

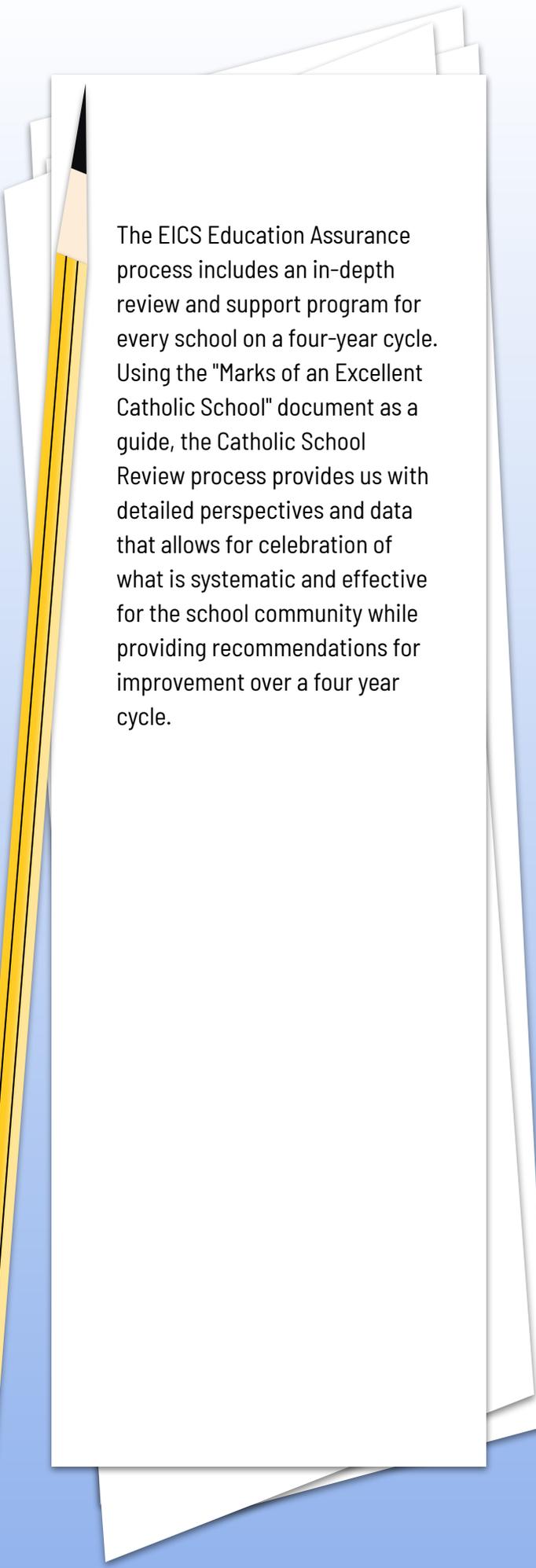


**ELK ISLAND  
CATHOLIC  
SCHOOLS**

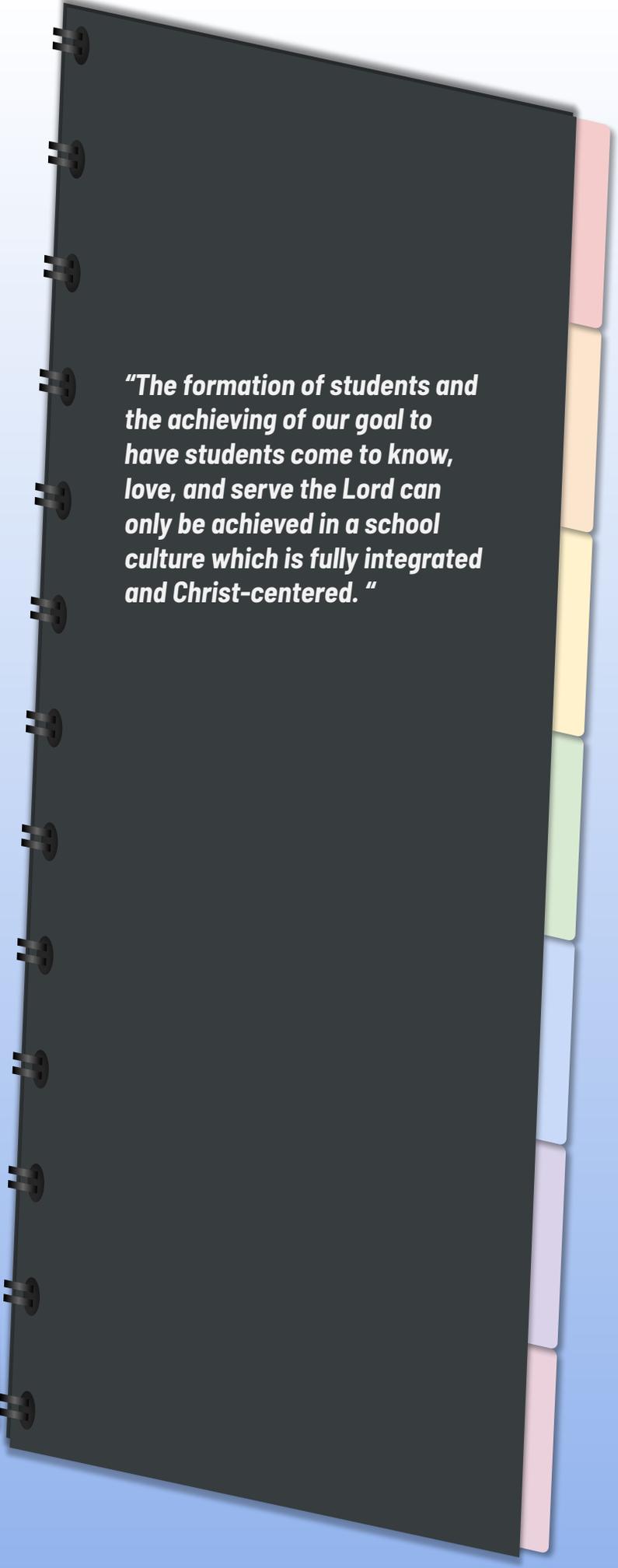
*Seeing Christ in Everyone*

# **The Five Marks of the Catholic School Identity Catholic School Review**

## **Holy Redeemer 2022-2023**



The EICS Education Assurance process includes an in-depth review and support program for every school on a four-year cycle. Using the "Marks of an Excellent Catholic School" document as a guide, the Catholic School Review process provides us with detailed perspectives and data that allows for celebration of what is systematic and effective for the school community while providing recommendations for improvement over a four year cycle.



***"The formation of students and the achieving of our goal to have students come to know, love, and serve the Lord can only be achieved in a school culture which is fully integrated and Christ-centered."***

# Guiding Documents

[The Marks of a Catholic Leader](#)

[Leadership Quality Standard](#)

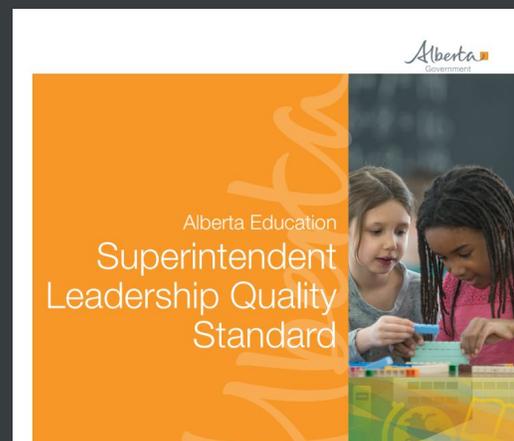
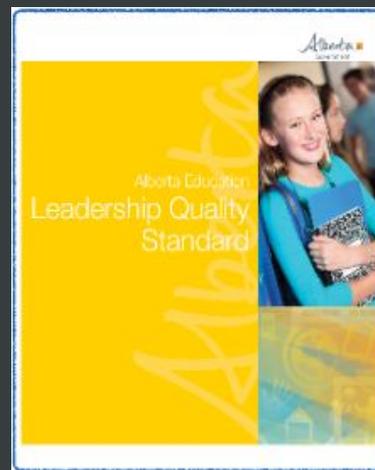
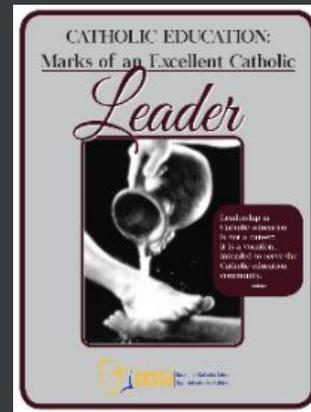
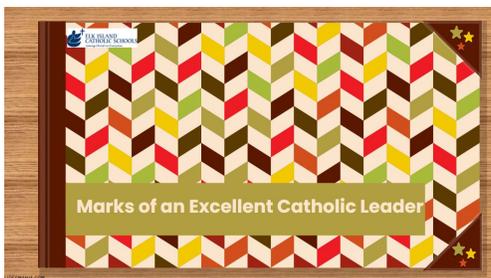
[Catholic Leadership Quality Standard](#)

**Support Document:**

[Marks of an Excellent Catholic Leader](#)

[Growing Forward 2014 Symposium Final Report](#)

[The Catholic School Identity Assessment Tool: Companion guide](#)



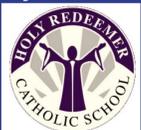


Holy Redeemer Catholic School serves students from Kindergarten to grade 8. The schools serves 177 students with a staff of 19; 11 Teachers and 8 Support Staff.

The review was conducted by Assistant Superintendent, Thérèse deChamplain-Good, Director of Student and Staff Formation, Jody Seymour and St André Bessette Principal, Scott Walker.



## Holy Redeemer



The Redemptorists, were founded in 1732 in Scala Italy. In the early 1900's, after coming to Canada, the Redemptorists mission team of priests focused their service on the Ardrossan area. Their work enabled area residents to celebrate in community and share the work of the Lord.



Redemptorists seek to put into action the command of Christ to "Love one another as I have loved you." (John 15:12)

## Holy Redeemer Catholic School

### Elk Island Catholic Schools Catholic School Review October 3-5, 2022

#### Review Purpose:

Through the perspective of the principles of the "Five Marks of an Excellent Catholic School", the purpose of this process is to gather information to assist the school community in impacting the faith life and learning of the students and staff.

#### Review Outcomes:

1. To celebrate the successes and strengths of the school.
2. To enhance capacity in the school and promote a culture of excellence in Catholic education.
3. To reinforce that Catholic Education is our number one responsibility.
4. To impact the faith life of students and student learning.

# Meet the Holy Redeemer Staff Administrative Team

Click on a staff's Bitmoji to learn more about them!

<p><b>Mr. Kucy</b> Principal</p> 	<p><b>Mrs. Morgan</b> Assistant Principal/Grade 3</p> 	<p><b>Mrs. Guérin</b> Secretary</p> <p><i>Greetings</i></p> 
<p><b>Mr. Driedger</b> Inclusive Learning Facilitator/Grade 8</p> 	<p><b>Ms. Ziegler</b> Family Wellness Worker</p> 	<p><b>Ms. MacMillan</b> Daytime Custodian</p> 
<p><b>Mrs. Scoggins</b> Librarian</p> 	<p><b>Miss. Cormier</b> Mental Health Capacity Builder</p> <p>hi</p> 	

# Meet the Holy Redeemer Staff

Click on a staff's Bitmoji to learn more about them!

<p><b>Mrs. Spilchak</b> Kindergarten/Nature Kindergarten</p> 	<p><b>Mrs. McMaster</b> Grade 1/ School Chaplain</p> 	<p><b>Mrs. Reid</b> Grade 2/Health and Wellness Lead</p> 
<p><b>Mrs. Cossey</b> Grade 4/ Indigenous Lead</p> <p>hieeee!</p> 	<p><b>Mr. Dillon Burak</b> Grade 5</p> <p>G'DAY MATE!</p> 	<p><b>Ms. Keirra Yellow</b> Grade 6</p> <p>Hi</p> 
<p><b>Ms. Sarnecki</b> Grade 7/Sports League Representative</p> <p>Hi</p> 	<p><b>Ms. Harrison</b> Music</p> 	<p><b>Mrs. Maitland</b> Educational Assistant</p> <p>hi</p> 
<p><b>Ms. Cosentino</b> Educational Assistant</p> 	<p><b>Mrs. Fontaine</b> Educational Assistant/Nutrition Program</p> <p>hey</p> 	<p><b>Miss. Taylor</b> Student Teacher</p> 

## Holy Redeemer: 2022-2023 Catholic School Review

### Overall Summary of Survey Data

Mark One - Overall Average	Mark Two - Overall Average	Mark Three - Overall Average	Mark Four - Overall Average	Mark Five - Overall Average
87.75%	80.48%	76%	91.35%	90.11%

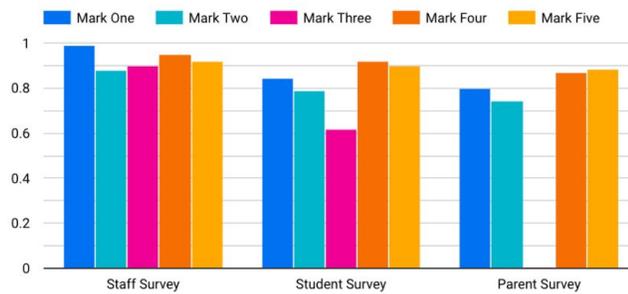
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#### Survey Participation Rates

Parent Survey - 36 responses

Staff Survey - 10 responses

Student Survey - 50 responses



source	Mark One - Survey Average	Mark Two - Survey Average	Mark Three - Survey Average	Mark Four - Survey Average	Mark Five - Survey Average
Student Survey	84.40%	78.89%	62.00%	92.00%	90.00%
Staff Survey	99.00%	88.18%	90.00%	95.00%	92.00%
Parent Survey	79.90%	74.38%	0.00%	87.04%	88.33%

[Link to Parents, Staff and Student Survey Results](#)

## Mark One: Grounded in a Christian Anthropology

**Standard One: An excellent Catholic school reflects the Church's mission to uphold the inherent dignity of humanity created in God's image and likeness with an eternal destiny.**

**\*Founded in a Catholic Christian anthropology, the division/school's mission statement is clearly distinguishable from the mission statements of other public, independent, or charter schools.**

This is demonstrated by:

- a clear commitment to its Catholic identity with specific language referencing Jesus Christ and the Catholic Church
- a statement regarding the dignity and worth of all members of the Catholic school community as children of God

**\*The mission statement is concise and known by staff, students, and parents of the division/school community.**

This is demonstrated by:

- its display in prominent areas of the school facility and is reviewed regularly and updated as necessary
- Frequent communication to the broader community through social media, in newsletters and reports

**\*The mission statement is understood by the staff, students, and parents of the division/school community.**

This is demonstrated by:

- stating the school's core mission and/or mission statement
- identifying all people as created in the image and likeness of God
- affirming that, as a child of God, each person is treated with dignity
- imitating Jesus in relationships and actions

**\*All policies, administrative procedures, and school-based guidelines, such as progressive discipline, are grounded in the division/school's mission statement. This is demonstrated by:**

- safe and caring guidelines and procedures
- a welcoming environment for parents and visitors (e.g., reception by first point of contact in the school/worksite, public messages/displays and events, volunteer orientations, etc.)

## Commendations:

- 88% of Parents, Staff and Students agree that the school reflects the Church's mission.
- 97.2% of Parents agree staff strive to follow the example of Christ.
- Stakeholders are aware of the school's mission statement
  - Parents - 83.3%
  - Students - 78%
  - Staff - 100%
- School Mission statement clearly states the schools catholic identity and very prominent in school handbook, on the website and visible at the front entrance with school motto.
  - When a student was randomly pulled from PE to ask what was on the wall he replied, "That's our school faith moto - it's how we need to be here."
- Staff and School environment is very welcoming with the reception as first point of contact.
- Staff and students were very welcoming during class visits. Students at all grade levels were happy to greet us and chat enthusiastically.
  - Two grade 7 students were walking down the hall and when asked where the chapel was they offered to take us. "We go here to pray and talk about God as a class."
- Staff shared that they feel valued and an important member of the school community.
- Students shared that they feel cared for and loved.
- Parent commented that upon entering the school she sensed that it was a safe space with a visible and accessible bible.

## Areas of Growth

- 64% of Parents are satisfied with opportunities available to develop and review the School Education Assurance plan.
- Increased emphasis with communicating a pastoral approach with discipline and student interactions emphasizing reconciliation and discipleship (eg, Website, Student Handbook, Discipline policy).

## School Mission and Vision Statement

### **Our Mission**

*“Holy Redeemer Catholic Schools is committed to helping our students know and live the Gospel. We will promote a life centered in Jesus Christ based on Gospel values, academic growth, a healthy lifestyle, responsibility, faith and a sense of community.*

### **School Motto**

*Inspired By God’s Love,  
Growing And Learning Together,  
We are  
Holy Redeemer Catholic School.*

# Artifacts



**Holy Redeemer Catholic School** Quick Links Menu

Our Faith  
Religious Education  
Parish Information

Home / Our Faith / Religious Education

## Religious Education

**Religious Education**

CATHOLIC EDUCATION: REJOICING in HOPE

Faith is at the core of all that we do. In addition to dedicated Religion classes, faith is encouraged to permeate and be a part of every aspect of the school. We prepare our students to be caring, thoughtful and active citizens of the local and global community.

## **Mark Two: Imbued with a Catholic Worldview**

**Standard Two: An excellent Catholic school inspires staff and students to embrace a Catholic worldview, which is made explicit through physical spaces, liturgical celebrations, and prayer life.**

**\*The division/school's Catholic identity is evident in the art and architecture of the school/worksite interior and exterior.**

This is demonstrated by:

- public signs and bulletin boards
- chapel/prayer spaces
- online presence
- hallways, classrooms, offices, learning commons, cafeteria, gymnasium, and auditorium

**\*The division/school has a chapel or other dedicated space for community prayer that is used by the school/worksite community for the purpose of prayer and worship.**

**\*Every classroom has a prominent, visible prayer space with at least the following standard items: crucifix/cross, candle(s), Bible, and cloth in the colour of the liturgical season.**

**\*Staff and students have numerous opportunities to pray every day at school, such as at the beginning and end of day, grace before snacks/meals, at the start of class, in spontaneous prayer etc.**

**\*The school community gathers regularly for liturgical celebrations and has multiple opportunities to celebrate the Eucharist, preferably celebrated in the local parish (as local circumstances allow).**

**\*The school collaborates with the local parish to support the immediate preparation for the sacraments of Baptism, Eucharist, Reconciliation, and Confirmation.**

**\*Service projects reflect and articulate Catholic teaching on social justice and charity.**

**\*All students and staff have opportunities for faith-based retreats, experiences and/or encounters at least once during the school year.**

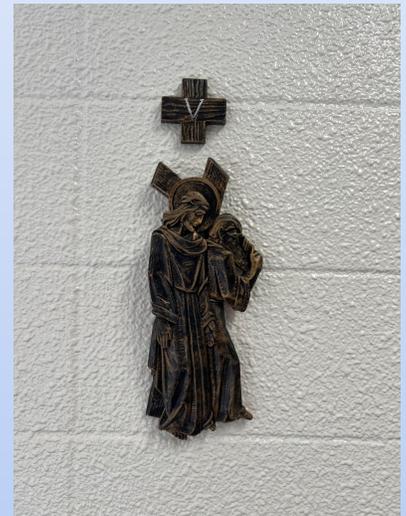
**\*School based clubs, teams, and activities are imbued with a Catholic worldview and promote the teachings of the Catholic Church. (Examples: team names, resources chosen, drama productions, music, etc.)**

Commendations:

- 80% of Parents, Staff and Students agree that the school embraces the physical signs of a Catholic school.
- Visible signs of Catholic identity evident in the school
  - Parents 100% agree
  - Students 94% agree
  - Staff 100% agree
- Staff and Students commented on the daily morning prayer and reflection as well as prayer during assemblies.
  - A student mentioned this gave a "presence or Catholic feeling" through "holy music and prayer that we do at assembly"
- Parents are aware of school celebrations both at the school and at the church.
- Staff and Students shared that the school is involved in supporting others (eg., Terry Fox run, Baskets for Lurana Shelter).
- Staff meets for prayer Monday mornings with good attendance.
- A Parent commented "the entrance of the school is very welcoming, the Bible accessible to students lets me know immediately it was a safe space for my child"

Areas of Growth:

- 46% of students indicated that they attend chapel for prayer.
- Highlighting and communicating school involvement in service projects with parents, students and staff.
- All classrooms to have prayer tables in a prominent location in the classroom with appropriate items and prayer cloth in an accessible and easily identifiable place.
- Staff to become more comfortable with leading prayer with students (morning, lunch and end of day) to exemplify an integrated faith and prayer life.
  - A few students noted the differences between classes "lunch and end prayer depends on the teacher, some are more Catholic"



# Artifacts

Opening Mass at OLPH
Thanksgiving -
Remembrance Day -
Advent
Ash Wednesday -
Good Friday/Stations of the Cross-
Easter
Adoration Mass @HR
Living Rosary -
Grade 8 Farewell and Year End Celebration -
National Indigenous Peoples Day(June)/Orange Shirt Day (Sept.)



**Memo for the week of Oct. 3-7, 2022**



**Weekly Faith Focus: Twenty-Seventh Sunday in Ordinary Time**  
**Gospel: Luke 17:5-10**  
*If you have faith the size of a mustard seed, you would say to this mulberry tree, 'Be uprooted and planted in the sea,' and it would obey you."*

**Reflect:** In today's Gospel Jesus teaches the apostles the importance of faith and service to God. Each one of us is called upon by God to believe that God can work miracles in our lives, that God can use us to make a difference in our world. As disciples, we can't just pretend to follow Christ. True discipleship requires action. Jesus makes it very clear what we are supposed to do. We must love God and each other and we must care for the less fortunate in our midst. Faith also requires a servant's heart. We can't just be people who do really good things. It can become an exercise in ego building if we feel that we are paving our path to heaven through our own actions. We can't earn God's love and we don't have to. We are here to serve. Let God do the rest.

**Pray:** Lord, help me to grow my faith and teach me to love unselfishly. Let me see You in every one as I work each day to make a difference in the world. Amen.

### Mark Three: Animated by a Faith Infused Curriculum

**Standard Three: An excellent Catholic school delivers an academic curriculum that integrates the Catholic faith within the learner outcomes and teaching strategies.**

\*The delivery of curriculum reflects the Catholic social teachings, including: Dignity of the Human Person Stewardship of Creation Common Good Participation Solidarity Rights and Responsibilities Preferential Option for the Poor Economic Justice Subsidiarity and Role of Government Peace

**\*The delivery of curriculum nurtures and supports the spiritual, moral, and ethical life of the student, either explicitly or implicitly, through the Catholic lens.**

This is demonstrated by:

- identifying Catholic content in resources to make informed choices about instruction
- an awareness of where to access approved Catholic resources, using division supports as available
- knowing how to respond to discussions on sensitive topics

\*The delivery of curriculum is faith-infused in such a way that could not be duplicated in a public school.

**\*Teachers are knowledgeable of Church teaching, apply it to the subject areas in which they teach, and actively seek connections between the subject matter and the teachings of the Church.**

This is demonstrated by:

- instruction that reflects the Catholic understanding of truth and the harmony between faith and reason.
- embedding Catholic social teaching into the content

\*Teachers regularly and consistently incorporate Christian values and Church teaching into planning of instruction.

This is demonstrated by:

- respect for the dignity of all students, parents, and community members (e.g., welcoming environment, inclusion of all, discipline processes)
- infusion of the Christian virtues, love of God and neighbour (e.g., commandment of love, theological and cardinal virtues, gifts of Holy Spirit)
- application of social and moral teachings (e.g., Catholic social teachings, human sexuality, and family life)

\*As Religious Education/Studies are core subjects, teacher assignment, learner outcomes, delivery of instruction, and instructional minutes/credit allotments are subject to the same professional requirements and rigour as all core subjects (i.e., commensurate to other humanities).

\*Time is allocated for teachers to collaborate on a regular basis to integrate and permeate faith throughout their subject areas.

\*Concrete initiatives, and funding to enable them, are in place to assist schools in the theological education and faith formation of staff.

Commendations:

- 76% of Staff and Students agree that the school delivers an academic curriculum that integrates the Catholic faith.
- Students commented that teachers 'talked about Christ in all conversations'. (eg., In Science life cycle, that is how God created it to be.)
- Staff commented, "Integrating faith in all I teach, say and do is essential ...we have to show how we are different."
- Staff commented : 'Students *light up* at the mention of Jesus' name.'
- Staff realize that everything they do needs to be rooted in faith.
- Many students commented that religion class is an important part of the school because "we learn about God - God made us!"
- "Building community and showing students that class is a safe place where they are loved and valued is what I strive to create as a teacher."

Areas of Growth:

- 62% of students indicated they learn about faith in all subject areas
- Parents commented an unawareness of the religion curriculum and what students are being taught. Suggest highlighting the home parent portal for Growing in Faith Growing in Christ.
- Students expressed that there is a difference in rigor between religion and other courses.
  - A student wondered aloud "we only had one test in religion, we go over things, but not in depth like other (courses)."
- Staff commented on a need for professional learning support to consistently integrate faith in all subject areas.

**(Gr.3-Number-Learning Outcome 1)**

**Organizing Idea:** Number: Quantity is measured with numbers that enable counting, labeling, comparing, and operating.

**Learning Outcome:** Students interpret place value within 100 000.

<b>Guiding Question</b>	How can place value support organization of number?	<b>Learning Outcome</b>	Students interpret place value within 100 000.
<b>Knowledge (K) Understanding (U) Skills and Procedures (SP)</b>			
<ul style="list-style-type: none"><li>★ Identify the place value of each digit in a natural number and relate the values of adjacent places.</li><li>★ Determine the value of each digit in a natural number.</li><li>★ Express natural numbers using words and numerals.</li><li>★ Express various compositions of a natural number using place value.</li></ul>			

**Faith Integration**

Distances to faith based locations from our location Ex: Rome, Bethlehem, Jerusalem.

**Indigenous Perspectives**

Medicine Wheel - (ones, tens, hundreds, thousands)

# Artifacts

### Mark Four: Sustained by Gospel Witness

**Standard Four: An excellent Catholic school hires and nurtures teachers, administrators, and other Catholic staff who are living witnesses to the Gospel, and intentional disciples of Jesus Christ and his Church.**

**\*Teachers, administrators, and staff are seen to be valuable contributors to the faith life of the school and parish.**

This is demonstrated by:

- Regular opportunity and invitation in the school to participate in the parish community (e.g., Sunday Eucharist, sacraments, ministries, parish groups, social life, charity)

**\*Teachers, administrators, and staff witness their life in Christ through their relationships with parents, students, and each other.**

This is demonstrated by:

- respect for human dignity
- a welcoming environment
- inclusion of all students, especially the most vulnerable
- discipline procedures
- engagement in community building through school activities

**\*Teachers, administrators, and staff demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer, and social justice activities.**

This is demonstrated by:

- planning and engaging in liturgies and prayer, providing an example for students
- engagement in liturgy, communal prayer, scripture, retreats, and other faith events with students
- sharing of faith experiences
- engaging in social justice projects and activities

**\*As part of their ongoing growth, administrators and teachers create a school faith formation plan, and teachers are highly encouraged to add a faith formation goal into their professional growth plan at the start of each school year.**

**\*Teachers, administrators, and staff are supported in their ongoing faith formation plans with allocated resources.**

**\*The school and division are aligned and effective in their faith formation plans. This is demonstrated by:**

- evidence of school and division faith formation plans
- addressing the needs of staff at all stages of evangelization, knowledge, and practice (e.g., a differentiated approach for new teachers, support staff, leaders, subject area experts, etc.)

**\*Hiring practice places the faith life of the prospective candidate, and the willingness to grow in faith, as a priority.**

Commendations:

- 91% of Parents, Staff and Students agree that the school staff are living witnesses of the faith.
- 92% of Students agree that the teacher prays with the students in the classroom.
- 100% of Staff agree that faith formation strategies are incorporated in the School Education Assurance plan at the start of each school year.
- Staff shared a desire to continue to grow in their faith and a greater comfort level sharing openly with staff and students.
- "My faith is a journey and I'm constantly growing and learning...when the priests come I ask questions to show the students that I am on a journey too."
- Students indicate they feel they can get the help they need, all they have to do is ask.
- "I am new to the school and I was so taken by how present our admin team is... always in the hallways giving help and guidance to students."
- Students are empowered to take on leadership roles in the school. (eg., Student leadership team leading announcements, prayers, assemblies, service projects.)
- Staff discussed faith life as a journey and expressed a personal need to more frequently participate in parish life.

Areas of Growth:

- While all staff agree on the presence of a faith goal and outcomes in the assurance plan, staff were not able to identify the school specific strategies.
- Building time with staff to share and grow in their faith to continue to grow the faith community.
- Dedicated time at staff meetings for staff faith formation.

**Holy Redeemer Catholic School**  
**School Education Assurance Plan**  
2022 -2026 Division Education Assurance Plan

**School Year: 2022-2023**

*Elk Island Catholic Schools will ensure success for all students.*

2022-2023 School Assurance Plan Overview

Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
<b>Goal</b>	<i>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</i>	<i>Our students and staff will develop to their fullest potential through multiple pathways.</i>	<i>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</i>	<i>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</i>
<b>Division Outcome</b>	<ul style="list-style-type: none"> <li>Students and staff <b>explore</b> a deeper understanding of faith through the <b>division faith theme</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Students achieve acceptable and excellence in <b>literacy and math/numeracy</b>.</li> <li>Students access learning opportunities and supports that address their <b>diverse learning needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>proactive, responsive and accessible supports</b> for mental health and well-being of our students, staff and families.</li> <li>Honour the dignity of the human person by providing and supporting <b>diversity education and supports</b> for equity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Provide appropriate, transparent and timely communication with schools, families and community stakeholders.</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li><b>Engage</b> our students, staff and community in relevant <b>Religious education</b> activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>Build on <b>literacy momentum and develop a numeracy plan</b>.</li> <li>Focus on <b>diverse learning needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Intentional mental <b>health staff</b> PD</li> <li><b>Engage</b> our student leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Engage and invite</b> our parents into our school. <b>Reconnect</b> with our faith community.</li> </ul>

# Artifacts



**Mark Five: Shaped by a Spirituality of Communion**

**Standard Five: An excellent Catholic school recognizes that all members of the community contribute to its faith life, building unity and communion.**

\*Roles and responsibilities of all stakeholders are clearly articulated and understood (e.g., teacher, administrator, trustees, school council, volunteers, and provincial groups involved in Catholic education).

**\*The Catholic school adheres to board policies and administrative procedures to resolve conflict in a manner consistent with Gospel values.**

\*The school has an active school council working toward the shared purpose of a Catholic school.

**\*The Catholic school has a plan to encourage involvement of parents in the life of the school and parish.**

\*The school recognizes the role of the local bishop in teacher education and formation with respect to Catholic doctrine in his jurisdiction.

**\*The school and the local parish, as possible, work together to nurture the faith life of families who send their children to the Catholic school.** This is demonstrated by:

- Connecting families to parish information, such as reception of the sacraments, youth groups, ministries, and social events

\*The Catholic school frequently invites local parish priests, deacons and religious to school functions and encourages them to be actively involved in the school community.

**\*Schools engage in communication with community/stakeholders** This is demonstrated by:

- newsletters, media stories, and social media to share, celebrate and advocate for the Catholic school and publicly funded Catholic education.

\*The Catholic school engages with outside agencies that provide support to students, ensuring respect for and alignment with the Catholic worldview.

Commendations:

- 90% of Parents, Staff and Students agree that all members are contributing to the faith community.
- Greater involvement at School Council meetings due to the hybrid model of offering both online and in person option.
- The Parish Priests are invited to school functions and are encouraged to be actively involved in the school.
- Father Jim commented that the relationship is excellent and there is never a question about them coming to visit. As well, "I am very grateful for the work of our chaplains."
- The Parish Priest is committed to being in the school on a weekly basis.
- Staff are very supportive for the sacramental preparation and celebrations.
- Parents remarked how meaningful it is to see staff at mass, especially when students are receiving sacraments (first communion, etc.)

Areas of Growth:

- Higher level of communication with parents and students to share the Catholic ethos. (eg., Morning message, Faith/Religion section on the website, religion class, SMORE, social media presence)
- Fr. Jim would like to see a greater involvement and participation in the parish life.
- One parent wondered about who the patron saint of the school was and if there wasn't one, how to involve students in that process of learning.

# Better Together: One Body in Christ



## Final Thought

First and foremost, we encourage the Holy Redeemer staff to live and share their faith more openly - ensuring prayer is a priority and openly sharing Jesus' teaching. We encourage staff to capitalize on daily interactions to infuse our faith and invite Christ into the moment. This will allow staff and students to live the mission of Holy Redeemer.

Through more intentional and communicative means, we encourage administration to be the key faith leaders of sharing our Catholic faith. With intentional faith formation as a priority, staff and students need to be immersed in activities and opportunities to grow in the faith individually and collectively that is linked to the school's faith strategies.

The groundwork for successful implementation of faith school strategies is explicitly identified in the school education assurance plan. A careful discernment of the strategies will determine the impact. One recommendation would be an expanded use of GIFGIC resource to support connecting the classroom to the home.

There is a genuine care for one another shared by parents, staff and students. During the tour, the interactions with staff and students were very positive and there was a true sense of calm in the building. Staff welcomed us into their classrooms and students freely shared what they were working on.

We are proud of the staff dedication to make Holy Redeemer a family unit. It is evident that staff and students are loved and cared for at Holy Redeemer.