



St. Patrick's School School Plan



2024-2025

INTRODUCTION

Originally built in 1952 along the riverside of Medicine Hat, St. Patrick's School relocated to the Southridge area and reopened on November 19, 1982. The former gymnasium has been transformed into our current library, and we have expanded to accommodate up to 500 students with numerous additional classrooms.

With a rich history spanning over 70 years, St. Patrick's School remains dedicated to offering a vibrant Catholic education, emphasizing literacy and numeracy. Our mission is to nurture a safe and caring environment where students thrive academically and embody Christ-like behavior.



MESSAGE FROM OUR PRINCIPAL

St. Patrick's School offers Early Learning Programs (ELP), Kindergarten, and Grades 1-5, catering to children aged 3-11. We take great pride in our remarkable students, dedicated staff, and supportive parent community. For nearly 30 years, we have embraced the Accelerated Reading Program (AR), fostering a deep love of literacy in our students.

This year, we are excited to further support our students and teachers by providing access to Learning Support Teachers (LST) and by enhancing instructional practices and student learning outcomes through Collaborative Response Meetings (CRM). Our growth areas will emphasize promoting kindness and fair play, encouraging staff and the community to recognize "pandarrific" moments, and implementing targeted academic support and interventions.

School Administration Team



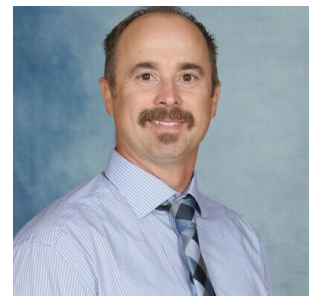
Mrs. Wognic (Secretary)



Mrs. Gergely (Secretary)



Mrs. Rota (Vice Principal)



Mr. Unreiner (Principal)

School Staff of 2024-2025



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

Medicine Hat Catholic 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.

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 families and our staff. Medicine Hat Catholic Schools warmly welcome children from all faiths and from neighboring communities. Are all welcome to Catholic Education!

What do Medicine Hat Catholic schools represent?



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

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, and 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, and 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.

ST. PATRICK SCHOOL ENROLLMENT TRENDS (10 YEARS)

Grade	24-25	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16
K	65	70	56	73	68	63	64	66	48	59
1	77	68	83	76	64	65	73	48	60	57
2	71	83	72	70	68	67	44	65	53	55
3	90	70	71	73	74	48	63	67	63	63
4	69	71	74	81	52	61	79	73	63	65
5	79	72	83	59	67	81	71	64	65	69
Total	451	440	439	432	393	385	394	383	352	368

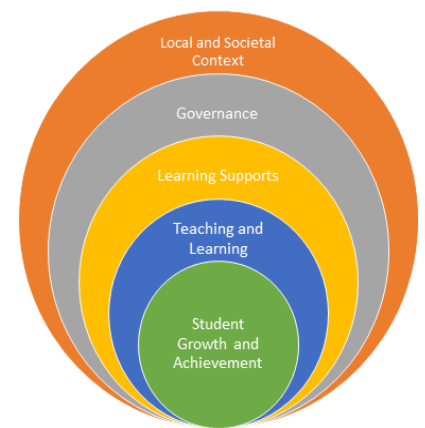
ASSURANCE

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:



ENGAGEMENT & AB Education Assurance Measures (2024)

Overall Summary (110 survey participants) = 21 Parents, 72 grade four students, 17 Teachers			
Education Measures	Current Results	Previous Year	Alberta Current Results
1. Student Learning Engagement	79.4%	89.2%	83.7%
2. Citizenship	82%	90.8%	79.4%
3. Education Quality	91.3%	95.2%	87.6%
4. Welcome, Caring, and Respectful Learning Environment	86.1%	91.7%	84%
5. Access to Supports and Services	72.6%	86.5%	79.9%
6. Parental Involvement	82.4%	79.5%	79.5%
7. InService Jurisdiction Needs	92.1%	96.4%	81.1%

8. Lifelong Learning	77.3%	78.9%	79.9%
9. Program of Studies	84%	87.6%	82.8%
10. Safe and Caring	88.5%	91.8%	87.1%
11. Satisfaction with Program Access	73.2%	80.7%	71.9%
12. School Improvement	77.8%	88%	75.8%
13. Work Preparation	84.4%	87.4%	82.8%

CELEBRATION: Successful survey data

- 100% of teachers agree (strongly) that students at school are learning what they need to know for literacy and numeracy skills.
- 78% of parents agree that students are encouraged at school to be involved in activities that help the community
- 100% of teachers feel that students follow school rules and that they respect each other
- 90% of students feel encouraged to try their best
- Very High to EXCELLENT for education quality from students (96%), parents (89%), and teachers (98%)
- 92% of parents feel their child clearly understands what is expected of them to learn and that work is challenging
- 97% of students feel the teachers and school are very good (good)
- 90% of parents feel teachers care about their child (5% don't know)
- 95% of parents feel their child is safe on the way/to school and that their child is treated fairly by adults
- 90% of parents are very satisfied (satisfied) with opportunities to be involved in decisions about their child's overall education

CHALLENGES: Reflective survey data

- DECLINE: teaching/leading, learning supports, at risk students, safe and caring, program access, and school improvement
- 37% of parents are concerned that students **don't follow school rules** and that students **don't respect each other**
- 38% of students feel other students **don't follow school rules** (100% of teachers feel the opposite)
- 43% of students feel that students **don't respected each other** (100% of teachers feel the opposite)
- 44% of parents feel their child **does not have support available** to their child for services, learning, or problems not related to school (43% of teachers agree with parents)
- 50% of teachers feel that parents are not involved with opportunities to be involved in decisions about their child's overall education

STEP #1: Shared AEAM Data with all school stakeholders

- Teacher meeting (October 4, School PD discussion), parent council meeting (October 8), Admin follow-up collaboration with all grade level PLC times (October 7-11), updated information provided in staff room with detailed email to all support staff (October 14-18), invitation for all staff after school meeting (October 16).
- Documents shared:
 - AEAM binder and Excel/Microsoft 2024 results

- [Summary Alberta Education Assurance Measure - AEAM \(2024-2025\)](#)
- [AEAM Staff Input 2024-2025](#)
- [Student Survey \(Grades 1-5 related to “respecting school rules and one another\)](#)

STEP #2: Identify top 3 challenges:

1. Almost 40% of students feel other students **don’t follow the rules** and **don’t respect one another**
2. 50% of teachers feel that parents are **not involved with opportunities** in decisions about child’s overall education
3. 44% of parents and teachers feel students **don’t have resources or support available** to them (learning, personal, etc.)

STEP #3: Action Plan: Strategies to IMPROVE the challenges above (created by all STAFF & Parent Council)

Students NOT following school rules or respecting others	Parent Involvement (Child Education)	Learning Services and Supports
Introduction of Cool Kids	Print report cards for Kindergarten and gr. 1 parents	Continued Collaborative Response Model (10 meetings...including vertical)
Continue to remind students about Fair Play Respect chart	PowerSchool Messenger that emails all parents of “ week at a glance ” and assembly information (Faith Message).	Grade 1 Intervention Plan for small and large group supports.
Intentional Pandarrific Recognitions that relate to the weekly faith message	Park and Go school community video	Parent Council support of Lalilo and MyOn libraries
Students will put “weekly faith message” into Monday’s agenda	Parent Council support of Natural Outdoor Classroom and Christmas Performance at Cypress Centre.	Celebration Video : showcasing the highlights of our school (academics, faith, wellness, etc.)
Changing up the assembly structure (older students by younger students)... model expectations .	Advertise monthly volunteers in Newsletter & Assemblies (Cool Kids...when most parents are here).	Introduction of “ self-checkout ” for all grade 4/5 students to increase access to books for students (more reading).
No more warnings of recess concerns related to student fair play. Remove from the game (1 day = inform admin) followed by next incident = 1 week, and final incident = 1 mth.	Sharing information with monthly parent council meetings. School Education Plan 2024-2025 (Parent Council Presentation)	Feature learning services and support in assemblies and parent council meetings (ie: Lori-Anne, Ashley, etc...)
Gr. 5 Leadership & Teacher focus towards “Fair Play”...create a year plan of monthly themes and “role-play” 1/mth in assemblies.		

SCHOOL GOALS AND IMPLEMENTATION SPECIFICS

1	Catholicity	A communion of School and Community involvement both virtually and in person (assemblies, mass, celebrations, etc.).	
2	Health and Wellness	Building connections and support with school and community stakeholders (EverActive, PEW, Parent Council, etc...).	
3	Quality Teaching and Learning	Division and School wide PD opportunities that promote student and teacher engagement.	

Catholicity:

Goal #1: Connecting faith with daily student interactions that focus on values of kindness, love, and forgiveness.

- Principal “week-at-a-glance” through PowerSchool messenger to all parents (weekly faith reflection and assembly link)
- Teachers share and students copy “weekly faith reflections” into agenda for home conversations.

Goal #2 Fostering a school community culture that emphasizes respect for fair play, encouraging students to develop self-awareness and self-discipline.

- Assembly times have been moved to the afternoon in support of literacy/numeracy in the morning.
- Weekly reminders during assemblies
- Posters placed in all classrooms, hallways, and gym doors
- Input from staff about repeating students and removal of repetitive students from activities where fair play is a concern; 1 day, 1 week, 1 month removal (parent communication)
- Staff tracking of repetitive students (shared document)

Health and Wellness

Goal #1: Recognizing students who demonstrate exemplary catholic values towards their peers.

- Introduction of **Cool Kids**, where students are recognized in areas of citizenship, optimism, others first, loving, kind, interested in learning, and discipleship.
 - Celebrated at the end of each month (parents invited by teachers to attend)
 - Displayed in main school hallway towards the gym
- Introducing **“Gratitude”** in all assemblies (importance of giving thanks)



Goal #2: Student opportunities to help culture respect of others and fair play

- Survey** all grade 1-5 students: share with leadership students and staff to create school goals of how to improve.
- Student and Teacher participation** in the city wide “Student Wellness Conference” (Miss Both and Miss Debler).
 - Year Plan that reflects monthly themes of wellness goals to improve student relationships and school culture
 - Monthly assembly participation: leadership students meet with teachers at AM recess to role-play monthly themes presented at the PM assembly



Goal #3: Continuing to explore ways to enhance community involvement and support in light of challenges with increasing enrollment

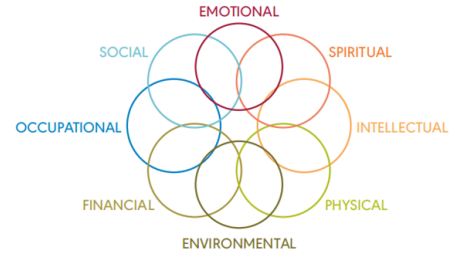
- Continue to promote opportunities** for parents to be involved with education and school activities, such as; community picnics, skate-a-thon, etc...
- NEW: Christmas concert** will be hosted at the Cypress Centre to accommodate seating for over 1600; providing 2 performances (during the day and evening)



Outcomes:

1. Medicine Hat Catholic Board of Education students are successful.
2. First Nations, Metis and Inuit students in Medicine Hat Catholic Board of Education are successful.
3. Medicine Hat Catholic Board of Education has excellent teachers, school leaders and school authority leaders.
4. Medicine Hat Catholic Board of Education is well governed and managed.

Health and Wellness Components



Quality Teaching and Learning

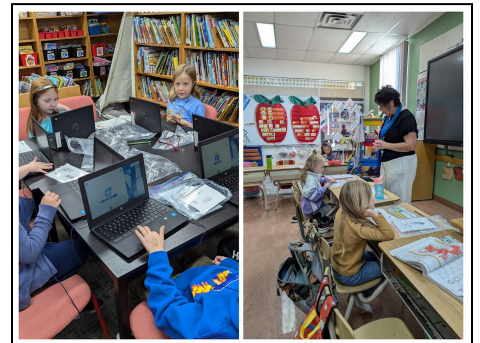
Goal #1: Creating opportunities for older students to lead and model school expectations

- "Modifying the assembly layout"** to arrange older students alongside younger ones to model expectations of how to be active listeners and respectful when others are speaking.
- Intentional Pandarrific recognitions** from staff that support weekly faith message; common language of expected values



Goal #2: Grade 1 Intervention to support early literacy and numeracy

- Identifying students at risk**
 - (AB government assessments in Sept)
- Admin schedule** 30 minute daily blocks (10:05 - 10:35 am)...which has been adjusted to the afternoon so 30 minutes of literacy is not lost in the morning (changed to 12:40 - 1:10 pm).
- Small and large group interventions** (2-6 weeks)
 - Homeroom teachers with own students = small groups
 - LST and EAs in computer lab and library = large groups



Goal #3: Parent Involvement with Education (AR and Lalilo)

- Continued support** from parent council for Accelerated Reader program
 - NEW:** support of Lalilo and MyON programs (digital fluency)
- All teachers identifying and supporting** low literacy students
- Introduction of "self-checkout"** for library and AR books to help promote the amount of books being read (pilot with older grades 4 & 5).



RESPONDING TO Alberta Education Assurance Measures (AEAM's)

School Strategies by Measure Indicators of Success

Safe and Caring Schools	<ul style="list-style-type: none"> - Alberta Results are 87.1% and St. Patrick's School is 88.5% - One of the key concerns highlighted in the 2024 spring AEAM survey results was student respect for others. We plan to prioritize this issue in our school goals, weekly assemblies, and monthly professional development meetings with all staff.
Student Learning Opportunities	<ul style="list-style-type: none"> - Alberta Results are 83.7% and St. Patrick's School is 79.4% - To create an environment where every student thrives, we will continue to explore teaching practices through Collaborative Response Model (CRM) that reflect on best teaching practices and learning strategies for new curriculum, and foster a culture of collaboration among students, staff, and parents.
Citizenship	<ul style="list-style-type: none"> - Alberta Results are 79.4% and St. Patrick's School is 82% - Encouraging all staff to support Fair Play guidelines. If needed, informing students to take a break from play if not following rules (inform admin) - Follow through with "student tracking" to support many different adult supervisors and communication with homeroom teachers.
Preparation for Lifelong Learning, Citizenship, World of Work	<ul style="list-style-type: none"> - Alberta Results are 79.9% and St. Patrick's School is 77.3% - Survey all grades 1-5 students (Respect of others and Fair Play) - Continue to inform parent council of school updates - Continue to encourage the school community to be part of student recognitions (Pandarrific and/or Gratitude moments). - Continue to provide leadership opportunities (ie: assembly prayers, role-play...)
Parental Involvement	<ul style="list-style-type: none"> - Alberta Results are 79.5% and St. Patrick's School is 82.4% (positive increase) - Continue Hybrid parent council meetings with in-person (library) and at home (Google Meet). The September/2024 PC meeting had over 30 parents in attendance. - Review school education plan and transparency of school budgets (SBDM/SGF) - All parent volunteers are now digital for teacher access for support of classroom/school activities.
Continuous Improvement	<ul style="list-style-type: none"> - Alberta Results are 75.8% and St. Patrick School is 77.8% - Coming soon is the installation of our "Natural Outdoor Classroom" fully funded and organized by our parent council. The intent of this initiative is to enhance student learning by fostering engagement, supporting physical health, and instilling environmental stewardship. - Implementation of grade 1 intervention (small/large groups) to support at-risk students with low literacy/numeracy skills that is supported by teachers, LSTs, and parent council (Lalilo and MyON accounts for all grades).

COMMUNICATION

Stakeholders are communicated with in a variety ways through our school:

CONTACT US

School Information:

- School Office: 403-527-1177
- School Website: <https://www.stpatricksschool.ca/>
- School Facebook Page: <https://www.facebook.com/StPatricksMH/>
- Mrs. Rota (Vice Principal): andrea.rota@mhcbe.ab.ca - 403-527-1177
- Mr. Dwayne Unreiner (Principal): dwayne.unreiner@mhcbe.ab.ca - 403-580-0339
- [St. Patrick 2024-2025 School Education Plan](#)

School Education Plan Survey 2024, Grades 1-5, Oct/24 (Students Respect and Fair Play)

Process of collaboration and implementation:

1. Admin meet with grade 5 leadership (share responses and brainstorm solutions) - Nov 7
2. Staff Meeting - Nov 13
3. Assemblies - introduce washroom expectations (leadership help to find washroom posters)
4. Teachers - lunchroom expectations (common grade or K-2 & 3-5)

<p>Students rating themselves for following school rules.</p> <ol style="list-style-type: none">1. Always (40%)2. Most of the time (50%)3. Sometimes (9%)4. Rarely (1%)	<p>Strategies for improvement:</p> <input type="checkbox"/>
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<p>When do students mostly NOT follow school rules? In order of most often to least.</p> <ol style="list-style-type: none">a. Recess (57%)b. Lunch Time (49%)c. During class time (44%)d. Bathroomse. Gymf. When the teacher leaves classg. Hallway transitionsh. Assembly	<p>Strategies for improvement:</p>
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Ways in which students do NOT show respect to others. In order of most often to least.

- a. Fair Teams
- b. Name calling or teasing
- c. Profanity
- d. Not including others
- e. Physical

Strategies for improvement:

-
-

Ways in which students show respect to others. In order of most often to least.

- a. Kindness
- b. Don't touch - give space
- c. Be honest and follow rules
- d. Listen and help

Strategies for improvement:

-

Common Expectations in WASHROOMS:

-
-
-
-

Common Expectations in ASSEMBLIES:

-
-
-
-
-