



J.J. Nearing Catholic  
Elementary School

196 Deer Ridge Drive  
St. Albert, AB T8N 6T6  
780-418-6330  
School website: [jin.gsacrd.ab.ca](http://jin.gsacrd.ab.ca)



*Excellence in Learning through Faith,  
Relationships and Engagement.*

Enrollments 2024-2025								
Grade	K	1	2	3	4	5	6	Total
Total	41	43	31	59	43	49	49	315

2024-2025 Data & Implications

SUCCESSES

Division Assurance Survey

- Students:
  - I like learning language arts. +12.1%
  - At school, I feel like I belong. +8.4%
  - My religion classes help me understand how faith can guide the way I live my life. +9.2%
  - I feel safe in my school. +7.1%
- Parents:
  - In my child's school, students live their faith through works of charity and service to those in need. +4.3%
  - How satisfied are you with the variety of courses available to your child at school? +10.8%
  - Our school has a positive reputation in the community. +10.3%
  - Most students at my child's school treat each other with care and respect. +6.2%
- Staff:
  - Supports and services that help students be successful in their learning are available in a timely manner. +8.7%
  - Staff share with students their own faith experience and the role of God in their life. +4.1%

OPPORTUNITIES FOR GROWTH

Division Assurance Survey

- Students:
  - I like learning math. Only 66.7% of students responded positively.
    - While two-thirds of students express a positive attitude toward learning math, there is a clear opportunity to foster greater engagement and enjoyment in the subject. We will explore strategies to enhance students' interest and confidence in mathematics.
- Parents:
  - My child can get help at school with problems that are not related to school work. -11.8%
    - We are exploring strategies to enhance communication regarding the wide range of supports available to our students and their families, including academic interventions, mental health resources, counseling services, and community-based partnerships.

Alberta Education Assurance Survey

- Our PAT Acceptable Standard is currently 8% lower than our previous years results; however, due to the implementation of a new curriculum and assessments, a valid longitudinal comparison will be possible after several years of consistent application. Notably, our performance remains 20% above the provincial average.
- Increase the number of families responding to the provincial survey. We only had 13 responses. An increase in participation will be able to provide a clearer picture of our parent/guardian voice.

J.J. Nearing Required Education Measures - Overall Summary

Fall 2024

School Administration Team

Assurance Domain	Measure	J. J. Nearing Cath Elem 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>	85.8	83.7	87.3	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	90.6	90.4	91.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	86.7	94.5	94.5	68.5	66.2	66.2	Very High	Declined	Good
	<a href="#">PAT6: Excellence</a>	35.0	30.1	30.1	19.8	18.0	18.0	Very High	Maintained	Excellent
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	<a href="#">Education Quality</a>	96.3	94.1	95.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	93.3	92.6	93.7	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	83.6	80.4	81.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	81.7	76.9	79.6	79.5	79.1	78.9	High	Maintained	Good



Shelby Moser  
Principal



Darren Skalski  
Vice Principal

J.J. Nearing Catholic Elementary School Education Assurance Plan 2025-2026

GSACRD Priority Area: FAITH ▾	GSACRD Priority Area: EXCELLENCE ▾
GOAL: Increase meaningful connection between what is taught in religion classes and modeling how faith can guide the way we live our life. Additionally, importance is placed on teaching and learning of foundational knowledge of First Nations, Métis and Inuit to support reconciliation.	GOAL: Through our implementation of our school and GSACRD’s continuums of support, all students will develop literacy and numeracy skills along with strategies to support their learning throughout all curricular areas.
<div>STRATEGIES</div> <ul style="list-style-type: none"><li>Engage in social justice and charity projects that relate to our Catholic Social Teachings and the Gospel, especially with Catholic Social Services.</li><li>Engage in school community liturgies and projects that explicitly communicate with stakeholders how we encourage students to be Christ for others - “how faith can guide the way I live my life”.</li><li>Engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement. Communicate with stakeholders how religion classes help their children to know and live like Jesus Christ.</li><li>Ensure religion resources are used to explicitly teach religion curriculum (Growing in Faith, Growing in Christ).</li><li>Teachers communicate on a regular basis learning outcomes based on GIF-GIC to raise awareness of what is happening in the classroom and school.</li><li>Engage students and parents in ways to make our faith theme come alive (Growing in the Trinity: Love, Mercy &amp; Grace).</li><li>Increased focus and communication on connections between Catholic faith and Indigenous beliefs and practices, First Nations, Métis and Inuit perspectives (ways of knowing, cultural stories, Treaties, Residential Schools), and Truth and Reconciliation activities.</li><li>Learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum.</li><li>Increase of whole school activities focussed on faith on a regular basis.</li><li>Build a relationship with an Elder within the school community to help guide our learning through Truth and Reconciliation.</li><li>Increase visits at the school with division faith leads as well as from the parish.</li></ul>	<div>STRATEGIES</div> <ul style="list-style-type: none"><li>Continue to provide best practices and extended learning opportunities in literacy and numeracy as indicated through student and parent satisfaction.</li><li>Integrating literacy and numeracy strategies and new curriculum.</li><li>K to 6 to continue professional development through PLC’s on new curriculum.</li><li>K to 6 to continue developing resources, lessons and assessments for the new Science curriculum.</li><li>K-6 integrate new curriculum (professional development to continue to develop strategies in morphology, fluency, comprehension, numeracy and science).</li><li>Possible piloting of the new Pearson literacy intervention (Literacy Success Foundations) for grades 4-6.</li><li>Diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction: QPAS, LENs, T-Series, Ran, Past, Math Screener, etc.)</li><li>Alberta Education Literacy Intervention kits; Dr. George Georgiou shared tools and resources, as well as others.</li><li>Mathology and Jump Math resource for gr. 1- 6.</li><li>Continued focus on and development of JJN continuum of supports (literacy, numeracy, and wellbeing).</li><li>Continued focus in school, as well as communication to parents, on school wide expectations, wellbeing, engagement, and feedback.</li><li>Counsellor spearheading a new faith based social emotional learning performing arts group called “The Way” where students help teach other students to realize their own strengths and help reach their full potential.</li></ul>
<div>SUCCESS MEASURES</div> <ul style="list-style-type: none"><li>Division Assurance Survey<ul style="list-style-type: none"><li>Staff:<ul style="list-style-type: none"><li>Q7 I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.</li></ul></li><li>Students:<ul style="list-style-type: none"><li>Q2 My religion classes help me understand how faith can guide the way I live my life.</li></ul></li><li>Parents:<ul style="list-style-type: none"><li>Q2 My child's religion classes help them to understand how faith can guide the way they live their life.</li></ul></li></ul></li><li>Number and type of social justice projects, liturgies, and activities supporting understanding of Indigenous ways of knowing and being and Truth and Reconciliation.</li></ul>	<div>SUCCESS MEASURES</div> <ul style="list-style-type: none"><li>Diagnostic assessments (QPAS, LENs, T-Series, Ran, Past, Math Screener)</li><li>Classroom screeners (Phonics screener, math facts, classroom based screeners etc.)</li><li>Collaborative Response (CR) and School Learning Team (SLT) meetings focused on divisional and JJN’s continuum of supports.</li><li>Evidence of tiered supports being utilized.</li></ul>