meaningful.
- Overall engagement results have remained relatively stable over the past four years.

Areas of Growth

- Student engagement shows a multi-year downward trend on the AEAM measures and is beginning to show a downward trend in local measures.
- Engagement concerns are most significant in grades 7 - 9 and grades 10 - 12, signalling a need to deepen relevance, motivation and connection for older learners.
- Teachers continue to report very high engagement levels, while students report much lower levels. This widening gap suggests the need to examine classroom experiences, instructional design and engage the student voice more closely.

Connections to Education Plan

- Prioritize the design of engaging, relevant, and meaningful learning experiences to address declining student-reported engagement across Grades 4 - 12.
- Build teacher capacity in differentiating instruction, integrating executive functioning strategies and designing accessible learning tasks that keep diverse learners engaged and challenged.
- Enhance instruction and assessment practices that challenge students to analyze, evaluate, synthesize information, and apply knowledge in novel and complex ways.
- Enhance supports for student belonging, connection, and wellness through the Wellness Matters strategies, recognizing the strong link between emotional well-being and engagement in learning.
- Strengthen academic, social and emotional transition supports, particularly between elementary, middle and high school to counter the engagement declines seen in older grade levels.
- Collaborate intentionally with families to align home and school perceptions, building on high parent satisfaction while addressing gaps between adult and student views of engagement.

First Nations, Métis, and Inuit Student Success

Fort McMurray Catholic Schools approaches the important work of Indigenous education through a dual lens, ensuring that support is both student-centered and systemically integrated. This framework drives us toward both immediate student success and long-term reconciliation.

Lens #1: Supporting Students & Families

Our first commitment is directly focused on fostering the success of First Nations, Métis, and Inuit students and their families. This involves prioritizing strong, reciprocal relationships with families, providing targeted academic, spiritual, and socioemotional support, and ensuring intentional and responsive program planning at every transition point. More so, by enhancing partnerships with community and industry, we aim to provide experiential learning that cultivates strong career mindsets and prepares these students for post-secondary education or the world of work.

Lens #2: Integrating Foundational Knowledge about First Nations, Métis, and Inuit Peoples

The second important lens focuses on the full student body and the integration of foundational Indigenous knowledge across all program deliveries. This commitment is central to the ongoing process of Truth and Reconciliation. Drawing directly from the spirit of the Truth and Reconciliation Commission's Calls to Action that address education, our division strives to ensure all students understand the histories, legacies, and contemporary contributions of Indigenous peoples. By expanding professional learning for all staff on these histories, perspectives, and the Calls to Action, we aim to build a shared foundational understanding that will inform a generation of citizens prepared to act on reconciliation.

Considering this dual lens, our school division allocated the 2024-25 grant funding of \$1.3 M to support the following primary strategies:

- **Indigenous Liaison Support:** A full-time Indigenous Liaison is employed at each school site. These individuals provide direct student support and foster strong, reciprocal relationships with First Nations, Métis, and Inuit families. They also support teachers in the integration of foundational Indigenous knowledge in their instructional programs.
- **Professional Development:** At various instances throughout the 2024-25 school year, there were division-wide and school-based opportunities for staff to receive professional learning on Indigenous histories, perspectives, and the educational imperatives outlined in the Calls to Action.
- **Curriculum Integration:** As an integrated part of wider professional development sessions, resources were provided that support the integration of foundational Indigenous knowledge across various subject areas.

- **Celebrating Culture:** With the support of school leadership teams, Indigenous liaisons, and other staff members, various cultural celebrations and events were hosted across the division that showcased and honoured diverse Indigenous traditions.
- **Intentional, Wraparound Services:** Under the direction of school leadership teams and the department of inclusive education, our school division provides culturally responsive, wraparound services that emphasize intentional program planning to meet the specific needs of First Nations, Métis, and Inuit students.

Lens #1 Measures: Supporting First Nations, Métis, and Inuit Student Success

AEAM: 3-year and 5-year High School Completion for First Nations, Métis, and Inuit Students

High School Completion	FMCS D				Measure Evaluation			Province			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
	%	%	%	%				%	%	%	%
3 Year Completion	92.0	90.2	87.1	86.2	High	Maintained	Good	59.5	57.0	56.8	59.8
5 Year Completion	94.6	97.6	96.5	98.3	Very High	Maintained	Excellent	68.0	71.3	69.4	69.7

AEAM: Year-Over-Year Drop Out Rate for First Nations, Métis, and Inuit Students

	FMCS D				Measure Evaluation			Province			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
	%	%	%	%				%	%	%	%
Drop Out Rate	1.0	0.0	0.0	0.8	Very High	Maintained	Excellent	4.9	5.1	5.2	5.2

AEAM: 3-year and 5-year High School Completion for First Nations, Métis, and Inuit Students

Transition Rate	FMCS D				Measure Evaluation			Province			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
	%	%	%	%				%	%	%	%
4-Year	25.7	35.6	46.6	32.7	Intermediate	Maintained	Acceptable	22.7	21.2	22.8	24.4
6-Year	60.5	50.5	53.6	54.6	Intermediate	Maintained	Acceptable	37.7	35.5	36.8	37.1

Areas of Strength

- At 98.3%, the 5-year completion rate of First Nations, Métis, and Inuit students is at the highest rate it has been in four years, and is 28.6 percentage points above provincial average.
- Overall high school completion rates remain very high.
- The 6-year transition rate to post-secondary studies continues to make gains while also outstepping provincial averages.
- The year-over-year drop out rate remains low.

Areas of Growth

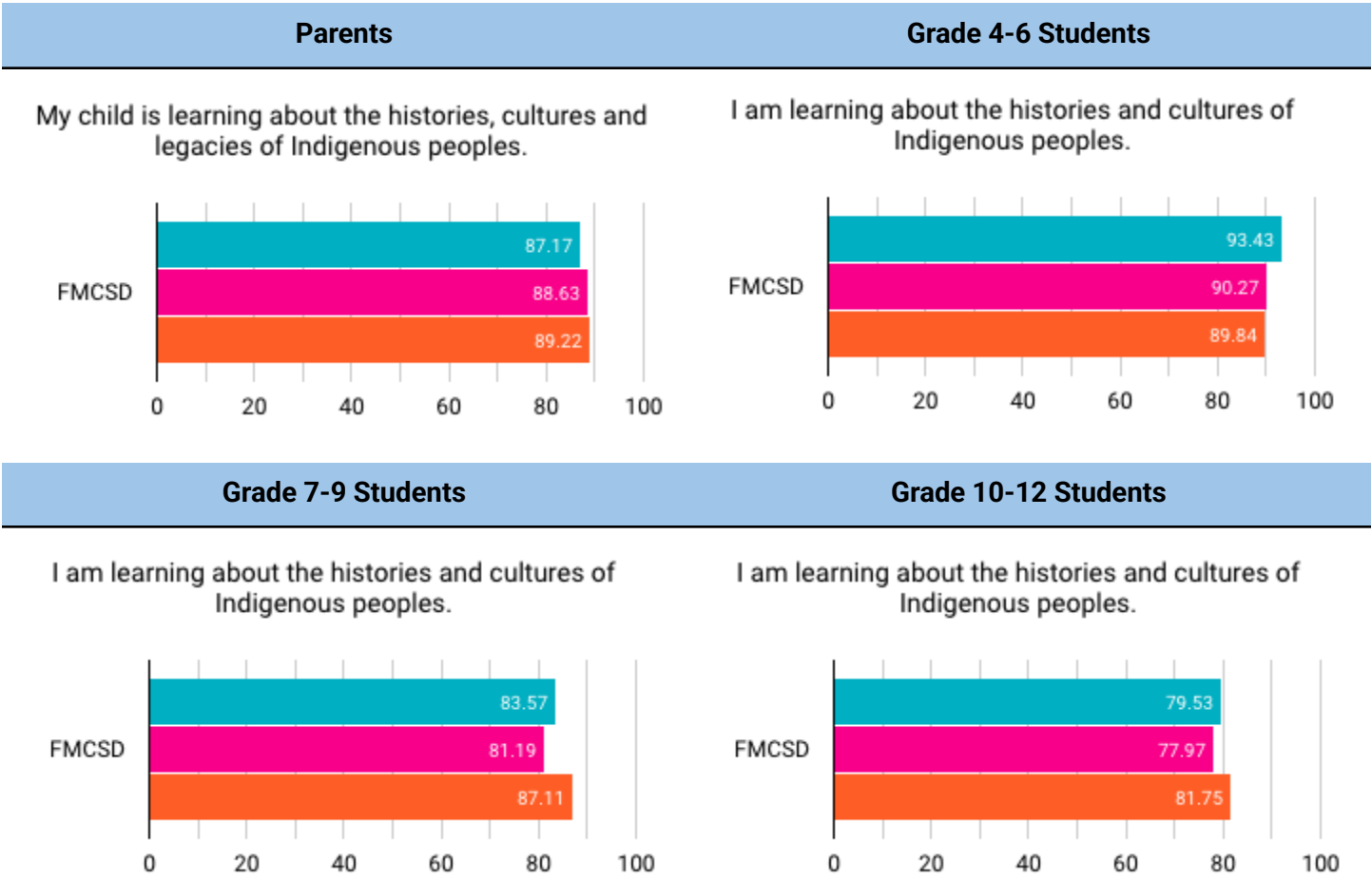
- While overall metrics remain high relative to provincial averages, the 3-year completion rate is trending down slightly year-over-year, which requires careful monitoring.
- The 4-year transition rate to post-secondary studies declined markedly relative to the previous year.

Connections to Education Plan

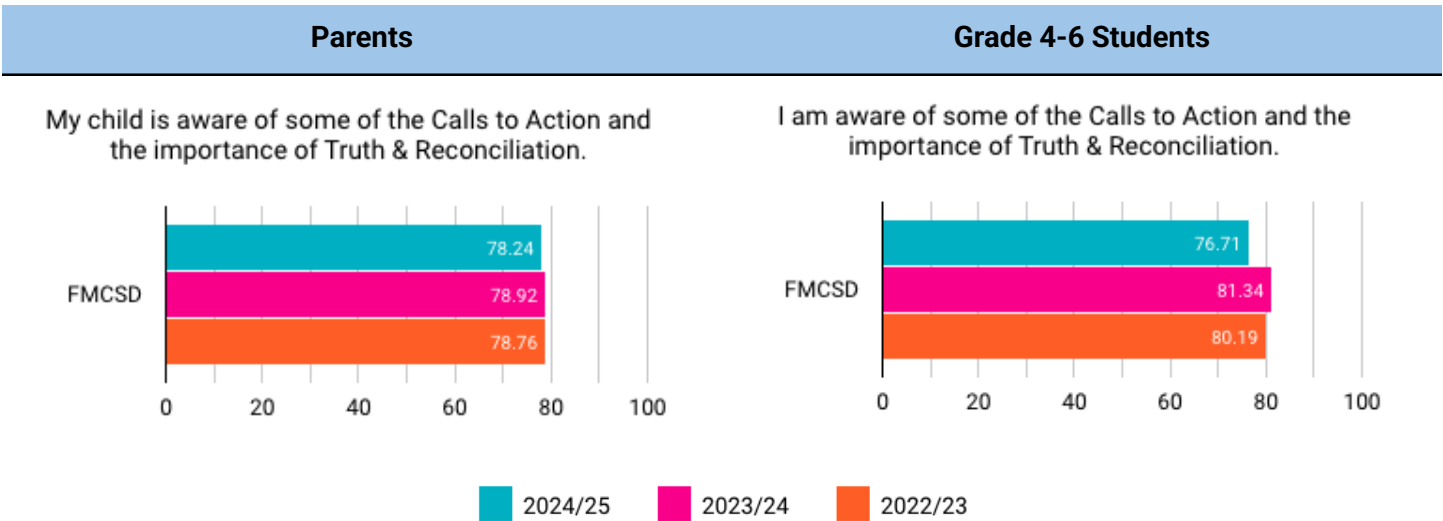
- Continue to prioritize the success of First Nations, Métis, and Inuit students by building strong and reciprocal relationships with students and families.
- Maintain the allocation of Indigenous Liaisons to each school to ensure that First Nations, Métis, and Inuit students and their families continue to have an access point to important support structures.
- Continue intentional and responsive program planning and transition planning at key points in the educational journeys of First Nations, Métis, and Inuit students.
- Enhance partnerships with community and industry partners to create targeted, experiential learning opportunities for First Nations, Métis, and Inuit students, ultimately cultivating strong career mindsets.

Lens #2 Measures: Integrating Foundational Knowledge about First Nations, Métis, and Inuit Peoples

Local Measure: Histories and Legacies of Indigenous Peoples

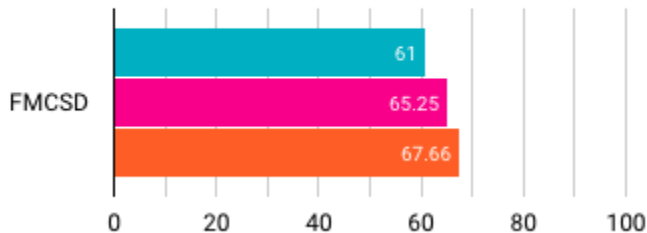


Local Measure: Awareness of Calls to Action and Importance of Truth & Reconciliation



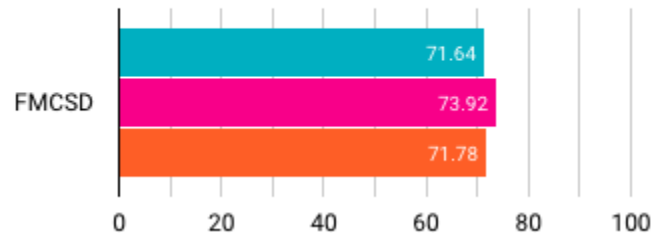
Grade 7-9 Students

I am aware of some of the Calls to Action and the importance of Truth & Reconciliation.



Grade 10-12 Students

I am aware of some of the Calls to Action and the importance of Truth & Reconciliation.



2024/25 2023/24 2022/23

Areas of Strength

- Student agreement that they are learning about Indigenous histories and cultures is showing year-over-year gains.
- The majority of students across all grade levels report that they are aware of the Calls to Action and the importance of Truth & Reconciliation.
- Indigenous Liaisons are employed in each school to support students and teachers.

Areas of Growth

- The expressed awareness of most stakeholders as it relates to the Calls to Action and the importance of Truth & Reconciliation is trending down slightly, which should be monitored closely.
- Grade 7-9 students are showing less awareness about the Calls to Action and the importance of Truth & Reconciliation compared to their peers in grades 4-6 and 10-12.

Connections to Education Plan

- Enhance the scope of professional development related to Indigenous histories, perspectives, and our commitment to Truth and Reconciliation for all staff.
- Expand capacity for the application of Indigenous foundational knowledge and worldviews across all subject areas and grade levels

Teaching & Leading

Fort McMurray Catholic Schools is committed to cultivating a thriving community of educators grounded in collaboration, excellence, and continuous growth. By prioritizing collective efficacy and strong instructional leadership, we ensure that teachers and leaders are supported in ways that directly enhance the learning experiences of students in every classroom.

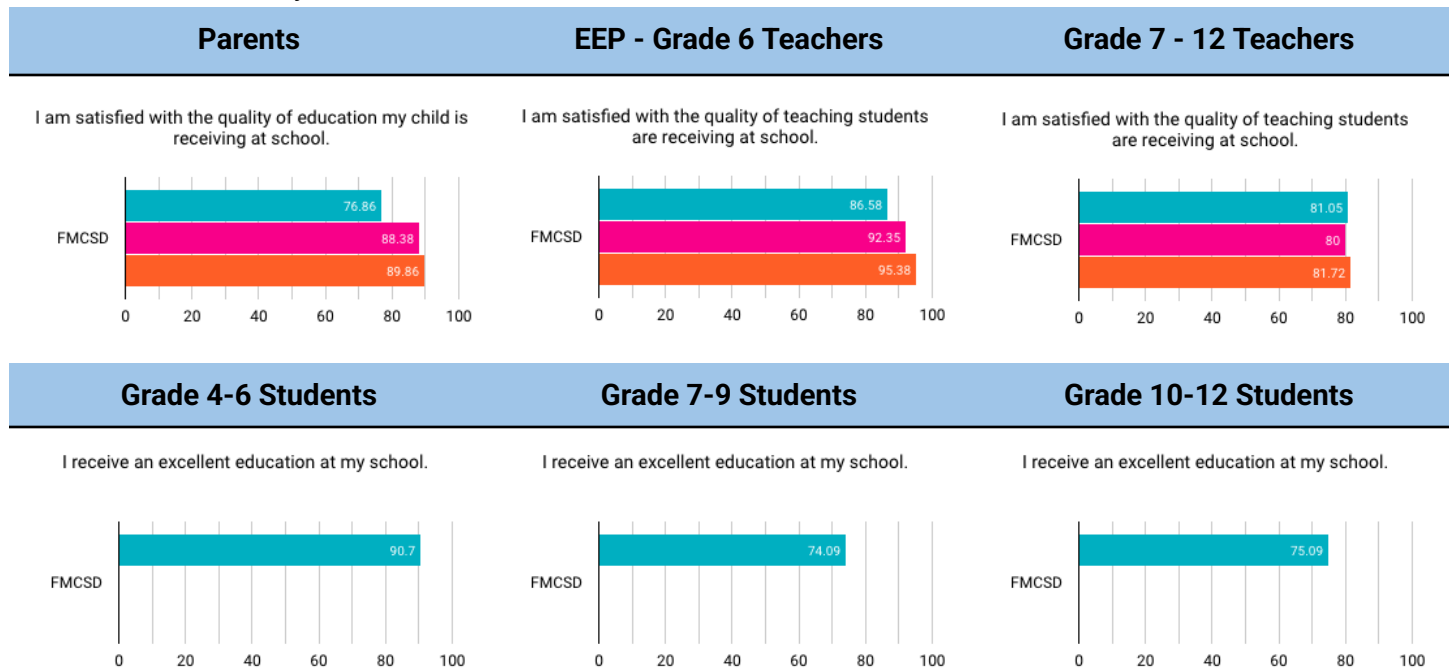
Supported by a robust professional development calendar and a well-established professional learning model, the division ensures intentional time for system-directed learning, school-focused growth, and teacher-led professional learning communities that advance priorities across all tiers. These structures intentionally promote shared expertise, deepen professional knowledge, and align instructional practices across schools, ensuring that students benefit from consistent, high-quality learning experiences.

Quality of Education

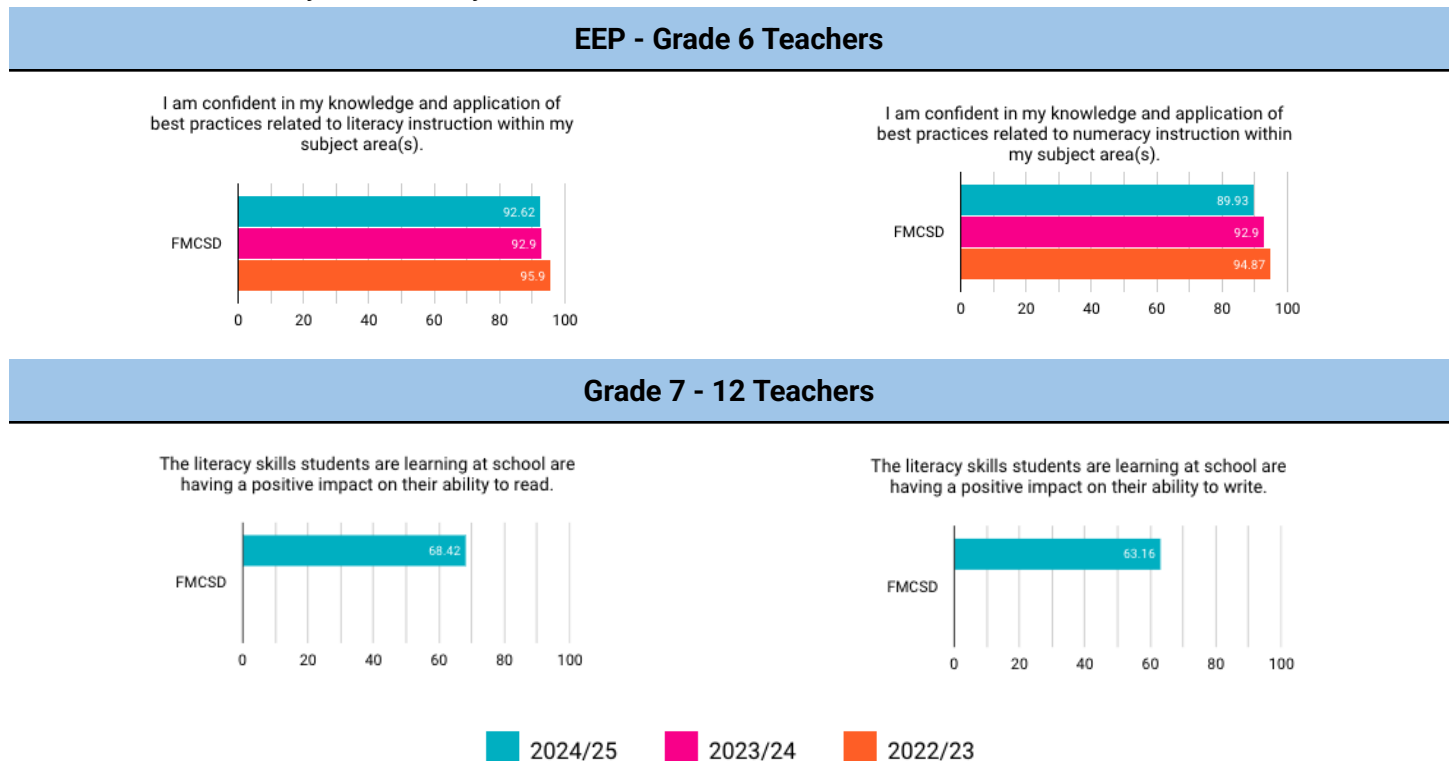
Required AEAM: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	FMCS D				Measure Evaluation			Province			
	2022	2023	2024	2025				2022	2023	2024	2025
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	87.0	86.8	87.0	85.0	Intermediate	Declined	Issue	89.0	88.1	87.6	87.7
Parent <i>n</i> = 102	84.6	85.9	86.1	85.6	Very High	Maintained	Excellent	86.1	84.4	83.8	84.3
Student <i>n</i> = 1221	86.5	84.9	84.3	82.8	Low	Declined	Issue	85.9	85.7	84.9	84.8
Teacher <i>n</i> = 217	89.7	89.6	90.8	86.7	Very Low	Declined	Concern	95.0	94.4	93.9	93.9

Local Measure: Quality of Education

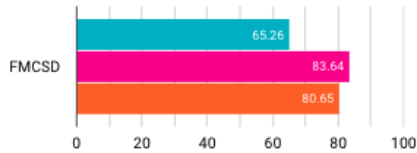


Local Measure: Literacy & Numeracy



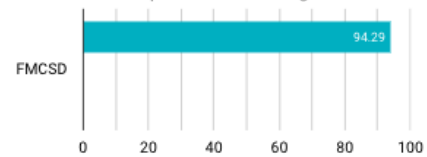
Grade 7 - 12 Teachers

The numeracy skills students are learning at school are having a positive impact on their ability to understand and do math.



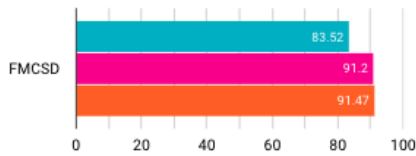
Grade 7 - 12 Math Teachers

I am confident in my knowledge and application of best practices related to teaching math for conceptual understanding.

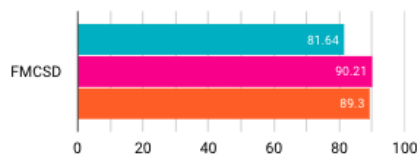


Parents

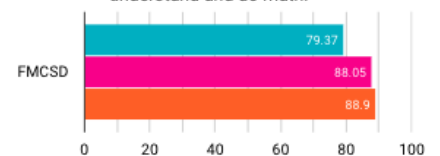
The reading skills my child is learning at school are having a positive impact on their ability to read.



The writing skills my child is learning at school are having a positive impact on their ability to write.



The mathematics skills my child is learning at school are having a positive impact on their ability to understand and do math.



2024/25 2023/24 2022/23

Areas of Strength

- Parent satisfaction with the overall quality of education remains high. Additionally, parents hold a consistently high positive perception of the impact of school instruction on their child's reading, writing and mathematics abilities.
- Teachers report strong professional confidence in delivering effective instruction, including a high level of knowledge and use of best practices in literacy and numeracy.
- Students in grades 4-6 consistently express the highest levels of satisfaction with the quality of education.

Areas of Growth

- Overall student satisfaction with the quality of education is a key area of focus, having been evaluated as an "issue" due to declines in improvement, especially at the grade 7-12 level.
- The data indicates a discrepancy between the teacher's confidence and perceptions of how these practices impact student learning in literacy and numeracy.

Connections to Education Plan

- Foster instructional leadership across all tiers by emphasizing collaborative professional growth, supporting leaders in translating high teacher confidence into demonstrably positive impact on student literacy and number outcomes.
- Monitor and implement the refined professional learning framework through focused Professional Learning Communities and system-directed learning cohorts to ensure the positive impact of literacy and conceptual math best practices is measurable.
- Refine and shift the focus of leadership meetings from primarily information sharing to a collaborative professional development environment, fostering innovation, critical thinking and collective problem-solving.
- Develop division literacy, numeracy and assessment guiding frameworks to support high-impact, rich learning environments and research-informed instructional and assessment strategies.
- Expand programs and partnerships that provide students with hands-on work experience in relevant industries, allowing them to develop skills, build professional networks and deepen their confidence in the quality and relevance of their education.
- Integrate a continuum of supports to proactively address the physical, mental, and spiritual well-being of all students.

Division Professional Learning

Our school authority utilizes a modified operational calendar that included 14 professional learning days in the 2024-25 school year. Known as PLFs (Professional Learning Fridays), the majority of professional learning activities planned and facilitated by the division and school teams take place on these days.

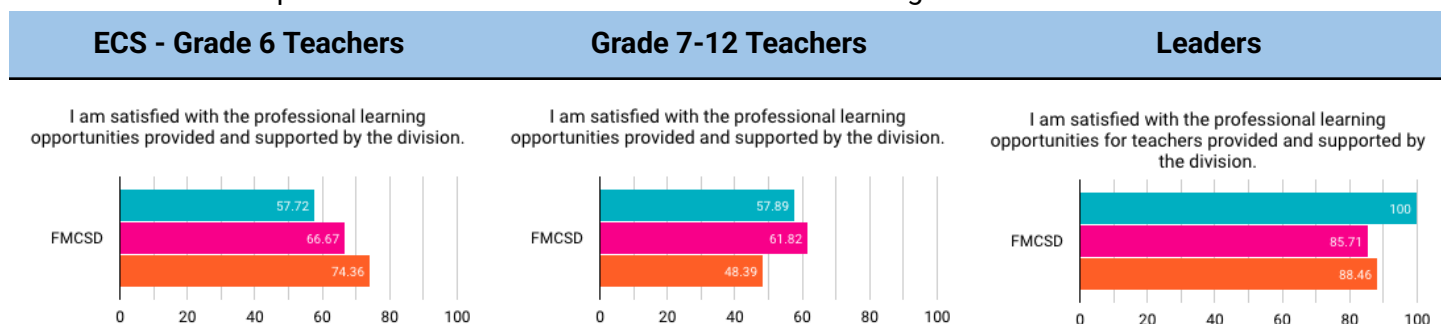
The planning of these activities are underpinned by these six core drivers:

1. The allocation of time for professional learning must strike a balance between advancing the data-driven strategic priorities outlined in the Division Education Plan, each School Education Plan, and individual teacher and teacher leader professional learning needs.
2. The spirit of professional collaboration must be integrated throughout all aspects of the framework.
3. Fostering coherence amongst teachers and leaders within and across all schools is critical to the division's success.
4. Research-based and evidence-informed best practices along with current student learning data should form the foundation of all professional learning endeavors.
5. Teachers and leaders should have some degree of autonomy over their professional learning endeavors.
6. Accountability measures must be permeated throughout all aspects of the framework to ensure effective and appropriate stewardship of division resources.

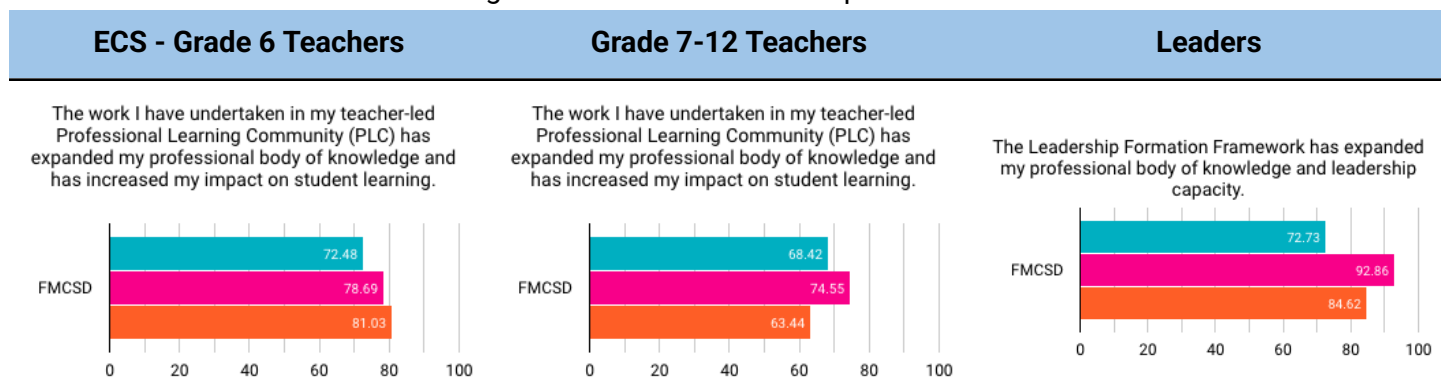
The professional learning activities facilitated by the division fall into five broad categories, as outlined in the table below.

Professional Learning Framework	
Activity	Description
Professional Learning Communities	Teacher-formed groups that focus on using evidence of student learning to guide the expansion of their professional body of knowledge in a particular area.
Collaborative Learning Cohorts	Division-led learning cohorts focused on the primary strategic priorities outlined in the Division Education Plan. Teachers are assigned to these cohorts and they are facilitated by internal and external field experts.
School-based Activities	Approximately 50% of professional learning time is allocated to school principals to design and facilitate activities that advance the goals outlined in School Education Plans.
Faith Formation	For a portion of the professional learning time, teachers and leaders gather for faith formation activities such as Mass, prayer services, and faith-based reflections.
Leadership Formation	Apart from the framework used to support classroom teachers, our school authority has a leadership formation model that focuses on enhancing the collective leadership capacities of our school and division leaders. The current priority is instructional leadership and supervision & evaluation.

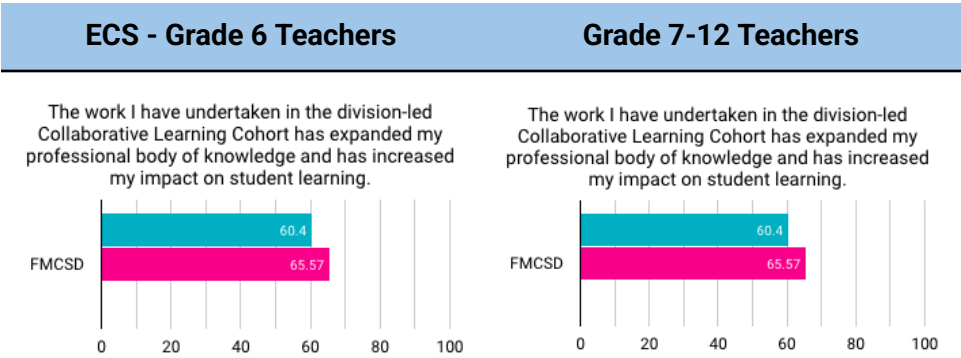
Local Measure: Perspectives on Overall Division Professional Learning for Teachers



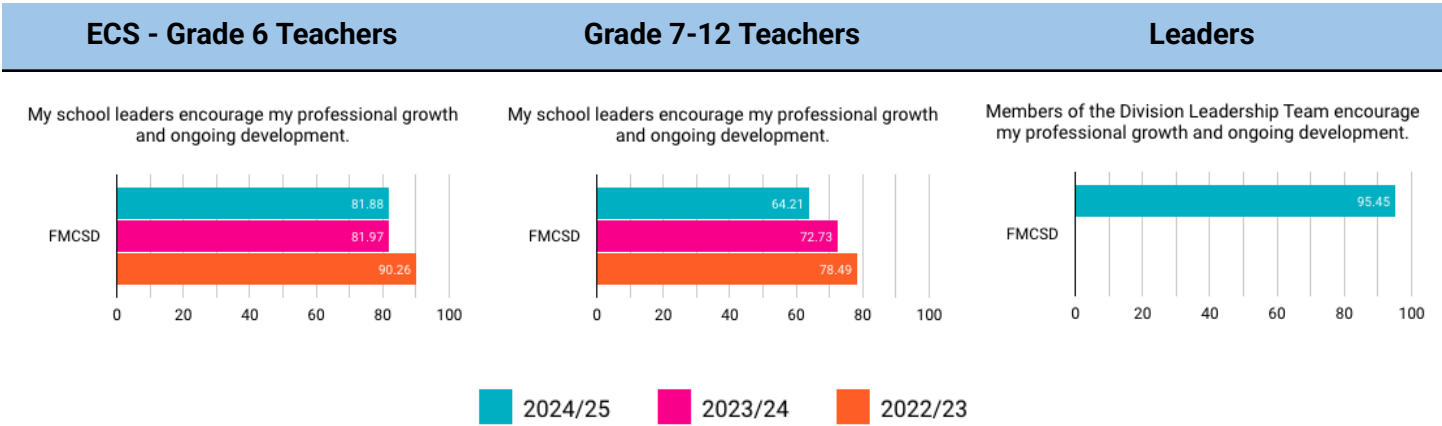
Local Measure: Professional Learning Communities & Leadership Formation Cohort



Local Measure: Collaborative Learning Cohorts



Local Measure: Teacher & Leader Growth and Mentorship



Areas of Strength

- 100% of school leaders strongly agreed or agreed that they were satisfied with division-led professional learning activities.
- Professional Learning Communities remain a successful catalyst for instructional growth. More than two-thirds of both elementary (72%) and secondary (68%) teachers reported a positive impact on their teaching practice, despite a minor decrease from the previous year.
- The majority of teachers indicated that the work they undertook in their Collaborative Learning Cohorts expanded their professional body of knowledge.
- The majority of teachers, particularly at the elementary level, strongly agreed or agreed that they receive mentorship and encouragement related to their professional growth.
- 95% of school leaders feel that members of the Division Leadership Team encourage their ongoing professional growth and development.

Areas of Growth

- While teacher satisfaction with the individual components of our professional learning framework remained relatively stable, overall satisfaction with the framework is trending down.
- Leader agreement on the Leadership Formation Framework's positive impact saw a substantial drop, likely reflecting the disruptions caused by the 2024-25 support staff labour action.

Connections to Education Plan

- Continue the modified calendar, which allocates approximately 14 operational days per year to increase the collective body of knowledge and professional capacities of our teachers and leaders.
- Refine the Professional Learning Friday calendar and daily schedule to better serve the needs of teachers and leaders, especially at key points in the school year.
- Continue teacher-led Professional Learning Communities while revising and streamlining organizational structures and meeting schedules to better optimize the time for teachers.
- Maintain but reframe the structure of Collaborative Learning Cohorts to promote more teacher autonomy and to better reflect the principles of adult learning.
- Continue to offer bi-monthly curriculum, instruction, and assessment seminars to activate teacher leaders, thereby supporting schools in the ongoing implementation of curriculum.
- Continue to strengthen the jurisdiction's approach to leadership formation to further enhance the instructional leadership capacities of school-based leaders.

Learning Supports

Rooted in our Catholic faith, Fort McMurray Catholic Schools is committed to fostering a nurturing and inclusive learning environment where every student can thrive. Our comprehensive wraparound services attend to students' academic, social, emotional, physical and spiritual needs, ensuring they are equipped to succeed both in school and in life.

Grounded in our Catholic values, we place student well-being at the forefront. In recent years, we have significantly invested in mental health support, providing both universal and targeted interventions to strengthen students' emotional wellness, resilience, and overall health.

Our dedicated team of educational assistants and consultants play a vital role in meeting the diverse academic needs of our students. Through strong collaboration among teachers, classroom support staff and consultants, we offer multi-tiered, responsive support to ensure students have the opportunity to achieve their full potential.

We remain steadfast in our commitment to Indigenous student wellness and success. Our Indigenous Liaisons in each school offer culturally grounded support, strengthen relationships with families and help foster understanding and respect for Indigenous histories, cultures, and perspectives across our school communities.

Safe & Caring Schools

Required AEAM: Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	FMCS D							Province			
	2022	2023	2024	2025	Measure Evaluation			2022	2023	2024	2025
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	85.0	84.9	84.1	81.3	Low	Declined Significantly	Concern	86.1	84.7	84.0	84.4
Parent <i>n</i> = 102	87.2	92.5	87.5	88.0	High	Maintained	Good	86.9	85.6	85.3	85.2
Student <i>n</i> = 1221	75.9	73.3	74.0	69.6	Very Low	Declined Significantly	Concern	77.7	76.6	75.2	75.7
Teacher <i>n</i> = 217	91.8	88.8	90.8	86.4	Very Low	Declined	Concern	93.6	92.0	91.6	92.3

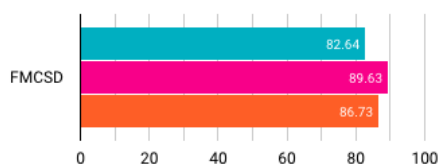
Required AEAM: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	FMCS D							Province			
	2022	2023	2024	2025	Measure Evaluation			2022	2023	2024	2025
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	81.6	83.4	80.7	73.1	Very Low	Declined Significantly	Concern	81.6	90.6	79.9	80.1
Parent <i>n</i> = 102	80.0	85.9	80.7	75.5	Intermediate	Declined	Issue	77.4	75.7	75.4	75.5
Student <i>n</i> = 1221	80.5	79.6	78.7	73.6	Very Low	Declined Significantly	Concern	80.1	79.9	78.7	78.7
Teacher <i>n</i> = 217	84.2	84.5	82.8	70.3	Very Low	Declined Significantly	Concern	87.3	86.2	85.6	86.0

Local Measure: Respectful and Caring Relationships

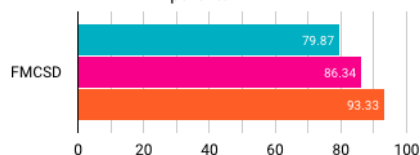
Parents

All staff promote and model a caring and inclusive environment at my child's school.



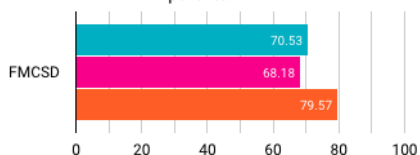
ECS - Grade 6 Teachers

I am satisfied with how my school encourages respectful relationships among all students, staff, and parents.



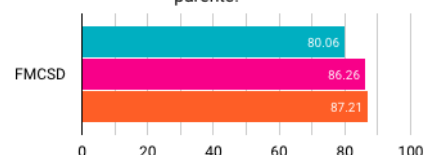
Grade 7-12 Teachers

I am satisfied with how my school encourages respectful relationships among all students, staff, and parents.



Support Staff

I am satisfied with how my school(s) encourages respectful relationships among all students, staff, and parents.



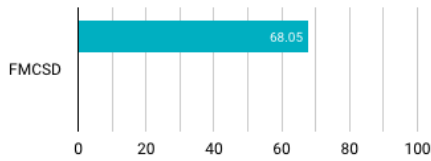
2024/25 2023/24 2022/23

Grade 4-6 Students

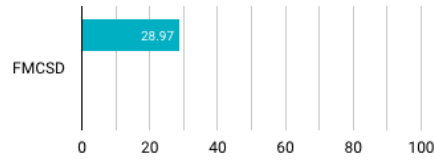
Grade 7-9 Students

Grade 10-12 Students

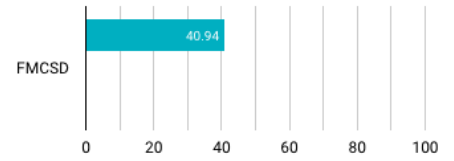
At school, students treat each other with kindness.



At school, students are kind to each other.



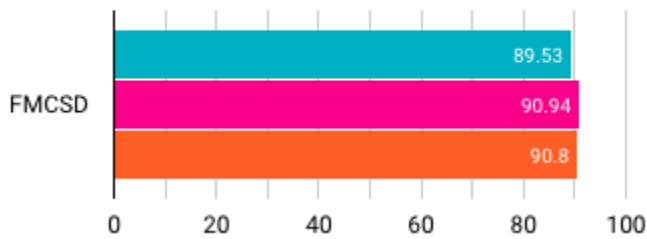
At school, students are kind to each other.



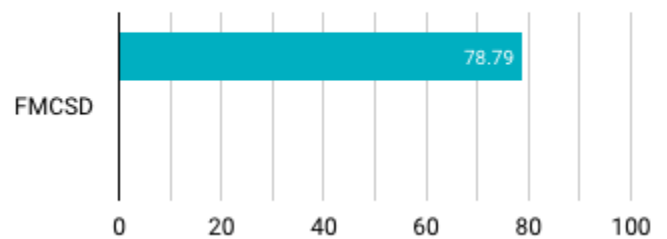
Local Measure: Student Perspectives on Safe and Caring Schools

Grade 4-6 Students

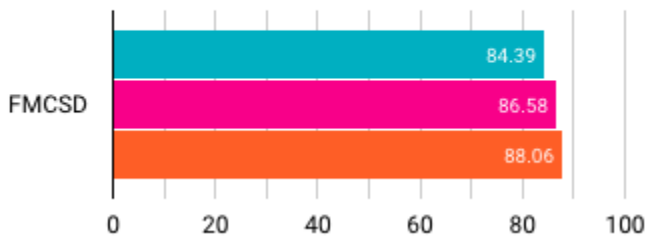
The adults in my school care about me.



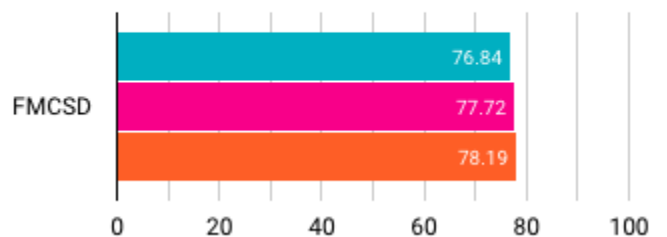
Other students are kind to me.



I feel safe at my school.



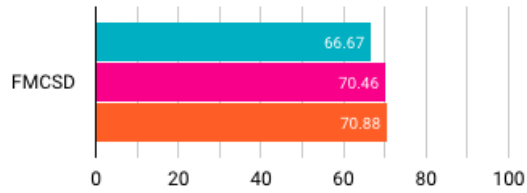
I feel accepted and included by other students at school.



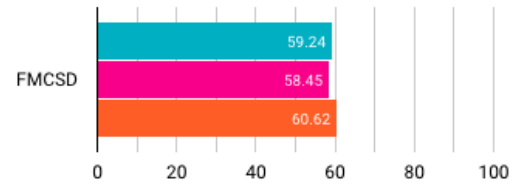
2024/25 2023/24 2022/23

Grade 7-9 Students

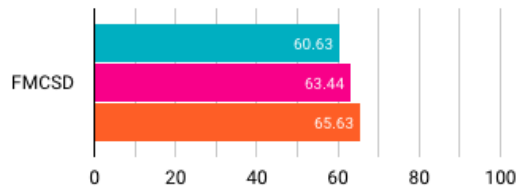
The adults in my school care about me.



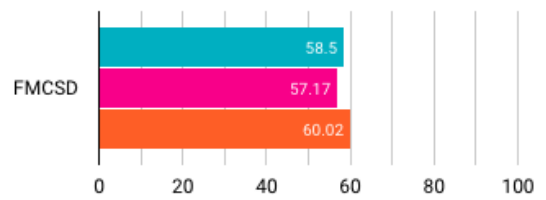
Other students treat me well.



I feel safe at my school.

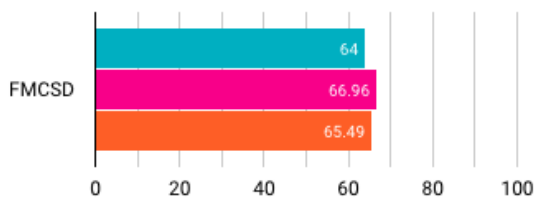


I feel accepted by other students.

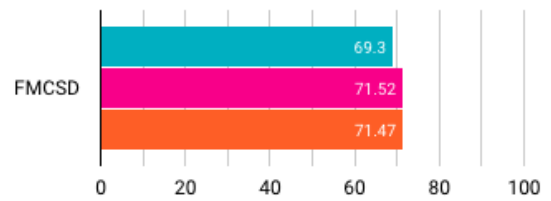


Grade 10-12 Students

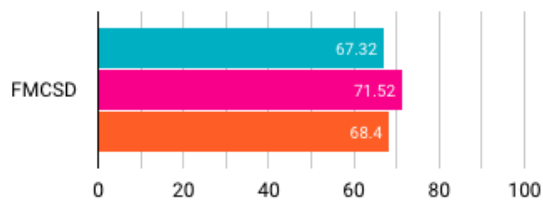
The adults in my school care about me.



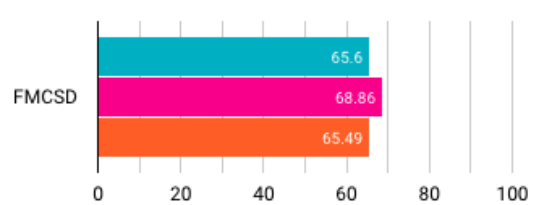
Other students treat me well.



I feel safe at my school.



I feel accepted by other students.



2024/25 2023/24 2022/23

Areas of Strength

- A strong majority of parents in both the AEAM and local measures agree that learning environments are welcoming, caring, respectful, and safe, which has been maintained year-over-year.
- Despite a decline in year-over-year internal metrics, the percentage of parents that agree that students have access to appropriate supports at school is on par with the provincial average.
- A strong majority of teachers and support staff are satisfied with how respectful relationships among students, staff, and parents are cultivated in our schools.
- Most grade 4-6 students report that students treat each other with kindness at school.
- The majority of students across all surveyed grade levels feel that the adults in their school care about them, that they feel safe, and are accepted and included by other students.

Areas of Growth

- Overall, the degree to which most stakeholder groups agree that learning environments are welcoming, caring, respectful, and safe is trending down year-over-year, which requires close monitoring and a strategic response.
- A moderate decrease in the percentage of teachers and students who agree that students have access to the appropriate supports and services at school is noted relative to the previous year.
- While a strong majority of elementary teachers are satisfied with how their schools encourage respectful relationships among students, staff, and parents, this local measure has declined year-over-year, which needs to be monitored.
- The majority of students in grades 7-12 do not feel that students are kind to each other at school.

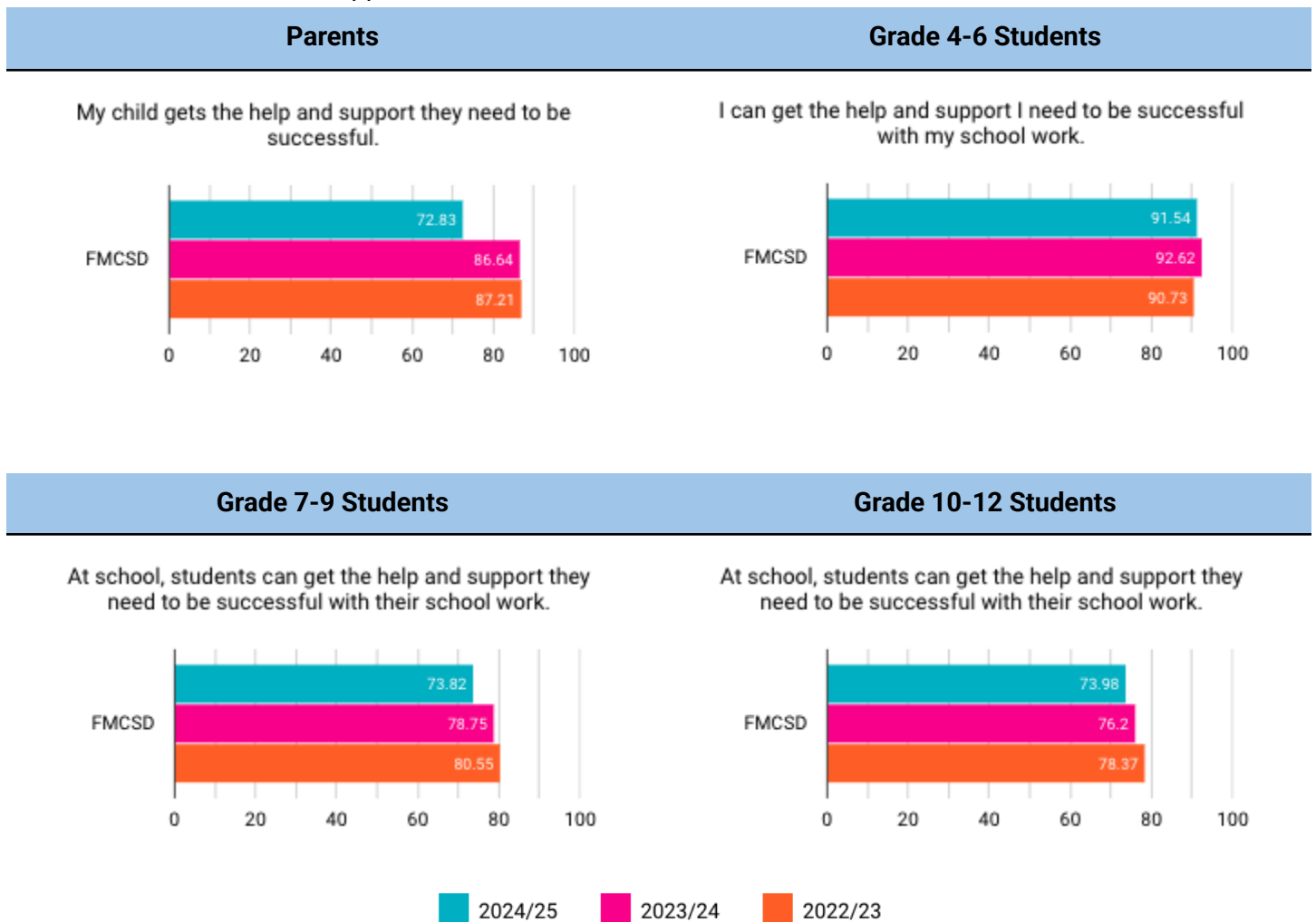
Connections to Education Plan

- Using frameworks such as Restorative Practices and The Regulated Classroom, enhance the professional capacity of staff members to implement strategies and actions that strengthen the welcoming and caring nature of our learning environments.
- In line with the division's 2025-2028 3-year faith theme, Live Like a Saint, implement intentional learning activities that focus on the foundational goodness and radical kindness of the Saints, using their examples as a powerful guide to reinforce and model a caring and supporting learning environment.
- Strengthen the cultivation of ethical citizens by utilizing restorative principles and practices focused on repairing harm, building understanding, and fostering a crucial sense of safety.

- Maintain an integration of a continuum of supports to proactively address the physical, mental, and spiritual well-being of all students
- Ground inclusion efforts in Catholic Social Teachings, helping to reinforce a just and caring learning community where all diverse experiences are valued.
- As a way to cultivate a sense of belonging, engage students in meaningful service opportunities, connecting their actions to Catholic Social Teachings and a sense of discipleship.
- Develop and implement a foundational wellness strategy across the division to achieve seamless integration of actions that support safe and caring learning environments, ultimately leading to long-term sustainability.

Academic Supports

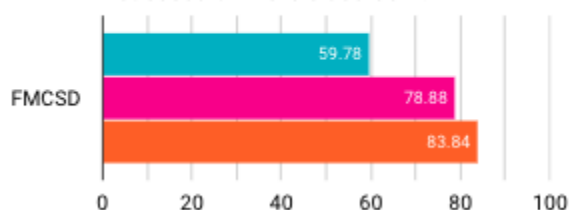
Local Measure: Academic Support



Local Measure: Accommodations

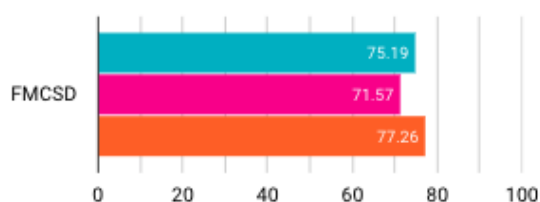
Parents

The accommodations/supports my child receives through their ISP, IPP or ISSP help my child to be more successful in the classroom.



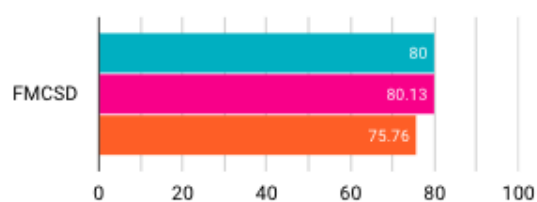
Grade 7-9 Students

My accommodations make it easier for me to learn.



Grade 10-12 Students

My accommodations make it easier for me to learn.



2024/25 2023/24 2022/23

Areas of Strength

- Students in grades 4 - 6 consistently report high satisfaction with the help and support they receive to be successful with their school work.
- Students in grades 7 - 12, particularly those in grade 10 - 12, continue to report high levels of satisfaction with the effectiveness of their accommodations in supporting their learning, reflecting a positive three-year trend.

Areas of Growth

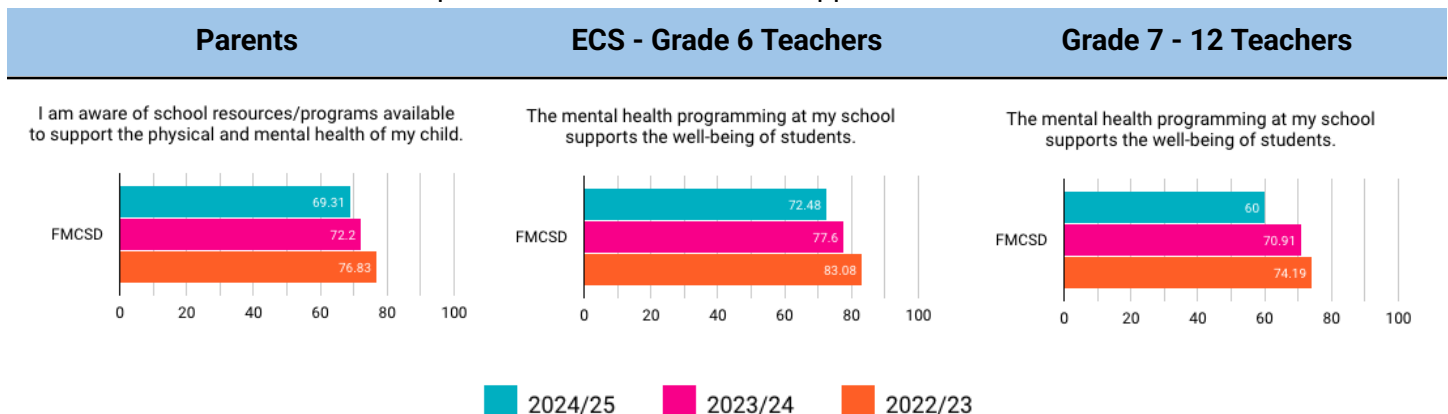
- Students in grades 7 - 12 continue to report declining levels of satisfaction with the level of support they receive to be successful in their school work.
- There is a sharp decline in parent satisfaction regarding their child receiving the general help and support they need, along with the effectiveness of supports students are receiving through their ISP, IPP, or ISSP.
- Both grade 7 - 9 and grade 10 - 12 student populations show a declining trend in their perception of receiving the help and support they need to be successful with their school work.

Connections to Education Plan

- Strengthen the implementation and consistency of specialized support plans (ISP, IPP, or ISSP) to ensure that the practical application and effectiveness of accommodations lead to measurable student success.
- Strengthen the integration of timely and effective targeted instruction in literacy and numeracy for all students needing additional support.
- Utilize the professional learning framework to build teacher capacity to interpret and apply data and progress monitoring, ensuring it actively informs daily classroom decisions and supports student learning.
- Continue to utilize data to inform the strategic deployment of human and physical resources to ensure equitable allocation of resources to support student learning.
- Continue to maintain an intentional focus on comprehensive school health, physical well-being, and wrap-around services to ensure all students are supported and ready for academic learning.
- Continue to implement the use of the continuum of supports and services strategy to ensure equitable support is provided to all students.
- Continue to foster productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families.
- Maintain an intentional focus on providing wrap-around services for Indigenous students to ensure academic success both on the journey to and after graduation.

Mental Health Supports

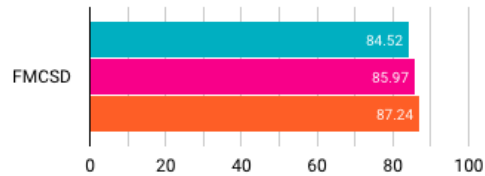
Local Measure: Stakeholder Perspectives on Mental Health Support



Local Measure: Student Perspectives on Mental Health Support

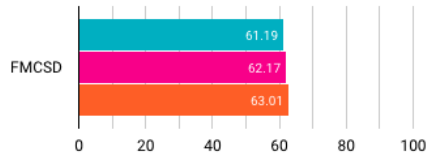
Grade 4-6 Students

I can get the help and support I need from adults at school when I feel sad, worried, scared, etc.



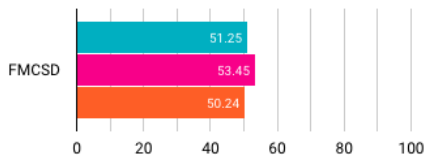
Grade 7-9 Students

When students have social or emotional problems, they can get help and support at school.



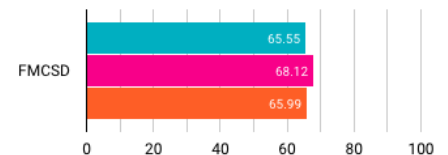
Grade 7-9 Students

I have strategies for when I am worried about school or school work.



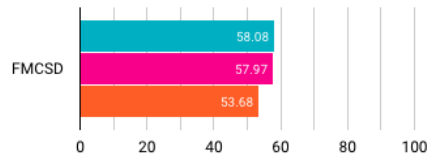
Grade 7-9 Students

I can talk to a teacher when I am worried about school and school work.



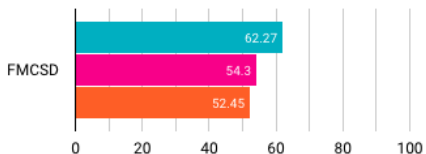
Grade 10-12 Students

When students have social or emotional problems, they can get help and support at school.



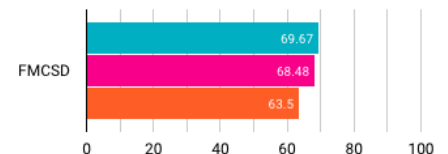
Grade 10-12 Students

I have strategies for when I am worried about school or school work.



Grade 10-12 Students

I can talk to a teacher when I am worried about school and school work.



2024/25 2023/24 2022/23

Local Measure: Number of Students Who Received Targeted, Universal, and/or Small Group Support from School Counsellors.

Group	Number of Students Who Received Support	Percentage of Overall Student Body
Students (ECS - Grade 6)	4197	93%
Students (Grades 7-12)	2230	85%

Areas of Strength

- A significant segment of our student population received targeted, universal, and/or small group support from school counsellors in 2024-25.
- A strong majority of grade 4-6 students continue to report that they can receive help and support from adults at school when experiencing sadness, worry, or fear.
- Most parents and guardians are aware of the resources and programs available to support the mental health of their children.
- A majority of students in grade 7-12 feel that they can talk to a teacher when they are worried about school and school work.
- There is a notable improvement in the feeling of grade 10-12 students that they have strategies to use when they are worried about school and school work.
- Overall, the local measures that indicate the degree to which our division is successfully supporting the mental well-being of our students have remained stable, indicating the continued effectiveness and consistency of our programs and support structures.

Areas of Growth

- Teacher perception that school-based mental health programs are addressing the mental health needs of students is trending down, especially at the secondary level, which requires close monitoring and response.
- Just over half of students in grade 7-9 report that they have strategies to use when they are worried about school and school work.
- The disparity between student agreement that they have adequate access to mental health supports in grades 4-6 and 7-9 continues to be a matter of concern.
- A sustained trend is noted in which teachers are identifying more complex student mental health needs and consequently, which requires additional attention and a dynamic approach.

Connections to Education Plan

- Continue to integrate a continuum of supports to proactively address the physical, mental, and spiritual well-being of students.
- Strengthen partnerships with families and key community agencies to widen the spectrum of available resources that support the comprehensive well-being of students.
- Enhance the development and implementation of detailed transition plans to support students' shifts at key educational milestones, with a special focus on the elementary to junior high continuum.
- Implement evidence-based programming designed to explicitly strengthen students' executive functioning skills, including models such as Restorative Practices and The Regulated Classroom.
- Continuously assess resource allocation, including funding and specialized staff, to guarantee equitable access to mental health support services for all students.

Governance

The governance framework of Fort McMurray Catholic Schools is fundamentally built upon active, continuous engagement with all key stakeholders. We are dedicated to evidence-based decision-making and maintaining careful stewardship of divisional resources, ensuring alignment with the strategic priorities established by the school authority.

We recognize that our students and their parents/guardians are the primary stakeholder group and the central focus of our mission. We are deeply committed to utilizing a highly collaborative approach when developing and implementing each child's educational plan.

Acknowledging the vital role of the school authority in community enrichment, we prioritize sustained consultation with our community partners. This commitment ensures our actions effectively support the comprehensive needs of both our students and their families within the broader community we serve.

In the following section, we outline the AEAMs, local measures, and related commentary for the governance pillars of (1) parental involvement, (2) community partnerships, (3) financial management, (4) stakeholder engagement, and (4) accountability systems.

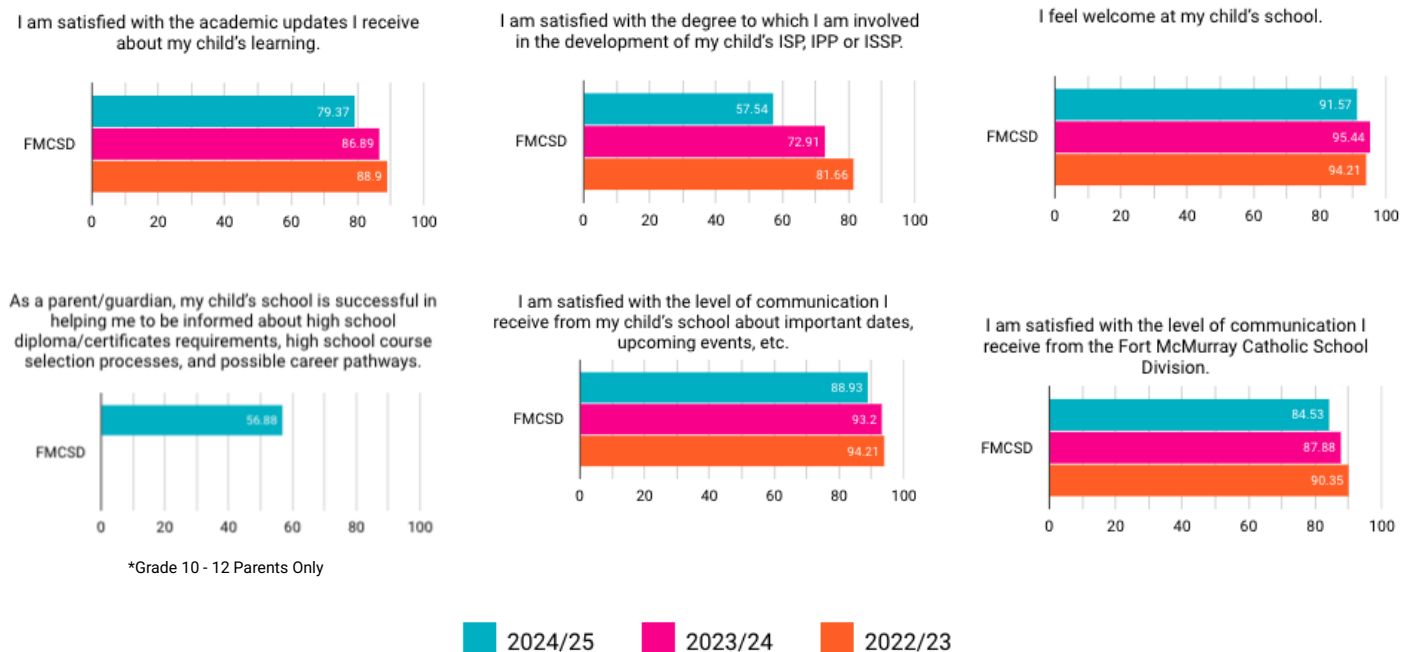
Parental Involvement

Required AEAM: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	FMCS				Measure Evaluation			Province			
	2022	2023	2024	2025				2022	2023	2024	2025
	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%
Overall	73.7	76.7	78.2	74.5	Low	Maintained	Issue	78.8	79.1	79.5	80.0
Parent <i>n</i> = 102	69.6	75.7	76.7	75.2	Very High	Maintained	Excellent	72.3	72.5	74.4	76.6
Teacher <i>n</i> = 217	77.8	77.7	79.7	73.9	Very Low	Declined	Concern	85.2	85.7	84.6	84.3

Local Measure: Parental Involvement

Parents



Areas of Strength

- Parents report exceptionally high satisfaction with feeling welcome at their child's school.
- Satisfaction with communication about important dates, upcoming events, and general division updates is very high and stable.
- While the overall measure is rated as an "Issue" due to teacher decline, the parent specific measure for satisfaction with involvement in decisions about their child's education remains strong.

Areas of Growth

- Parent satisfaction with the degree to which they are involved in the development of their child's specialized support plan (ISP, IPP, or ISSP) is extremely low.
- The teacher reported satisfaction with parent involvement in decisions about their child's education continues to decline.
- Among the parents of Grade 10 - 12 students, satisfaction with the division's success in informing them about high school diploma requirements, course selection and career pathways is significantly lower than other metrics.

Connections to Education Plan

- Support the practical application and effectiveness of ISP, ISSP, and IPP documents that involve parents and families in the process.
- Enhance partnerships with parents/guardians through collaborative initiatives and shared learning opportunities that support the development of students' ethical citizenship.
- Continue to utilize more transparent assessment practices utilizing live reporting in Division 2 to engage parents in their child's academic journey.
- Maintain the level of wraparound services and collaborative partnerships that assist both students and families to ensure continued success through academic, social, emotional and spiritual challenges.
- Continue to evaluate and ensure that students are receiving effective support around transition points through their educational career that involve parents and families.

Summary of Financial Results

The school division reported an operating surplus of \$4.4 million for the year ended August 31, 2025, compared to a budgeted deficit of \$667 thousand. This reflects a significant improvement over the prior year, which recorded an operating deficit of \$0.5 million (2023–24).

Local Measure: Statement of Operations

Statement of Operations For the Year Ended August 31, 2025			
	Actual 2025	Budget 2025	Variance to Budget
Revenues			
Government of Alberta	\$86,227,119	\$87,296,000	-\$1,068,881
Federal Government and First Nations	1,161,088	1,025,000	136,088
Property Tax	4,387,652	4,372,000	15,652
Fees	1,168,188	875,000	293,188
Sales of Services and products	1,649,842	1,875,000	-225,158
Investment income	1,155,028	910,000	245,028
Donations and Other contributions	970,162	543,000	427,162
Other revenue	504,274	424,000	80,274
Total Revenues	\$97,223,354	\$97,320,000	-\$96,646
			-0.1%
Expenses by Block			
Instruction - ECS	\$8,143,777	\$5,738,000	\$2,405,777
Instruction	63,637,309	70,387,000	-6,749,691
Maintenance	13,644,609	14,964,000	-1,319,391
Transportation	2,259,520	2,355,000	-95,480
Administration	3,379,148	3,071,000	308,148
External Svcs	1,711,705	1,470,000	241,705
Total Expenses	\$92,776,068	\$97,985,000	-\$5,208,932
			-5.3%

Revenues

Total revenues were \$97.2 million, a slight decrease (0.1%) from the approved budget. The primary variance was a \$1.1 million reduction in Alberta Education grant funding, attributed to decreases in the Fort McMurray Allowance resulting from the CUPE labour action during the year. Revenues in other areas exceeded budget expectations, including:

- Tuition for students funded by the Federal Government
- School and transportation fees
- Investment income
- Donations and fundraising revenue

Expenses

Total expenditures were \$92.8 million, which is \$5.2 million (5.3%) below budget. Most of this variance is due to the CUPE labour action, during which wages and benefits were not paid for more than 60 days. Reduced school activities also contributed to lower operating costs across multiple areas.

Financial Management and Joint Initiatives

Fort McMurray Catholic Schools remains committed to effective financial stewardship by prioritizing efficiencies, reducing administrative and support costs, and directing resources toward classroom instruction.

Key Long-Term initiatives

- **Joint Yellow Bus Transportation Contract:** The division continues its long-standing (30+ years) shared transportation contract with the public school division, ensuring efficient and cost-effective yellow bus service.
- **High School Student Transit:** Most high school students use municipal transit, significantly reducing transportation costs for the division while contributing meaningfully to overall transit system ridership.
- **Joint Use Agreement:** The division partners with the regional municipality, the public school division, Northland School Division and the Conseil Scolaire Centre-Nord under a joint use agreement that provides community access to our schools outside and for the RMWB to provide and maintain parks and playgrounds for school use. The agreement has been in place for over 35 years and is currently renegotiated and expanded to comply with new provincial legislation.
- **Joint CASA Mental Health Program:** The division partners with the public school division and CASA to operate a shared mental-health support program at St. Gabriel School. Students from both divisions participate, maximizing service access and program impact.

- **Alberta Risk Managed Insurance Consortium (ARMIC):** The division is an active member of the Alberta Risk Managed Insurance Consortium comprising 36 school divisions. As a result of various initiatives focusing on risk management, cost control and pooling of resources, ARMIC was able to significantly reduce claim costs and premiums paid by school divisions since its inception in 2020.
- **System Administration Allocation:** The division continues to underspend its System Administration Allocation. In the 2024–25 school year, over \$275,000 was redirected to support classroom instruction.

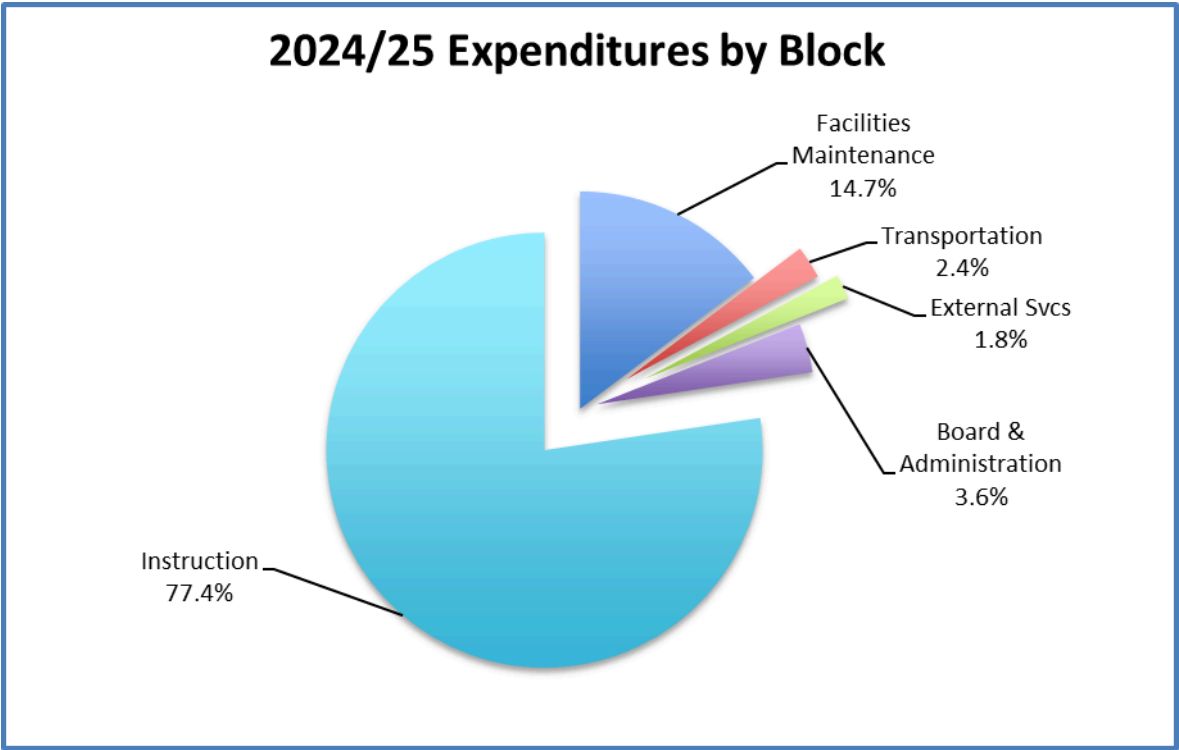
Capital Expenditures

The school division invested \$1.6 million in capital projects during the year in various school building improvement projects (\$ 287 K) and in upgrades in information technologies (\$ 1.3 M) to improve instruction and IT access for students.

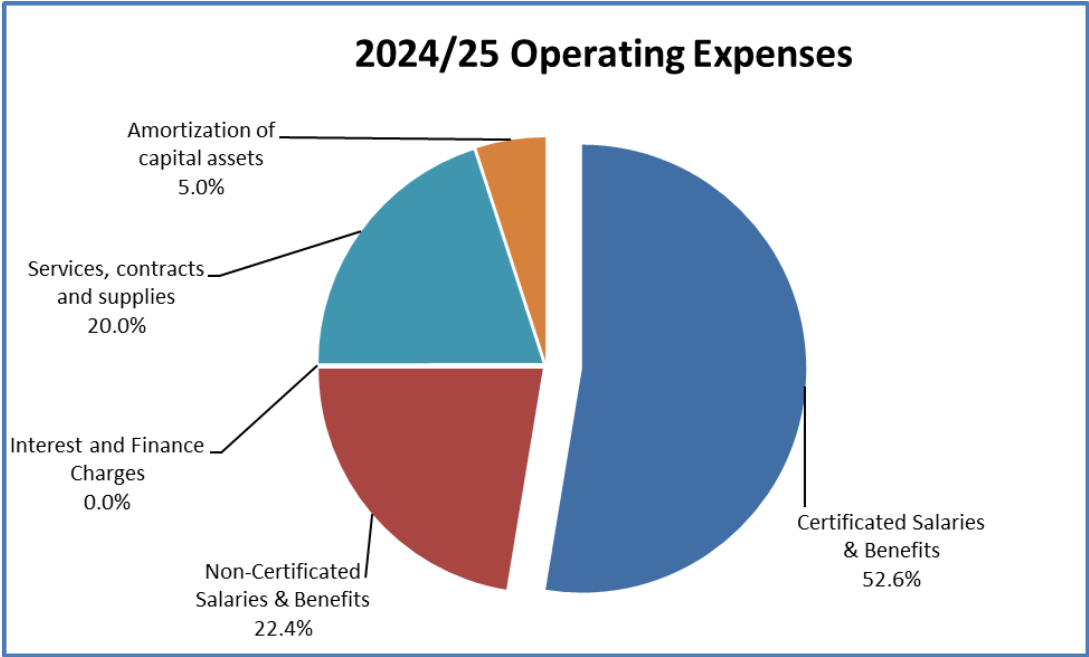
Local Measure: Capital Expenditures

Capital Expenditures For the Year Ended August 31, 2025	
	Actual 2025
Buildings & Land Improvement	
Good Shepherd Parking Lot Resurfacing	146,596
Elsie Yanik Paved Tarmac Expansion	50,476
Fr Mercredi Washroom Renovation	27,706
SMP Skylight Replacement (Planning)	26,432
SMP Concrete Sidewalk/Entrance	23,774
Fr Mercredi Skylight Replacement (Planning)	12,581
Sub-Total: Buildings and Land Improvement	\$287,565
Information Technology & Equipment	
Classroom Computers End of Life Replacement	\$795,546
Interactive Panel End of Life Replacement	\$336,695
Chromebooks & Carts	\$173,089
Furniture & Equipment	\$28,442
Sub-Total: Information Technology	\$1,333,772
Total - Capital Expenditures 2024-2025	\$1,621,337

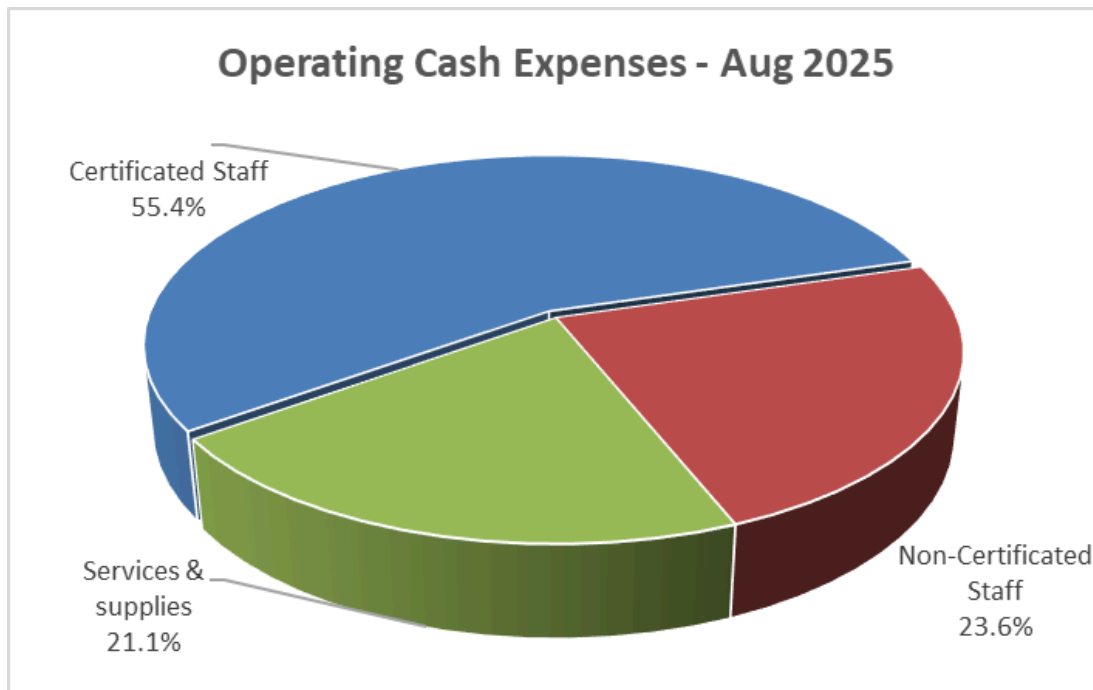
Local Measure: Expenditures by Block



Local Measure: Expenditures by Category



Local Measure: Operating Cash Expenses by Type



Financial Statements

The Audited Financial Statements for the year ended on August 31, 2025 including the notes and various supporting schedules are available on the Division Web Site at:

[Fort McMurray Catholic Schools Public Reports/Public Reports](#)

Comparative information is also available in a provincial rollup of the audited financial statements (AFS) of school jurisdictions. This report is available at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

Financial Contact

Inquiries related to the financial information presented in this report can be directed to finance@fmcsd.ab.ca.

Stakeholder Engagement

Fort McMurray Catholic Schools is dedicated to meaningful, authentic, and ongoing engagement with all stakeholders as we pursue our commitment to continuous improvement.

Annual Local Education Plan Surveys

Division Surveys

Each year, our school division releases a local Education Plan Survey to a range of stakeholder groups. Selected results from this survey are featured in this report as our local measures. Because the 2024-25 school year was the final year of our 2022-25 planning cycle, this iteration of the survey included a mix of long-standing questions to measure growth and success along with new, forward-thinking questions to help elicit data that informed the new directions outlined in the 2025-28 Division Education Plan.

Stakeholder Group	Stakeholder Group Membership Size	Number of Survey Respondents	Overall %
Students (Grades 4-6)	1713	1537	90%
Students (Grade 7-9)	1249	1077	86%
Students (Grades 10-12)	1381	811	59%
Parents & Guardians	7000	795	11%
Teachers	290	269	93%
School Leaders	28	22	79%
Support Staff	382	311	81%

Each year, our division leadership team and school-based leaders gather to analyze survey results, undertake comparisons to previous data sets to gauge growth and identify goals, strategies, and measures in the Education Plan that can be refined to further meet the needs of our stakeholders. The results of the survey are highlighted in a social media campaign for parents, guardians, and the community at large, as well as in a presentation to our Board of Trustees.

School Surveys

In addition to the division-wide profile that emerges from the broad survey, each stakeholder survey is filtered by individual schools and principals are provided with a school-based report. Principals are expected to engage with their teachers, support staff, school councils, and parents/guardians to scrutinize the school-based data. This informs the development of School Education Plans using a process similar to that which is used at the division level.

Student Focus Groups

In the 2024-25 school year, the division leadership team added a new engagement strategy that allowed the team to connect more authentically with students to learn about their experiences at school. In February, each elementary school assembled a group of 12 students and each secondary school convened groups of 24. Members of the Division Leadership Team facilitated the focus group sessions, asking open-ended questions that evoked insight on the student learning experience. The results of the focus groups were collated, categorized, de-identified, and brought back to the division and school teams as division-wide reports. This qualitative data added context to strategic planning conversations and proved to be an important complement to the quantitative data that was collected from our Education Plan Survey.

School Councils & Wider Community Engagement

The results of the surveys and the related goals, strategies, and measures developed for each school's Education Plan are added as agenda items for School Council meetings. As well, these documents are posted to our division's website for access by the community at large.

Accountability System

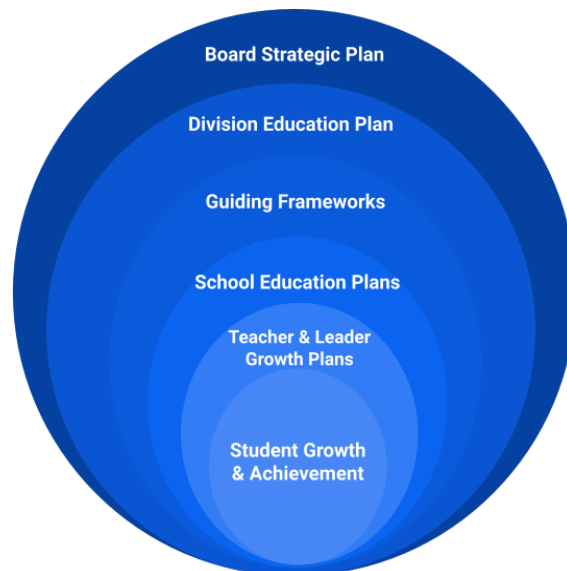
The strategic direction of Fort McMurray Catholic Schools is guided by a commitment to continuous improvement and evidence-informed decision-making. As a smaller school division in terms of both student population and geographic area, we are fortunate to engage with all schools and the neighbourhoods they serve on a regular basis. Furthermore, because of the close proximity of all of our schools, our division and school leadership teams are able to collaborate often, which supports a coherent and cohesive approach to school improvement.

Our commitment to evidence-informed decision-making is supported by the following sources of data:

- Local Education Plan Stakeholder Surveys
- Student Focus Groups
- School Council Engagement
- Annual Alberta Education Survey
- Student Learning Measures
 - Literacy & Numeracy Assessments
 - Gradebooks & Evidence of Student Learning
 - Provincial Achievement Tests
 - Diploma Exams

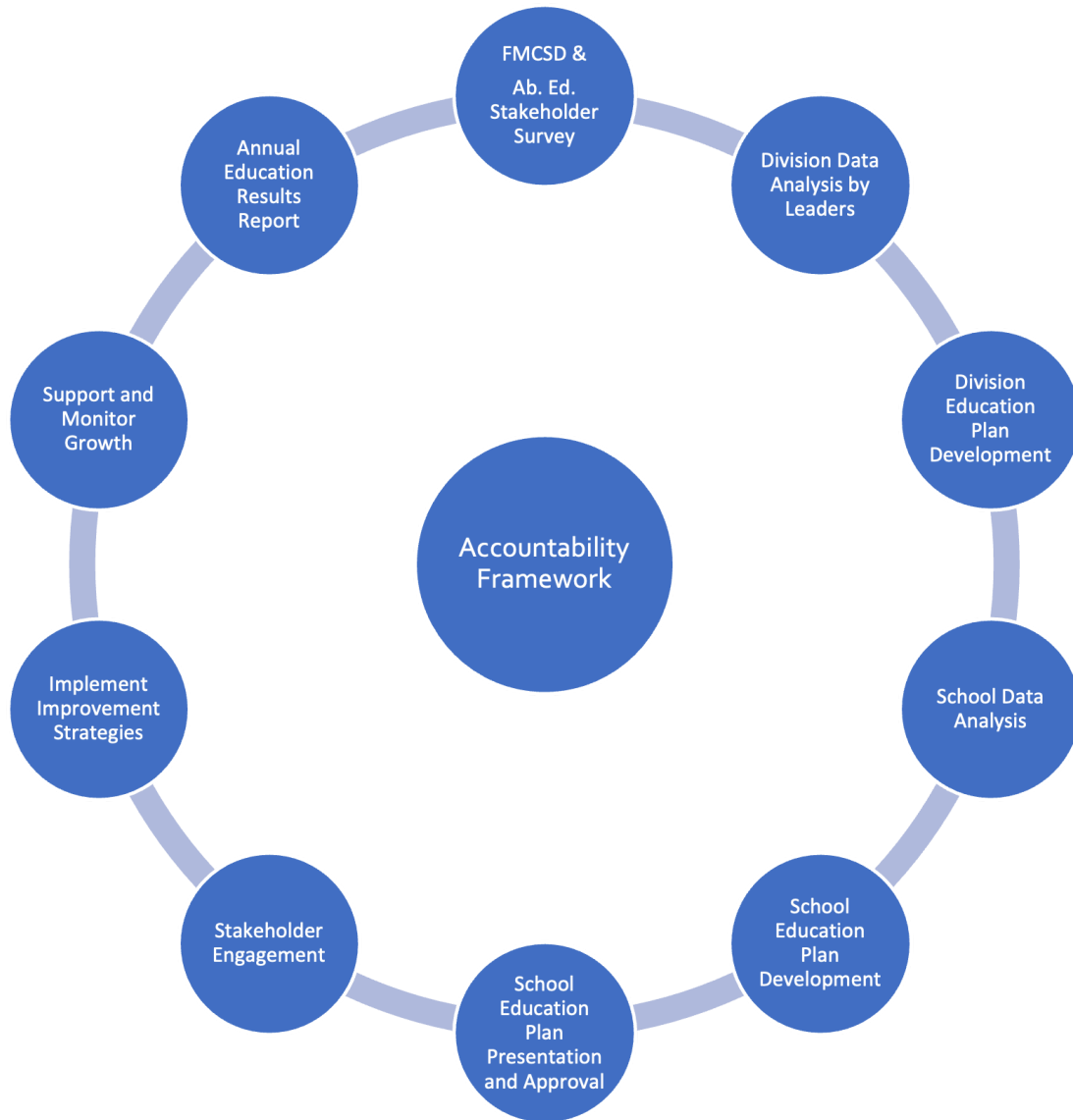
In addition to these formal data sources, our senior leadership team members meet regularly, both formally and informally, with school leaders, teachers, support staff, school council members, and clergy and other parishioners to learn more about how the school authority can best meet the needs of its stakeholders.

The graphic below outlines the components of our school authority's strategic planning and accountability framework:



Each school is required to develop a School Education Plan that is informed by the Division Education Plan and the school-specific data gleaned from the aforementioned measures. The Division Leadership Team provides advice and support on engagement processes, data analysis, and goal, strategy, and measure development. The format of School Education Plans mirrors that of the Division Education Plan and each school must have at least one outcome with related strategies and measures under each strategic priority. Principals are expected to submit their annual School Education Plans to the superintendent by June 30. After review, each school leadership team meets with the division's senior leadership team for discussion, feedback, and approval. Progress monitoring meetings are scheduled at key points in the school year to ensure senior leadership continues to support and advise each school on their education plan goals.

The overall process used by our school authority to ensure accountability and continuous improvement is outlined in the graphic on the next page.



Whistleblower Protection

The Fort McMurray Catholic School Division is committed to the highest standard of ethical and accountable conduct and recognizes the importance of working to deter and detect wrongdoing within the operations of the school division, and to promote public confidence in the administration of the board.

To ensure this, the Board of Trustees and the School Division are committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

Under PIDA, an employee of the school board may make a disclosure of wrongdoing, which the school division will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an

employee for making a disclosure, seeking advice about making a disclosure or taking any other steps under PIDA, so long as the employee is acting in good faith.

[Administrative Procedure # 405 - Public Interest Disclosure](#) (Whistleblower Protection) has been in effect since September 2019. The procedure is fully compliant with the Alberta Government Public Interest Disclosure Act.

No disclosures were identified or reported to the Board during the 2024-2025 school year.