



FORT McMURRAY
CATHOLIC SCHOOLS



**HOLY TRINITY
CATHOLIC
HIGH SCHOOL**
2025-28
EDUCATION PLAN
YEAR II ~ 2026-27



OUR SCHOOL

Holy Trinity Catholic High School is a vibrant Grade 7–12 school community with over 1,300 students. Rooted in faith, we proudly offer both English and French Immersion programs, fostering academic excellence while celebrating our multicultural community.

At Holy Trinity, the name TRINITY reflects the three pillars we hold central to our identity: Arts, Athletics, and Academics—with Jesus at the heart of all we do. Our mission is to nurture the whole person, helping students grow in knowledge, faith, and character.

We are committed to creating an inclusive and supportive environment where every student can thrive. In addition to our diverse learning pathways, Holy Trinity offers the Senior Independent Living Program (SILP), equipping students with essential life skills and preparing them for independence beyond high school.

Through strong academics, dynamic fine arts programs, competitive athletics, and faith-based experiences, we empower our students to discover their gifts and use them in service to others. Our school community values respect, responsibility, and resilience, encouraging students to become compassionate leaders and engaged citizens.

As Knights, we are proud of our tradition of excellence and remain dedicated to living out our Catholic faith in all aspects of school life.

A MESSAGE FROM THE PRINCIPAL

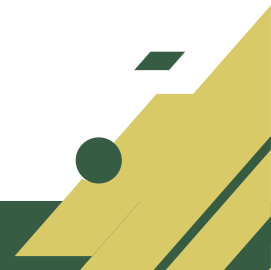
It is my great joy to share with you Holy Trinity Catholic High School's updated three-year education plan. Now in my fifth year as principal, I am filled with immense pride as I reflect on how our school community continues to grow, flourish, and evolve. With nearly 1400 students from diverse backgrounds, Holy Trinity is a vibrant, faith-filled community where we strive to live our values each day.

This year brings an extra wave of excitement as we undergo several facility upgrades designed to enhance our learning environments. While our physical spaces are changing, our core mission remains steadfast. We truly offer it all, and we continue to exemplify the Holy Trinity through our unwavering excellence in the "Triple A"—the Arts, Athletics, and Academics.

This plan highlights the areas we have identified, through feedback and reflection, that deserve our focused attention. It is not about changing who we are, but about strengthening what already makes us exceptional. With Jesus at the center of all we do, we are called to ensure every single student feels supported, inspired, and challenged to reach their full potential.

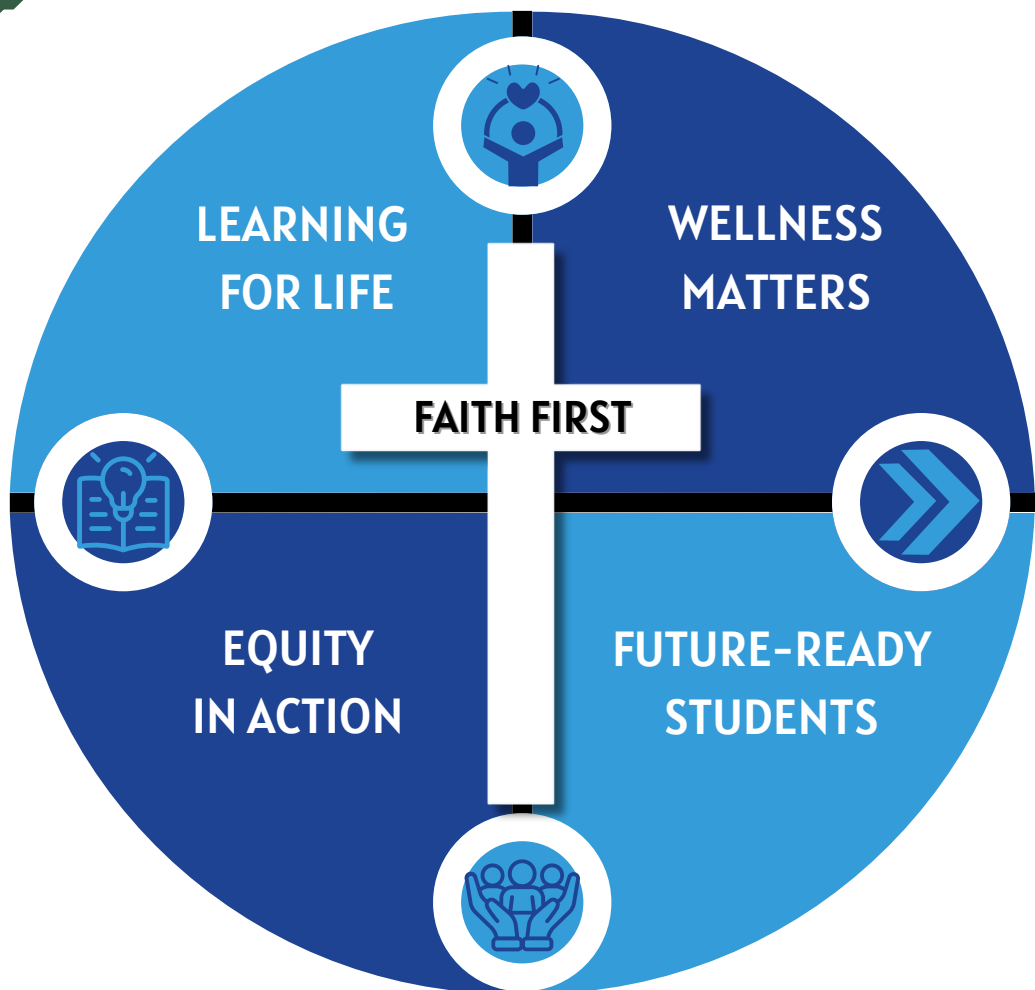
I have the utmost confidence in our staff, who are deeply committed and capable of carrying out this vision. Together with our families and community, we will continue to make Holy Trinity not only a school of excellence across all areas, but also a place of belonging, faith, and love.

Mrs. Lou Ann Demers-Noble





2025-28 DIVISION STRATEGIC PRIORITIES



THEME 1: FAITH FIRST

OUTCOME A

The Holy Trinity School community will be immersed in faith-filled practices, where students and staff live their faith daily through prayer, liturgy, service, and the integration of Catholic perspectives across the learning experience.

- Expand the 4 Core Value awards to staff, modelling lived faith for students.
- Enrich school-wide liturgies by integrating choir and band, increasing high school student leadership roles (readings, prayers, planning), and collaborating with the division religious education consultant.
- Integrate faith-based perspectives across curriculum areas.
- Integrate the division's 3-year faith theme, "Live Like a Saint", through explicit classroom activities and school community promotions that focus on the lives and teachings of the Saints.

STRATEGIES

THEME 2: WELLNESS MATTERS

OUTCOME A

Holy Trinity School will cultivate a culture of wellness where staff and students feel supported, balanced, and able to contribute to a positive, student-centred learning environment.

- Establish a wellness committee representing all stakeholders to develop initiatives and gather feedback.
- Utilize evidence-based strategies when providing counselling services to introduce and model regulated classroom strategies to support student self-regulation, mental health, and emotional well-being.
- Integrate technological solutions to support teacher efficiency and promote work-life balance.
- Provide opportunities for staff to provide feedback, share ideas, and work together with the leadership team to support the school community.

STRATEGIES



THEME 3: FUTURE-READY STUDENTS

OUTCOME A

Students will demonstrate confident, ethical, and socially responsible citizens, equipped with the skills and mindset to lead with integrity, empathy, and resilience.

- Develop restorative practice teams and provide whole-staff professional learning.
- Maintain parent engagement by hosting an information session on restorative practices.
- Embed restorative approaches in addressing conflict and building positive relationships.

STRATEGIES

OUTCOME B

Students will explore pathways and transitions with confidence, using career planning tools and personalized supports to prepare for post-secondary, trades, or workplace opportunities.

- Facilitate parent information sessions to support grade 9–10 transitions and to guide grade 12 students as they plan graduation and post-secondary pathways.
- Provide individualized support for students during course selection through the use of myBlueprint.
- Engage stakeholders in collaborative discussions to explore opportunities for expanding Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) offerings.

STRATEGIES



THEME 4: LEARNING FOR LIFE

OUTCOME A

Students at Holy Trinity will experience consistently high-quality, data-informed, and student-centred instruction and assessment practices, leading to greater engagement, deeper learning, and improved achievement across all grades.

STRATEGIES

- Enhance the degree to which evidence of student learning, including test and exam analyses, is used to refine instructional practices.
- Expand collaboration amongst teachers, and with school partners (e.g., Fr. Mercredi High School), to review and strengthen instruction and assessment practices.
- Provide professional learning and targeted teacher support to enhance capacity in data-informed instructional decision-making.
- Provide relevant professional learning, in-class mentorship, and collaborative supports to grade 7-9 teachers who are piloting new curriculums.



THEME 5: EQUITY IN ACTION

OUTCOME A

All learners will achieve academic growth and success through responsive supports, inclusive practices, and targeted interventions that honour diversity and meet the needs of every student.

- Intentionally integrate Senior independent living program students into school events, electives, and extracurriculars by fostering peer partnerships and adapting activities.
- Support teachers in the consistent planning and implementation of student accommodations across subject areas.
- Further develop staff capacity for differentiated instruction through targeted professional learning, the strategic use of technology, and the sharing of effective instructional practices.

STRATEGIES

OUTCOME B

Holy Trinity students and staff will participate in an inclusive school environment where cultures, backgrounds, identities, and experiences are valued, recognized, and actively contribute to the school community.

- Expand opportunities for students, staff, and families to share and celebrate their cultures, heritage, and traditions through student-led events, classroom learning experiences, and meaningful community partnerships.
- Foster a connected and inclusive community through intentional collaborative activities and shared experiences.
- Further develop educational experiences, learning resources, and school activities that are responsive to and reflective of the diverse needs, cultures, identities, and experiences of all students.
- Connect newcomer students with a student leader/mentor to work to develop an initial sense of belonging.

STRATEGIES





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