



2025-2026 Annual School Development Report

Holy Name of Mary Academy



Holy Name of Mary Academy is committed to providing a safe and caring learning environment where social justice, inclusion, and differentiated instruction are an integral part of our learning community.

Based on the information provided in the School Development Strategic Action Plan, the following Annual School Development Report summarizes the identified strategic issues, evidence used to support the identification of these issues, progress made throughout the year, supporting evidence, and recommended next steps.

Strategic Issue: Students demonstrated low levels of engagement, inconsistent feelings of belonging, weak teacher-student relationships, and limited perceived value of school. Survey data indicated that many students lacked enthusiasm for learning, questioned the relevance of school, and struggled with perseverance and self-regulated learning strategies.

How did you know this was a Strategic Issue? What evidence did you have?

The school used student perception survey data from 2024–2025 to identify this strategic issue.

Evidence included:

- Only 34.8% of students reported positive school engagement, while 45.7% reported negative engagement.
- Only 43.5% of students reported a positive sense of belonging, while 23.9% reported negative feelings toward belonging at school.
- Teacher-student relationships were identified as a major concern, with only 28.6% positive responses and 42.9% negative responses.
- Students’ perceptions regarding the value and usefulness of school were mixed, with only 30.0% positive responses and 36.7% negative responses.
- Learning strategies and perseverance (“grit”) were also areas of concern, indicating that many students struggled with self-regulation and persistence during challenging tasks.
- Although students reported feeling physically safe at school, overall school climate data showed only 45.7% positive

responses, suggesting concerns related to inclusion, connectedness, and relationships.

The data demonstrated a clear need to strengthen school culture, improve relationships, increase student voice, and create more meaningful and engaging learning opportunities.

Year-end Summary of Progress. What evidence do you have to support this progress?

Holy Name of Mary Academy made positive progress toward improving student engagement and sense of belonging during the 2025–2026 school year. Several initiatives focused on student voice, relationship-building, culturally responsive teaching, and celebration of student success contributed to improved school culture and increased student participation.

The implementation of the Peer Helper Program and increased student involvement in school committees provided students with opportunities to take leadership roles and contribute to decision-making processes. Students became more actively involved in organizing school activities and promoting school spirit.

Professional learning related to restorative practices and relationship-centred classroom management supported staff in strengthening classroom relationships and improving communication with students. Teachers increasingly incorporated community-building circles and relationship-building activities into classroom routines.

The school also expanded efforts to celebrate student achievement through social media, newsletters, website recognition, and video displays throughout the school. These efforts increased visibility of student success across academic, athletic, cultural, and personal achievement areas.

Teachers incorporated culturally responsive and interest-based learning opportunities into classroom instruction. Students participated in learning connected to local history, Indigenous culture, French culture, community ecology, robotics, and traditional arts, helping improve the relevance and meaning of learning experiences.

Overall, the school observed increased student participation in extracurricular activities, stronger student leadership opportunities, improved family engagement, and a reduction in behavioural incidents throughout the year.

Evidence supporting progress included:

- Increased student participation in leadership opportunities such as the Peer Helper Program and school committees.
- Teacher implementation of restorative practices and community-building circles.
- Increased recognition of student achievements through newsletters, social media, website features, and lobby displays.
- Expanded extracurricular offerings aligned with student interests, including robotics programming.
- Increased positive feedback from families and improved overall school climate observations.
- Reduced disciplinary concerns and improved student participation during school events and activities.
- Ongoing professional learning related to Zones of Regulation, culturally responsive teaching, and evidence-based student support practices.

Next Steps...

To continue building student engagement and belonging, Holy Name of Mary Academy will:

- Continue expanding student leadership opportunities and strengthen student voice in school decision-making.
- Further develop restorative practices and relationship-centred classroom approaches across all grade levels.
- Continue implementing culturally responsive and interest-based learning opportunities that connect learning to students' lives and community experiences.
- Monitor student perception data annually to identify trends related to engagement, belonging, and teacher-student relationships.
- Increase opportunities for mentorship, advisory groups, and peer-support initiatives.
- Continue professional learning focused on student mental health, self-regulation, differentiated instruction, and inclusive practices.
- Collect additional quantitative and qualitative data related to attendance, participation, behaviour, and student voice to measure long-term impact.

Strategic Issue: School climate and staff morale were identified as areas of concern. Survey data and staff feedback suggested that a significant number of staff members experienced feelings of disconnection, stress, and concerns related to workload and school climate. Negative perceptions among staff were also recognized as having a direct impact on student engagement and relationships.

How did you know this was a Strategic Issue? What evidence did you have?

The school used survey data, staff feedback, and school climate information to identify this strategic issue.

Evidence included:

- Approximately one-third of staff rated school climate negatively.
- Student survey data also reflected concerns related to school climate, teacher-student relationships, and engagement.
- Teacher-student relationship data showed 42.9% negative responses.
- Concerns related to workload, staff wellness, and communication were identified through informal feedback and collaborative discussions.
- School leadership recognized that improving staff morale and collaboration would positively influence school culture and student outcomes.

The data highlighted the importance of creating a supportive, collaborative, and wellness-focused work environment for staff.

Year-end Summary of Progress. What evidence do you have to support this progress?

Holy Name of Mary Academy made meaningful progress toward improving school climate and staff morale during the 2025–2026 school year. School administration focused on increasing shared leadership opportunities, strengthening communication practices, recognizing staff contributions, and supporting staff wellness.

Staff members were actively involved in school development planning through committee participation and collaborative

decision-making processes. Weekly staff memos regularly communicated school goals, shared progress updates, and celebrated successes throughout the year.

Recognition initiatives, including staff “shout-outs” and celebration of professional successes, contributed to a more positive and supportive work environment. Professional learning opportunities were aligned with teacher growth and classroom needs, helping staff feel supported in their professional practice.

The administration also reviewed supervisory duties, reduced unnecessary meetings, and prioritized staff wellness initiatives. The Annual Staff Health and Wellness Day, along with regular wellness information shared through weekly memos, supported staff well-being and work-life balance.

Overall, staff collaboration, communication, and morale improved throughout the school year, contributing positively to the overall school climate.

Evidence supporting progress included:

- Increased staff involvement in committees and school-development planning.
- Regular communication and celebration of successes through weekly memos and staff recognition initiatives.
- Improved collaboration among staff members during professional learning and school activities.
- Reduced unnecessary meetings and improved balance of supervisory responsibilities.
- Positive staff participation in wellness initiatives, including the Staff Health and Wellness Day.
- Increased opportunities for professional learning aligned with staff needs and classroom practice.
- Informal staff feedback indicating improved morale, communication, and collegial support.

Next Steps...

To continue strengthening school climate and staff morale, Holy Name of Mary Academy will:

- Continue promoting shared leadership and collaborative decision-making opportunities.
- Expand staff wellness initiatives and mental health supports.
- Continue recognizing staff contributions and celebrating successes regularly.

- Review workload distribution and scheduling practices annually to support work-life balance.
- Continue providing professional learning opportunities aligned with staff needs and school priorities.
- Collect ongoing staff feedback and school climate data to monitor progress and identify emerging needs.
- Strengthen opportunities for collaboration, mentorship, and professional dialogue among staff members.