



Christ the King School

2025-2026 School Education Plan & Annual Education Results Report (AERR)

Mission: Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic Schools

Vision: Souls seeking Christ on jourey of faith, learning, and love

STAR Catholic Domains	Board Priority (Based on your school’s data, identify ONE focal point from EACH of the domain areas below that will be your school’s focus. HIGHLIGHT the TEXT)	School Goal (With your identified school goal(s) in mind, highlight the specific new or continuing goal(s) in your school plan)	Baseline Data (Current Reality)	Target Data/Outcome(s) (Desired Reality)	1-3 Strategies (How will you achieve this desired outcome/target?)	Progress/Evidence (Completed as data becomes available—refers to the measures being used to assess progress/effectiveness of strategies)
Grow and Affirm Catholic Identity	<ul style="list-style-type: none"><li>Staff are provided with faith formation opportunities.</li><li><b>Students understand what it means to live in a relationship with Jesus Christ.</b></li><li>Staff and students witness the gospel.</li></ul>	Christ the King School will continue supporting bringing prayer into the daily lives of all staff and students and supporting positive relationships among school community.	<b>STAR Catholic School Student Survey Results</b> <ul style="list-style-type: none"><li>There is a 7.26% increase in students affirming the occurrence of daily prayer at school.</li></ul> <b>STAR Catholic School Parent Survey Results</b> <ul style="list-style-type: none"><li>In 2025, all parents responded positively to their children have faith development opportunities. This is an increase of 15 %.</li><li>There was a noticeable increase in negative responses regarding how well students treat each other. (from 5% to 18%)</li></ul>	<ul style="list-style-type: none"><li>The number of students that affirm daily prayer occurrence at school will increase to 90% from the current 85% reality.</li><li>Continue to offer faith development opportunities to maintain the 100% positive parent response.</li><li>Improve in students treating each other well by 5-10% (from 68% - 73-78%).</li></ul>	<b>Build on Faith Development</b> <ul style="list-style-type: none"><li>Continue offering diverse and meaningful opportunities for student prayer, liturgies, and spiritual growth including daily prayer in class through announcements, student led liturgies, and faith-based grade retreats.</li></ul> <b>Improvement Area</b> <ul style="list-style-type: none"><li>Implement positive behaviour initiatives (SRC, student recognition at celebrations)</li><li>Provide professional development for staff on classroom management and student inclusion.</li></ul>	
Student Growth and Achievement	<ul style="list-style-type: none"><li><b>A focus on mental health and well-being</b></li><li><b>Provincial Achievement Results</b></li><li>Early Years Literacy and Numeracy Results</li><li>High School Completion, Citizenship &amp; Student Learning Engagement</li></ul>	The school will enhance student growth and achievement by improving students’ <b>sense of belonging</b> and support and <b>raising academic performance</b> .	<b>STAR Catholic School Student Survey Results</b> <ul style="list-style-type: none"><li>78% of students indicate they have a trusted adult in the school that they can ask for help. 12% disagree and 10% are unsure.</li></ul> <b>PAT Results</b> <ul style="list-style-type: none"><li>Math 9 Results indicate being 4% below the province for achieving an acceptable standard and 7.5% below the province for standard of excellence.</li></ul>	<ul style="list-style-type: none"><li>Improve in all students feeling they have a trusted adult they can ask for help.</li><li><b>By June 2026</b>, the percentage of students achieving The Acceptable Standard will increase by at least <b>5%</b>, surpassing the provincial average.</li></ul>	<b>Improvement Area</b> <ul style="list-style-type: none"><li>Implement two Mental Health and Wellness days – one in each semester.</li><li>Collaborate with the Student Representative Council (SRC) to ensure student voice is prioritized in spirit days and school events.</li><li>Regular staff meeting Focus on Third Path framework with emphasis on condition of <b>Belonging</b>.</li></ul>	

					<ul style="list-style-type: none"> <li>• <b>Use diagnostic assessments</b> early in the year to identify student learning gaps in math.</li> <li>• Provide <b>targeted professional development</b> on: Supporting mathematical reasoning and confidence.</li> </ul>	
Teaching and Leading	<ul style="list-style-type: none"> <li>• <b>Continue to build and develop staff capacity.</b></li> <li>• <b>Foster a culture of collaboration and leadership development.</b></li> </ul>	The school will <b>strengthen teacher capacity</b> to support student self-regulation.	<p>Teachers encouraged and supported to take on school based leadership roles in Religious Education, Indigenous Lead, Athletics, Numeracy Lead, School Leadership Team, Third Path Framework Team, and Professional Learning Communities.</p> <p><b>STAR Catholic School Teacher Survey Results</b></p> <ul style="list-style-type: none"> <li>• 10% of our teachers surveyed disagree that they can effectively support student regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the percentage of teachers who disagree that they can effectively support student regulation from 10% to less than 5% by June 2026.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer Collaboration &amp; Mentoring:</b> Establish monthly "Regulation Roundtables" where teachers share successful strategies, challenges, and solutions.</li> <li>• <b>Professional Development</b> Focused on Student Self-Regulation</li> </ul>	
Learning Supports	<ul style="list-style-type: none"> <li>• Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.</li> <li>• <b>Walking together to nurture successful and enduring relationships with Indigenous communities.</b></li> <li>• First Nation, Metis and Inuit students are successful</li> </ul>	The school will <b>increase staff awareness and engagement</b> with First Nation, Métis, and Inuit community involvement.	<ul style="list-style-type: none"> <li>• Elder and knowledge keeper invited to lead graduating Indigenous students in Feather and Sash Ceremony</li> <li>• CTK graduating Indigenous students presented with a feather or sash at Commencement ceremony.</li> <li>• ATA PD session on teepee teachings.</li> <li>• Monthly staff meeting staff land acknowledgement presentations.</li> </ul> <p><b>STAR Catholic School Teacher Survey Results</b></p> <ul style="list-style-type: none"> <li>• 21% of our teachers are unsure if First Nation, Metis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2026, reduce the percentage of teachers who are unsure about First Nation, Metis, and Inuit Elders/knowledge keepers, community engagement from 21% to below 5%.</li> </ul>	<p><b>Increase Visibility and Communication of Indigenous Engagement Initiatives</b></p> <ul style="list-style-type: none"> <li>• Regularly communicate when Elders, knowledge keepers, or cultural advisors are scheduled to visit through staff bulletins, announcements, and calendars.</li> <li>• Share the purpose and impact of these visits at staff meetings and through internal newsletters.</li> <li>• Involve teachers in planning or attending events and debriefs to build shared understanding and strengthen connections with Indigenous ways of knowing.</li> </ul>	

School’s AEA Survey Summary from Alberta Education:

- Background Information Reminder:**
- In the 2020-2021 school year, the Alberta Education Assurance (AEA) Survey replaced the Accountability Pillar Survey.
  - In spring 2021, AB Education piloted the AEA Survey.
  - Beginning in spring 2022, the AEA survey results have included summaries for both **required** and **supplemental** measures.

Required Alberta Education Assurance Measures - Overall Summary  
Fall 2024

School: 3272 Christ the King School

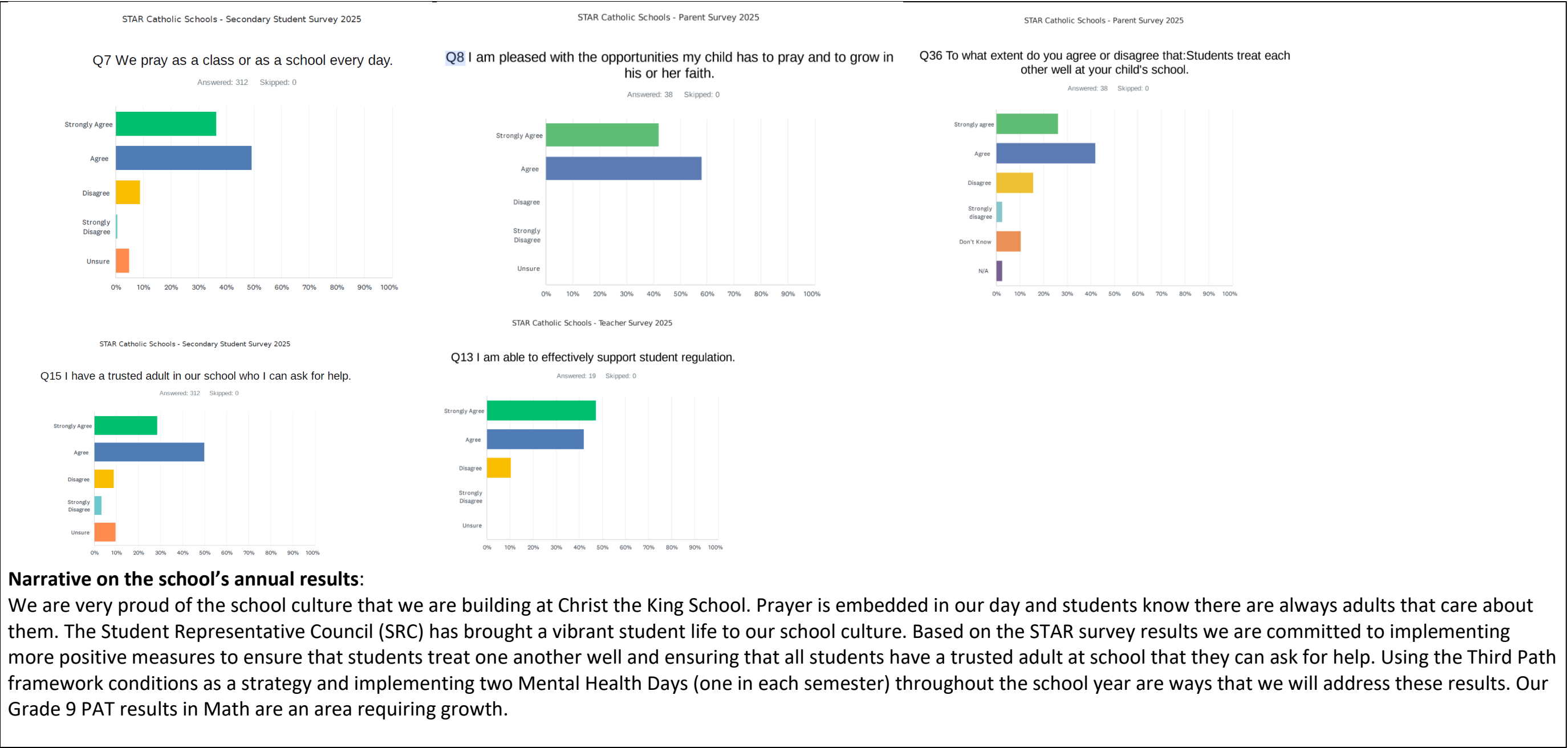
Assurance Domain	Measure	Christ the King School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	81.7	86.3	85.2	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	79.9	85.2	84.3	79.4	80.3	80.9	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	78.4	80.1	86.6	80.4	80.7	82.4	Intermediate	Declined	Issue
	<a href="#">5-year High School Completion</a>	93.2	96.1	92.3	88.1	88.6	87.3	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	65.3	68.5	68.5	62.5	62.6	62.6	Low	Maintained	Issue
	<a href="#">PAT9: Excellence</a>	11.9	11.4	11.4	15.4	15.5	15.5	Low	Maintained	Issue
	<a href="#">Diploma: Acceptable</a>	85.7	76.6	76.6	81.5	80.3	80.3	High	Improved	Good
	<a href="#">Diploma: Excellence</a>	24.2	9.6	9.6	22.6	21.2	21.2	Very High	Improved Significantly	Excellent
Teaching & Leading	<a href="#">Education Quality</a>	88.0	88.9	86.7	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.9	86.1	86.0	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	82.5	86.4	81.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	87.1	82.5	73.3	79.5	79.1	78.9	Very High	Improved	Excellent

Supplemental Alberta Education Assurance Measures - Overall Summary  
Spring 2024

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division

Measure	St. Thomas Aquinas Roman Catho			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	45.5	1.2	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	1.8	1.0	1.1	2.5	2.5	2.4	Very High	Declined	Good
<a href="#">In-Service Jurisdiction Needs</a>	86.7	87.8	88.4	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
<a href="#">Lifelong Learning</a>	80.2	85.8	85.9	79.9	80.4	80.7	High	Declined Significantly	Issue
<a href="#">Program of Studies</a>	80.3	82.6	83.3	82.8	82.9	82.9	High	Declined	Acceptable
<a href="#">Program of Studies - At Risk Students</a>	84.5	85.5	86.6	80.6	81.2	81.5	Intermediate	Declined	Issue
<a href="#">Rutherford Scholarship Eligibility Rate</a>	74.1	69.7	67.5	70.7	71.9	70.0	High	Improved	Good
<a href="#">Safe and Caring</a>	90.3	90.9	92.0	87.1	87.5	88.1	Very High	Declined	Good
<a href="#">Satisfaction with Program Access</a>	75.8	78.7	78.9	71.9	72.9	72.7	Intermediate	Declined Significantly	Issue
<a href="#">School Improvement</a>	82.9	81.6	81.5	75.8	75.2	74.7	Very High	Improved	Excellent
<a href="#">Transition Rate (6 yr)</a>	56.3	65.3	66.5	60.1	59.7	60.0	Intermediate	Declined	Issue
<a href="#">Work Preparation</a>	81.8	88.5	89.3	82.8	83.1	84.0	High	Declined Significantly	Issue

School’s STAR Survey (Survey Monkey) Results:



Required Accountabilities: (as described in AB Ed’s [Funding Manual](#))

Accountability Item	Description of Action (Dates of meetings where data is shared, publications, postings, etc.)
School involves stakeholders and school council in updating the plan and preparing the AERR (“Progress Evidence Column”)	School Council meetings – Review of Results and Goals

School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	DATE: To be posted by May 30, 2025
Results for the AEA Survey and student assessments (when available) are included in the school’s AERR and have been shared with the school community	
School-based plan is linked to competencies in the TQS and LQS  Links to these documents: <a href="#">TQS and LQS</a> .	