



ST. KATERI SCHOOL

2025-28

EDUCATION PLAN *Year 1*

OUR SCHOOL

Located in the Eagle Ridge community of Fort McMurray, St Kateri Catholic School joined the Fort McMurray Catholic Schools family in 2014.

St Kateri was the first Indigenous Saint. St Kateri School provides a wide range of high quality programming meeting the academic, cultural, physical and spiritual needs of its community. Enrolment is approximately 600 students from Early Entry to Grade 6. St. Kateri School offers a faith-based learning environment to students of any background and a level of instruction geared toward the highest academic standards. Instruction is primarily in English.

A MESSAGE FROM THE PRINCIPAL

Proverbs 22:6 "Start children off on the way they should go, and even when they are old they will not turn from it."

Saint Kateri School makes a difference for children by way of our commitment to academic excellence through an individualized, self-directed philosophy of personalized learning. We also hold the belief that education is much more than academic achievement. We foster relationships and a sense of belonging. Our staff at Saint Kateri believe that with proper encouragement and guidance, students perform better in all parts of life. Every day, we strive to create students who are self-directed learners.

We are committed to building a Catholic, Christian community, preparing and inspiring our students to be active and responsible participants in shaping their own future. Through a shared vision of relational work with our families, we place our children on the road to success.

Mr. James Park





2025-28 DIVISION STRATEGIC PRIORITIES



THEME 1: FAITH FIRST

OUTCOME

A

Students will grow as faith leaders by actively participating in prayer, worship, and liturgical ministry, engaging in retreat-style learning experiences, and deepening their relationship with the parish community.

STRATEGIES

• Embed Collective Prayer and Worship in Daily Practice

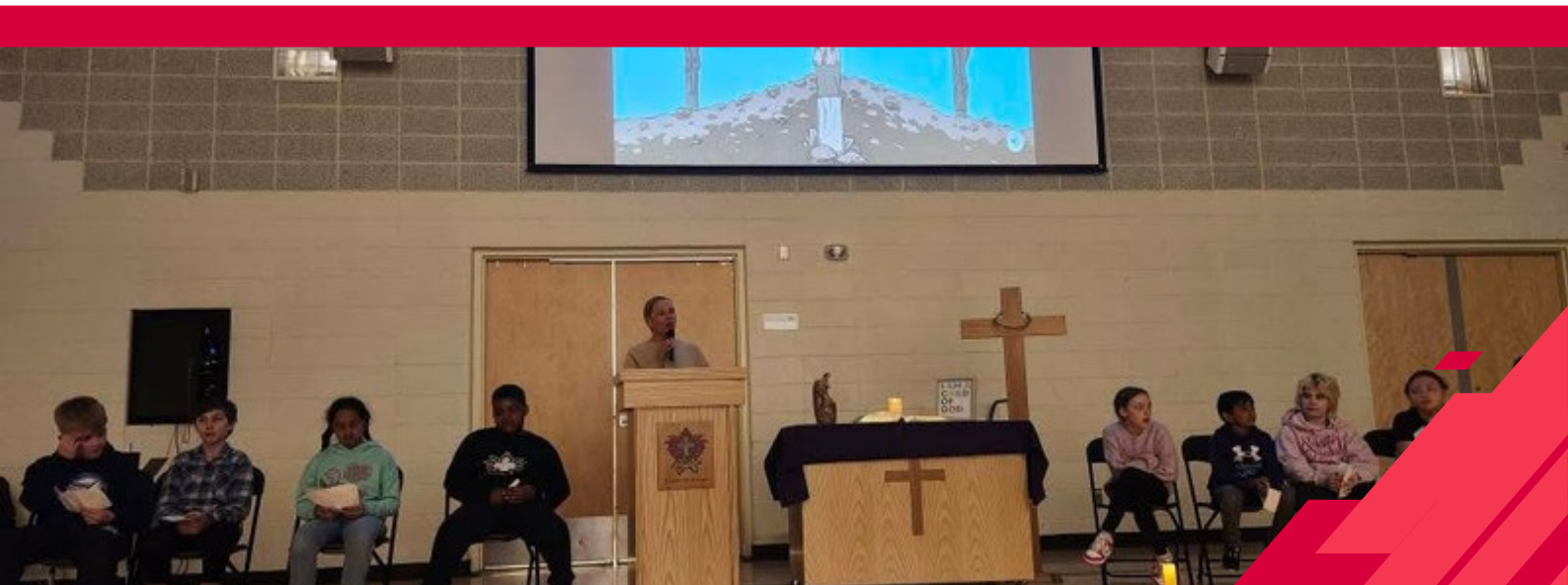
- **Principal & Vice Principal:** Model and lead prayer during daily announcements, assemblies and meetings; ensure regular school-wide celebrations of the Eucharist and liturgies as well as retreat style engagement in prayer in small groups and partner classes. The message “just be kind” will be shared in partnership with prayer reminding students this is our focus and daily goal above all else.
- **Teachers:** Seek opportunities for prayer through all aspects of the day, invite students to lead, and integrate, faith connections into lessons through the support of the Growing in Faith and Growing in Christ resources.
- **All Staff:** Participate actively in school prayers and model for students.

• Provide Opportunities for Student Liturgical Leadership

- **Principal & Vice Principal:** Work closely with our grade 6 students to be liturgical leaders for the school community.
- **Teachers:** Prepare students for roles such as readers, choir members, and prayer leaders.
- **All Staff:** Support by attending, affirming, and celebrating students’ contributions in liturgical roles.

• Strengthen Parish-School Relationships

- **Principal & Vice Principal:** Coordinate regular visits with the parish priest and schedule parish-led activities at the school. Plan a year-end mass that all grade 6 students and their families attend.
- **Teachers:** Incorporate priest/classroom dialogues into religion instruction and access our Division Faith Permeation Support to support religious education planning and facilitate parish relationship building.
- **All Staff:** Welcome and support parish partners in the school, fostering a visible sense of community and faith connection.



THEME 1: FAITH FIRST

OUTCOME

B

Students and staff will deepen their faith formation by actively engaging with the *Growing in Faith, Growing in Christ* resource through intentional use of lessons and materials, alignment with the liturgical year, and adaptation of assessment practices to enhance classroom relevance and student engagement.

STRATEGIES

- **Prioritize and Integrate Resource Lessons**

- **Principal & Vice Principal:** Prioritize classroom visits during religion instruction to better facilitate support and instructional leadership conversations. Support the adaptation of assessment materials from *Growing in Faith* and *Growing in Christ* through guided collaboration and conversation.
- **Teachers:** Engage in professional development opportunities to support planning and further collaborative discussion between St. Kateri colleagues and colleagues throughout the division.
- **All Staff:** Contribute personal talents, cultural traditions, and faith-based understandings to enrich the religious life of the school. This may include leading prayer, sharing music or art connected to faith, offering personal stories, and supporting liturgical or retreat activities. By sharing their unique gifts, staff help model authentic faith leadership and create a diverse, vibrant Catholic community for students.



THEME 2: WELLNESS MATTERS

OUTCOME A

The school community will support the wellness of all students and staff by taking a proactive approach that emphasizes presence, connection, and care. Wellness will be supported through consistent check-ins with classrooms, staff, and families, as well as through visible, active engagement in classrooms, hallways, recess, lunch, and community spaces.

STRATEGIES

• Continue to build a Proactive Culture of Presence

- **Principal & Vice Principal:** Continue building connections and an overall feeling of support for both students and staff through a daily proactive presence throughout the school.
- **Teachers:** Through proactive presence maintain positive relationships with families through regular communication, and intentionally check in with students' emotional well-being.
- **All Staff:** Establish concrete learning goals for each student through early Parent Teacher Interview evenings that include all staff who support the learning goals of St. Kateri students.

• Strengthen Family Relationships

- **Principal & Vice Principal:** Connect with families at the start and end of the school day, create open channels for communication, and celebrate family involvement in school life.
- **Teachers:** Provide consistent updates to families about student progress (through Edsby and weekly communication) and well-being, and invite family participation in classroom or school-wide activities.
- **All Staff:** Welcome and greet families with warmth during drop-off, pick-up, and school events, reinforcing a sense of belonging and partnership.

• Promote Wellness in All School Spaces

- **Principal & Vice Principal:** Be visible and engaged during recess, lunch, and school events to ensure safety, support inclusion, and promote student wellness.
- **Teachers:** Integrate wellness practices into daily routines (e.g., mindfulness breaks, collaborative games) and model positive coping and problem-solving strategies.
- **All Staff:** Encourage healthy, respectful interactions among students in the hallways, playgrounds, and lunch spaces, supporting a safe and caring environment.



THEME 3: FUTURE-READY STUDENTS

OUTCOME A

Students will build the skills to become ethical citizens who actively practice social responsibility. As a school community, all members will grow in their understanding of one another, demonstrating the utmost respect for the unique roles within our school family. By recognizing that the needs of each person are different, we will ensure that all students and staff have the opportunity to learn, grow, and access school spaces equally and fairly.

STRATEGIES

• Implement a Fair, Restorative, and Prayerful Discipline System

- **Principal & Vice Principal:** Develop, communicate, and monitor a transparent, consistent, and restorative discipline framework aligned with the division's Pastoral Approach to Discipline. Include structured opportunities for prayer, reflection, and reconciliation in addressing student behavior.
- **Teachers:** Apply restorative practices in classroom management, integrating prayer and reflection to guide students in understanding the impact of their actions and making amends. Model ethical decision-making and fairness.
- **All Staff:** Reinforce restorative practices with prayer and reflection in all school spaces, supporting consistency and spiritual guidance for students as they repair relationships and learn from mistakes.

• Integrate Faith and Values into Citizenship Learning

- **Principal & Vice Principal:** Embed the school's faith theme, Live Like a Saint, into school-wide initiatives, assemblies, and recognition programs. Support staff in connecting faith, values, and ethical citizenship in their practice.
- **Teachers:** Teach students the 4 core values and show how saints model living like Jesus. Integrate lessons, reflections, and prayer into classroom discussions to reinforce ethical behaviour and social responsibility.
- **All Staff:** Model respect, kindness, and ethical behavior in daily interactions; encourage students to practice core values in all areas of school life, supported by prayerful reflection.

• Professional Learning and Community Engagement

- **Principal & Vice Principal:** Provide professional development for staff, families, and stakeholders on Restorative Practices and the division's Pastoral Approach to Discipline, emphasizing the role of prayer in reflection and reconciliation.
- **Teachers:** Participate in professional learning and apply strategies consistently to foster inclusive, respectful, socially responsible classrooms, integrating prayer to support restorative outcomes.
- **All Staff:** Engage in training and collaboration, modeling prayerful reflection, sharing insights, and supporting a unified approach to ethical citizenship schoolwide.



THEME 4: LEARNING FOR LIFE

OUTCOME A

Students will develop personal excellence and confidence in literacy and numeracy by building foundational skills, applying learning in meaningful contexts, and demonstrating growth through practice, reflection, and problem-solving. They will gain the confidence to take risks in their learning, persevere through challenges, and celebrate their progress as successful readers, writers, and math learners.

STRATEGIES

• Use Assessments to Inform Differentiated Instruction and Intervention

- **Principal & Vice Principal:** Provide training on administering and analyzing literacy and numeracy data; ensure resources and supports are available for a wide range of student needs.
- **Teachers:** Use assessment data to design differentiated lessons and interventions that target strengths and address gaps for all students, including those requiring enrichment or additional support.
- **All Staff:** Reinforce intervention strategies during classroom support and small-group work, adapting approaches to meet the diverse learning styles and abilities of students.

• Strengthen Collaborative Professional Practice for Differentiation

- **Principal & Vice Principal:** Schedule and protect grade group meetings focused on data-driven instruction, research of inclusive practices, and the sharing of strategies that support diverse learners.
- **Teachers:** Collaboratively analyze assessment trends to develop differentiated literacy and numeracy plans that engage all students, from those who need scaffolding to those who need enrichment. This may be done through the use of assistive technology tools.
- **All Staff:** Share observations of how individual students learn best, ensuring classroom practices are inclusive and tailored to the full range of abilities.

• Build Student Confidence and Engagement through Personalized Learning

- **Principal & Vice Principal:** Highlight and celebrate student growth at all levels, ensuring recognition of effort, improvement, and excellence in both literacy and numeracy.
- **Teachers:** Create engaging, real-life applications of literacy and numeracy that allow for differentiated entry points, providing feedback that fosters a growth mindset and confidence in all students.
- **All Staff:** Encourage and affirm students' individual progress, reinforcing literacy and numeracy skills in varied contexts (reading with students, practicing math in daily routines) to build confidence for every learner.



THEME 5: EQUITY IN ACTION

OUTCOME

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Students will participate in an inclusive school environment where their faiths, cultures, backgrounds, identities, and experiences are valued and enrich the school community.

STRATEGIES

• Create an Inclusive and Culturally Responsive Environment

- **Principal & Vice Principal:** Promote school-wide initiatives that celebrate diverse faiths, cultures, identities, and backgrounds. Support staff in creating inclusive learning spaces and experiences for all students. Education is our Buffalo and this is evident in all our planning and implementation of learning activities.
- **Teachers:** Integrate lessons and classroom activities that reflect and honor students' diverse backgrounds, encouraging respect and appreciation of each student's uniqueness.
- **All Staff:** Model inclusive behavior in daily interactions and support a culture where all students feel valued, respected, and included across all areas of the school.

• Support Individualized Learning and Differentiation

- **Principal & Vice Principal:** Provide professional development to build teacher capacity in differentiation and individualized programming for diverse learners. Ensure resources, supports, and flexible learning spaces are available to meet student needs.
- **Teachers:** Differentiate instruction to meet the needs of all learners, including students requiring remedial or advanced support, and facilitate goal-setting and self-monitoring for growth throughout the year.
- **All Staff:** Reinforce learning strategies and individualized supports in classrooms and shared spaces, recognizing that learning can take place in multiple environments both inside and outside the classroom.

• Foster Student Agency and Growth Mindset

- **Principal & Vice Principal:** Support school-wide initiatives that encourage student voice, goal-setting, and reflection. Highlight student achievements and growth publicly to foster motivation and confidence.
- **Teachers:** Guide students in setting personal learning goals, monitoring progress, and reflecting on their learning journey. Emphasize that each student's learning path may look different, honoring individuality and strengths.
- **All Staff:** Encourage students to take ownership of their learning, model a growth mindset, and affirm that differences in learning styles and approaches are valued and celebrated as part of each student's unique development.

• Expand Opportunities for Academic Enrichment

- **Principal & Vice Principal:** Support and fund a range of academic clubs and programs that provide both remedial and advanced learning opportunities for students.
- **Teachers:** Facilitate and participate in clubs and enrichment activities that target diverse student needs, fostering skill development and engagement beyond the classroom.
- **All Staff:** Encourage student participation in clubs and academic programs, providing mentorship, guidance, and support for growth in both academic and social-emotional domains.





St. Kateri Catholic School