



ÉCOLE NOTRE DAME SCHOOL

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

ANNUAL EDUCATION RESULTS REPORT

2020-2023



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 École Notre Dame School. I look forward to the 2022-23 school year with joyful anticipation because of the amazing staff that serves a wonderful school community: parents, parish, and school working together to provide a quality educational experience for our students. 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.

We are happy to welcome and serve a substantial number of students who are from non-Catholic backgrounds as we focus on faith, with learning, in all that we do. We continue to focus on the Response to Intervention (RTI) systematic approach which allows us to meet each child's needs. We also offer Career and Technology Foundations (CTF) and Athletic Excellence Programming which provide a variety of learning experiences for the students.

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

Vice Principal: Colette Chamulka

Phone: 780.986.9300

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Colette.chamulka@starcatholic.ab.ca

Student Population: 410

Number of Teachers: 23 (19.86 FTE)

Number of Support Staff: 15 (8.55 FTE)

Grades Served: Preschool, K-6



DOMAIN 2: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	93	91	92	88	89	88.5
Staff Survey (Teachers)						
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						
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

IMPLEMENTATION PLAN & STRATEGIES

- Faith PD which take place at the beginning of our PD Days
- Masses and Liturgical celebration occur monthly and staff are an integral part of these as faith leaders
- Faith goals are part of all of our teachers' PD plans, by choice.
- Our Religious Education Committee Lead provides everyone with regular updates and information to help with strengthening our faith at school and within 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.

DOMAIN 2: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
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

IMPLEMENTATION PLAN AND STRATEGIES

STRATEGIES

- Teachers take the time for discussions during classes beyond religious education and include discussions about their own Faith journey
- A minimum of 3 faith sessions/topics presented to staff over the year, as well as an annual retreat experience. As well, faith is strengthened through professional development experiences such as Reflection Day, and the opportunity for staff to participate in ExCEL and Newman Theological College.
- Staff participate in liturgies and Masses through the year by leading in ministries and guiding their students in participation for the liturgical ministry (i.e. reading of scripture, psalms, and intentions at Masses, etc.)
- Sharing on social media about religion classes, displays, activities and Masses / Liturgical celebrations.
- Bulletin board displays throughout the school, in which staff can showcase faith-based learning.
- New teaching staff participate in the 2 Year Mentorship Program in which some of the program involves faith sessions. As well, staff attend specific faith and Religious Education sessions.
- Virtue of the month calendar activity suggestions to connect to faith

DOMAIN 2: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	91	94	92.5	87	88	86.6
Staff Survey (Teachers)						
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						
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

- Staff share personal faith experiences with students and share these also with parents as part of the weekly communications
- Showcase on social media how we live our faith for parents/students to see and encourage parents to sign up for these platforms so they can see regular postings of goings-on as they relate to faith, charity, good works, and social justice
- Share our social justice projects on morning announcements
- In 2022-23, we will focus more on projects that allow for more student participation
- Sharing virtue of the month calendar activities with teachers so that they can have a bank of ideas to teach the virtues to the students



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child participates in religious celebrations at the school or church	94	90	92	91	93	92
Staff Survey (Teacher)						
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)						
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						
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 for 2022-23

- Staff Welcome Back Mass on August 23rd at 9:00 a.m. at St Michael Parish
- Welcome Back Mass September 8 at 10:30
- Grade 4 Bible Commissioning Mass at the end of September, at St Michael Parish, at 9:30
- Thanksgiving Mass on October 4 at 10:30. Donation to Leduc Food Bank
- Remembrance Day Ceremony on November 4th Leduc Legion poppies donation
- Weekly Advent Celebration on November 28, December 6, and December 19 at 8:45
- Reconciliation—November 30th from 12:30—3:00
- Advent Mass on December 14 at 10:30
- Ash Wednesday Liturgy on February 22 at 9:00
- Reconciliation—March 24 from 10
- Easter Mass on April 14 at 9:30 at St Michael Parish.
- Year End Mass on May 24th at 12:30

IMPLICATION PLAN AND STRATEGIES

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

STRATEGIES

- Participate in Easter Mass at St. Michael's church as a school
- Having students participate in the delivery of morning prayer
- Continue to celebrate our Virtues at assemblies each month and touch on them each morning with announcements
- Teachers Invite priest and pastoral assistant to the school to speak on various topics and inform about sacramental preparation.
- Promote parish events and sacramental preparation opportunities to parents through the Weekly newsletter
- 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



SOCIAL JUSTICE & CHARITY PROJECTS

- Terry Fox Run and subsequent donation
- Orange Shirt Day
- Black History Month Awareness Activities
- Jean Day Charity Fundraiser—Donation to Catholic Social Services
- Leduc Bank Project at Thanksgiving and Soup for the Soul in February
- Feed the Need Hot Lunch for marginalized families at our school
- 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
- Donate gifts cards to Leduc Hub at Christmas to share with families in need
- Pink Shirt Day
- Flowers / Skip the Dishes Cards to staff and community members that have experienced tragedy
- Writing letters to the elderly (Grade 5)
- Liquor store brown bag decorating—Drunk driving awareness (Grade 5)
- 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 (Grade 4)

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 at year-end Awards celebration
- Priest blesses all of the schools at the beginning of the year
- Priest from St Michael parish celebrates Mass with us six times per year
- Priest and Pastoral Assistant available to classrooms by request.



DOMAIN 3: 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.

IMPLICATION PLAN AND STRATEGIES

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 use 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.
- Levelled literacy program through Fountas and Pinnell was implemented in Grades 1 to 2 in 2021-22 and will expand to Grades 3 and 4 in 2022-23, with Block 3 set for French Immersion literacy groups and Block 4 set for English. 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. DIBELS data continues to help staff determine targeted interventions in Mathematics and Language Arts.
- With the implementation of Mathologie / Mathology and a district-wide numeracy screen that was used in 2021-22, we will continue to gauge how each student is progressing in order to, in turn, provide targeted numeracy interventions.
- Our School Leadership Team will analyze results to drive professional development and instructional practices.
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes and technology).

IMPLICATION PLAN AND STRATEGIES

- The School Leadership Teams and individual Professional Learning Community groups will set goals.
- Teachers will work with administration to access and analyze Provincial Achievement Tests results through the Government of Alberta
- Staff will access Division Professional Development offerings by the Central Office Learning Team as per PD Plan and as needed throughout the school year.
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports.
- The School Leadership Team and individual Professional Learning Community groups will set goals



PROVINCIAL GOAL: CITIZENSHIP

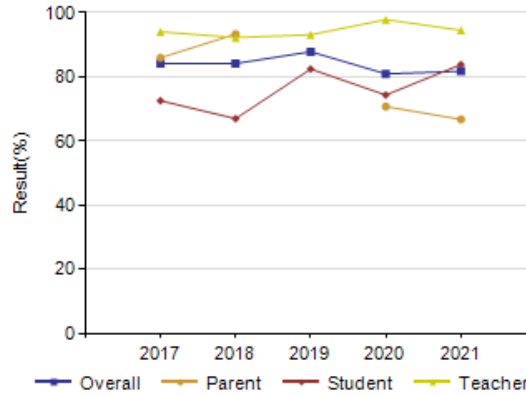
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				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.

IMPLICATION PLAN AND STRATEGIES

STRATEGIES

- Playground Pals program to continue so that Division ii students have the opportunity to get involved with assisting younger students with equipment organization
- CTF Physical Education classes will create indoor activities to lead with students when we have indoor days due to cold weather.
- Continue with Bucket Fillers program which recognizes students for acts of kindness
- Active community involvement in providing for needs and/or charitable donations as follows: Terry Fox Run, Drive Away Hunger, Donations to Poppy fund during Remembrance Day, Toonies for Movember, Wreath of Warmth, Soup for the Soul (Leduc Food Bank donation), Lenten Project with Leduc HUB, Holy Childhood Association Day, Christmas cards made by students for St. Vincent de Paul Society, Easter cards made by students for the residents of Salem Manor, etc. The teachers organizing these initiatives get their students directly involved in promotion and service work related to the project(s).



- Students will learn about digital citizenship through a workshop presentation with our RCMP school-liaison officer.
- Our students also have access to our Family School Liaison worker, who will provide leadership focus groups for boys and girls called Girls With Ideas and Building Champions.
- Inservice staff on the Third Path framework, moving on to #7 and #8
- Continue the major focus on the conditions of safety and belongings
- Positive communications between staff, students, and families, including ensuring the students have at least one person they can connect with.
- Increase awareness of various cultures in the school through strategies attained by our school lead for English Language Learners.



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

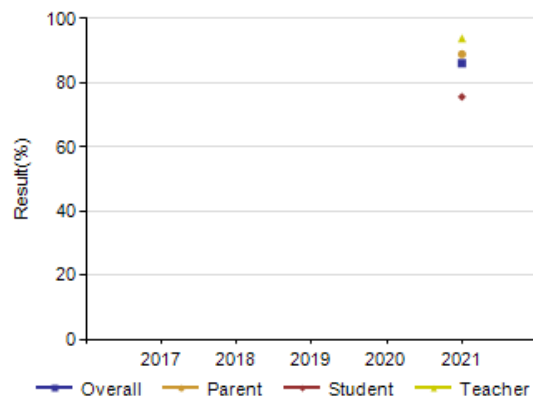
This is a provincial measure of student engagement in their learning at school.

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		Ac hie ve me nt	Im- pro ve me nt	Ov era ll	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	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	n/a	n/a	1,752	87.7	n/a	n/a	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	n/a	n/a	144	90.0	n/a	n/a	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	n/a	n/a	1,403	75.3	n/a	n/a	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	n/a	n/a	205	97.9	n/a	n/a	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:

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

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.

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.

IMPLEMENTATION PLAN AND STRATEGIES

STRATEGIES

- New curriculum workshops to be attended two in the last quarter of 2022, then three more times in 2022-23 to assist teachers in curriculum implementation
- 2022-23 Professional Development Plan includes workshop on differentiation.



DOMAIN 3: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey						
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,	89	n/a	n/a	89	n/a	n/a
I know how to lower my stress when doing school work (i.e.	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

DOMAIN 3:

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.

In 2021-22 the hours of our FSLW were increased allowing availability for four out of the five days of the school week. The 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 and played a major role in implementing the fifth and sixth conditions. The focus of the year was to help address the area of student's sense of belonging. The FTE for 2022-23 will be increased to full-time so that students needs can be met in a more timely manner, as this was one of the areas that needing addressing.

IMPLICATION PLAN AND STRATEGIES

STRATEGIES

- Continued to 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 and to teach staff about the 7th and 8th conditions in 2022-23.
- Training for our FSLW in Roots of Empathy in June 2022, for program implementation in 2022-23.
- Increasing communication with parents with week at a glance as it relates to mental health
- FSLW available to students who struggle with anxiety and sleep issues; focus on proactive strategies
- Work with central office for support with students with more severe mental health issues
- Include mental health information in week at a glance
- Communicate and/or host parent sessions which inform about mental health
- Ensuring that teachers are aware if a student needs adapted programming as it relates to test writing anxiety
- Third Path Go-To Educator



DOMAIN 4: TEACHING & LEADING

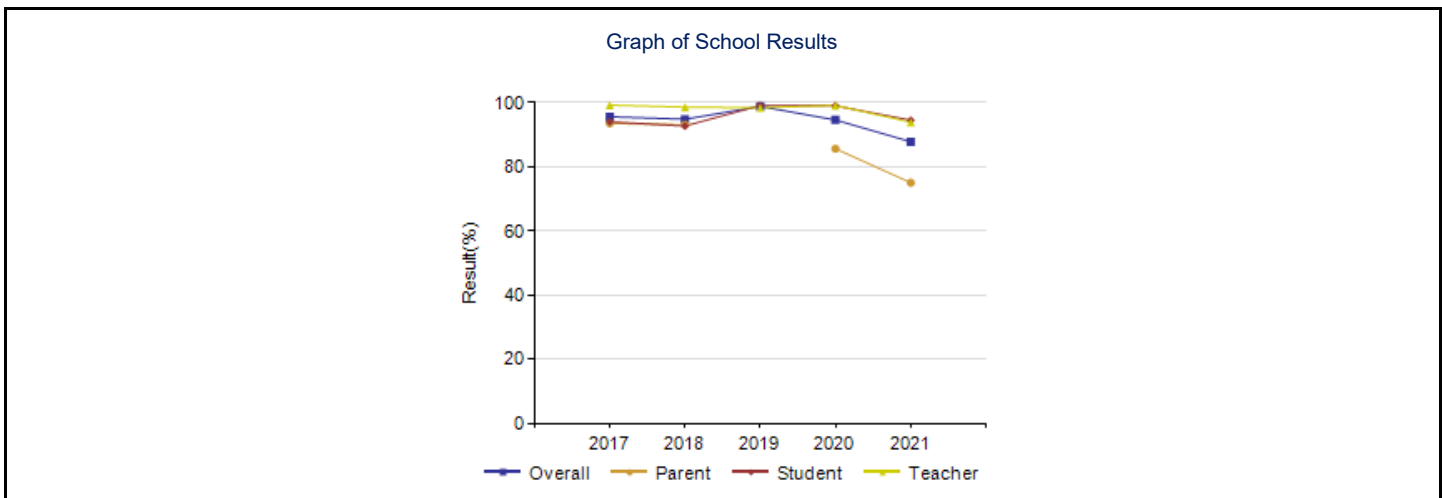
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				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



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.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Recognize students at our monthly assemblies for their successes related to the Virtue of the Month, which includes the following: love, empathy, peace, self-control, respect, kindness, acceptance, and fairness.
- Differentiation Workshop for staff, as there has been an increase in the number of combined classes over the past few years
- Work with parents on school goals and to look for support from them for monetary assistance as it relates to student programs (Playground Pals equipment, targeted fundraising)
- Implementation of WIN blocks in 2022-23 utilizing new levelled literacy resources
- Family School Liaison Worker (FSLW) shares and helps with implementation of best practices for communicating with parents and other supports.



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
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)						
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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Our PD plan addresses district initiatives specific to mental health, faith, and learning. Other areas that had been identified as important by our staff are part of the PD Plan for 2022-23.

The plan is quite varied and is based on district goals as well as school goals. Our Admin Assistants will receive PD through a monthly, one-hour long meeting. Our other support staff will have the opportunity to have input into their PD during a session offered early in the 2022-23 year at which they will plan for a PD Day in the spring geared to their wants and needs. The staff indicated their PD preference through a document which they indicated their PD interests. That specific document can be found here.

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.

IMPLEMENTATION PLAN & STRATEGIES

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plan 2022-2023

SCHOOL: École Notre Dame School

PD for Educ. Assistants in **GREEN**, if different from teachers

Faith PD in **BLUE**: * Retreat is separate from the 3 required PD sessions

Administrative Assistant PD	Administrative Assistants	Second Tuesday of each month from 10:30 - 11:30 virtual meeting for administrative assistants to connect, collaborate and support in best practices for supporting schools.	Monthly Meetings	✓ School Based
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French Immersion PD	K - 6 French Immersion Teachers / ASAA / MDY	PLC with ASAA and MDY staff.	One full day (dates TBA)	✓ School Based
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Month	Date	What goal(s) does this professional learning target? • School Education Plan goals	9:00 - 10:15	10:30 - 12:00	1:00 - 3:00
August	23	TQS # 4: Establishing inclusive learning environments	Mass at St Michael's Parish (9:00 - 9:30); Staff Meeting #1		Vertical Planning CTF class list work
August	24	✓ Board Priority/ Local Goal (see AER/STAR Education Plan) ✓ TQS #3 & 4	Staff Meeting #2 (8:30 - 10:00) including a review of RTI - Tier 1 Strategies / share ideas / refresher of processes		K-2 zoom (one hour) for Phonics Program Teacher Prep Time

			Diagnosis-specific PD (i.e. Autism, ADHD, etc.) 10:15 - Noon		TPGP Planning New Staff Orientation
August	25	✓ Board Priority/ Local Goal (see AER/STAR Education Plan) TQS #1 & 4 Mark #1 & 5	Review of Assessment Kits and how to use them for students placement in levelled reading (Diane) 8:30 - 11:30;		Teacher Prep Time; EA 's help get school ready for tonight's Open House/Meet the Staff (4:30 - 6:00) and/or help teacher prep for tier iii students on Monday.
August	26	Reflection Day	At Father Leduc		
September	16	Staff Retreat ✓ Board Priority/ Local Goal (see AER/STAR Education Plan) ✓ AB Educ ✓ District Initiative ✓ TQS #5 ✓ LQS #5, #6	9:00 - 11:00 Indigenous Cultural Experience at Fort Edmonton: Explore life through the diversity of First Nations' and Métis peoples' histories, cultures, experiences, and perspectives, local to Indigenous life. Beading workshop.	Lunch 11:30 - 12:30 BBQ	Retreat Session - 12:30-3:00 Catholicism 101
October	7	Teachers' Institute Day	Choice	Choice	Choice
October	11	✓ AB Education ✓ TQS #3 ✓ School Priority TQS # 4: Establishing inclusive learning environments	French Immersion PD morning Session Vision (Kristy);		IPP Development Day and Early Intervention Planning Meeting Preparation for P-T Interview evening on October 14th. TPGP Planning

					French Immersion PD Planning
November	1	Learning Day	EA's Half Day Session to prep for Spring Session Choice Teachers Full Day session	Choice	Choice
December	5	<ul style="list-style-type: none"> ✓ Board Priority/ Local Goal (see AER/STAR Education Plan) ✓ School Priority • TQS #3 a) c), #4 	Faith Session - 9:00 - 9:45	10:00 - Noon Empowering Writers Workshop	Individual Workshops ELL, K-2 phonics/writing, Big rocks and how to meet them
January	30	<ul style="list-style-type: none"> ✓ Board Priority/ Local Goal (see AER/STAR Education Plan) ✓ AB Educ ✓ District Initiative ✓ School Priority 	Differentiation in Classrooms (adapting according to student learning style, readiness, and interest) (Confirmed with Kristy)	Differentiation in Classrooms (adapting according to student learning style, readiness, and interest)	Individual Workshops ELL, K-2 phonics/writing, Big rocks and how to meet them
February	9, 10	Teachers' Convention	Choice	Choice	Choice
February	17	<ul style="list-style-type: none"> ✓ AB Education ✓ TQS #4 ✓ School Priority 	Faith Session - 9:00 - 9:45	10:00 - 12:00 Third Path 7th Condition	1:00 - 2:00 Third Path 7th Condition

March	13	<ul style="list-style-type: none"> ✓ Board Priority/ Local Goal (see AER/STAR Education Plan) • TQS #3 a) c), #4 	<p>Faith Session - 9:00 - 9:45</p> <p>Social-Emotional Learning/Executive Functioning (SEL) - Linking SEL to Formative Assessment: 10:00 - Noon How does formative assessment relate to and support SEL? This session will examine some formative assessment methods that can be applied to a rubric.</p>	<p>Social-Emotional Learning/Executive Functioning (SEL) - Linking SEL to Formative Assessment: How does formative assessment relate to and support SEL? This session will examine some formative assessment methods that can be applied to a rubric.</p>	Report Card Prep
April	28	District Focus: Key Priority 3, Goal 2 - A focus on student mental health and wellbeing	<p>9:00 - 12:00 Third Path Condition 8</p> <p>EA's Spring Session as decided on Learning Day</p>	<p>9:00 - 12:00 Third Path Condition 8</p> <p>EA's Spring Session as decided on Learning Day</p>	Individual Workshops ELL, K-2 phonics/writing, Big rocks and how to meet them EA's Spring Session as decided on Learning Day
May	19	<ul style="list-style-type: none"> ✓ Board Priority/ Local Goal (see AER/STAR Education Plan) ✓ AB Educ ✓ District Initiative ✓ TQS #5 ✓ LQS #5, #6 	Indigenous Workshop - Treaty (Ramona)	Indigenous Workshop - Treat (Ramona)	TPGP Meetings
June	5	2023-24 Planning	Report Card Prep	IPP Updates	Class List Development
June	28, 29	Transition Meetings	Transition Meetings	Teacher Preparation	Teacher Preparation

DOMAIN 4: TEACHING & LEADING

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

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

MEASURES

Measure Category	École Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
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

STRATEGIES AND IMPLEMENTATION PLAN

STRATEGIES

- At the beginning of the school year, admin extends an invitation for staff members to be a part of the School Leadership Team
- Embedded PLC's for all teachers will continue
- Opportunity for staff to take lead roles in Religious Education Committee (REC), Indigenous Lead, Learning Support Facilitator, and Powerschool. Family School Liaison Worker will continue to attend central office meetings and share information learned with stakeholders.
- Invitation extended to teachers to be part of the Designate Principal group for days when both administrators are away

- Indigenous Education School Lead to assist in sharing resources and supporting staff in permeation of Indigenous culture and content
- REC lead to help provide PD to staff on PD Days and to support teachers when they are in charge of leading their students at liturgies, celebrations, and Masses.
- Promote participation in ExCEL (Excellence in Catholic Education Leadership) and support those that are involved in ExCEL and Newman Theological College education.
- Teachers help to run assemblies with their students.



DOMAIN 4: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
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

STRATEGIES AND IMPLEMENTATION PLAN

STRATEGIES

- Continue to have a whole-school philosophy that the school is everyone's responsibility to keep clean and well-maintained
- Continue to use the chapel space as a multi-use room so that the building is fully utilized

DOMAIN 5: 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.

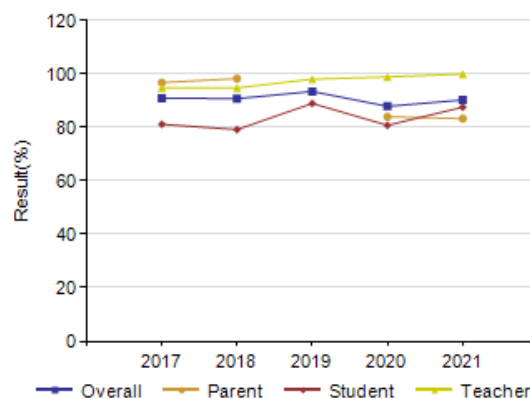
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				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.

IMPLEMENTATION PLAN & 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.

STRATEGIES

- 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.



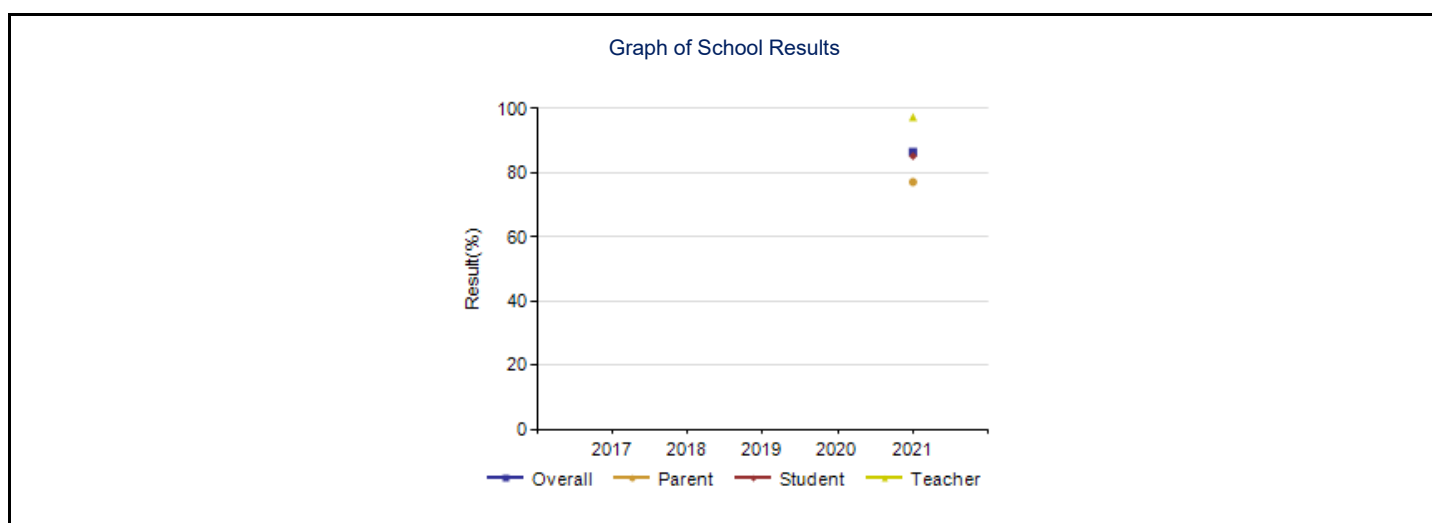
PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	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	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	n/a	1,751	89.9	n/a	n/a	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	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	n/a	144	87.1	n/a	n/a	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	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	n/a	1,402	84.3	n/a	n/a	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	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	n/a	205	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



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.

IMPLEMENTATION PLAN AND STRATEGIES



STRATEGIES

- Staff and students retreats focus on the dignity of all
- Staff and students share their faith experience
- Monthly spirit assemblies continue to focus on student's virtues, successes, and achievement
- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.
- Continue to share, through social media channels, the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.
- Continue to ensure proper training of administration and FSLW in Violence Threat Risk Assessment (VTRA) Protocol and support staff / select teachers in Supporting Students through Values Attachments (SIVA)
- Ensure that training for First Aid is completed each year to have proper staff/student ratio in effect at all times.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

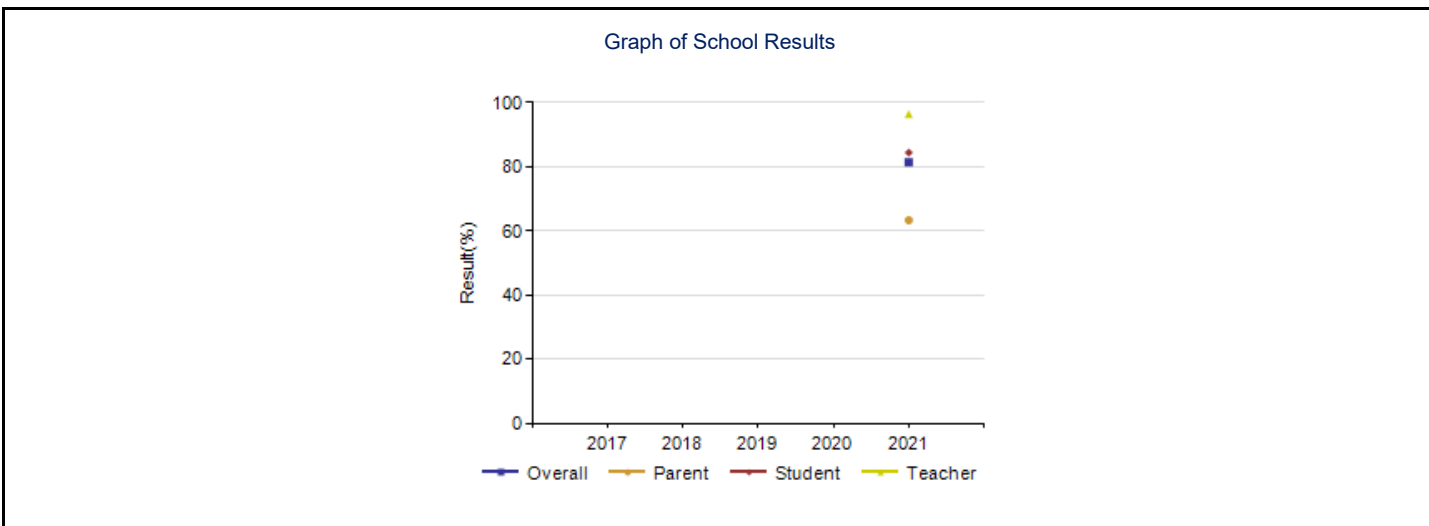
Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

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		Ac hie ve me nt	Im- pro ve me nt	Ov era ll	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	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	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	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	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	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



Notes:

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IMPLEMENTATION PLAN & 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.

STRATEGIES

- 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 continue 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.
- Access Division Student Learning Support Team (SLT / OT / Wellness Coordinator) as needed
- Utilize expertise of school's LSF, FSLW and use to connect with external consultants and community supports
- Access Division Crisis Response Teams when necessary
- Ensure early intervention programs such as Levelled Literacy and Guided Reading are being implemented
- Access Jordan's Principle grant for Indigenous students that are in need of supports
- Work with stakeholders as related to the Success in Schools Program for children and youth in provincial government care.
- Utilize Settlement Worker in Schools (SWIS) program as needed



DOMAIN 5: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
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)						
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)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	96	97	96.5	92	94	93

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Use of Indigenous Education Coach to facilitate PD and to support storytelling in our tipi and other school-based Indigenous activities
- Utilize knowledge and expertise of our school Indigenous lead as related to information learned from division professional development for these leads
- Be aware of who our indigenous population is within the school and ensure that their learning needs are met (access Jordan's Principle grant for those Indigenous students who may be struggling academically but don't qualify for tier iii funding).
- Provide and use appropriate resources available to support student success through advise from Indigenous Education Coach
- Continue to focus on infusing Indigenous teachings
- Utilize the School Self-Assessment Tool to assist in identifying areas of growth towards identified initiatives in their Indigenous 4-year plan.
- Staff to continue learning related to what research says about Indigenous learners and closing the gap; move from foundational knowledge to pedagogical practices that impact student outcomes for Indigenous population



DOMAIN 5: 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
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)						
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						
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

IMPLEMENTATION PLAN & STRATEGIES

STAR Catholic has been using the Response to Intervention framework for over five years. The framework is founded on three tiers and principles. Tier 1 is meant to focus on quality core instruction with the goal of meeting 85% of students' needs. Tier 2 is focused on providing approximately 10% of students who struggle with concepts and curriculum in tier 1, with additional short-term interventions, often provided in small groups of individually. Tier 3 is meant to assist approximately 5% of students with intensive interventions, often for longer periods of time. This assistance is most often very strategic and longer term.

STRATEGIES

- Ensure that all new staff receive a school-based information session in Response to Intervention so they are aware of the language as it relates to PLC's and SIT referrals
- Teachers work together with the School Intervention Team to meet student needs
- Utilize school data (EYE, Acadience, PAT) to identify and implement targeted learning strategies specific to gaps in learning
- Work with LSF, FSLW, and division staff to introduce behavioral supports and strategies that all students can access (i.e. visual schedules, self-regulation tools, etc.)
- Conduct a needs assessment related to our English as a Second Language Learners
- Continue professional development and implementation of Leveled Literacy Intervention and Mathology programming.



DOMAIN 6: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

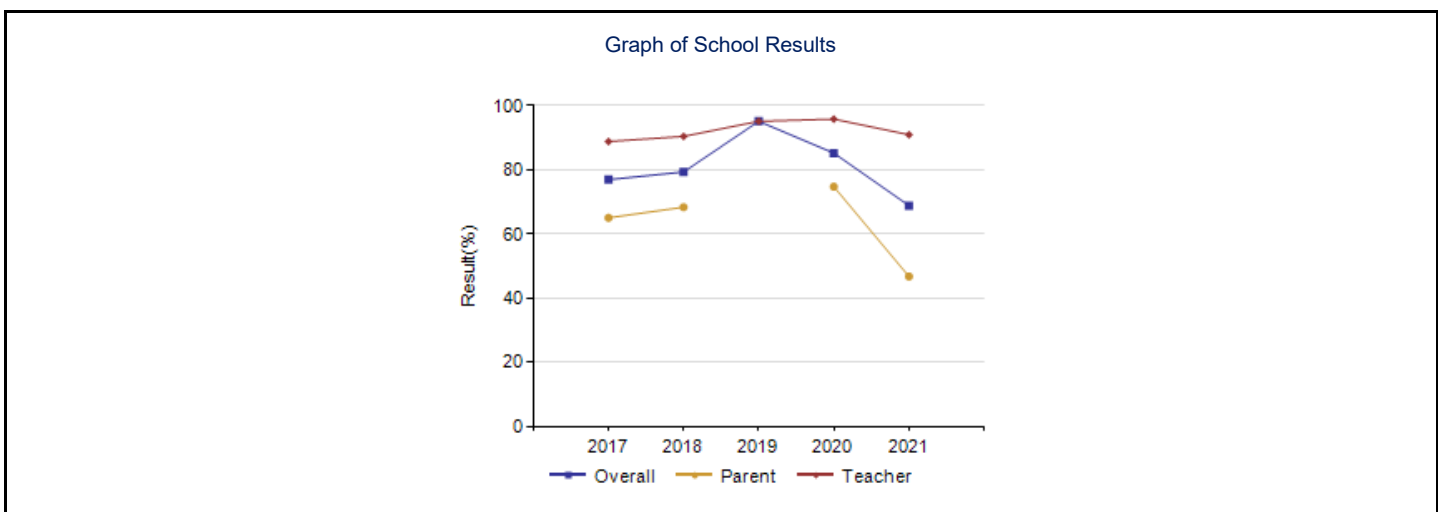
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	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



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.

IMPLEMENTATION PLAN & STRATEGIES



STRATEGIES

- Continue to invite parents to our regular monthly meetings (first Monday of each month) and to ask parents personally to attend
- Hold engagement evenings so that more parents are involved.
- Check by making phone calls to ensure parents are completing surveys, so that our data is accurate
- Admin to continue doing crosswalk supervision before and after school to be visible to parents and more available for conversations
- Parent appreciation to be voiced personally by staff and also done in recognition to those parents who serve the school regularly throughout the year. We will continue to purchase tables for parent seating at the City of Leduc Annual Appreciation banquet and invite as many parents as possible to attend.

DOMAIN 6: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2022-23

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2022-2023 Play Budget (October)

Ecole Notre Dame

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$2,124,251	82.4%	\$2,036,727	76.5%
Specialized Learning Support (SLS) Allocations	\$115,879	4.5%	\$293,334	11.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$21,810	0.8%	\$21,335	0.8%
French Language/Immersion Allocatons	\$115,082	4.5%	\$143,974	5.4%
ELL Allocations	\$25,200	1.0%	\$25,200	0.9%
FNMI Allocations	\$26,400	1.0%	\$22,200	0.8%
Other Program Allocations	\$18,630	0.7%	\$17,476	0.7%
One-Time Allocations	\$28,320	1.1%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$38,224)	-1.5%	\$0	0.0%
Local Revenues & Fees	\$141,392	5.5%	\$103,202	3.9%
Total Revenue and Allocations to Budget Center:	\$2,578,740	100%	\$2,663,448	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$2,025,719	78.6%	\$2,072,664	77.8%
Uncertificated Staff	\$371,943	14.4%	\$393,139	14.8%
Services Contracts and Supplies	\$178,624	6.9%	\$195,190	7.3%
Amortization (Depreciation)	\$2,454	0.1%	\$2,454	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,578,740	100%	\$2,663,447	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$2,578,740	\$2,663,448
Total Expenditures	\$2,578,740	\$2,663,447
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.