



**ÉCOLE NOTRE DAME SCHOOL**

**Living | Loving | Learning**  
**Vivre | Aimer | Apprendre**

# ANNUAL EDUCATION RESULTS REPORT

2019-2020



# PRINCIPAL'S MESSAGE



Monique Tellier-Phillips

Bienvenue / Welcome to École Notre Dame School!

It is both an honor and a privilege to serve as Principal of such a wonderful school community. At École Notre Dame School we cherish the opportunity to educate the children entrusted to us. We are deeply committed to creating and maintaining a nurturing, faith-filled environment in which every student is supported.

École Notre Dame School is dedicated to academic excellence and the formation and nurturing of Christian beliefs and values. We recognize the unique talents of each of our students and staff. We celebrate our community of learners where each person's individuality is recognized and the joy of learning is enhanced. We work together with our parents, staff, district and parish to continue the proud tradition of excellence, making our school a place where each child can continue to grow spiritually, morally, intellectually, and socially. We believe that all children can achieve at high levels as we live, love and learn with Christ as the center of all things we do.

# MEET YOUR LOCAL TRUSTEE

*\*Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*



Michelle Lamer

## Board Chair and Leduc Trustee

Michelle Lamer and her family have resided in Leduc since 1995 and attend St. Michael Parish. Michelle and her husband Bruce are active participants in parish ministry, the Catholic Women's League and Knights of Columbus. Their three children attended St. Benedict and Notre Dame elementary schools and all graduated from Christ the King School. Michelle is employed in an administrative position in the oilfield service sector, and serves in various volunteer roles. Michelle believes Catholic education is a precious gift that promotes the full development of a student through faith and knowledge. As a community, we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

# SCHOOL PROFILE

Ecole Notre Dame School is a Pre-K to Grade 6 dual track English and French Immersion school (French Immersion up to Grade 4 so far) with a wide variety of programs available. We offer full day Kindergarten with a Monday, Wednesday, alternating Friday option and a Tuesday, Thursday, alternating Friday option. In addition to Kindergarten, we offer a full-time option for Kindergarten students to attend our KinderCare program on their non-classroom days.

We provide:

A safe and caring environment	French Immersion Program (K-4)	Preschool
Before and After School Care	Response to Intervention Program	Hot lunch program
Nutrition Program	Large, beautiful chapel	Cozy Learning Commons
Large gym with new flooring	Career and Technology Foundations	Sports teams
Large and engaging playground	Playground Pals Programming	Social Skills Programming
Parents At Notre Dame Association	Active School Council	KinderCare

Principal:	Monique Tellier- Phillips	Student Population:	387
Vice Principal:	Colette Chamulka	Number of Teachers:	20 (19.436 FTE)
Phone:	780.986.9300	Number of Support Staff:	16 (8.55 FTE)
Email:	<a href="mailto:Monique.phillips@starcatholic.ab.ca">Monique.phillips@starcatholic.ab.ca</a> <a href="mailto:Colette.chamulka@starcatholic.ab.ca">Colette.chamulka@starcatholic.ab.ca</a>	Grades Served:	Preschool, K-6
Webpage:	<a href="http://nd.starcatholic.ab.ca">http://nd.starcatholic.ab.ca</a>		



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

**Outcome:** Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	91	89
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	99
I witness the faith and permeate curriculum and activities with gospel values	100	99
<b>Student Survey</b>	<b>Current Result*</b>	<b>Current Result</b>
We pray as a class or a school every day.	96	97
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	87	90

Our staff regularly participates in Faith PD both which takes place at the beginning of our PD Days. Faith goals are part of all of our teachers' PD plans, by choice. We also have a Religious Education Leader on staff, who provides everyone with regular updates and information to help with strengthening our faith at school and in the community. As well, our Faith Life and Religious Education Coordinator keeps all staff informed of changes that occur throughout the Liturgical Calendar in respect to traditions, liturgies and Masses, and prayer table set up. Below are some of the faith formation opportunities that took place in 2019-20:

- Mass as a staff at St. Michael's Leduc and in our chapel
- Division Opening Faith Day: Sister Marie-Therese Leger /Faith Sessions
- Faith Development: Sharing Love Through Gratitude
- Faith Development: Showing love to our neighbours
- Faith Development: Open yourself to God's love

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students learn what it means to live in a relationship with Jesus Christ.

**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	91	89
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	65	67
<b>Staff Survey (Teacher)</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	97
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	100	90
<b>Student Survey</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	87	90
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	77	82



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

**Outcome:** Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	94	88
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	99
<b>Student Survey</b>	<b>Current Result</b>	<b>Current Result</b>
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	98



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

**Outcome:** Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
My child participates in religious celebrations at the school or church	90	93
<b>Staff Survey (Teacher)</b>	<b>Current Result</b>	<b>Current Result</b>
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100
<b>Staff Survey (Support Staff)</b>	<b>Current Result</b>	<b>Current Result</b>
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	95
<b>Student Survey</b>	<b>Current Result</b>	<b>Current Result</b>
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	95	93



# SOCIAL JUSTICE PROJECTS

We are very proud of the many social justice projects we participate at Ecole Notre Dame School. We have different classes leading the school in a number of social justice projects throughout the school year.

- Drive Away Hunger Campaign Supporting Local Food bank
- Collecting donations for the annual Terry Fox Walk
- Students donated a toonie towards the Movember fundraising project.
- Coins For Christ
- Holy Childhood Association "Children Helping Children"
- Wreath of Warmth donations to help the Leduc Hub
- Santa's Helpers donation bin and collection of items for families in need
- Soup for the Soul is a collection of canned goods donated to the Leduc Foodbank to help families during cold winter months.
- Lenten project of donated needed items to Leduc HUB.
- St. Zita donation from staff jean fund



# SCHOOL & PARISH COLLABORATION

We are very proud of our relationship with our Parish family. Fr. Silvichan visits to provide school Masses and liturgies throughout the year. He also provides reconciliation for staff and students during the Christmas and Lenten seasons. Fr. Silvichan has also come in to bless food and clothing items that have been collected by the community for the marginalized. He has also blessed items that have been purchased for classrooms, like rosaries and class sets of bibles. The Knights of Columbus donated and cooked pancakes for the entire school for Shrove Tuesday. They also purchased a new score clock for our gymnasium in addition to purchasing one bible for each of our grade 4 students to keep. For our school Masses, we invite the community to join us in celebrating Mass throughout the year, and liturgies during Advent and Lent. Teachers model various ministries to the students at our opening and closing Masses and coach them when their class is involved in a Mass or Liturgy of the Word. We also work closely with the Parish to promote sacramental preparation.

# 2019-2020 SCHOOL YEAR STRATEGIES

One of the student survey question results was down from the previous year: "Teachers talk about faith in other classes, not just religion class." The previous score was 77%; the past year was 69%, and the previous 3-year average was 68%. Staff will share their faith stories with their class, outside of Religion class, using some of the following questions to guide their stories:

- Who are the people who helped guide your faith journey? How did they do that?
- Describe some meaningful moments of your faith journey? What made them significant?
- How has your faith been reflected in your work, your hobbies, and your choices at various times in your life?
- In what ways has your faith guided and supported you over your lifetime? How has your church/faith community guided and supported you?

The goal is to share some examples of God in action, in ways that are personal and engaging to students.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

Our school fares very well in all of the measures as they relate to faith life at the school as well as our school-family-parish relationship. 87% of our students responded that teachers help them to understand how faith can guide them, and 77% thought teachers speak to them about their own faith life and the role of God in their lives. These were areas that were lower than some others, in comparison to the district result. This is something that will continue to be a work in progress as we discuss strategies for improvement. Other than those two statistics that we are trying to improve, areas such as students understanding Catholic Social teachings and witness the Gospel through acts of Social Justice are higher than the district average, which is also does well in these areas. This implies that we are doing an excellent job at our school in imparting Catholic values and in involving our greater community in the various social justice and charity which we are involved in.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

## PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

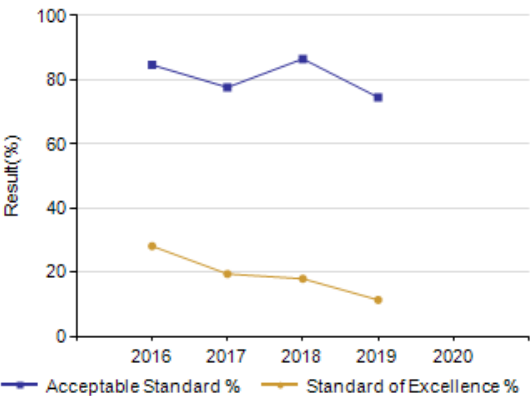
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.9	27.2	87.9	13.8	93.7	14.3	86.8	7.5	n/a	n/a		
	Authority	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	81.5	14.8	70.7	8.6	76.2	6.3	54.7	1.9	n/a	n/a		
	Authority	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	85.2	38.3	77.6	34.5	90.5	28.6	75.5	18.9	n/a	n/a		
	Authority	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	82.7	32.1	74.1	20.7	85.7	22.2	81.1	17.0	n/a	n/a		
	Authority	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

# OVERALL PROVINCIAL ACHIEVEMENT TEST RESULTS

Graph of Overall Provincial Achievement Test Results

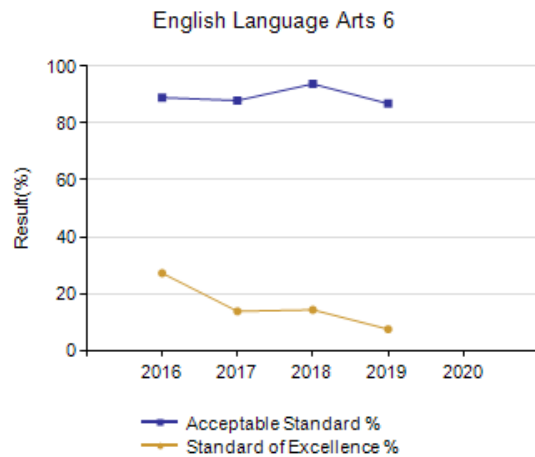


- Notes:
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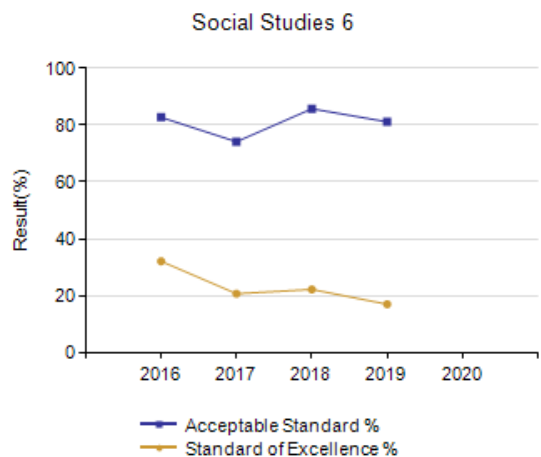
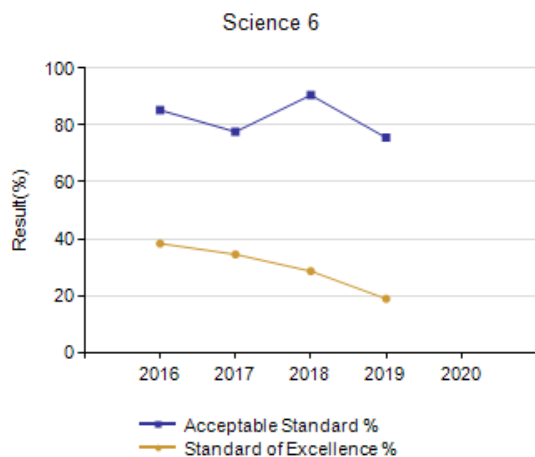
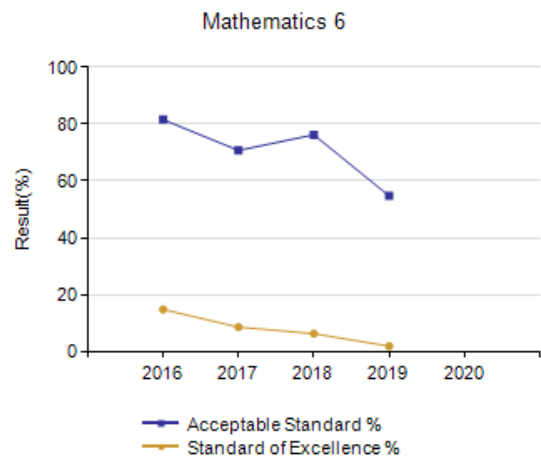
# PROVINCIAL ACHIEVEMENT TEST RESULTS BY COURSE

Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 6]

[No Data for Français 6]



## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## PAT RESULTS COURSE-BY-COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		École Notre Dame School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	58	89.5	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	58	11.9	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	58	67.2	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	58	5.6	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	58	81.2	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	58	27.3	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	58	80.3	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	58	20.0	n/a	n/a	51,937	23.1

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



# 2019-2020 SCHOOL YEAR STRATEGIES

Strategies that will prove beneficial in addressing the Mathematics areas that presented challenges for some students are:

- continued systematic and explicit core instruction - solidify all arithmetic operations - increase use of manipulatives in math
- vary the complexity of test item questions (i.e. low, medium, high)
- mirror the Provincial Achievement test for all exams
- vary choice of task to increase engagement
- identify outcomes for exam questions (ex: N.3)
- collaborate with grade partners and previous grade teachers (vertical planning/collaboration)
- provide regular specific feedback to students that is focused on what would yield improvement in Math
- use personal student's stories and data to explore outcomes around statistics and probability
- focus on math problem solving (stamina, 2 step and multi-step questions)

The Science Achievement Test scores demonstrated that certain skills such as inferencing and evaluating in science could be addressed for improvement. The data indicated, as well, that the science knowledge scores on certain topic items were somewhat lower than the provincial average. Strategies that will be used to address the areas of focus in science are as follows:

- use photographs or objects and have students practice making observations/inferences, i.e.: Observation: An apple has a missing chunk. Inference: Someone took a bite out of the apple.
- provide ample ongoing opportunities for students to share their scientific knowledge
- vary the complexity of test item questions (i.e. low, medium, high)
- continue to build/discriminate among scientific vocabulary: identify, classify, evaluate, infer, etc.
- create common assessments
- provide regular specific feedback to students that is focused on what would yield improvement in Science

Strategies that will prove beneficial in addressing the Language Arts areas of need:

- focus particularly on transitions to create a sense of flow in paragraph writing (organization of a news article)
- utilize more informational and nonfiction reading (looking at text organization)
- focus on inference and synthesizing for advancing reading strategies
- explore poetry more in depth in the development of metaphor (figurative language)
- provide regular specific feedback to students that is focused on what would yield improvement in language arts skills
- vary the complexity of test item questions (i.e. low, medium, high)

School wide Response to Intervention will assist students that have specific areas of need in numeracy and literacy. The teachers in both Grades 5 and 6 will be using Newsela, an Instructional Content Platform for reading engagement, to increase exposure to informational and article texts. They will also be adding multiple choice questions to all tests throughout the year. Teachers are designating time to practice problem solving and calculations at least once per week throughout the year. This can be facilitated through Learning Buddies sessions where math games are played for a portion of the time to reinforce numeracy concepts. Parents at our school engaged students in a Math Games evening which is a fun and motivational way for students to build their math fluency. As well, a variety of subject specific strategies addressing deficiencies on the Provincial Achievement tests will be practiced by our Division II staff.

DIBELS data continues to help staff determine targeted interventions in Mathematics and Language Arts. Gains are seen in the majority of our students. With online learning, students have become more adept with various platforms and teachers are using them more often. This helps, as students tend to really enjoy learning with technology. Younger students who were paired with older students in Learning Buddies liked the interaction and the older ones liked working with them. It is unclear at this time whether or not these strategies were successful or not, as provincial achievement tests didn't happen last June due to COVID-19 and learning was inconsistent from child to child due to online learning circumstances.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Gr 6 teacher movement to other schools with the growth of French Immersion program and/or on leaves may have had an effect on the drop in standard of excellence / increase in acceptable standard.
- A more intensive year-to-year comparative analysis, especially to see outcome areas that have been consistently lower over a 3 – 5 year period, should help teachers to target specific areas that need improvement.
- These strategies are specific to the 2018-19 year. There were no Provincial Achievement Exams last year, so finding out if the strategies worked cannot be related to that particular year.
- There has been a slight increase in overall acceptable levels of achievement over the past few years, with the greatest increase in 2018-19. Conversely, there was a decrease, especially in 2018-19 in the Standard of Excellence.

# PROVINCIAL GOAL: CITIZENSHIP

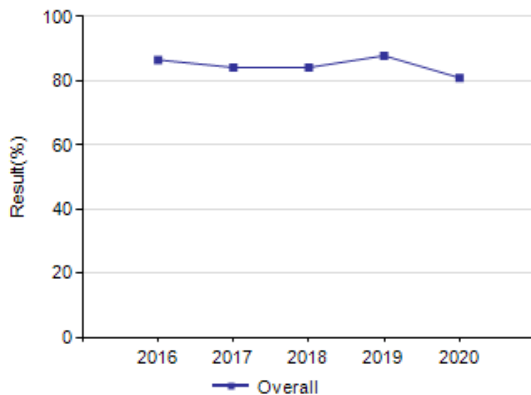
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## CITIZENSHIP - MEASURE DETAILS

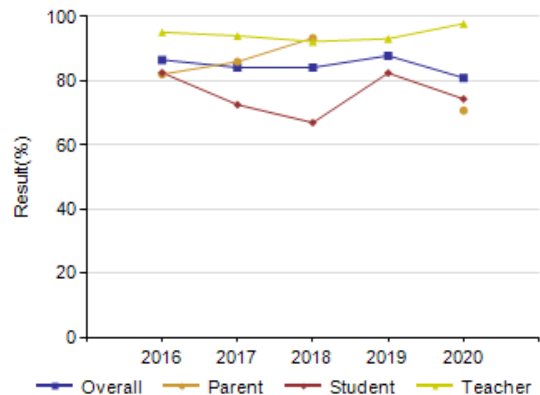
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.5	84.1	84.1	87.8	80.9	85.3	86.7	85.0	87.0	88.0	83.9	83.7	83.0	82.9	83.3
Teacher	95.1	94.0	92.2	93.1	97.8	96.8	97.2	94.7	97.0	98.5	94.5	94.0	93.4	93.2	93.6
Parent	82.0	85.9	93.3	*	70.7	84.1	87.5	88.1	85.7	86.2	82.9	82.7	81.7	81.9	82.4
Student	82.5	72.5	66.9	82.4	74.3	75.1	75.2	72.1	78.3	79.3	74.5	74.4	73.9	73.5	73.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the [Our SCHOOL/TTFM](#) (Tell Them From Me) survey tool.



# 2019-2020 SCHOOL YEAR STRATEGIES

Our Playground Pals program allows students in Grades 4–6 to assist younger students with equipment organization, sign out and with helping them play games. They also help with indoor recess days by visiting classrooms and leading exercises. A school-wide program we also find motivating for students is “Bucket Fillers.” Students who have done something kind for someone else have their name put into a “Bucket” and four names are drawn weekly and announced on the intercom. It allows them each to receive a bracelet that says, “I am a Bucket Filler.”

Another way students become active citizens is by getting involved in the AMA Safety School Patrol program. Students from Grades 4–6 can participate. This allows students to fill the much-needed role of ensuring that community members and fellow students can cross the road safely before and after school. Students are expected to be responsible for arriving on time and adhering to a schedule and working together as a team in setting up and dismantling the materials used for patrolling each day.

Other ways that our students are actively involved in providing for others is through their involvement in the annual Terry Fox Run, Drive Away Hunger, Remembrance Day involvement, Toonies for Movember, Coins for Christ, Wreath of Warmth, Soup for the Soul (Leduc Food Bank donation), Lenten Project with Leduc HUB, Holy Childhood Association Day, Jackets for Jesus/Coats for Christ, Christmas cards made by students for St. Vincent de Paul Society, as well as Jump Rope for Heart. Oftentimes that teacher organizing these initiatives gets their students directly involved in promotion and service work related to the project(s).

Grade 6 students learn about local governments and participate in class elections as well as visiting City Hall and the Provincial Legislature Building. They also participate in the DARE program and learn about digital citizenship. Our students also have access to our Family School Liaison worker, who provides leadership focus groups for boys and girls called Girls With Ideas and Building Champions.



# INSIGHTS, CONCLUSIONS & IMPLICATIONS

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

The data around the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship is down slightly. Overall, our school has ranged over the past five years from 80.9% to 87.8% satisfaction. This year's data is the lowest of all, at 80.9%. Compared to our district this is lower by 7%, and compared to the province, we are down in this area by 3%. In all previous years, we have been on par with the district and above the province. This data could be partly because a big service project that was provided by our Gr 5 students in the past three years (visiting residents at a local extended care facility) did not happen. Other than that project, our school is continually involved in other areas that allow students to get involved actively as citizens, but will look at pursuing service projects that can get more students actively involved.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
Student Survey	Current Result	Current Result
At my school, there is at least one adult who listens and cares about me	94	90
My school is a place where I feel I belong	77	76
I have a friend at school	97	97
I find healthy ways (i.e. talking to an adult) to deal with problems in my life	79	81
On most days, I have headaches or stomach aches	27	30
I have trouble sleeping at night, or staying asleep	48	47
Staff Survey (Teachers)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	100	98
I am able to support the social and emotional well-being of my students	100	94
I am aware of the behaviour supports my students require	95	98
I utilize strategies to support student behaviour	95	99
Staff Survey (Support)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	94	93
I am able to support the social and emotional well-being of the students I work with	94	90
I am aware of the behaviour supports the students I work with require	88	86
I utilize strategies to support the behaviour with the students I work with	100	92
Parents	Current Result	Current Result
My child has a friend at school.	97	97
I am satisfied with the access to social/emotional supports at school.	75	79
My child has one or more adult(s) that care about them at school.	94	92

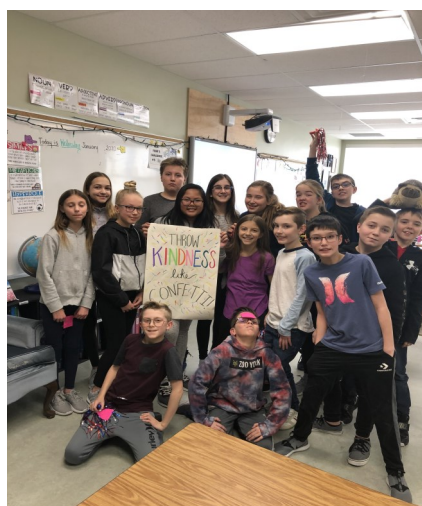
# 2019-2020 SCHOOL YEAR STRATEGIES

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

The idea of hiring a Family School Liaison Worker (FSLW) in place of a School Counsellor was discussed with staff and parents in the spring of last year. The rationale for wanting to hire an FSLW was because of the area of specialization: a degree specific to Psychology or Social Work, which was felt to be a priority.

Our FSLW was hired and started in September of 2019. Her FTE was .42 and she worked for 4.5 hours per day on Tuesdays, Wednesdays and Thursdays. Her yearly plan included getting to know students, getting into each classroom to provide them with the Mind Up Program, and running specific small groups. She also was trained in the first four conditions of the district's new *The Third Path* program and Mental Health Literacy. Her programs will help address the area of student's sense of belonging.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

The data in this local goal is excellent at our school and comparatively with the district with very high satisfaction rates in the way we support students success and how the students are able to enjoy life and deal with its challenges. The one area that that shows lower satisfaction is with regard to how parents feel about the social and emotional supports available to students and families. There is a 75% satisfaction rate at our school in this area, and a 79% at the district level. As well, the statistics indicate that approximately half of our students and students in the district have trouble with sleep and/or trouble with physical symptoms such as headaches and stomach aches, all indicators of stress and anxiety.

Our FSLW has been well-received by the community, but the data suggests that her FTE really needs to be higher in order for us to meet the social and emotional needs of our students.

# DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

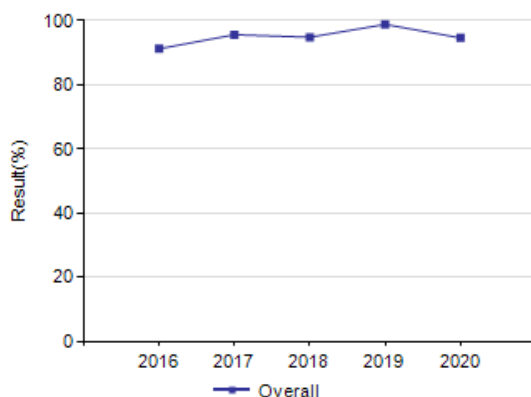
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

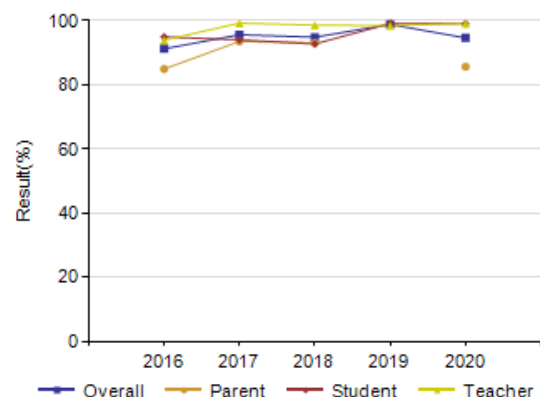
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.2	95.6	94.8	98.8	94.6	90.5	92.8	92.5	92.2	93.3	90.1	90.1	90.0	90.2	90.3
Teacher	93.9	99.2	98.6	98.4	99.1	96.3	97.9	96.9	98.2	98.7	96.0	95.9	95.8	96.1	96.4
Parent	84.9	93.5	93.1	*	85.6	87.4	91.5	92.3	88.1	90.8	86.1	86.4	86.0	86.4	86.7
Student	94.9	94.0	92.7	99.1	99.0	87.8	88.9	88.3	90.1	90.4	88.0	88.1	88.2	88.1	87.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

# 2019-2020 SCHOOL YEAR STRATEGIES

We are into the second year of our Virtues Program. Through the program, we recognize students for working on the Virtue of the Month, which includes the following: love, empathy, peace, self-control, respect, kindness, acceptance, and fairness. Our teachers are well-versed in using Differentiated Instruction to meet the needs of individual students. As well, we used Response to Intervention to ensure that students get the extra assistance they may need in Numeracy and Literacy. We also make sure that students are never taken out of grade level Mathematics and English Language Arts / French Language Arts to receive intervention in these same subjects. By staying in class during these core subjects, they do not miss out on core instruction.

Our School Council and our Parents at Notre Dame Association (PANDA) are a well-informed group of people who ask excellent questions and contribute valuable information at meetings. The School Council role is advisory whereby parent volunteers provide ideas and opinions to help the principal and sometimes the school district, make the school a better place of learning. PANDA, our fundraising association, has also paid for speakers that come in to speak on current topics. They have bought musical instruments for the students and have helped in a variety of capacities in the classrooms, such as with our Hot Lunch Program. They organize fundraisers for specific needs, such as the sports equipment for Playground Pals, and other projects that benefit students.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

Our overall results are similar to the district's and higher than the province's by 4.3% percent. One area that slid was in parent satisfaction at 85.6% compared to 93.1 percent in 2018 (data suppressed in 2019 due to number of respondents being less than 6). Student satisfaction in this domain was 99% over the past two years, up by approximately 8% compared to 2016-2018.

We were able to offer Career and Technology Foundations (CTF) programming to our Grades 4-6 students in 2019-20 and students were happy to get one extra block of Physical Education, in addition to other offerings such as Genius Hour and Coding. As well, the Athletics Excellence program continues to be a popular program which allows 48 students to participate in various sports and activities in addition to hockey or soccer.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Continue to build and develop staff capacity.

**Outcome:** Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have opportunities for meaningful Professional Development	90	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	98
Staff Survey (Support Staff)	Current Result	Current Result
I have opportunities for meaningful Professional Development related to my role	71	76
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	88	81

## PROFESSIONAL DEVELOPMENT

PD Plans at Ecole Notre Dame School include the following:

- Mental Health Literacy
- Reflection Day – Faith-Based for all staff
- Learning Day – Focus on RTI and Mental Health
- Staff Retreat
- ATA Institute Day
- Designated day for PD for Support Staff
- Faith PD facilitation – 45 minutes at four PD Days at school
- Teacher's Convention
- Concept-based Pedagogy
- Under One Sun
- Weekly PLC's infused within the school day

# 2019-2020 SCHOOL YEAR STRATEGIES

Our PD plan addressed district initiatives specific to mental health and faith. Other areas that had been identified as important by our staff that they wanted to learn more about was concept-based pedagogy.

This plan is also quite varied – it allows for teacher collaboration, which is something the staff really appreciates because it addresses the need to meet with teachers from other schools. It also has choice through our ATA Institute Day, and ATA Teachers' Convention.

Faith is also infused throughout the year, within the majority of our PD Days. As Catholic educators, we need to take great care and loving attention to our faith development. The challenge confronting the Catholic education community is the need for all of us to own our distinctive vocation in the Church. To aid in this ownership process, continuing faith formation is imperative. We must know and practice our faith in order to infuse it within the classroom and school.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

Professional development opportunities are abundant at both the school level, the district level, and beyond. Satisfaction rates are excellent in the 90% of our teaching staff believe they have meaningful PD opportunities. As well, there is a 100% satisfaction rate that opportunities to access division and school supports are available to them. Support staff satisfaction is lower than teachers, with 71% of them finding they have meaningful PD related to their role. 88% of support staff are satisfied with the opportunities to access division and school supports. Our district is providing a full PD Day for our support staff which our school ensures is on their templates so that they can participate. As well, they were included in specific PD to get ready for this school year and are part of some of our PD Days throughout the year.

The satisfaction rates for the teachers would indicate that there are people in place at both the school and district level, whose expertise has been invaluable to our staff overall. Learning Coaches, Directors, Mentors, Family School Liaison Workers, Learning Support Facilitators are doing excellent work to support staff and to offer professional development opportunities that are meaningful.

As well, programs that have been put into place which allow both teaching and support staff the opportunity to have course work paid for by the district as proven invaluable. On our staff alone, two Educational Assistants have been taking courses. Also, one of our teaching staff just finished a Masters of Educational Leadership. All of these individuals have accessed available funding, which goes to show that these types of financial compensation programs are being accessed and are helping our staff to develop professionally.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Foster a culture of collaboration and leadership development.

**Outcome:** Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

Measure Category	École Notre Dame	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	90	97
I have the opportunity to collaborate in a professional learning community (PLC)	100	99
Teachers in our school value professional learning communities (PLC)	90	94

## COLLABORATION & LEADERSHIP

Embedded PLC's. The Division I staff meet while the students are in a music class taught by the Principal, in the chapel, with Educational Assistants present to assist with the students. This allows for the grade level partners to meet, weekly, for one-40 minute block.

Embedded PLC's. The Division II staff meet while the Athletics Excellence students are away. Classes are combined and students are assigned to specific subject areas which they rotate through during the year. There are 48 AE students, which allows the remaining students to be put into larger groups. The schedule is arranged so that while the Grade 4 and 5 teachers are instructing Career and Technology subjects to the students, the Grade 6 teachers can PLC, and so on. This allows for one-40 minute PLC per week.

Vice Principal and Religious Ed Lead plan the faith PD portion of PD Days

Invitation is given to all staff to participate in the School Leadership Team. Approximately five to six teachers are on this team each year.

We have teachers running assemblies. Each grade takes one assembly. Teachers present various awards at assemblies

There are specific "leads" throughout the school that attend district-level meetings and take information back to the staff (i.e. LSF, FSLW, RS)

Some teachers are mentors for teachers new to the school or to the profession

Teachers sign up for various extra-curricular commitments which they must organize and communicate to the school

Teachers teach students how to lead at Mass; teachers take on specific ministries as well (music, liturgical, eucharistic) School Leadership Team met twice per month for 45 minutes each time, discussing emerging issues, PLC's, and spending time analyzing data.

One staff member is completing Master of Education in Educational Leadership, partially funded by district funds (reimbursement upon successful completion of each course).

# 2019-2020 SCHOOL YEAR STRATEGIES

- Growing leadership capacity is an area that has been a need for a few years. This applies to both teaching staff and students. Our goal this year is to get more staff and students involved in leading the assemblies, clubs, activities, Mass, celebrations, student led clubs and in-class responsibilities, such as Student of the Week.
- Professional Learning Communities (PLC) provision has changed in that they are completely embedded as of this year. PLC blocks are covered internally, at no extra cost to the school. Division I PLC's are provided when the students all go to the chapel for a music class. Div II PLC's are provided when Athletics Excellence students are away and the rest of the Gr 4-6 participate in Career and Technology classes (larger classes allow for teachers to offset each other so that teachers are freed up to PLC with their grade level partner. French Immersion staff PLC's are provided when students go to the chapel to work with a learning buddy in numeracy and literacy.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

90% of our teaching staff say that they have the opportunity to participate in school leadership compared with 97% district-wide. 100% were satisfied with the opportunity to collaborate in a PLC. 90% valued their PLC's compared to 94% at the district-level.

Most teachers are appreciative of the opportunity to be able to work together to analyze data and to plan interventions for their students. Provision of PLC's has become more complicated as the French Immersion program has grown in that there is a need for French Immersion teachers to meet with each other to plan FLA and Mathematics interventions, but they don't have a grade level partner that is French. DIBELS data (called IDOPEL in French) is more easily discussed in French, so finding ways for them to meet has been more challenging. The idea of having the Principal take all of the French students in the chapel to work with their Learning Buddy so that the teachers PLC was good, but will need to be "tweaked" in order for it to run more smoothly in future.

Invitations are always given for participation in the School Leadership Team and for Designate Principal opportunities, and staff all became involved in getting up in front of the school at assemblies to present Virtue Awards. Teaching staff that have been involved in the mentorship program as mentor teachers have found this to be a valuable opportunity.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

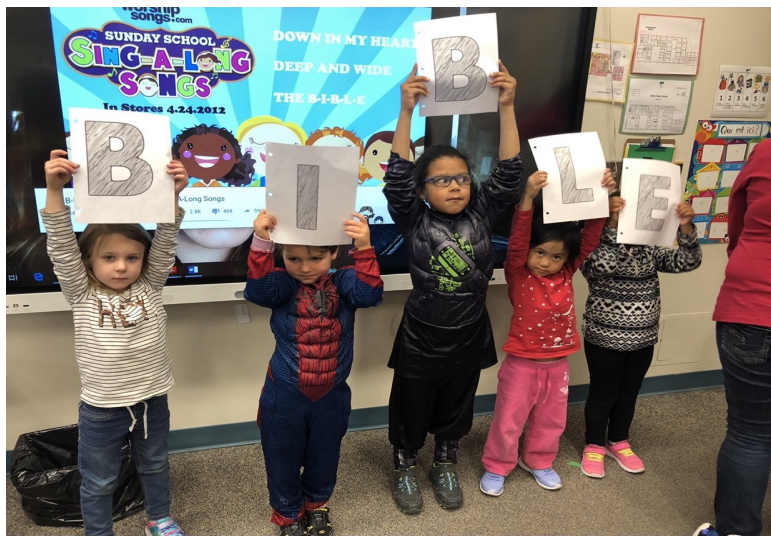
## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
Our School is clean and well maintained	90	93
Our school has the physical facilities to meet the programming needs of students	90	87
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	90	92
Staff Survey (Support Staff)	Current Result	Current Result
Our School is clean and well maintained	82	91
Our school has the physical facilities to meet the programming needs of students	82	81
Student Survey	Current Result*	Current Result
I am proud of my school and the way it looks	91	88



# 2019-2020 SCHOOL YEAR STRATEGIES

The area of school cleanliness, functionality, and pride, as outlined in the document, was not a part of the data included in 2019-20. Therefore, they are not listed here.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

Overall, our results are very closely aligned with the district's with regard to how safe, welcoming, and optimal the learning environments are for staff and students. The results are excellent, although the support staff opinion of school cleanliness was 9% below STAR Catholic's result of 91%. The teaching staff and students both rated our school at 90.5% satisfaction with regard to areas such as school cleanliness, functionality for programming needs, safety, and pride in the school and the way it looks. We do have far fewer support staff than teachers and students, so a few dissatisfied people can skew the results. Overall, we did well in this category and are very proud of the way our school looks.

# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: SAFE & CARING

**Safe & Caring:** This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

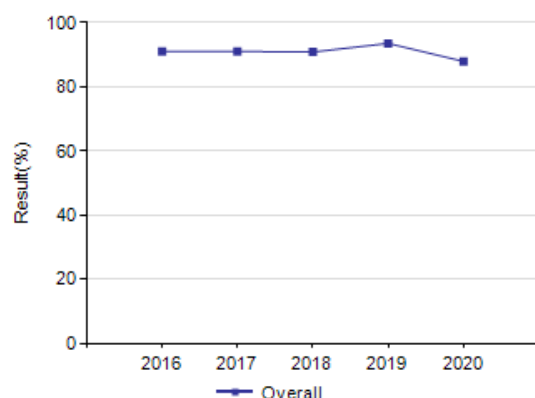
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

## SAFE & CARING - MEASURE DETAILS

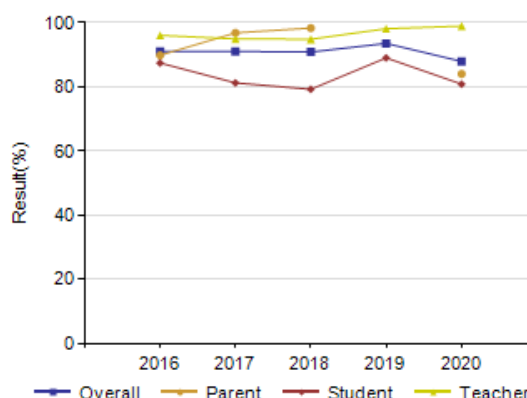
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.0	91.0	90.8	93.5	87.9	89.7	91.5	90.7	91.8	92.9	89.5	89.5	89.0	89.0	89.4
Teacher	96.0	94.9	94.8	98.1	98.9	96.4	96.7	95.7	98.1	98.8	95.4	95.3	95.0	95.1	95.3
Parent	89.8	96.8	98.3	*	84.0	88.8	92.6	94.0	91.9	93.2	89.8	89.9	89.4	89.7	90.2
Student	87.4	81.2	79.2	89.0	80.8	84.0	85.3	82.5	85.5	86.7	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results



Graph of Detailed Authority Results



# 2019-2020 SCHOOL YEAR STRATEGIES

This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

This year one of our strategies was the introduction of the Virtues Program. Through the program, we recognize students for working on the Virtue of the Month, which includes the following: love, empathy, peace, self-control, respect, kindness, acceptance, and fairness.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

Overall, the percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school, has been quite consistent over the past five years, ranging anywhere from 87.9% to 93.5% satisfaction. The parent and student satisfaction in this category is lower than the division and the province by 9% for parents compared to the district and for students 6% lower. There were not enough parents that answered the survey in 2019 for there to be any comparative data available from that year to the next. No strategies were developed for this area last year in relation to parent satisfaction, but the 2019-20 data makes this area one in which some dialogue with the community should take place over the coming months to find out what we can do to improve in this domain.

The Virtues program was well-received by the community and will have room to grow in future years.

# PROVINCIAL GOAL: STUDENT INCLUSION

**Student Inclusion:** A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

# PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.



# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis and Inuit students are successful.

**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## MEASURES

Measure Category	École Notre Dame School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	81	82
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	90	92
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	95	94
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	90	97
Staff Survey (Support Staff)	Current Result	Current Result
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	92
Student Survey (Elementary)	Current Result	Current Result
I learn about First Nations, Métis, and Inuit history, culture, and traditions	97	94

# 2019-2020 SCHOOL YEAR STRATEGIES

Response to Intervention allows for our students to have access to grade level instruction, in addition to having the opportunity to receive targeted instruction in areas of difficulty in numeracy and literacy. It is important that we, as a school, continue to nurture a learning environment that is safe and inclusive for Indigenous students so that they feel a sense of belonging at school. Optimal inclusive learning environments enhance academic achievement and success and reflect a belief that ALL students can achieve high standards. With regard to academic achievement of Aboriginal students, there are many aspects of their culture that influence or mediate how well they learn at school. Some strategies/approaches that have been identified as positively influencing the academic success of Indigenous students, and that we encourage are:

- Storytelling (sharing an oral tradition)
- Talking/problem-solving circles (as a means to conflict resolution)
- Infusion of Aboriginal content (First Nations literature in Learning Commons)
- Relationship building (warmth and respect toward Aboriginal learners and their culture)
- Engage teachers in PD that builds capacity to grow foundational knowledge of First Nations, Metis, and Inuit amongst staff.
- ERLC PD – Building Indigenous Foundational Knowledge Through a Community of Practice. “The lack of Aboriginal cultural knowledge in school curricula and among teachers has been identified as one of the crucial factors in school failure...” (Battiste, 2000)
- Grow Ecole Notre Dame School’s collection of Indigenous literature (Medicine Wheel Education) plus teacher lesson plans. This school year we have added almost sixty new titles of Indigenous books into our Learning Commons.
- Erect the teepee (potentially in the courtyard) so that it remains set up throughout the year. Use it as a gathering place for telling stories (protocol considered) and as another symbol of inclusiveness for our general school population, but for our First Nations, Metis, Inuit people in particular.
- Continue to incorporate Indigenous themes across our curriculum, such as the singing of Silent Night in Cree language during our Christmas concert.
- Make a concerted effort to acknowledge our identified FNMI students and be sensitive to their unique learning styles and needs. Track attendance of our identified FNMI students and address any attendance issues as school absenteeism from a young age has significant negative consequences that can last a lifetime.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

There is no data for 2019-2020 in this domain as it relates to Provincial Achievement Tests as the test was not written this past Spring due to COVID. However, the strategies that were developed were made in consultation with one of district’s curriculum directors and were shared with all teachers in 2019-20 for use as we move forward.

The other areas, such as inviting Elders / knowledge keepers into the school and enhancing Indigenous understandings, are excellent and comparable to the district’s results. It is encouraging to note that 97% of our students say that they learn about First Nations, Metis, and Inuit history, culture, and traditions and that 100% of our support staff say our school enhances that understanding as well. It was interesting to note that 90% of our teachers indicated that they were building their capacity in understanding First Nations, Metis, and Inuit culture. This is lower from the 97% of teachers at the district level that are increasing their knowledge.

The majority of the strategies listed for the past school year came to fruition and it is evident in the data that this area is being addressed well at the school and district level.

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

Measure Category	École Notre Dame School STAR Catholic Schools	
Staff Survey (Teachers)	Current Result	Current Result
I use a variety of Tier 1 strategies in my classroom	95	99
I use a variety of Tier 2, target strategies	95	99
I have the opportunity to collaborate in a professional learning community (PLC)	100	99
Teachers in our school value professional learning communities (PLC)	90	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	95	91
I am aware of the behaviour supports my students require	95	98
I utilize strategies to support student behaviour	95	99
Student Survey (Elementary)	Current Result	Current Result
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	93	92
At school, adults help me when I ask	93	94
Parent Survey	Current Result	Current Result
My child has the opportunity to reach his or her academic potential	90	90
My child receives the support he/she needs to be successful in school	90	89

# 2019-2020 SCHOOL YEAR STRATEGIES

School wide Response to Intervention will assist students that have specific areas of need in numeracy and literacy. The teachers in both Grades 5 and 6 will be using Newsela, an Instructional Content Platform for reading engagement, to increase exposure to informational and article texts. They will also be adding multiple choice questions to all tests throughout the year. All teachers use various online programs to compliment the curriculum and provide learning supports. Teachers are designating time to practice problem solving and calculations at least once per week throughout the year. This can be facilitated through Learning Buddies sessions where math games are played for a portion of the time to reinforce numeracy concepts. Parents and their children will engage students in a Math Games Night in early January sponsored by PANDA and School Council.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

There is no specific Provincial Achievement Data this year, so Grade 6 data as it relates to how these interventions may have worked for them is not available. However, our school continues to use DIBELS and other testing measures to drive instruction. Teachers find this data particularly useful in targeting student literacy needs.

# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVE-

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

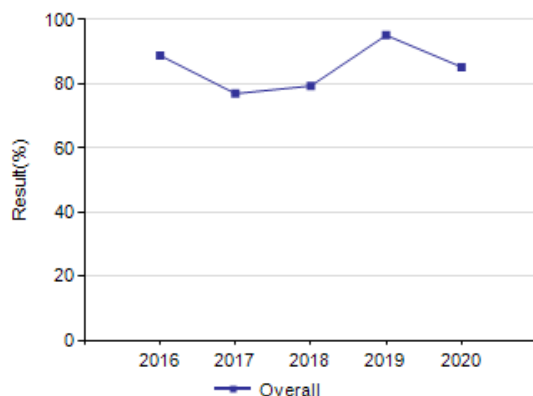
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

## PARENTAL INVOLVEMENT - MEASURE DETAILS

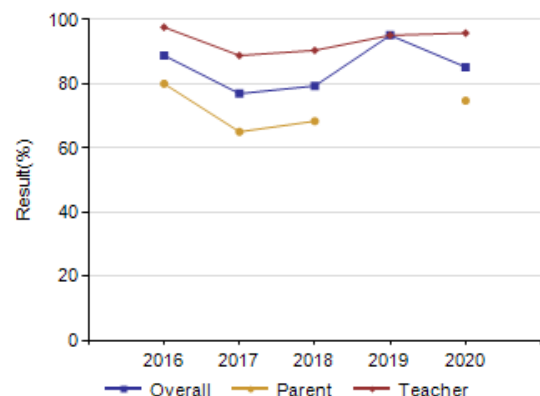
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.8	76.9	79.3	95.1	85.2	82.4	84.4	84.9	84.9	87.8	80.9	81.2	81.2	81.3	81.8
Teacher	97.6	88.8	90.4	95.1	95.8	90.2	92.3	90.7	95.2	95.3	88.4	88.5	88.9	89.0	89.6
Parent	80.0	65.0	68.3	*	74.7	74.7	76.5	79.0	74.6	80.2	73.5	73.9	73.4	73.6	73.9

Graph of Overall Authority Results



Graph of Detailed Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

# 2019-2020 SCHOOL YEAR STRATEGIES

Parental engagement from the 2019-20 measure details were very high, at 95% of teachers and parents satisfied with parental involvement in decisions about their child's education. We did not list specific strategies in last year's report, other than to state the following observation:

Our School Council and our Parents at Notre Dame Association (PANDA) are a well-informed group of people who ask excellent questions at meetings. They communicate any thoughts, feedback, and ideas at our monthly meetings. They have also paid for speakers that come in to speak on current topics. PANDA have paid for a class set of ukuleles, the taffy station at our winter carnival, the shipping costs for our new school clock, and so on. They also organize fundraisers for specific needs, such as the sports equipment for Playground Pals, and other projects that benefit students.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

Data in the area of parental involvement have ranged from 76.9% satisfaction up to the 95.1%. In 2019-20, parental involvement overall data was at 85.2%, which is still quite good relatively speaking. However, an observation is that the teachers had a 95.8% satisfaction rating, whereas the parent satisfaction rate was at 74.7%. Parent satisfaction rates over the past five years have ranged from 65% to 80%. So, the data clearly indicates that there is a discrepancy between how satisfied the teachers are with parental involvement compared to the parents. Discussions with parents on how their needs in this area can be better met should happen from now until the spring when strategies will be put into place.

# DOMAIN 5:

## GOVERNANCE

### SUPPLEMENTAL DOCUMENTS

- School Budget 2020-2021

#### ***Budget Summary***

**St. Thomas Aquinas Roman Catholic Schools**  
**2020-2021 Play Budget (Fall Update)**

##### **Ecole Notre Dame**

##### **Revenue And Allocations To Budget Center**

	2020-2021 Play Budget (Fall Update)			
Base Allocations	\$2,109,705	79.3%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$146,324	5.5%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$10,800	0.4%	\$0	0.0%
French Language/Immersion Allocatons	\$140,128	5.3%	\$0	0.0%
ELL Allocations	\$19,200	0.7%	\$0	0.0%
FNMI Allocations	\$22,325	0.8%	\$0	0.0%
Other Program Allocations	\$83,638	3.1%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$11,361)	-0.4%	\$0	0.0%
Local Revenues & Fees	\$139,520	5.2%	\$0	0.0%
<b>Total Revenue And Allocations To Budget Center:</b>	<b>\$2,660,278</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

##### **Expenditures**

	2020-2021 Play Budget (Fall Update)			
Certificated Staff	\$2,012,395	75.6%	\$0	0.0%
Uncertificated Staff	\$397,225	14.9%	\$0	0.0%
Services Contracts and Supplies	\$248,873	9.4%	\$0	0.0%
Amortization (Depreciation)	\$1,785	0.1%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,660,278</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

##### **Summary**

	2020-2021 Play Budget (Fall Update)			
Total Revenue and Allocations to Budget	\$2,660,278		\$0	
Total Expenditures	\$2,660,278		\$0	
<b>Variance</b>	<b>\$0</b>		<b>\$0</b>	