



OUR LADY OF THE RIVERS SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



FORT McMURRAY
CATHOLIC SCHOOLS

School Overview

In 1969, the school was named Father J.A. Turcotte OMI School in honour of a local priest. In 2022, the school underwent a renaming process and is now called Our Lady of the Rivers Catholic School. This new name, Our Lady of the Rivers, represents a combination of the acknowledgment of the important role the rivers play in providing and sustaining life in our region as well as the protection that Mary, mother of Jesus, provides for our families and community.

Located in the downtown area of the Regional Municipality of Wood Buffalo, Our Lady of the Rivers Catholic School is an integral part of the Fort McMurray Catholic School Division. The school is home to a diverse population, consisting of newcomers to Canada, Indigenous students from local surrounding communities, and students with exceptional learning needs.

Catholic Education is the framework of our school community and operates on the premise that every human life is unique and valuable, and individuals should be afforded an equitable opportunity to develop toward their full potential. We strive to provide educational programming that develops the spiritual, intellectual, physical, social, emotional, moral, cultural, and aesthetic potential of all students to the best of their abilities.

At-A-Glance:

- Our Lady of the Rivers Catholic School has a school population of approximately 400 students. The school consists of 6% of students who identify as First Nations, Metis and /or Inuit, 25% of students who identify with learning exceptionalities and 43% of students in grades 1-6 are English Language Learners.
- Our school is supported by a dynamic staff with **18** teachers and over **25** non-certificated staff, all of whom are dedicated to a learning communities philosophy that strives for continuous improvement.
- Each month we provide opportunities for students to learn more about our Core Values and we acknowledge students who are implementing them in the school community.
- Our Lady of the Rivers offers extracurricular activities for students to continue their physical and social development.

Summary of Changes for the 2023/24 School Year

- The school population has grown to over 400 students which is a population growth of approximately 18%.
- Specialized Programming has seen growth as well, which has led to an increase in staffing.

Faith and Wellness

- This year, students in grades 3 - 6 will participate in a monthly mass at St. John's Church.
- Classroom counselling programming will commence after Christmas break as we await the arrival of a new counsellor. Counsellor responsibilities have been delegated to the principal and vice principal to provide one one-on-one support and small group programming.

Teaching and Leading Excellence

- With the new implementation of the UFLI and Mathology programming, teachers have been provided with professional development opportunities to foster a deeper understanding of the new programming and resources provided through the District.

Learning Excellence

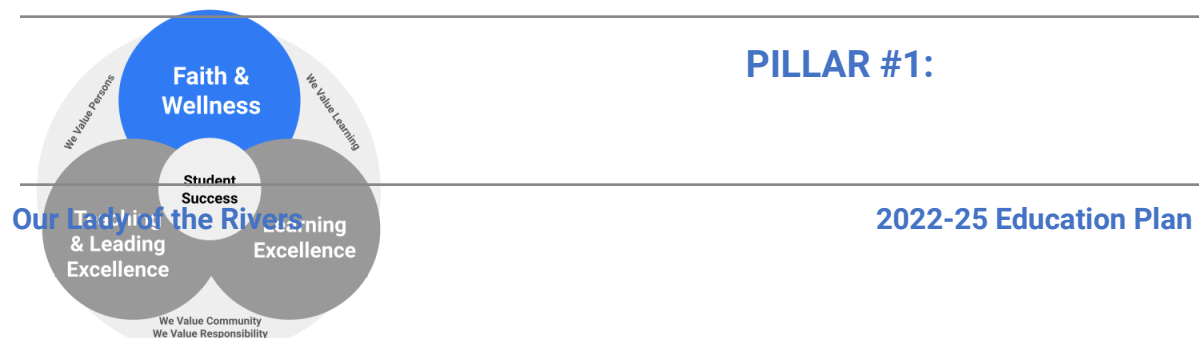
- Students in Kindergarten to grade 2 will utilize UFLI literacy programming to support foundational reading.
- Students in grades K-6 will have the opportunity to use the Mathology programming to support numeracy understanding.
- Assessments for numeracy throughout the district will be through the Elk Island Catholic Schools Numeracy Screener.
- Programming for students with specialized services will also be modified to find best practices to support their growth and development.

Vision	Key Pillars of Growth
Responsible Catholic Christian Citizens.	
Mission	

Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

Education Plan Architecture

Key Pillar of Growth	Each pillar of growth represents the primary aims of the organization.
Outcomes	Three outcomes have been crafted under each key pillar of growth. These outcomes reflect the state the organization hopes to attain in an effort to ensure each student has the opportunity to achieve personal excellence.
Strategies	Each outcome includes a number of strategic actions that will be undertaken to achieve success in each pillar of growth. These actions will be implemented, evaluated, and refined on a continuous basis to ensure responsiveness to the local and societal context. The efficacy of these actions in relation to the key pillars of growth will be outlined in the 2022 AERR.
Measures	Each outcome includes a list of measures that will be used to evaluate the efficacy of the outlined strategic actions. These measures are a mixture of provincial and local data sets.



Faith & Wellness

OUTCOME I	
1. Students will be provided with an excellent Catholic education that furthers students' participation in their faith and enables them to discern the presence of God in their lives.	
Strategies	(a) Continue an enhanced focus on the permeation of the division's four core values in all aspects of the learning environment. (b) Continue the implementation and development of faith-based instructional support resources and school-wide faith projects. (i.e. Saints project) (c) Create opportunities for staff and students to grow and celebrate their faith. (i) Faith visits with Father Jonnel & Nicholas Murphy, (ii) Class prayers and liturgical participation (iii) Collective Worship through the Faith Permeations Classroom (iv) Creation of a student-led faith theme committee (Small Things with Great Love team)
Measures	
- Participation of K-6 classes in liturgical celebrations and prayers - Student, staff and parent feedback to help grow and expand spiritual celebrations to the needs of our school family. - Local Student, Parent, Staff and Support Staff Survey - Feedback and consultation with District Faith Permeation Facilitator	

OUTCOME II
2. The physical, mental, and spiritual wellbeing of students and staff will be supported

through programming and education.	
Strategies	(a) Utilization of universal, small group and individualized counseling programs for students. (i) Mind Matters (ii) Mind Up (iii) SOS mentorship (b) Develop staff wellness opportunities to foster collaboration. (c) Implementation of APPLE programming strategies to support the physical and mental well-being of staff and students. (d) Support student development in sports and club activities. (i) Partnership with Northern Trailblazers (Grades 4-6) & BOKS
Measures	
- Participation in APPLE programming. - Increased utilization of school and stakeholder programs - Local Student, Parent, Staff and Support Staff Survey - Counselling Intervention Data - AEA survey - Student and Staff Attendance Reports	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
1. Teachers and leaders will feel competent, confident, and supported in the application of excellent professional practices to guide and support the growth and achievement of all students in an inclusive and faith-based environment.	
Strategies	(a) Utilize and implement division literacy, mathematics and assessment & reporting frameworks that guide best practices in instruction and assessment in ECS-grade 6. (b) Provide relevant, diverse and responsive professional learning opportunities to support the implementation of best practices in all classrooms. (i) UFLI (ii) Mathology (iii) Growing in Faith, Growing in Christ Training (c) Work collaboratively to support the growth of teaching staff. (i) Edsby Leaders (ii) Literacy and Numeracy Leaders (iii) Additional monthly sessions to support the learning needs of teachers.
Measures	
- Elk Island Math Assessment - F&P, LeNS, CC3 & Phoneme/Grapheme Correspondence - Division Writing Sample - AEA Survey - Parent, Student, Teacher and Support Staff Surveys	

OUTCOME II

2. Teachers and leaders will acquire the skills and competencies needed to meet the standards set forth in the Teaching, Leading, and Superintendent Quality Standards as they relate to foundational knowledge of First Nations, Metis, and Inuit peoples.	
Strategies	(a) Provide ongoing and relevant professional learning for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit. (i) ATA Resources (ii) Invitation for Elder Janette to visit with multicultural classroom (b) Foster positive and meaningful relationships with Indigenous communities to support increased student success. (i) Collaborate with the Metis local (c) Engage in ongoing efforts to facilitate Truth and Reconciliation in all classes. (i) Participate in the RMWB Truth and Reconciliation (ii) Provide lessons and literature for student learning (iii) Monthly Sacred Teaching
Measures	
- Student, Staff, Parent & Support Staff Survey - Professional Growth Plans - FNMI student attendance	



PILLAR #3:

Learning Excellence

OUTCOME I

1. Students will achieve personal excellence in literacy and mathematics.

Strategies	(a) Ensure students experience learning in mathematics-rich and literacy-rich environments that are guided by research-informed best practices. (i) Heggerty Phonemic Awareness Curriculum (ii) UFLI (iii) Mathology Supports (iv) Focus on division 2 new ELA and Numeracy Curriculum supports (b) Continue to collect and analyze student learning data to support teachers in planning and assessing for the diverse literacy and mathematics needs of their students. (i) Elk Island Math Assessment (ii) F&P, LeNS and CC3 (c) Provide professional development for teachers related to interdisciplinary literacy to achieve a systemic approach to improving literacy skills. (i) Mathology (ii) UFLI (iii) Science
Measures	
- Numeracy Screener Data - F&P, LeNS, CC3 & Phoneme/Grapheme Correspondence - Division Writing Sample - AEA Survey - Parent, Student, Teacher and Support Staff Survey	

- Provincial Achievement Test	
OUTCOME II	
2. Students will access learning opportunities and supports that address their diverse learning needs.	
Strategies	(a) Ensure that students receive effective, timely, and seamless supports at the various transition points throughout their educational journey at the school. (b) Educators utilize specific, research based programs to enhance Early Education learning. (c) Classroom Support Teacher, teachers, support staff and specialists work collaboratively to provide individual intervention for students.
Measures	
- Student attendance rates - Provincial Achievement Test - Student, Parent, Teacher and Support Staff Survey. - Heggerty Assessment	

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