



ÉCOLE NOTRE DAME SCHOOL

Living | Loving | Learning
Vivre | Aimer | Apprendre

ANNUAL EDUCATION RESULTS REPORT

2020-2021



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 TRUSTEES



Jolyne De Marco

Leduc Trustee

Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration - Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.



Dawn Miller

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavoured to ensure the stakeholder voice is valued at every level. Dawn has a family his-

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:	410
Vice Principal:	Colette Chamulka	Number of Teachers:	23 (19.86 FTE)
Phone:	780.986.9300	Number of Support Staff:	15 (8.55 FTE)
Email:	Monique.phillips@starcatholic.ab.ca Colette.chamulka@starcatholic.ab.ca	Grades Served:	Preschool, K-6
Webpage:	http://nd.starcatholic.ab.ca		



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		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	93	91	92	88	89	88.5
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	100	100	98	99	98.5
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	93	96	94.5	97	97	96
Teachers help me understand how faith can guide the way I live my life.	93	87	90	92	90	91

FAITH PD OPPORTUNITIES / STRATEGIES

Our staff regularly participates in Faith PD which take 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 up-dates 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 professional development sessions that took place in 2020-21:

- Celebrating the Liturgical Year
- Social Action Guided by Catholic School teachings
- Catholic Schools as Faith Witness
- Building a Stronger home, school, parish connection

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		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	92	91	91.5	88	89	88.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	75	65	70	70	67	68.5
Staff Survey (Teacher)	Current Result	Current Result				
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	97	97.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	100	96	90	93
Student Survey	Current Result	Current Result				
Teachers help me understand how faith can guide the way I live my life.	93	87	90	92	90	91
Teachers speak to me about their own faith and the role of God in their life.	88	77	82.5	84	82	83

STRATEGIES

- Teachers take the time for discussions during classes beyond religious education
- Staff and student participate in liturgies through the year
- Sharing role of faith in life through our week at a glance.
- Share personal experiences with students about liturgical year.
- Teachers are creating "ask me about" faith topics discussed in class in the classroom week at a glance
- Virtue of the month calendar activity suggestions to connect to faith

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		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	91	94	92.5	87	88	86.6
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	99	98.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	98	99	98.5	96	98	94

STRATEGIES

- Continue to participate in liturgy and masses
- Faith PD elements of a mass
- Continue class discussion outside of religion class
- Be specific with wording of questions and provide specific examples
- Share and continue to share personal experiences with students as Part of the weekly, monthly communication with parents
- Showcase on social media how we live our faith for parents/students to see.
- Share our social justice projects on morning announcements, week at a glance to parents and social media posts
- Create an “ask me about” section in parent emails
- Sharing virtue of the month calendar activities

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		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child participates in religious celebrations at the school or church	94	90	92	91	93	92
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	100	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	95	95.5
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	90	95	92.5	91	93	89.6

List of School Masses/Celebrations and Connections to Outside Organizations (i.e. CSS)

- Welcome Back Mass in mid-September
- Grade 4 Bible Commissioning Celebrations, separate cohorts, in Chapel with Fr Silvichan
- Thanksgiving Mass in October. Donation to Leduc Food Bank
- Remembrance Day Ceremony (recorded in advance) ; Leduc Legion poppies donation
- Weekly Advent Celebrations with Fr Silvichan zoomed in, Monday mornings in December
- Ash Wednesday in February—Ashes distributed in classrooms on crown of head (Covid regulations, no touching) by administration, then by teachers to their cohort
- Easter Mass - One class attending at St Michael Parish; Attended virtually by entire school
- Year End celebration in June attended virtually by entire school. Jeans fund donated to Catholic Social Services and to Sacred Heart Church.

2020-2021 SCHOOL YEAR STRATEGIES

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

- Participate in Easter Mass at St. Michael's church as a school
- Having students and staff participate in the delivery of morning prayer
- Continue to celebrate our Virtues at assemblies each month
- Inviting Fr. Silvichan and members of the community to speak to our classes and school during Advent and Lent.
- Grade 6 Farewell Liturgy
- All classes ECS-Grade 6 participate in liturgies and masses either in the chapel or using zoom.
- Continue to invite parents and community members to participate in religious celebrations and activities, this year via Zoom for the most part

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- There is a strong Catholic identity present in our school, as data, overall, shows excellent satisfaction from all stakeholders.
- Parents are more aware of the ways that teachers share their own faith experiences and the role of God in their lives with their students. We improved in this measure by 10% compared to last year, moving from 65% satisfaction to 75%.
- 88% of students say that teachers speak to them about their own faith and the role of God in their life. This is an improvement of 11%. However, their satisfaction with their opportunities to participate in religious celebrations, activities, or at church decreased from 95% to 90%.
- Student satisfaction in their opportunity to participate in religious celebrations, activities, or at church decreased from 95% in 2019-20 to 90% in 2020-21.
- There was a decrease in parent satisfaction with their child's ability to participate in religious celebrations, moving from 94% to 90%.
- All stakeholders are very satisfied with charity and social justice work being done at our school.

CONCLUSIONS

- The variety of strategies that we have used have been successful, overall, in maintaining excellent satisfaction in this domain
- COVID-19 impacted our ability to gather together physically for Masses and Celebrations, which was most likely the reason that there was a decrease in satisfaction rates from both parents and students in the ability for students to participate.
- The data shows that more students and parents perceive that teachers are sharing the role of faith in their life. This data is to be celebrated, as the strategies that we put into place in 2019-20 were clearly successful.

IMPLICATIONS

- Faith development of our staff that is facilitated throughout the year should continue
- Teachers should continue to use effective strategies to share their faith and be creative in ensuring that parents are also aware that they share their faith with their students
- We should continue to communicate to all stakeholders the charity and service that we are doing to help others
- In person Masses and Celebrations, when we return to normal, will be key to allowing not only more participation from students, but more meaningful participation.
- Communication strategies will continue to be utilized to ensure all stakeholders are aware of the good works of our school community (social media, weekly communications to parents, teacher communication).

SOCIAL JUSTICE & CHARITY PROJECTS

- Terry Fox Run and subsequent donation
- Orange Shirt Day
- Black History Month Awareness Activities
- Donation to St. Michael's Project
- Jean Day Charity Fundraiser—Donation to Catholic Social Services
- Donation to Sacred Heart Parish for rebuild
- Leduc Bank Project at Thanksgiving and Soup for the Soul in February
- Feed the Need Hot Lunch
- Movember Project for Men's Prostate Cancer Research
- Lenten weekly collections for Leduc Hub (Socks, underwear, toothbrushes, etc.)
- Pull tab container in office to donate to Knights of Columbus
- Hats on for Mental Health Awareness
- Trash Tuesday—Physical Education classes go outside weekly in fall and spring to pick up trash
- Donated gifts cards to Leduc Hub
- Pink Shirt Day
- Flowers / Skip the Dishes Cards to staff and community members that have experienced tragedy
- Writing letters to the elderly
- Liquor store brown bag decorating—Drunk driving awareness
- Virtue of the Month Program—Student Recognition for Good Works Program
- Students reading Lenten Prayers in the morning on the intercom
- Holy Childhood Day Fundraiser
- Prayers for those affected by COVID

SCHOOL & PARISH COLLABORATION

- Bi-monthly meetings with Leduc Principals, STAR Director of Faith Life and Religious Education, and St. Michael Parish Priest and Pastoral Assistant where we discuss sacramental preparation and plan dates for celebrations, etc.
- Sacramental Preparation information from parish on website and sent in weekly communications
- Card and gift given to students that received sacraments at student recognition celebration
- Priest blessed all of the schools at the beginning of the year
- Priest came in for first Mass of the year in the chapel with one class in attendance and zoomed to classrooms
- Priest celebrated liturgies via Zoom at Thanksgiving, Advent, Ash Wednesday, Easter, and year-end.
- Priest and Pastoral Assistant available and accessed via Zoom to classrooms by request.

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. **There were no Provincial Achievement Tests (PATs) written in 2020-2021 due to the COVID-19 pandemic.**

2020-2021 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
- 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)

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

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

- With no Achievement Tests being written in June of 2020, it is difficult to ascertain if these strategies affected achievement. Feedback from homeroom teachers based on general achievement in each cohort, was that students hadn't progressed as well. This was due to the number of times classes had to switch from in-person to online learning and back. This disruption cost instructional time. As well, students starting online, then switching to person, required adjustment, thus increasing the likelihood that learning was affected.
- Our priority in 2020-21 was that students were happy and safe at school. The amount of time spent in class was less in that students spent one block extra outside with their cohort. School sports and intramurals were cancelled due to COVID-19 regulations, so this extra opportunity to spend during school hours active and outdoors was necessary, but affected the amount of time spent in class on academics.
- Implications are that the importance of DIBELS testing and subsequent reading interventions is all the more important so that targeted interventions can take place. Whole school involvement in tier two interventions will be critical. Our French program runs a guided reading program that has been very successful in moving students forward in their French Literacy. This type of "all hands on deck" programming with a whole school approach will be necessary planning for 2021-22. This will mean that we have completely shifted to a whole-school RTI approach to learning.
- Numeracy will need to be looked at as far as how to increase achievement in this area by having targeted interventions available in this area as well.
- We are working with Kristy Smith and Candice McLeod to onboard Mathologie/Mathology in our school. Consultation with parents as to how they can use the program with their children at home will take place.

PROVINCIAL GOAL: CITIZENSHIP

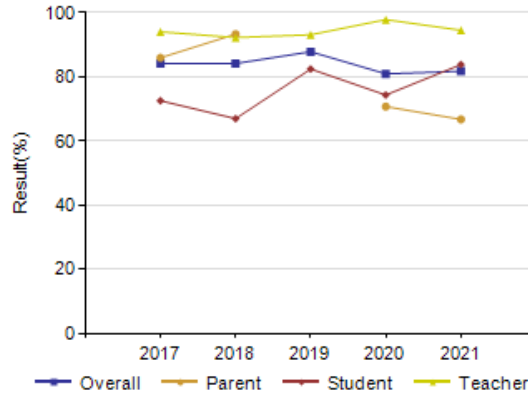
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	212	84.1	196	84.1	78	87.8	86	80.9	62	81.7	n/a	n/a	n/a	2,541	86.7	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	13	85.9	12	93.3	5	*	15	70.7	6	66.7	n/a	n/a	n/a	204	87.5	224	88.1	241	85.7	180	86.2	144	81.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	179	72.5	161	66.9	57	82.4	52	74.3	45	83.8	n/a	n/a	n/a	2,165	75.2	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	20	94.0	23	92.2	21	93.1	19	97.8	11	94.5	n/a	n/a	n/a	172	97.2	215	94.7	229	97.0	185	98.5	205	97.7	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.

The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time. 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.

Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

2020-2021 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).



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall measures in the percentage of stakeholders who were satisfied that students modelled characteristics of active citizenship improved slightly.
- Student satisfaction in this domain improved from 74.3% in 2019-20 to 83.8% in 2020-21.
- The parent satisfaction rate has dropped significantly over the past two years. It is difficult to ascertain if this is moving toward becoming an issue, as only six parents responded to the provincial survey in 2021, and fifteen only in 2019.

CONCLUSIONS

- Teachers and students perceive that the students model the characteristics of active citizenship more than the parents.
- Our student data indicates that they, themselves, perceive that they are improving in their ability to be ethical, responsible, and active citizens through projects that serve the community and world at large, as well as through active involvement in the school environment
- There is a discrepancy with parent data and student / teacher data, with parents much less satisfied in this area; however, there are not enough parents responding to the surveys. If there are a few dissatisfied parents amidst the approximate 400 that could have responded, 2 out of 6, for example, skews the data. General discussions with parents about this domain suggest that they are happy with their childrens' engagement in citizenship, but the feedback from the few respondents suggests otherwise.

IMPLICATIONS

- We should continue with strategies that encourage and support students to be responsible and active citizens.
- Parent engagement specific to survey completion will be critical. We will be asking parents to encourage other parents to complete the survey (i.e. for every parent that comes to our School Council meeting, we are asking that they get 2 other parents they know of to complete the survey).

PROVINCIAL GOAL:

STUDENT LEARNING ENGAGEMENT

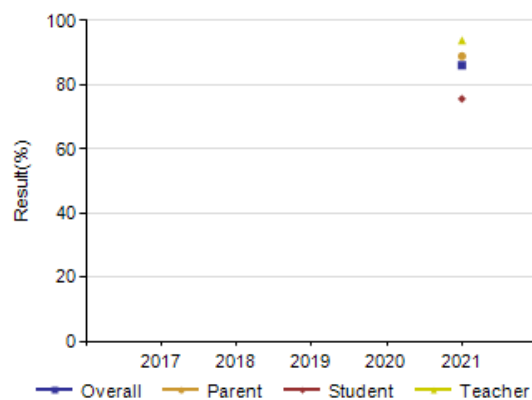
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve ment	Im- pro- ve ment	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	75.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	93.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	

Graph of School Results



Notes:

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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.

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2020-2021 SCHOOL YEAR STRATEGIES

STUDENT LEARNING ENGAGEMENT

This is a new measure; therefore, strategies were not set. However, we continue to work to build teacher capacity in best practices for curriculum and instruction in order to increase student engagement.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall data satisfaction rates from all stakeholders is 86.1% compared to 87.8% at the district level and 85.6% at the provincial level, with suggests that our school's data is very similar to the district and the province
- Students' perception of their own satisfaction with engagement 75.6 and much lower than both teacher and parent perception of student engagement

CONCLUSIONS

- There is room for growth and improvement in this domain as it relates to student engagement, especially from the student perspective

IMPLICATIONS

- This is the first year for collecting data in this area. It will be important to consult with stakeholders to create strategies to improve student engagement as we move forward.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	64	n/a	n/a	73	n/a	n/a
I can solve problems at school (i.e. with friends, school work, etc.)	89	n/a	n/a	89	n/a	n/a
I know how to lower my stress when doing school work (i.e. assignments or tests)	77	n/a	n/a	75	n/a	n/a
I am free of headaches or stomach aches	73	n/a	n/a	75	n/a	n/a
I am able to fall asleep at night and stay asleep	76	n/a	n/a	72	n/a	n/a
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of my students	100	100	100	97	98	97.5
I am able to support the social and emotional well-being of my students	100	100	100	93	94	93.5
I am aware of the behaviour supports my students require	93	95	94	98	98	98
I utilize strategies to support student behaviour	100	95	97.5	99	99	99
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of my students	100	94	97	96	93	94.5
I am able to support the social and emotional well-being of the students I work with	100	94	97	97	90	93.5
I am aware of the behaviour supports the students I work with require	100	88	94	95	86	90.5
I utilize strategies to support the behaviour with the students I work with	100	100	100	98	92	95
Parents	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has a friend at school.	97	97	97	96	97	96.5
I am satisfied with the access to social/emotional supports at school.	85	75	80	82	79	80.5
My child has one or more adult(s) that care about them at school.	96	94	95	92	92	92

2020-2021 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

INSIGHTS

- Although 64% of our students say they have no worries about going to school, the data would suggest conversely that there could be 36% percent of our students worried it.
- 77% of our students know how to lower their stress with doing work (i.e. assignments or tests). Conversely, this suggest that 23% of our students don't know how to lower it.
- With relation to student ability to solve problems at school related to friends, school work, etc., is quite high, at 89%
- The data would suggest that approximately one quarter of our students have stress-related symptoms (headaches, stomach aches, sleep troubles).
- Overall, there have been improvements to both parent and staff satisfaction rates related to social, emotional and behavior support availability. In fact there was 100% satisfaction in 7 of the 8 measures.
- Parent satisfaction rates improved in all measures, notably by 10% (from 75% satisfaction to 85%) in the area of access to social/emotional supports at school.

CONCLUSIONS

- Although 85% of our parents are satisfied with access to social/emotional supports at school, there is still room for improvement
- Teachers are well aware of behaviour supports, and are able to utilize strategies to support student behavior
- Support staff are very satisfied with their ability to support the social-emotional well-being of students and access to behavior supports
- Worry and anxiety are realities in many of our students' lives (sleep troubles, stress-related symptoms)
- Hiring of an FSLW has made a difference

IMPLICATIONS

- There is a need to teach specific stress-management strategies to students and to support student awareness and knowledge of mental health by ensuring that curriculum in this area is implemented in all classrooms and at the whole school level.
- Continued focus on relationship-based education (The Third Path Framework) which incorporates strategies that can be used by staff to help staff address social-emotional wellness. Survey students with focus on social/emotional wellness.

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.

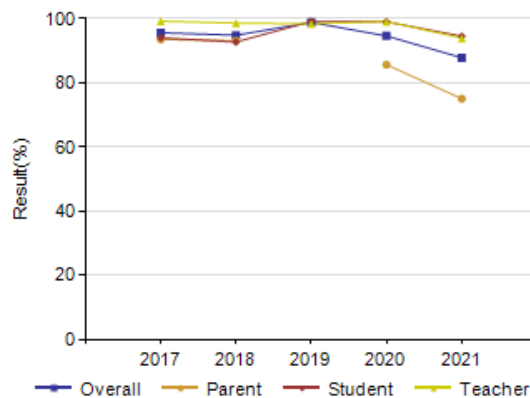
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	212	95.6	196	94.8	78	98.8	86	94.6	63	87.8	n/a	n/a	n/a	2,545	92.8	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	13	93.5	12	93.1	5	*	15	85.6	6	75.0	n/a	n/a	n/a	204	91.5	224	92.3	241	88.1	180	90.8	144	88.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	179	94.0	161	92.7	57	99.1	52	99.0	46	94.5	n/a	n/a	n/a	2,169	88.9	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	20	99.2	23	98.6	21	98.4	19	99.1	11	93.9	n/a	n/a	n/a	172	97.9	215	96.9	229	98.2	185	98.7	205	97.6	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

2020-2021 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

INSIGHTS

- Satisfaction rates in overall quality of basic education dropped in all stakeholders in 2020-21.
- Student satisfaction in 2020-21, even with a 4% drop from the previous year, were still higher than both the district and province.
- Student satisfaction in this domain has been above both the district and the province percentages for the past five years.

CONCLUSIONS

- The decline in satisfaction overall is likely due to the pandemic which has impacted student learning, teachers' ability to teach as they normally would have within the classroom, and parents that often had to supervise their children while they learned from home.
- Even in the midst of a pandemic, our teachers continued to deliver quality education that kept students very satisfied

IMPLICATIONS

- The 2020-21 educational experience for all of our stakeholders was significantly impacted by COVID-19. Our teachers will continue to use the effective teaching strategies they have used throughout the past five years, and add to them strategies they have learned as they taught through the pandemic.
- It will be important to analyze and refine the Response to Intervention model within our school and explore a SPRINT or FLEX block for the next school year, with staff and parent consultation.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	100	90	95	95	94	94.5
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)	93	100	96.5	90	98	94
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	78	71	74.5	74	76	75
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)	89	88	88.5	89	81	85

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

2020-2021 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

INSIGHTS

- There was 100% teacher satisfaction that professional development is meaningful and 93% teacher satisfaction with opportunities to access Division and school support services.
- Support staff satisfaction with meaningful professional improved from 71% in 2019-20 to 78% in 2020-21. Satisfaction with opportunities to access Division and school supports increased by 1%, from 88% to 89%.

CONCLUSIONS

- Staff continued to access supports, even amidst a pandemic , with the data indicating satisfaction with these supports.
- Teaching staff were pleased with professional development overall, whether accessible virtually and/or in person when possible.
- Support staff satisfaction rates with professional development improved, but there is still significant room for improvement.

IMPLICATIONS

- Staff should continue to access supports that are available at the school or district level.
- Support staff will need to be consulted regarding professional development at all levels — Divisional, school site, and specific training as it related to their school assignment.
- Consultation with all staff regarding professional development planning in the following areas: Divisional PD, school site PD, and assignment specific training and qualification training.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
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.)	93	90	91.5	94	97	95.5
I have the opportunity to collaborate in a professional learning community (PLC)	79	100	89.5	93	99	96
Teachers in our school value professional learning communities (PLC)	86	90	88	94	94	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. The Division II staff meet while the Athletics Excellence (AE) 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 divided 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. The 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). As well, some teachers are mentors for teachers new to the school or to the profession. Teachers also 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).

The School Leadership Team meets twice per month for 45 minutes each time, discussing emerging issues, PLC's, and 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).

2020-2021 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

INSIGHTS

- There was an increased of 3% in teacher satisfaction with opportunities to participate in school leadership, moving from 90% in the previous year, to this year's results of 93% satisfaction
- There was a drop of 21% in teacher satisfaction with the opportunity to collaborate in PLC's
- Teachers value PLC's, with an 86% satisfaction rate. However, this statistic dropped by 4% compared to the previous year. As well, in this same measure, it is notable that our teacher satisfaction rate in the previous 3 year average is 6% lower than that of the district.

CONCLUSIONS

- All teachers had opportunities to PLC in 2020-21. However, with timetabling constraints due to COVID-19, our Division 2 staff, albeit given an extra prep and/or one fewer 40 minute supervision slot during the day so that they could use this time once per week to PLC after school, did not like to PLC after school. Also, the 4% decrease in how much they value PLC's data likely comes from some staff having to do their PLC's after school in 2020-21 as compared to having their PLC time embedded into the timetable.

IMPLICATIONS

- We should continue invite staff to participate in leadership opportunities
- The practice of Professional Learning Communities should continue, but with all of them embedded within the timetable.
- It will be important to consult with the teachers to discuss strategies in which to improve their satisfaction with PLC's

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	90	95	95	93	94
Our school has the physical facilities to meet the programming needs of students	93	90	91.5	88	87	87.5
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	93	90	91.5	92	92	92
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	82	91	93	91	92
Our school has the physical facilities to meet the programming needs of students	100	82	91	80	81	80.5
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	94	91	92.5	92	88	90



2020-2021 SCHOOL YEAR STRATEGIES

- Students participate in school clean up
- Making the front foyer inviting to guests
- Filling our hallway bulletin boards with art
- Inviting and having conversation with students about Citizenship and helping to take care of their school (playground, hallways, classroom)
- Adding nature elements to our school such as plants

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- We increased in every measure in the domain of safe, welcoming, and optimal learning environments for staff and students. Comparative data , not only for 2020-21, but also in the previous three year average, indicates that this is a strength at our school.

CONCLUSIONS

- The strategies that were put into place last year, and in previous years, have worked well. It was certainly worthwhile to take the time and effort necessary to make our foyer area more inviting and comfortable. The school is very clean and well-maintained, which speaks well to the work our custodial staff and to the maintenance department at the district-level as well.
- Our chapel space has really helped to allow us to program Fine Arts activities, in turn making the statistics high in this area, comparatively speaking. We are very fortunate to have space, at this time, as it has allowed us to easily maintain and increase satisfaction rates in this domain.

IMPLICATIONS

- Continue to ensure that all learning spaces are clean and well maintained
- Continue to use the chapel space, while we can, to meet various programming needs
- We will explore communication strategies with staff so they can share with parents that a safe and caring environment is cultivated within our school.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

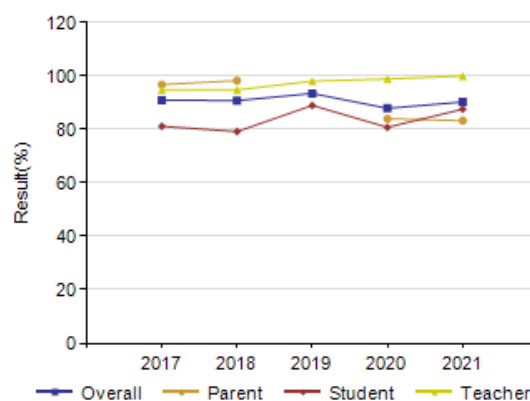
Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	209	91.0	196	90.8	78	93.5	86	87.9	62	90.3	n/a	n/a	n/a	2,536	91.5	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	13	96.8	12	98.3	5	*	15	84.0	6	83.3	n/a	n/a	n/a	204	92.6	224	94.0	241	91.9	180	93.2	144	89.7	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	176	81.2	161	79.2	57	89.0	52	80.8	45	87.6	n/a	n/a	n/a	2,160	85.3	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	20	94.9	23	94.8	21	98.1	19	98.9	11	100.0	n/a	n/a	n/a	172	96.7	215	95.7	229	98.1	185	98.8	205	98.1	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

2020-2021 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

INSIGHTS

- The measures in this domain, which collects data on 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 are treated fairly at school, shows an increase in satisfaction rates overall, from 87.9% in the previous year to 90.3% in 2020-21..
- Compared to district overall satisfaction rates over the past five years, we are on par with the district, and higher than the province in this domain.
- Student satisfaction rates increased by 6.8% compared to the previous year

CONCLUSIONS

- Overall results indicate that the majority of stakeholders agree that we have a safe and caring school which suggests that our strategies are working.
- Our priority was to keep students safe and happy at school in the midst of a pandemic. The student data shows that we did this well.

IMPLICATIONS

- Continue to use The Third Path will Framework as a vehicle to help us move forward in our quest to teach students and staff alike the importance of caring for others, learning respect for others, and treating everyone with fairness. We focused on the conditions of safety, regulation, belonging and positivity in 2020-21 and should continue to use strategies within the framework at both the classroom level, and at throughout the school in general.
- Continued focus on the virtues is something teachers will continue to talk about daily with their students, so this program should continue.
- Presentation to parents on the Third Path Framework as a step in the consultation process so that they are aware of this approach to student well-being.

PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

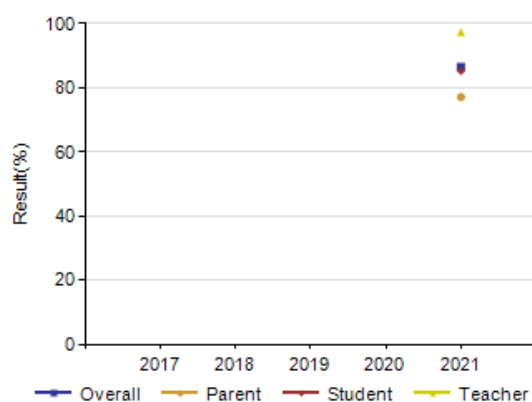
Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS (WCRSLE) MEASURE DETAILS:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	86.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	77.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	85.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	97.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

2020-2021 SCHOOL YEAR STRATEGIES

LEARNING SUPPORTS



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This new measure is in place to measure the percentage of teachers, parents, and students who agree that their learning environment ; therefore, there is no local data to compare from previous years. The data on page 31 is a new measure, so there is no previous year data to compare to.
- Student satisfaction is at 85.2% and is on par with the district data in this measure, but 5.4% higher than the province.
- Parent satisfaction was approximately 10% lower than the district and the province. However, it should be noted that this statistic is representative of only 6 parents that responded to the survey.
- Teachers satisfaction rates were high, at 97.4%

CONCLUSIONS

- Results from teachers and students indicate that learning environments are generally welcoming, caring, and safe.
- There is a discrepancy between teacher results versus parent and student results.
- The parent data suggests that only 77.1% of our parents agree that we have a safe and caring school

IMPLICATIONS

- Moving forward, parent engagement in responding to surveys will be critical.
- Administration will explore communication strategies to help parents become aware of the safe and caring environment that is cultivated in our school.

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.

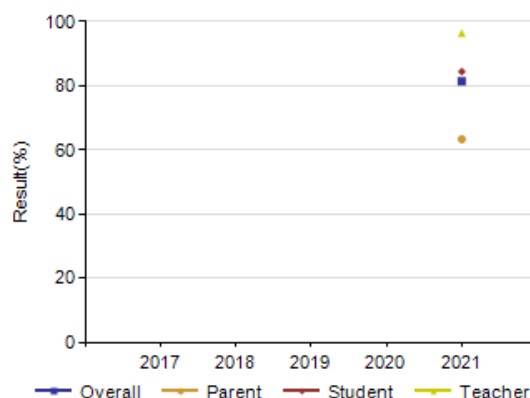
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	63.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	96.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

2020-2021 SCHOOL YEAR STRATEGIES

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. This is a measure beginning in 2021-22; thus, strategies aren't listed in this 2020-21 report.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This new measure, which is on page 33 of this report, is to gather data related to the percentage of teachers, parents and student who agree that students have access to appropriate supports and services *and can be accessed in a timely manner*. By comparison, there is also a district survey question which is very similar, asking parents if they are satisfied with "access to social-emotional supports at school" on page 19 of this report. Interestingly parent data on the new question indicates that 63.3% of parents are satisfied. On the district question, there is an 85% satisfaction rate. The difference between the two questions is that the district one does not state "timely manner." This indicates that parents are satisfied with access, but may not be satisfied with whether they are access in a timely manner. Again, though, parent respondents on the provincial survey (6) compared to the district which many more parents responded to.
- Parents satisfaction on the district survey (6 respondents) was 63.3%, whereas the district satisfaction was 81.9%.
- Student and teacher satisfaction was high and similar to the satisfaction rates throughout the district. Our school's satisfaction rates were 4.5% higher than parent satisfaction rates from the provincial survey.

CONCLUSIONS

- It may be possible that parents are dissatisfied with the time it takes to access support when one compares this new provincial data to the district data which asks a similar question, but doesn't use the word "timely".
- Teacher referrals to the School Intervention Team is likely the reason that teacher satisfaction rates are high.
- There will be a need to consult with parents to see what strategies they think could improve this statistic.
- Student access to behavioral/emotional/supports generally are provided, on a more personal level anyway, by our Family School Liaison Worker who works four out of five days of the week. Her work with the students is one of the main reasons that this statistic is very good. As well, our Mental Health Literacy, Mind-Up, and Third Path Framework whole school-wide infusion, is another likely reason that student and staff satisfaction rates are high.

IMPLICATIONS

- Moving forward, we should continue using programs such as Mind Up for students, Mental Health Literacy for staff and students, and infusing The Third Path Framework into our school life.
- Our Family School Liaison Worker will be including information in our weekly communications so that parents are aware of the supports she provides, and of the individual and family supports availability in the community.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	71	81	76	70	82	76
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	90	95	93	92	92.5
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	100	95	97.5	95	94	94.5
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	90	95	97	97	97
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	92	92	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	96	97	96.5	92	94	93

2020-2021 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 tipi (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

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Analysis of the data indicated both students and staff are learning and understanding more about Indigenous culture with very high satisfaction rate, many measures with 100% satisfaction rates.
- The indicator showing that First Nations, Metis, and Inuit Elders/knowledge keepers are invited into schools from 81% to 71%

CONCLUSIONS

- Due to the COVID 19 pandemic, we were unable to invite Indigenous experts or community members into the building. Connections were made virtually when possible.
- Strategies that were put into place for 2020-21 were very successful, with improvement in most indicators.
- The teacher leads we have had in this area are doing an excellent job of facilitating professional development in this domain.

IMPLICATIONS

- Continue giving some FTE for our teacher lead(s) to facilitate professional development for teachers so that they are better after to transfer their learning to the students.
- Continue to use Under One Sun to help make connections and facilitate Indigenous knowledge and culture.
- Consult with parents to find ways to use our tipi in the spring time (can they assist with storytelling, etc.)

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use a variety of Tier 1 strategies in my classroom	86	95	90.5	97	99	98
I use a variety of Tier 2, target strategies	86	95	90.5	96	99	97.5
I have the opportunity to collaborate in a professional learning community (PLC)	79	100	89.5	93	99	96
Teachers in our school value professional learning communities (PLC)	86	90	88	94	94	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	100	95	97.5	89	91	90
I am aware of the behaviour supports my students require	93	95	94	98	98	98
I utilize strategies to support student behaviour	100	95	97.5	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	91	93	92	92	92	92
At school, adults help me when I ask	95	93	94	95	94	94.5
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	99	90	94.5	92	90	91
My child receives the support he/she needs to be successful in school	99	90	94.5	90	89	89.5

2020-2021 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

INSIGHTS

- According to the data, 86% of teachers use a variety of Tier One and Tier Two strategies when they teach. This is a drop from the previous year when 95% of teachers reported they did this.
- 79% of teachers said they had opportunity to collaborate in Professional Learning Communities, down from 100% in the previous year.
- Teachers have high satisfaction rates in their ability to access resources to support students and their families, as well as to support student behavior.
- Parent satisfaction rates with the opportunity for their child to reach their academic potential and to receive the support they need to be successful were very high, at 99%, up from 90% in the previous year. This is interesting data, because it is inconsistent with similar questions which were asked on the provincial survey in which parent respondents are much fewer with the data suggesting that they are only approximately 66% satisfied

CONCLUSIONS

- We have had some staff turnover with retirements and with hiring new teachers for our French Immersion. When we reviewed Response to Intervention with all staff recently, it came to light that some of our new teachers answered the survey, but did not understand what Tier I and Tier II strategies meant.
- There is a slight discrepancy in parent and student data contrasted to teacher data. Parents and teachers seem to indicate that they are pleased with the strategies that are being used, yet 14% of teachers, it appears, do not use Tier One or Tier Two strategies.

IMPLICATIONS

- Ensuring that all new staff are well-versed in the Response to Intervention system and how it relates to instruction of each tier.
- As stated earlier in this report, teachers much prefer that PLC's are embedded and not after school. Consultation with staff on what works best for them when they PLC (with whom), will be important.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

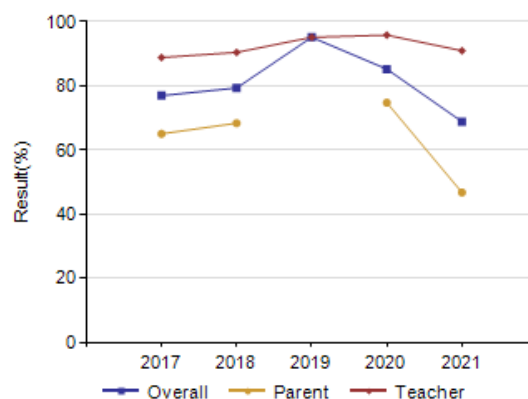
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	32	76.9	35	79.3	21	95.1	34	85.2	17	68.8	n/a	n/a	n/a	375	84.4	434	84.9	469	84.9	364	87.8	349	83.2	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	12	65.0	12	68.3	5	*	15	74.7	6	46.7	n/a	n/a	n/a	203	76.5	220	79.0	240	74.6	179	80.2	144	75.1	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	20	88.8	23	90.4	21	95.1	19	95.8	11	90.9	n/a	n/a	n/a	172	92.3	214	90.7	229	95.2	185	95.3	205	91.2	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2020-2021 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 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 Play-ground Pals, and other projects that benefit students.

INSIGHTS, CONCLUSIONS & IMPLICATION

INSIGHTS

- Overall, in the four school years from 2017—2020, teacher and parent satisfaction rates improved from year to year as they related parent involvement in decisions about their child's education. Our third and fourth years were the highest rates we had seen, at 85% and 95% combined satisfaction. This year, we dropped to 68.8%.
- The number of respondents in 2020-21, both parent and teacher, were the lowest they've been in the past five years. 11 teachers and 6 parent in 2020-21, putting the total number of respondents in this measure to only 17 people.
- Parental involvement and engagement leads to student success and are high priorities for STAR Catholic Schools. Fortunately, our data as it relates to student success in all areas indicates that our students are very successful in all aspects.

CONCLUSIONS

- Although this statistic is disappointing, it is likely that parents and teachers did not participate well in this survey, and there was reduce overall participation in children's education.
- The overall data generated from the district survey and the STAR Catholic survey suggests that our students were very successful (even amidst the pandemic), in the vast majority of measures. Had more people filled in the provincial survey this year, this data would likely not be as low as it is. It may have been slightly lower due to the pandemic, but not as low as the current data indicates.

IMPLICATIONS

- Although the data does not necessarily represent our reality, it will be important that we review creative and collaborative ways to increase parent involvement, especially in survey response, moving forward.
- Consultation with staff to ensure that administration is informed when they fill in a survey, will be critical.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2021-2022

Budget Summary

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

Ecole Notre Dame

Revenue and Allocations to Budget Center

	2020-2021 Play Budget (December)		2020-2021 (Spring)	
Base Allocations	\$2,109,705	78.8%	\$2,109,705	85.5%
Specialized Learning Support (SLS) Allocations	\$163,364	6.1%	\$129,283	5.2%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$10,800	0.4%	\$10,800	0.4%
French Language/Immersion Allocations	\$140,128	5.2%	\$140,128	5.7%
ELL Allocations	\$19,200	0.7%	\$19,200	0.8%
FNMI Allocations	\$22,325	0.8%	\$22,325	0.9%
Other Program Allocations	\$83,638	3.1%	\$306	0.0%
Previous Year Unspent and Surplus Allocations	(\$11,361)	-0.4%	(\$52,850)	-2.1%
Local Revenues & Fees	\$139,520	5.2%	\$89,520	3.6%
Total Revenue and Allocations to Budget Center:	\$2,677,319	100%	\$2,468,417	100%

Expenditures

	2020-2021 Play Budget (December)		2020-2021 (Spring)	
Certificated Staff	\$2,037,729	76.1%	\$1,968,924	79.8%
Uncertificated Staff	\$404,893	15.1%	\$348,751	14.1%
Services Contracts and Supplies	\$232,912	8.7%	\$148,957	6.0%
Amortization (Depreciation)	\$1,785	0.1%	\$1,785	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,677,319	100%	\$2,468,417	100%

Summary

	2020-2021 Play Budget (December)	2020-2021 (Spring)
Total Revenue and Allocations to Budget	\$2,677,319	\$2,468,417
Total Expenditures	\$2,677,319	\$2,468,417
Variance	(\$1)	\$0

Spring 2021 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	École Notre Dame School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.7	80.9	84.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	80.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	94.6	96.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	68.8	85.2	86.6	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

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

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.