



École St. John Paul II School
School Educational Plan
2024-2025

INTRODUCTION

We offer quality programming in Early Learning Program (ELP), Kindergarten to Grade 6. École St. John Paul II School is Medicine Hat's only dual-track school and is proudly part of the Medicine Hat Catholic Board of Education system. We offer faith-based programming in both English and French Immersion streams.

Our Mission is to live in partnership with family, Church, and community, providing Catholic Education of the highest quality to our students. We firmly believe that Catholic Education is a ministry that is at the heart of the Church. In our ministry, we value and celebrate:

- Teaching and living our Catholic faith
- Our Catholic traditions
- Our ability to offer a full range of educational programs for all students
- The uniqueness of each child (that each child is special)

CATHOLIC SCHOOLS



DIVIDENDS FOR LIFE

MESSAGE FROM OUR PRINCIPAL AND VICE PRINCIPAL



I would like to take this opportunity to extend a warm welcome to each of you as we begin the 2024-2025 school year. It brings me great joy that you have chosen to enroll or re-enroll your children at École St. John Paul II School, and we are thrilled to have you as part of our exceptional learning community. Your positive energy and commitment to educational excellence are greatly valued, and I look forward to partnering with you and your children throughout the year.

Personally, I am both excited and honoured to work with such a dedicated, professional, and caring staff. Together, we are united in our goal of providing a year filled with academic, personal, and spiritual growth for you and your family.

Our teachers and support staff are eager to collaborate with you over the course of the school year. We are committed to fostering a strong Catholic school culture that emphasizes core family values within our instructional practices. École St. John Paul II School is truly blessed with talented students and supportive parents, and together, we will continue our tradition of excellence and care, guided by Catholic values and virtues in everything we do.

At École St. John Paul II School, we are dedicated to promoting Gospel values through the quality of our relationships, evident in our everyday interactions. Christ is the foundation of our school, and therefore, the values of acceptance, faith, respect, responsibility, care, trust, and family will form the basis of our lessons and activities, all rooted in the teachings of the Gospel.

Sincerely,

Mr. Robert Dumanowski,
Principal



Mrs. Edlyn Murphy,
Vice Principal



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2900 students in 9 schools: 6 elementary schools, 2 junior high schools and 1 high school.

Medicine Hat is located in Southeastern Alberta and is known as a community of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents, and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.



MISSION, VISION AND VALUES

Our Mission

In partnership with family, church, and community, we provide Catholic education of the highest quality to our students.

Our Vision

A gospel-centered community committed to learning excellence, Christian service, living Christ.

Our Motto

“Showing the Face of Christ to All”

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence

Our Values

We believe that Catholic education is a ministry that is at the heart of the church.

In our ministry, we value and celebrate:

- Teaching and living our Catholic faith.
- Our Catholic traditions.
- Our ability to offer a full range of educational programs for all students.
- The uniqueness of each child.

What do Medicine Hat Catholic schools represent?



Staff, students and families working together,
under our faith, with quality education as our foundation.

ÉCOLE ST. JOHN PAUL II SCHOOL – ENROLLMENT TRENDS

Note: The aggregated total number of students at the bottom of the chart already takes into consideration that some of the students are double registered in Kindergarten and ELP (Early Learning Program).

FR – French Immersion programming

EN – English programming

GRADE	2024-2025			2023-2024			2022-2023			2021-2022			2020-2021			2019-2020		2018-2019	
ELP	AM FR 21	AM EN 9	PM EN 12	AM FR 15	AM EN 9	PM EN 17	AM FR 23	AM EN 23	PM EN 20	AM FR 12	AM EN 22	PM EN 23	AM FR 17	AM EN 19	PM EN 15	AM 27	PM 25	AM 27	PM 13
KIN	FR 20	EN 18	FR 12	EN 20	FR 17	EN 33	FR 17	EN 26	FR 18	EN 23	FR 18	EN 25	FR 15	EN 14					
GR. 1	FR 22	EN 23	FR 20	EN 35	FR 20	EN 27	FR 22	EN 24	FR 16	EN 31	FR 12	EN 13	FR 18	EN 7					
GR. 2	FR 21	EN 30	FR 20	EN 29	FR 20	EN 29	FR 14	EN 31	FR 9	EN 11	FR 16	EN 8	FR 17	EN 17					
GR. 3	FR 20	EN 34	FR 20	EN 33	FR 15	EN 31	FR 9	EN 12	FR 14	EN 13	FR 19	EN 16	FR 14	EN 10					
GR. 4	FR 17	EN 33	FR 13	EN 35	FR 7	EN 16	FR 16	EN 13	FR 18	EN 17	FR 13	EN 10	FR 17	EN 12					
GR. 5	FR 11	EN 34	FR 8	EN 14	FR 14	EN 16	FR 16	EN 17	FR 8	EN 13	FR 17	EN 13	FR 12	EN 14					
GR. 6	FR 9	EN 13	FR 13	EN 19	FR 12	EN 14	FR 9	EN 10	FR 13	EN 10	FR 8	EN 16	FR 16	EN 6					
ELP, KIN-GR. 6	FR 125	EN 193	FR 111	EN 200	FR 115	EN 183	FR 115	EN 178	FR 113	EN 152	FR 103	EN 101	FR 108	EN 80					
NET TOTAL ELP & KIN-GR. 6	318			311			298			263			239			233		212	

ASSURANCE

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:



ENGAGEMENT

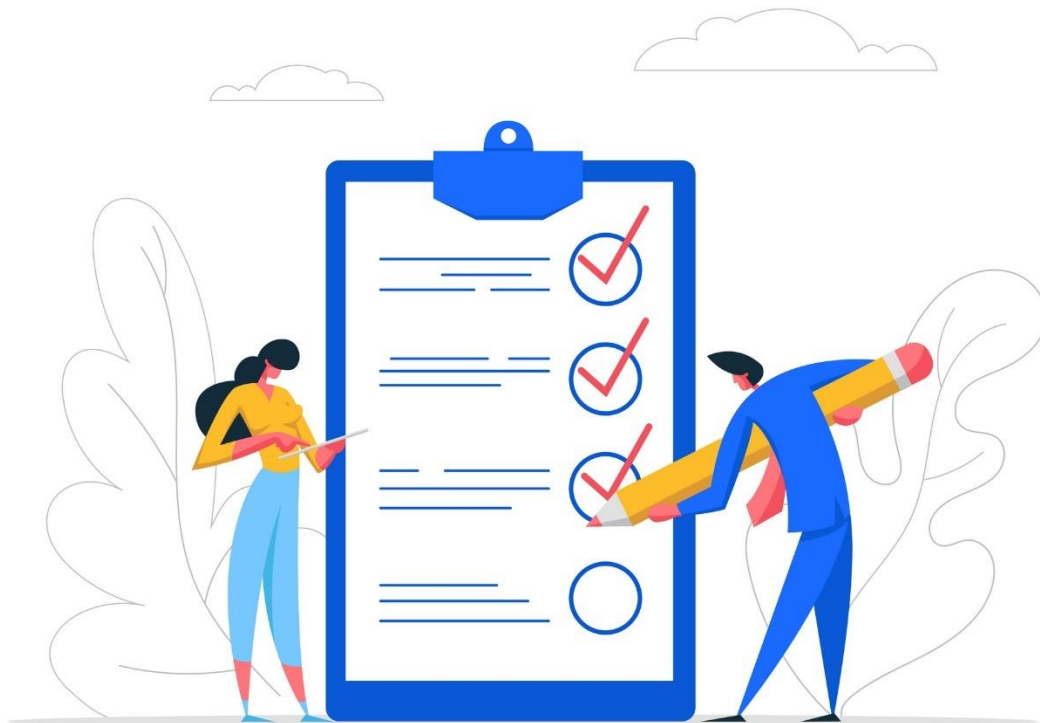
École St. John Paul II School prepares for the annual plan by reaching out to the different stakeholders for feedback. Our School Plan can be found on our division and school websites. To create opportunities for engagement, surveys were developed for the teachers, support staff, and the parents/guardians. These surveys included open-ended questions. Feedback was solicited from each stakeholder group regarding École St. John Paul II School over the next year.

NOTE: New survey data was collected in October 2024.

Parents/Guardians

Teachers

Support Staff



STRATEGIC PRIORITIES



SCHOOL GOALS AND IMPLEMENTATION SPECIFICS



Outcome #1: Provide opportunities for staff and students to encounter Jesus.

Outcome #2: Provide faith formation opportunities for the students and staff to grow in their knowledge and understanding of the Catholic faith.

Outcome #3: Create opportunities for connection between school, parish, family and community.

Implementation Specifics:

- Each class will identify and carry out at least one service project (Mark 5 – Community) such as the Cereal Drive for the Root Cellar, with prizes like field trips or service-building opportunities; enhance social justice opportunities for students to increase awareness & action; more community activities where our students are helping others.
- Permeation of our Catholic religion and its practices into all subject areas (Mark 3 – Faith Permeation). Celebrate what each class is doing on our website and social media.
- Explore having a mini staff retreat offsite/outdoors; advocate for some of our Faith PD days be more school based.
- Develop a school faith theme for the year.
- Prayer or a Lectio Divina sessions throughout the school year for the entire staff; explore opportunities for a school-wide opening & closing prayer by having a student or staff member recite the Lord’s Prayer over the intercom first thing in the morning (in both French & English) alternating every other day); maybe even Prayer Buddies where older students are paired with younger students.
- Have Fr. Iqbal come to consecrate our school to Mary; come into classrooms for some Q&A sessions (especially in the older grades); come for casual visits (e.g., lunch with a class, guest in religion class, etc.); come to the school for reconciliation at least twice per school year.
- Work with our FNMI coordinator (Joshua Cross) to help facilitate Indigenous learning and elder visits into the classrooms.
- Perhaps having some kind of staff seminar/retreat on a PD Day with the Chaplain and/or Religious Education Coordinator speaking at least one of the liturgies and/or school celebrations (e.g. All Souls’ Day, Lent, Ash Wednesday, etc.) or to talk to students in the classrooms.
- Permeate more faith concepts in ELP; have some ELP and Kindergarten cross-over so that students who are in both programs are getting the full experience of being in a Catholic school.
- Inclusion of French in some of our celebrations in the form of Prayers of the Faithful

- Face2Face retreats annually to help everyone rejoice, praise, and come to God in a fun and wonderful way.
- Help staff to develop a relationship with the Catholic community outside of the school (e.g., CWL, Knights of Columbus, Sunday school, etc.).
- Have more Division faith-PD sessions and making them more accessible to more staff; hearing other peoples' faith stories is inspiring.
- Add more faith-based (physical) items throughout the school.
- Have at least one family function at the parish (e.g., potluck, games night).
- Have a monthly meeting at some point (where/when feasible) where we get to openly pray and talk about faith (e.g., mini after school sessions on catechism, prayer groups, informational videos/lessons from Heather).
- Continue with faith formation PD at the beginning of each school year.
- School-sponsored mass and/or school-sponsored Stations of the Cross at the parish
- Having open communication for parents so they feel included and welcome to attend school-based liturgies.
- More than one school-sponsored mass at the churches (annually).





Health and Wellness

Outcome #1: Foster a healthy culture at the school through communication, connectedness, and by providing wellness opportunities.

Outcome #2: Continue with a Health and Wellness focus at the school.

Outcome #3: An increased awareness and promotion of Health and Wellness.

Implementation Specifics:

- Create mindfulness opportunities for the students and staff.
- Monthly potluck lunches for the staff; eating/coming together to help build more connections, decrease stress, and to 'live' in the moment.
- Continue the breakfast program at the school; explore new food options for next year.
- JP11 News segments that celebrate health and wellness and the First Nation, Metis, Inuit (e.g., Land Acknowledgement as part of the Monday morning assembly).
- Explore having a staff retreat at Camp McCoy before the new school year starts.
- Establish a calendar of different clubs that the students can participate in throughout the school year (e.g. dance club, running club, intramurals, yoga club, rosary club, senior choir).
- Optimize field trips and community classroom learning opportunities; have more community members come into the school (especially because of the high cost of bussing); have special guests targeted to benefit certain grade-levels.
- Promote healthy eating habits (e.g., emphasis on the Canada Food Guide, organized sporting activities in the school to promote mental health, how to cope with family stress/problems).
- Increased awareness about Fitness Literacy.
- Have more theme days that are targeted to mental and physical health (e.g. spa day).
- Have a list of "adults" after school activity groups in Medicine Hat on the staff room bulletin board.
- Coming together as a school community to do other events outside of school (e.g. volunteering at the Root Cellar, gift wrapping at the mall for the United Way, ringing the bells for the Salvation Army kettles, etc.).
- Continue to provide opportunities during some PD days for wellness activities.
- Provide resources for staff to use for mental wellness (Calm app, etc.).
- Enhanced communications regarding weekly events at the school (other than what's available in the monthly newsletter) so staff feel more connected and don't miss things.
- More communication and tidbits or small, quick group activities from the Wellness Committee.
- More opportunities/surveys to see what staff want and need for their wellness.
- Recognize a staff member once per month to celebrate.

- Consider conducting surveys to help create awareness about wellness in the school.
- LST provide mini sessions on services available either in short videos or emails or in person.
- Monthly Health & Wellness Team emails to highlight different aspects of the health and wellness services and what's all available for health and wellness.



Quality Teaching and Learning

Outcome #1: Increase the teachers' access to professional development and resources to enhance instructional practice.

Outcome #2: Create leadership opportunities for teachers in the school.

Outcome #3: Continue and enhance the awareness of the new approach to Learning Services student services delivery.

Outcome #4: Expand and foster an environment of learning and support for Indigenous services, particularly as it relates to Truth and Reconciliation.

Implementation Specifics:

- Coordinated planning (PLC) time for teachers; opportunities for new teachers to PD in EdForms and on other focused areas of discussion; give teachers time to share what strategies have been working in their class.
- School-wide levelling in Literacy and Numeracy to enhance targeted instruction; provide PD training and promotion; help teachers identify and access virtual PD opportunities.
- School/district-wide PD where teachers can learn best practices and ways of implementing the new curriculum; provide the opportunity for teachers to share what was learned at a PD session.
- New and continued leadership PD opportunities; teachers are given the opportunity to lead an assembly and/or other celebrations; also taking turns leading prayer in the mornings; expand mentorship programs.
- Professional development to learn and share different learning techniques and ways to adjust delivery based on different student needs and understanding; more PD opportunities for Learning Assistants to deal with emotional regulation/behaviors.
- Continue implementing the Collaborative Response Model (CRM) that we started last year.
- A shared depository on Google drive folder where teachers from different grade levels can access and park items.
- Director of Curriculum works with teachers to facilitate more access to other teachers of the same grade level to share ideas, resources, and practices; create more continuity in

assessment approaches in the district; more clarity regarding new programs being implemented so that teachers can feel more adequately informed.

- Use Multiple Intelligences approach in the classroom; access and explore more assistive technologies.
- More/increased access to Chromebooks to support learning in the classroom. There are so many opportunities for students with apps, but limited access to things that students regularly use (e.g. iPads in Div 1).
- Explore more connections with Brenda Mercer and the Miwaysin Friendship Center; in ways that honour Catholic traditions, but also incorporate indigenous perspectives that align with our faith.
- Training in how to have more robust conversations about Truth & Reconciliation; identify additional supports for Indigenous students and their community; have Indigenous leaders come into the school for presentations.
- To reduce the risk of teacher burnout, identify more human resources to be available in the classrooms where we know the supports are not adequate to cover the needs within the classroom.
- Promote the shared depository on Google drive folder where teachers from different grade levels can access and park items.
- Continue to help teachers feel supported and heard by promoting options for development and growth and encourage staff participation.
- Continued opportunity for the Division French immersion teachers to connect and build on the current success of the program; explore opportunities for teachers within our school and other schools to connect to do the same kind of program planning as what is happening with the FI program.
- Communication via a school-based calendar and/or a Week-at-a-Glance to highlight important events/issues that arise throughout the week.
- Continue to understand and support teachers via the Learning Support Teacher (LST) position.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2197 École St. John Paul II School

Assurance Domain	Measure	École St. John Paul II School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.0	82.4	85.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.8	85.6	86.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	30.4	58.1	58.1	68.5	66.2	66.2	Very Low	Declined Significantly	Concern
	PAT6: Excellence	0.0	14.0	14.0	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	86.9	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (w/CRSLE)	89.6	89.2	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.1	75.3	80.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.2	89.2	87.6	79.5	79.1	78.9	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. **Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).**

4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

Student Growth and Achievement

Indicators of success will include:

1. **Improved Academic Performance**

- Increased scores on formative and summative assessments, including standardized tests (e.g., Provincial Achievement Tests, end-of-year exams).
- Progress in meeting or exceeding grade-level expectations across subject areas.

2. **Student Mastery of Learning Objectives**

- Consistent demonstration of mastery in key learning outcomes, including both foundational skills and advanced concepts.
- Achievement of individual learning goals as set out in personalized learning plans.

3. **Engagement and Participation**

- Active participation in class activities, discussions, and collaborative projects.
- High levels of student engagement, as reflected in both qualitative and quantitative data (e.g., attendance, participation in extracurricular activities, project completion).

4. **Growth in Critical Thinking and Problem-Solving Skills**

- Evidence of students applying critical thinking, problem-solving, and higher-order thinking skills in various academic contexts.
- Improvement in performance on tasks that require analysis, synthesis, and evaluation.

5. **Development of Social and Emotional Skills**

- Progress in social-emotional learning, including self-regulation, empathy, and collaboration.
- Positive behavior indicators, such as improved conflict resolution and interpersonal skills.

6. **Post-Assessment Growth**

- Evidence of continuous improvement from baseline to post-assessment, demonstrating significant learning growth over a period of time.

7. **Student Self-Assessment and Goal Setting**

- Students regularly setting and achieving personal academic goals, demonstrating self-awareness and responsibility for their own learning.

Teaching & Leading

Indicators of success will include:

1. Student Achievement and Growth

- **Improvement in Student Performance:** Evidence of measurable growth in student learning outcomes, as reflected in assessment data (formative and summative).
- **High Rates of Student Engagement:** Students are actively engaged in the learning process, as indicated by participation in discussions, assignments, and classroom activities.
- **Achievement of Learning Goals:** Students meet or exceed the academic goals and standards set by the teacher or school, including differentiated learning objectives.

2. Effective Instructional Strategies

- **Differentiation of Instruction:** Adaptation of lessons and assessments to address the varying needs, strengths, and interests of all students.
- **Student-Centered Teaching:** A focus on inquiry-based, project-based, or hands-on learning, with students taking an active role in their own education.

3. Classroom Environment and Climate

- **Positive Learning Environment:** A classroom culture that promotes respect, inclusivity, and a safe space for all students to take risks and engage in learning.
- **High Expectations for All Students:** Clear expectations for behavior and academic performance that are communicated and consistently maintained across the classroom.
- **Support for Diverse Learners:** A focus on meeting the needs of students with diverse learning styles, backgrounds, and abilities, through accommodations and modifications as necessary.

4. Effective Assessment and Feedback

- **Frequent and Meaningful Assessment:** Regular use of formative and summative assessments to monitor student progress and adjust instruction accordingly.
- **Timely and Constructive Feedback:** Providing students with specific, actionable feedback that helps them improve their understanding and performance.
- **Data-Informed Decision-Making:** Use of student performance data to inform instructional decisions and identify areas for improvement.

Learning Supports

Indicators of success will include:

1. Improved Student Outcomes

- **Academic Progress:** Students receiving learning support show measurable improvements in academic performance, such as higher test scores, improved grades, or meeting individualized learning goals.
- **Reduction in Achievement Gaps:** Students benefiting from learning supports demonstrate progress in closing the achievement gap relative to their peers, particularly for those with learning challenges, English language learners, or other at-risk groups.

2. Increased Student Engagement

- **Active Participation:** Students receiving additional support are actively engaged in classroom activities, discussions, and assignments, demonstrating a sense of ownership in their learning.
- **Improved Motivation:** Students show increased motivation to succeed, as evidenced by a positive attitude toward learning and greater persistence in overcoming challenges.

3. Effective Differentiation and Personalization

- **Tailored Instruction:** Learning support strategies are tailored to meet the specific needs of students, including adaptations for different learning styles, strengths, and challenges.
- **Progress Monitoring:** Regular tracking and assessment of student progress ensures that supports are effectively meeting their needs, with adjustments made as necessary.

4. Improved Student Independence

- **Self-Regulation and Coping Skills:** Students demonstrate greater independence by employing self-regulation strategies and coping mechanisms taught through learning support services.
- **Independent Learning:** Students gradually become more independent in their learning, requiring less direct support over time as they develop strategies for problem-solving, organization, and self-assessment.

5. Successful Integration into the Classroom

- **Peer Relationships:** Students show positive peer interactions and are able to engage in collaborative learning experiences, benefiting from social integration in the classroom.
- **Reduced Stigma:** Learning supports are provided in ways that minimize stigma, creating a positive, inclusive atmosphere for all students.

6. Effective Use of Support Time

- **Optimized Use of Intervention Time:** Learning support staff use their time efficiently, focusing on high-impact interventions and ensuring that students receive the necessary attention without disruption to other activities.

Governance

Indicators of success will include:

1. Active Parent Engagement and Involvement

- **High Parent Participation:** A significant number of parents actively participate in school activities, events, and decision-making processes, such as School Council meetings, volunteer opportunities, and school functions.
- **Parental Input in Decision-Making:** Provide regular and meaningful opportunities for parents to provide input into school policies, programs, and curriculum decisions (e.g., through surveys, focus groups, and consultations).
- **Parent Advocacy:** Parents feel empowered and supported in advocating for their child's educational needs, with a clear process for voicing concerns and seeking solutions.

2. Clear and Transparent Communication

- **Regular Communication:** School leadership will ensure that parents receive regular updates on school activities, student progress, and important decisions through a variety of channels (e.g., newsletters, emails, websites, social media).
- **Accessible Information:** Policies, school events, and student performance data are easily accessible to parents, and key information is presented in a clear, understandable format.
- **Two-Way Communication:** Parents have opportunities to engage in two-way communication with teachers and school leaders, with regular and open channels for feedback and inquiries.

3. Supportive School-Home Partnerships

- **Strong School-Home Collaboration:** Create even more partnerships between parents and school staff, with clear strategies for collaboration in supporting student learning and development.
- **Parent-Teacher Conferences:** Regular, meaningful parent-teacher conferences are held to discuss student progress, strengths, and areas for growth, with both parents and teachers actively engaged in setting goals.

4. Accountability and Transparency in Decision-Making, Budgeting, and Resource Allocation

- **Parent Involvement in School Governance:** Parents are given the opportunity to provide input in the decision-making processes at the school level, such as through participation in the School Council or advisory committees, ensuring that their perspectives are included in policy discussions.
- **Clear Reporting of School Progress:** Provide regular updates to parents on the progress of school improvement plans, academic achievement, and other key performance indicators, ensuring that parents are informed about the school's successes and challenges.

6. Parent Satisfaction and Trust

- **High Parent Satisfaction:** Surveys or feedback mechanisms will indicate that parents are more satisfied with the school's leadership, communication, and responsiveness to their needs.

- **Trust in School Leadership:** Parents express confidence in the school leadership’s ability to make decisions that benefit their child’s education and well-being.
- **Responsive Governance:** Parents feel that their concerns are heard and addressed in a timely and respectful manner, leading to even high levels of trust.
- **Ongoing Parent-Teacher Communication:** School communication supports a culture of continuous dialogue between teachers and parents throughout the year, allowing for ongoing collaboration in addressing student needs and fostering academic success.

COMMUNICATION

Stakeholders are communicated with in a variety of ways through our school.



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