



2025-2029 **FOUR-YEAR
EDUCATION
PLAN** *Year One*



SCHOOL: 5370 ÉCOLE GOOD SHEPHERD SCHOOL

Contents

DIVISIONAL PRIORITIES	4
CATHOLIC FAITH.....	4
HEALTHY SCHOOLS.....	4
ACADEMIC EXCELLENCE	4
COMMITMENT TO ENGAGEMENT	4
LOCAL DOMAIN: CATHOLIC FAITH	5
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT	9
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	11
PROVINCIAL DOMAIN: LEARNING SUPPORTS	13
PROVINCIAL DOMAIN: GOVERNANCE.....	15

2025-2029



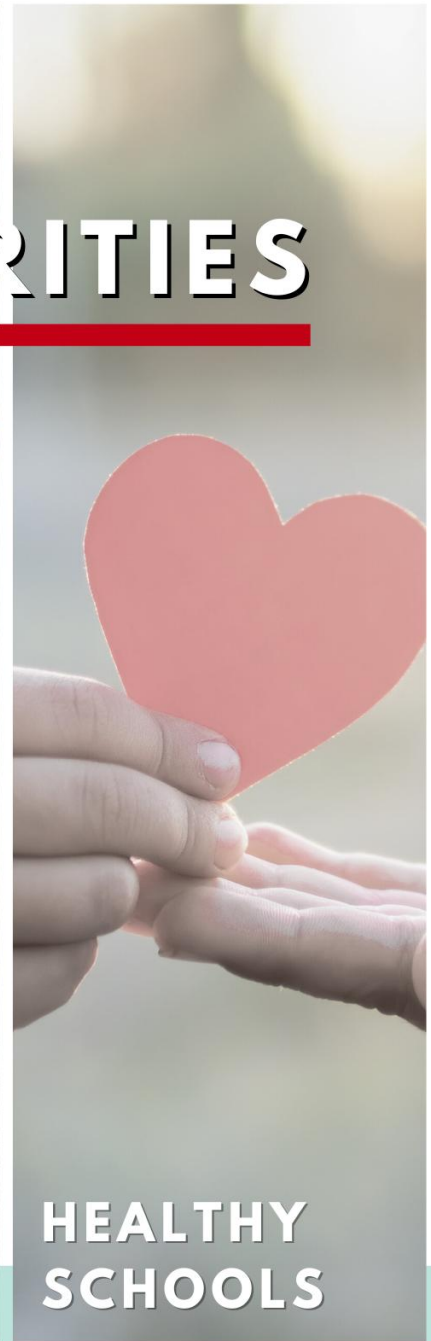
CATHOLIC FAITH

CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



ACADEMIC EXCELLENCE

CTR schools have high academic results, outperforming the province on all assurance measures. We continually strive to further improve student learning experiences within our classrooms.



HEALTHY SCHOOLS

CTR nurtures Healthy Schools that support our students' intellectual, mental, social, emotional, spiritual, and physical wellbeing. In CTR, everyone is treated with love and respect.

DIVISIONAL PRIORITIES

CATHOLIC FAITH

École Good Shepherd School (ÉGSS), as part of Christ The Redeemer Catholic Schools (CTR), enters into year three of our three-year faith theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

HEALTHY SCHOOLS

Healthy Schools remains as a division priority as it centers our faith lived out to provide care and support for our ÉGSS community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy School will continue to be an ongoing focus as we support students in becoming strong and resilient, meeting their fullest potential, reflective of the image and likeness of God.

ACADEMIC EXCELLENCE

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. ÉGSS, as part of CTR, utilizes collective professional learning through Catholic Learning Communities (CLCs) as a method to achieve continuous improvement. Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to set goals, implement strategies, and gather evidence of success. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning, which creates cycles of continuous improvement in teacher practice and consideration of student supports. Through these efforts and other divisional areas of focus on professional development, teachers demonstrate their dedication to meeting the needs of all students on their journey through kindergarten to grade 6 and supporting their transition into the future.

COMMITMENT TO ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Councils to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of this four-year education plan has involved significant input from all of these community members through engagement sessions, surveys, focus groups, and review of draft documentation over the course of many months. Superintendent and trustee engagement regarding emergent areas and feedback related to effective education practices and student supports occurs regularly throughout the school year.

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of ÉGSS.
Medium Term:	Perspective holders believe that ÉGSS continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that ÉGSS has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
% of students in Grade 5 achieving an Acceptable Standard on assessment.	81%	90%
% of students in Grade 5 achieving an Excellence Standard on assessment.	2%	10%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	97%	98%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	97.3%	98%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	96.7%	98%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	95.3%	96%
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	100%	100%
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	98%	99%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	ÉGSS School-based Faith Leads will use Divisional faith formation resources to deliver sessions in Catholic Learning Communities (CLCs) or through other formation opportunities.
Many and One School Implementation	ÉGSS will continue to implement plans to address racism and discrimination through our Catholic Social Teachings. Resources provided from the divisional committee will continue to support teachers and will be implemented in the local context at ÉGSS.
Youth Faith Retreats	ÉGSS will support student participation in faith retreats.
Faith Permeation	ÉGSS will provide professional learning and support for faith permeation into additional subject areas.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	ÉGSS will include content produced by The Director of Catholic Education in our school newsletter, in addition to information on Catholic schools provided for non-Catholic families. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year. Additional faith formation materials will be shared on the school's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	ÉGSS will support teacher participation in grade-level teams to review and refine standardized assessments along with the Director of Catholic Education which CTR administers annually in grade 5.
Establishment and Use of Sacred Spaces in Schools	School administration and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in each of our schools in accordance with diocesan guidelines.
Faith Days	ÉGSS teachers annually participate in Faith Days, a two-day event to offer faith formation for all trustees, teachers, and administrators.
Faith Leaders	ÉGSS has a designated Faith Leader(s) who in collaboration with school administration, plan and set direction for religious events, teacher faith formation, and related initiatives at ÉGSS.
Activities Related to Authentic Catholic Education	ÉGSS will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include: • Student faith retreats • Eucharistic adoration in our school • Bishop's Luncheon with priests, board of trustees, senior administration, and principals • Masses and liturgies in school, in our local church and as a division, corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated in October by ÉGSS staff and students. • ÉGSS Administrators will attend divisional faith retreats

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 who achieved the acceptable standard on the test.	81.4%	90%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 who achieved the standard of excellence on the test.	25.7%	28%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	91.5%	93%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	95.6%	96%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	87%	90%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
K-3 Social Studies Curriculum Implementation	ÉGSS will work with CTR leaders to support teachers with K-3 Social Studies curriculum implementation through professional development and Curriculum Support Documents (CSDs).
Assessment for Mastery	As an extension of our Catholic faith, ÉGSS, as part of CTR, will pursue exploration of assessment practices which allow students to achieve their academic potential. ÉGSS will implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. ÉGSS will build execute a school-based plan, in collaboration with Education Council, to address site-based assessment needs. We will provide feedback to shape the division’s Assessment for Mastery Framework.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Elementary Literacy	ÉGSS is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective. Provincial literacy screening and interventions will complement ÉGSS's focus in this area.
Elementary Numeracy	ÉGSS is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning. Provincial numeracy screening and interventions will complement ÉGSS's focus in this area.
Divisional Teams and School-based Team Leaders	ÉGSS will continue to utilize team leads to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning. Specialized subject areas will collaborate with Divisional Teams to enhance engagement and impact student learning.
Catholic Learning Communities (CLCs)	Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals.
Readers' and Writers' Workshop	ÉGSS teachers will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	Provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, Mathology resources, and number sense routines.
Coding	ÉGSS teachers will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	ÉGSS will continue to support best practices and plan professional development opportunities as needed for teachers' use of Artificial Intelligence, as outlined within CTR's administrative procedures.

PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	ÉGSS' First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	ÉGSS' First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	ÉGSS' First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the acceptable standard on the test.	71.4%	80%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the standard of excellence on the test.	28.6%	30%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	93%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	96%

Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	DESCRIPTION
Implementation of Rupertsland Partnership Resources	ÉGSS will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of ÉGSS. Teachers will be given professional development opportunities.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	ÉGSS will continue implementation of CSDs for Social Studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Division Administrators Professional Development	ÉGSS Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place. We will continue to invite our Elder Saa'Kokoto in to enrich and teach our students about Indigenous ways of knowing and the land.
School Representatives	ÉGSS is represented by a First Nations, Métis, and Inuit Teacher Representative(s) who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.

Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all ÉGSS staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
Medium Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
Short Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	95.2%	97%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.1%	92%

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	DESCRIPTION
Retention Efforts	Employee retention has been prioritized in order to reduce teacher vacancies through efforts such as: involvement and influence in school-based planning, ongoing professional development and supports.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	ÉGSS administration and team leaders will engage in professional development, that aligns the Team Leader criteria with the Teacher and Leadership Quality Standards with a focus on developing the leadership capacity of all team leads.
Staff Wellness Supports	ÉGSS Vice Principals will participate in professional development on staff health and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members. Division leaders will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.
Leadership Support, Mentorship, and Networking	ÉGSS administrators will participate in ongoing networking and mentorship with other administrators in CTR to develop competencies as described in the Leadership Quality Standard.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	ÉGSS Administration will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.

New Teacher Orientation	New teachers at ÉGSS will participate in New Teacher Orientation (NTO) and ÉGSS Administrators may support CTR by presenting sessions at NTO aligned with CTR's focus on continuous improvement, including professional development on assessment, differentiation, and student regulation.
--------------------------------	---

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	ÉGSS will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
Medium Term:	ÉGSS will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
Short Term:	ÉGSS will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	95.1%	96%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	89.8%	92%

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DESCRIPTION
Behavioral Supports and Professional Learning	ÉGSS will provide supports and services for students needing targeted support by accessing and organizing increased professional development for teachers, administrators, and educational assistants. ÉGSS will collaborate with CTR to access external behavioral supports.
Relaunch #Relationships in a Digital Age	The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, ÉGSS teachers will participate in the divisional relaunch of the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.
Universal Supports Toolkit Update	ÉGSS teachers will utilize the divisional universal supports toolkit to provide increased understanding of universal learning, mental health, and regulation supports for teachers to provide in the classroom as part of their daily support of all students.

Crisis Response Focus	ÉGSS administration will implement crisis response protocols as directed by CTR, and ensure proactive and responsive measures are taken coherently throughout the school.
Student Services Program Review Implementation	Following the 2024-2025 Board of Trustees' program review of Student Services, five recommendations will be implemented in the 2025-2026 school year. ÉGSS will work to implement the following divisional recommendations: • Develop a structured framework for inclusive education • Implement the divisional administrative procedure outlining the process and supports by defining the procedure and access to resources • Participate in targeted professional development for Learning Support and English as an Additional Language (EAL) teachers, equipping them with the tools to better meet the needs of all learners • Utilize the divisional toolkit to support our school in our work with complex needs students, including: universal, targeted, and individual supports • Develop school-based processes that include: student intervention meetings, communication between classroom, learning support, EAL, FSLW/Connections workers, pathways for information and communication prior to and after meetings, and a representation of our school's continuum of support and services
SIVA Training	ÉGSS will ensure that at least one staff member who works with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTR, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
Accessing Community Resources	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours. ÉGSS has a strong relationship with local community resources and will continue to provide support to students and their families through learning opportunities inside and outside of the classroom.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	ÉGSS continues to have access to services provided by FSLWs and Connections Workers .
Universal Mental Health Supports	Universal mental health continues to be a focus for ÉGSS and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	Students at ÉGSS continue to access our sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches at our school.
Screening and Early Intervention	All kindergarten students are invited to participate in screening and early intervention , if identified during the screening process, specifically in the areas of occupational and speech language therapy.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	ÉGSS continues to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn professional development and a catalogue of learning opportunities.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view ÉGSS as strong in the areas of faith, learning, creating safe and caring schools, and stewardship, and feel valued and heard through the engagement process.
Medium Term:	Engagement initiatives communicate successes and seek input about areas to improve. The Board of Trustees and administration invest in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit ÉGSS.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.2%	90%

- **Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.**
- **Processes, strategies, and local measures/data to demonstrate that perspective holders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.**

STRATEGIES	DESCRIPTION
Telling Our Stories	ÉGSS leaders will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.
Ward Meetings	The ÉGSS Principal will attend the local Ward meeting with Trustees and Superintendents which include engagement sessions with principals, parents, staff, students, and parish priests.
School Council Meetings	ÉGSS Administration attend school council meetings. Administration provides a report, faith information, and engages on various topics of interest to parents in the school community.
Superchats	ÉGSS teaching staff will participate in one engagement (called a Superchat) with the Superintendents and local trustees to provide feedback on new needs arising in our school. These conversations influence the Four-Year Education Plan.

This Plan has been posted on our school website and can be found on the homepage by clicking on the banner titled "Education Plan + Results".