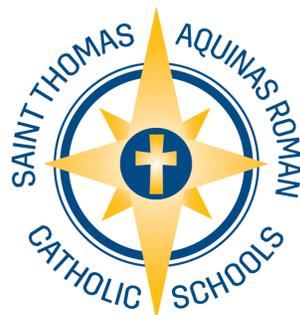




ÉCOLE NOTRE DAME SCHOOL

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

ANNUAL
EDUCATION RESULTS REPORT
2021-2022



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 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 also offer before and after school care to our families.

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: **Dustin Fountain**

Phone: 780.986.9300

Email: Monique.phillips@starcatholic.ab.ca
Dustin.fountain@starcatholic.ab.ca

Webpage: <http://nd.starcatholic.ab.ca>

Student Population: **427**

Number of Teachers: **23 (FTE)**

Number of Support Staff: **15 (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.	96	93	93.3	86	88	87.7
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	100	100	95	98	97.3
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.	96	93	95	96	97	96.7
Teachers help me understand how faith can guide the way I live my life.	95	93	91.6	91	92	91

FAITH PD OFFERINGS

- August 26, STAR Catholic District Reflection Day at Fr Leduc
- September 16, Staff Retreat morning session facilitated by administration and religious education coordinator on topic of service vs charity
- February 17—presentation by admin and Natalie from faith folder
- March 13— presentation by admin and Natalie from faith folder
- May 19— presentation by admin and Natalie from faith folder

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.	96	92	93	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	83	65	74.3	69	70	68.7
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	100	95	96	93.7
Student Survey						
Teachers help me understand how faith can guide the way I live my life.	95	93	91.6	91	92	91
Teachers speak to me about their own faith and the role of God in their life.	88	88	84.3	82	84	82.7

2021-22 SCHOOL YEAR STRATEGIES

Keeping last year's strategies below for discussion with stakeholders to discuss what to keep / delete / add

- 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

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.	94	91	93	85	87	86.7
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	97	99	98.3
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	96	98	97.7	96	96	96.7

2021-22 SCHOOL YEAR STRATEGIES

Keeping last year's strategies below to discuss with stakeholders what to keep, delete, add

- 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

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	96	94	93.3	88	91	90.7
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	99	96	98.3
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	96	95.3
Student Survey						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	92	90	92.3	90	91	91.3

2021-2022 SCHOOL YEAR STRATEGIES

Keeping last year's strategies below to discuss with stakeholders what to keep, delete, add

- 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

22-23 SCHOOL MASSES/CELEBRATIONS

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. (6W)
- Remembrance Day Ceremony on November 4th Leduc Legion poppies donation (4N) @ 10:30 p.m.
- Weekly Advent Celebration on November 28, December 6, and December 19 at 8:45 (1-2F, 2M, 2N)
- Advent Mass on December 14 at 10:30 (4-5C)
- Ash Wednesday Liturgy on February 22 at 9:00 (2-3L, 3C)
- Reconciliation—March 24 from 10:00 to 12:00
- Easter Mass on April 14 at 9:30 at St Michael Parish (6J)
- Year End Mass on May 24th at 12:30 (6S)
- Grade 9 Farewell Mass in our chapel on June 9th at 1:00 (5OF)
- Awards Ceremony / Indigenous Day Recognition - June 21st @ 10:30

INSIGHTS, CONCLUSIONS & IMPLICATIONS

The area of faith and faith development is one that is very strong at our school. The area worked on last year in which parent satisfaction rates in the measure “Teachers share their own faith experience with students and the role of God in the teacher’s life,” went from 65% up to 83% satisfaction from the previous year. This would indicate that our strategy to communicate in the teacher weekly communications to parents the faith discussions that took place during the week. Teachers asked parents to ask their children what they learned about not only what the students shared in class, but what their teacher shared about their own faith.

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 Awareness and fundraising
- Lenten weekly collections for Leduc Hub (Socks, underwear, toothbrushes, etc.)
- Pull tab container in office to donate to Knights of Columbus for wheelchairs
- Hats on for Mental Health Awareness
- 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
- Students reading Our Father, Hail Mary, Treaty Land Acknowledgement over the intercom on Tuesdays, Wednesdays, and Thursdays.
- Holy Childhood Day Fundraiser (Grade 4 organizes privilege day)
- Positive messages project for bathroom stalls project

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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	93.7	14.3	86.8	7.5	n/a	n/a	n/a	n/a	78.0	6.0		
	Authority	92.9	16.3	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38.5	0.0		
	Authority	87.1	12.9	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	School	76.2	6.3	54.7	1.9	n/a	n/a	n/a	n/a	58.0	0.0		
	Authority	76.8	10.8	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	90.5	28.6	75.5	18.9	n/a	n/a	n/a	n/a	74.0	12.0		
	Authority	86.6	27.6	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	85.7	22.2	81.1	17.0	n/a	n/a	n/a	n/a	56.0	10.0		
	Authority	82.1	21.1	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

Provincial Achievement Test Results – Measure Details Continued

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lan- guage Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.8	12.8	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Lan- guage Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Lan- guage Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathe- matics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	64.6	11.8	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathe- matics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.1	20.9	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	67.7	22.6	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	*	*	n/a	n/a	n/a	n/a	37.5	0.0		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Notes:

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

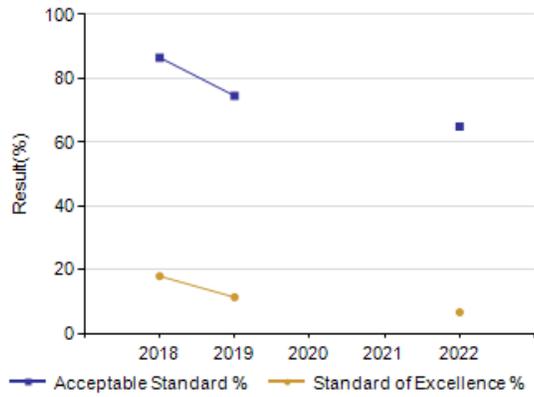
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

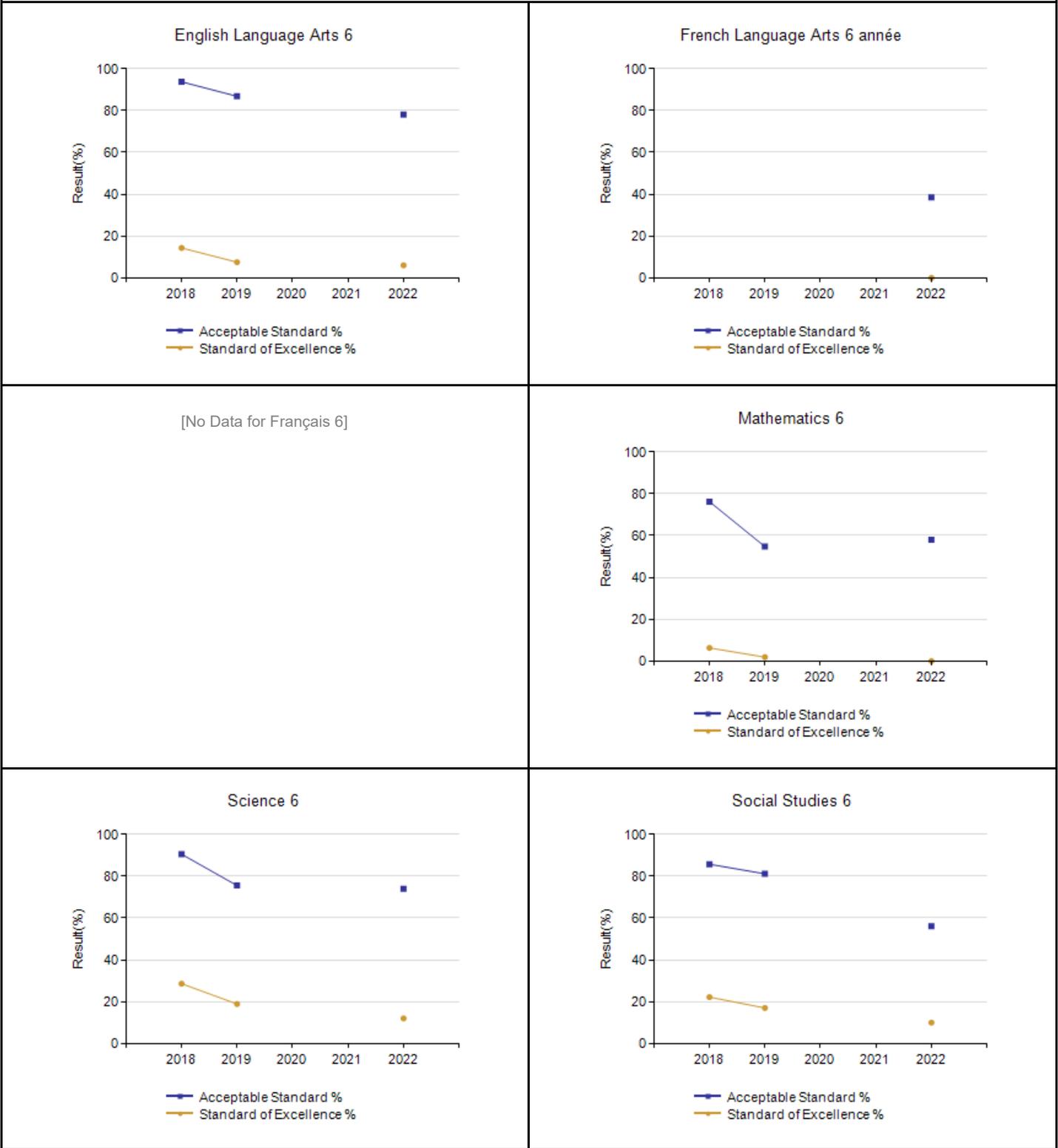
Graph of Overall Provincial Achievement Test Results



Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



Graph of Provincial Achievement Test Results by Course



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		École Notre Dame School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	50	78.0	53	86.8	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	50	6.0	53	7.5	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	13	38.5	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	13	0.0	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	50	58.0	53	54.7	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	50	0.0	53	1.9	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	50	74.0	53	75.5	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	50	12.0	53	18.9	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	50	56.0	53	81.1	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	50	10.0	53	17.0	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

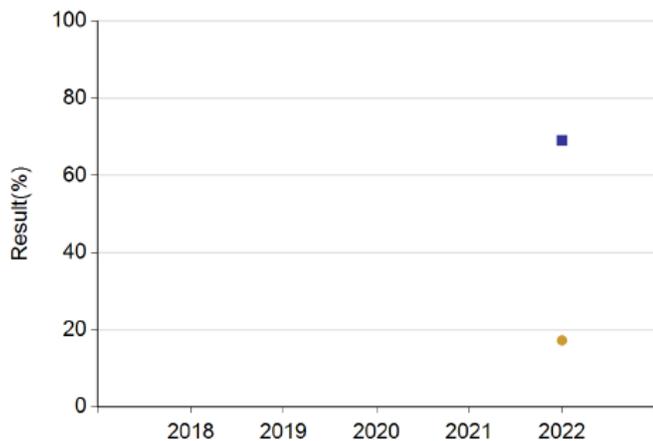
PAT Results By Number Enrolled Measure History

School: 3270 École Notre Dame School (ESL)

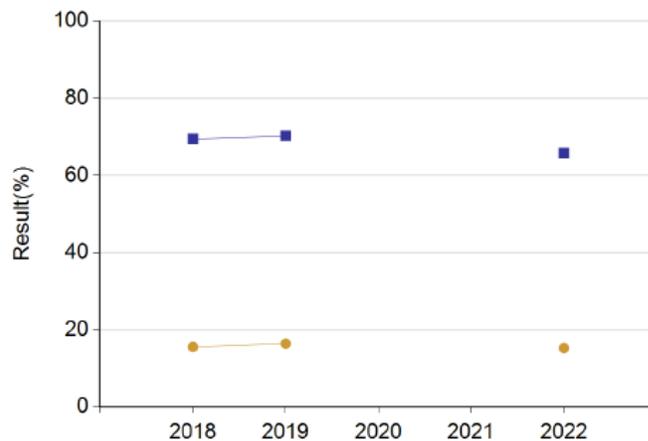
Province: Alberta (ESL)

	École Notre Dame School (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	2	3	n/a	n/a	7	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	*	*	n/a	n/a	69.0	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	*	*	n/a	n/a	17.2	15.5	16.4	n/a	n/a	15.2

École Notre Dame School (ESL)



Alberta (ESL)



■ Acceptable Standard % ● Standard of Excellence %

■ Acceptable Standard % ● Standard of Excellence %

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3270 École Notre Dame School (ESL)

Course		Measure		École Notre Dame School (ESL)						Alberta (ESL)				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a	9,336	76.8	9,804	81.3		
	Standard of Excellence	n/a	n/a	n/a	7	14.3	n/a	n/a	9,336	16.0	9,804	13.8		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	215	74.0	228	89.5		
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	215	11.6	228	21.5		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	78.1	121	89.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	18.8	121	15.7		
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a	9,289	65.3	9,792	72.7		
	Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	9,289	13.1	9,792	14.5		
Science 6	Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a	9,369	72.0	9,819	76.4		
	Standard of Excellence	n/a	n/a	n/a	7	28.6	n/a	n/a	9,369	21.0	9,819	23.5		
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a	9,379	68.4	9,817	74.8		
	Standard of Excellence	n/a	n/a	n/a	7	28.6	n/a	n/a	9,379	17.9	9,817	20.5		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,153	61.9	6,143	63.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,153	7.0	6,143	6.8		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	45.7	191	49.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	2.4	191	2.1		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	64.0	158	79.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	10.1	158	13.9		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	72.5	42	81.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	17.5	42	9.5		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,157	47.0	6,102	53.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,157	12.9	6,102	16.3		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	54.5	213	54.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	9.8	213	15.0		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,141	55.8	6,163	66.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,141	13.7	6,163	18.1		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	52.3	167	61.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	2.8	167	6.0		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,434	54.5	6,151	59.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,434	12.6	6,151	14.1		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	64.1	163	57.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	11.7	163	12.3		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

2021-2022 SCHOOL YEAR STRATEGIES

Keeping last year's strategies below to discuss with stakeholders— what to keep, take out, add

- 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).
- 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

INSIGHTS, CONCLUSIONS & IMPLICATIONS

2021-22 saw a decrease across all core subjects compared to the district and the province overall results. This was our first year of French Immersion students writing provincial achievement tests at the grade 6 level with a 5-6 combined class. There were unusual circumstances in that the French Immersion students started their French journey back in grade one (no French Immersion kindergarten the previous year). They also experienced some combined classes in division 2 as a result of our enrollment in French dropping during and following the covid year. Our English program also had one class of a grade 5-6 combined grouping that had been together in a 4-5 combined grouping the previous year. The other grade 6 class was quite large. Classroom size and combined classes during the 2020-21 and 2021-22 school years likely caused a decrease in the quality of instruction as this was a new concept for most teachers. The class combinations were a direct result of awkward student numbers (i.e 35 students in English; 14 in French. Thus, a French Grade 5-6 combined class of 31 students was our reality, as well as a Grade 5-6 combined class of English students was unavoidable. This implies that combined classes made it difficult for teachers to facilitate learning as well as in a single class setting and that the covid year's effect on education as we were managing odd configurations. On March 6th at our regularly scheduled School Meeting, we will discuss this with parents.

PROVINCIAL GOAL: CITIZENSHIP

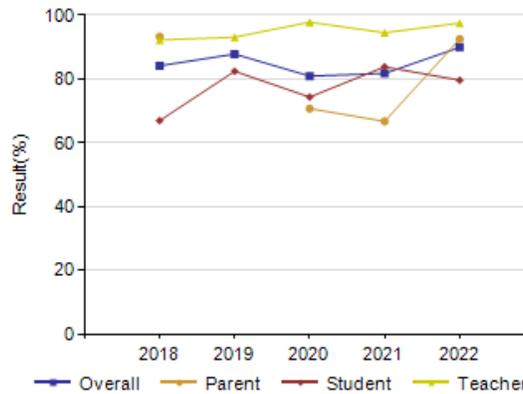
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	196	84.1	78	87.8	86	80.9	62	81.7	207	89.9	Very High	Improved	Excellent	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	12	93.3	5	*	15	70.7	6	66.7	27	92.5	Very High	Improved	Excellent	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	161	66.9	57	82.4	52	74.3	45	83.8	156	79.6	Very High	Maintained	Excellent	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	23	92.2	21	93.1	19	97.8	11	94.5	24	97.5	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

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. 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.

2021-2022 SCHOOL YEAR STRATEGIES

The previous year's strategies have been left in for stakeholder discussion on what should be kept, taken out, or added.

-
- 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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

The results in the area of active citizenship were excellent, with improvement in two of the four measures. The data indicates that our students and our school community works well at making positive contributions to society. The satisfaction rates are very high in this area. This implies that what we are doing has been successful and that we should continue to work in ways similar to what we have done in the past to maintain excellence in this area. We will consult staff at our board priority review and bring this topic up at that time for their feedback. With parents, when the results were released in October, we shared all of them with the parents at that time.



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

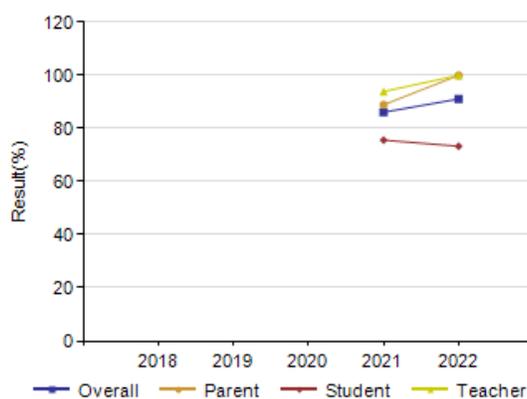
This is a provincial measure of student engagement in their learning at school.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	62	86.1	207	91.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	27	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	45	75.6	156	73.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	11	93.9	24	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	

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.

2021-2022 SCHOOL YEAR 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.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parent and teacher satisfaction rates in the area of student engagement improved in all measures. Student satisfaction was the same as the district and a few percentages higher than the province. However, student satisfaction in this area was markedly lower than that of parents and teachers, which would indicate that this is an area that student engagement in their learning could use some improvement.

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	63	64	63.5	75	73	74
I can solve problems at school (i.e. with friends, school work,	94	89	91.5	92	89	90.5
I know how to lower my stress when doing school work (i.e.	80	77	78.5	73	75	74
I am free of headaches or stomach aches	69	73	71	75	75	75
I am able to fall asleep at night and stay asleep	78	76	77	76	72	74
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 stu-	100	100	100	97	97	97.3
I am able to support the social and emotional well-being of my students	91	100	97	91	93	92.7
I am aware of the behaviour supports my students require	100	93	96	98	98	98
I utilize strategies to support student behaviour	100	100	98.3	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 stu-	100	100	98	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	100	100	98	93	97	93.3
I am aware of the behaviour supports the students I work with require	100	100	96	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	100	100	100	97	98	95.7
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.	98	97	97.3	96	96	96.3
I am satisfied with the access to social/emotional supports at	91	85	83.6	77	82	79.3
My child has one or more adult(s) that care about them at	94	96	94.6	90	92	91.3

2021-2022 SCHOOL YEAR STRATEGIES

Strategies listed below are from last school year. These will be examined by stakeholders to see what strategies should stay, be taken out, or what needs to be added.

- 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

INSIGHTS, CONCLUSIONS & IMPLICATIONS

The data shows that our students still experience stress both inside and outside of school which causes them anxiety. There was a 5% improvement in student ability to solve problems with friends and school work. There was also slight improvement, too, in that students reported less trouble with headaches and stomach and in student ability to fall asleep and stay asleep at night. Because the data indicates only slight improvements, it will be imperative that we continue to come up with new strategies to address the areas in their lives that bring them the most stress and how to help them manage it. We will be speaking about this with the students during student consultation that both administrators will be at on January 13th. We will consult with our staff on this topic when we address board priorities with them our December 5th, 2022 professional development day.

DOMAIN 4: TEACHING & LEADING

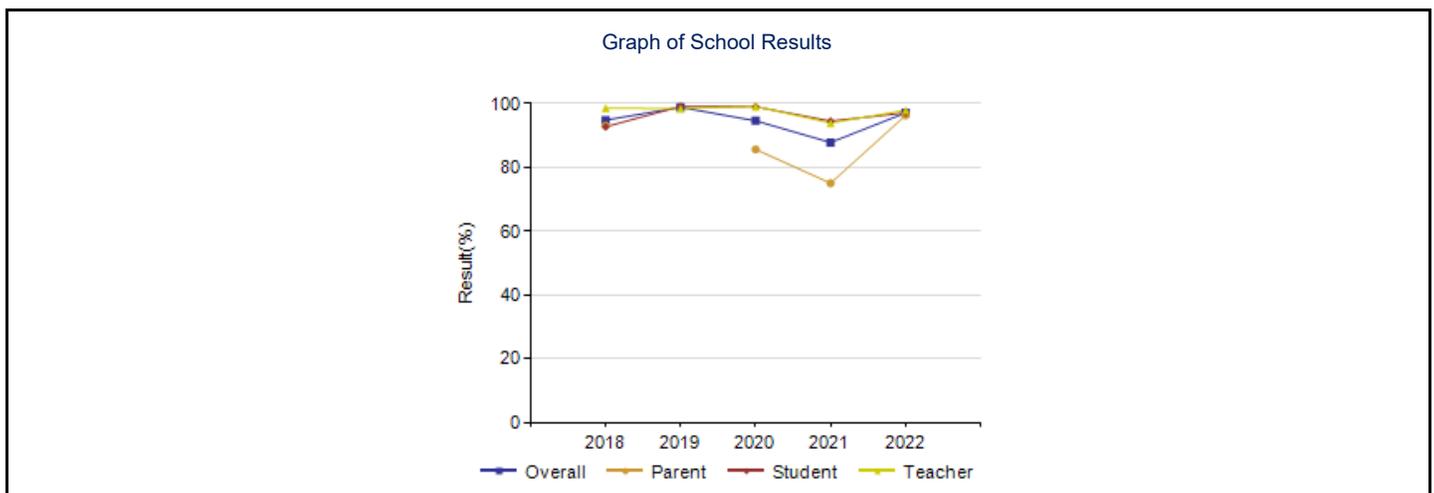
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation		2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Ac hie ve ment	Im- pro ve ment	Ov era ll	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Over all	196	94.8	78	98.8	86	94.6	63	87.8	207	97.1	Ver y High	Mai ntain ed	Ex- cell ent	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Pa rent	12	93.1	5	*	15	85.6	6	75.0	27	96.3	Ver y High	Im- pro ved	Ex- cell ent	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Stu dent	161	92.7	57	99.1	52	99.0	46	94.5	156	97.1	Ver y High	Mai ntain ed	Ex- cell ent	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Te ac her	23	98.6	21	98.4	19	99.1	11	93.9	24	97.9	Ver y High	Mai ntain ed	Ex- cell ent	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



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.

2021-2022 SCHOOL YEAR 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.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

There were increases in satisfaction rates from all stakeholders related to the quality of education across all measures. This is encouraging data, as it is apparent that our students, teachers, and parents recognize that quality of education doesn't come from academics alone, but in all areas. We maintained or improved in all areas, overall, this past school year except for our provincial achievement test results. Although they were disappointing, they were not unexpected given that we were faced with having to combine classes during the previous school year, and during the 2021-22 school year. This data shows that our stakeholders are happy with the quality of education at our school and implies that our focus will be on improving our achievement test results. Our staff has consulted with each other in December, 2022, by doing achievement test analyzes with a strong focus on English Language Arts (which affects all subject areas significantly). Parents will be consulted at our February meeting so that we can let them know our overall results in our PAT results.

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	91	100	93.6	91	95	93.3
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	93	97.6	85	90	91
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	85	78	78	66	74	72
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)	100	89	92.3	76	89	82

2022-2023 SCHOOL YEAR STRATEGIES

*The strategies below are from last school year and will be used to examine what needs to stay, go, and what could be added.

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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Overall teacher satisfaction rates with professional development were maintained and comparable to the district.. Our support staff continues to express satisfaction with professional development that is higher than that of the district. This implies that we should continue to ask our staff what they want when it comes to professional development opportunities, and that the staff development fund is proving to work well in that it allows staff to access professional development tailored to their own interests each year.

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.)	100	93	94.3	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	79	93	99	93	97
Teachers in our school value professional learning communities (PLC)	91	86	89	95	94	94.3

COLLABORATION & LEADERSHIP

Collaborative Structures:

There was improvement in all measures from the previous year result. With leadership opportunities provided to teachers in roles such as Religious Education Coordinator, First Nations Metis and Inuit school lead, PowerSchool Leads, Physical Education Department Head, and the like, staff are taking on roles that empower them to facilitate positive growth and change at our school.

Professional Development sessions related to leadership development

- Retreat—Admin and REC together lead the faith portion of our retreat
- One to one discussions at professional growth plan meetings regarding leadership
- U-Lead for admin
- FSLW sessions to show teachers how to lead students to decreased levels of anxiety
- Leadership shown in documentation of work that is done within PLC's, which are often independent of administration

2021-2022 SCHOOL YEAR 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.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

We communicate leadership opportunities with staff as they come available and have very open conversations. In this area, we find we haven't had trouble filling any specific leadership position as there are many staff members who have an interest in this area. We consult with them throughout the year. For example, at the beginning of each year, we invite any staff to join our School Leadership Team. We also offer the opportunity for them to put their name forward for Designate Principal. We also like that there is opportunity for turn-around when a person has served as an Indigenous Lead or Religious Education Committee member for a few years, to have another person take on the role.

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	91	100	93.6	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	82	93	88.3	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	91	93	91.3	87	92	90.3
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	85	100	89	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	100	100	94	77	80	79.3
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	95	94	93.3	90	92	90



2021-2022 SCHOOL YEAR 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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

There were decreases in satisfaction of school cleanliness and adequacy of the facility to meet programming needs. This suggests that the marked decrease in availability of replacement custodial staff may be having an effect on staff and student satisfaction rates. As well, we have run out of classroom space and are now having to use our chapel to teach music, which may have affected satisfaction rates, as we can no longer use our chapel for Masses and celebrations. This implies that strategies need to be put in place that would allow schools to be cleaned properly most evenings, which is an area that is being managed centrally. At this point staff are always informed if there will be no night custodian. We are teaching our students to do their best to keep their spaces within the classroom as tidy as possible.

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

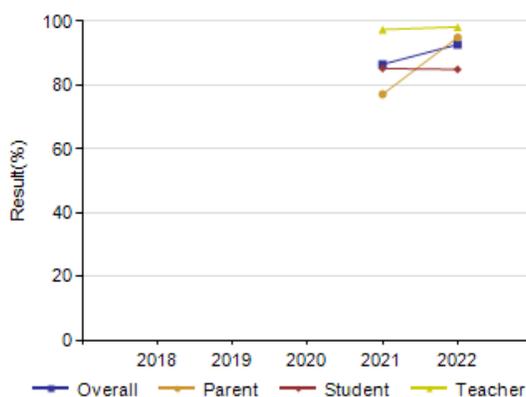
Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	62	86.5	207	92.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	77.1	27	94.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	45	85.2	156	84.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	11	97.4	24	98.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6		

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.

2021-2022 SCHOOL YEAR 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

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Staff, students, and parents all agreed that the learning environment at our school is welcoming, caring, respectful and safe. Data shows that this area was maintained or improved. Especially encouraging was the parent data which improved by almost 18%. This was likely a result of fewer COVID restrictions and more opportunities for parents to get involved at school again in 2021-22. They were able to see, in person, how much the students are cared for. This implies that our staff show that they love the students in their care and that we should continue to do much of what we are doing in order to maintain this excellent statistic. We are committed to having more family engagement evenings in consultation with school council. In fact, school council has booked an evening called "Math Night" which will take place before Spring Break this school year. In addition, there is a school dance in the spring and we had a Pumpkin Carving Night in October.

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.

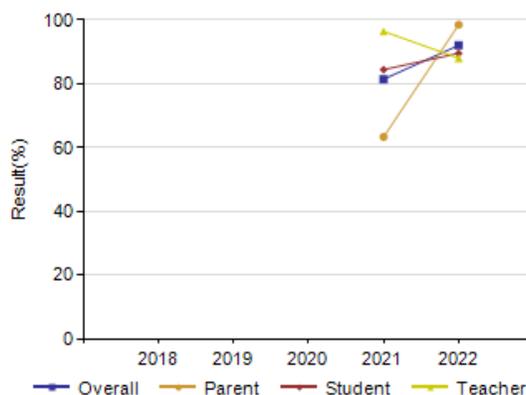
ACCESS TO SUPPORTS & SERVICES

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	62	81.4	207	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	63.3	27	98.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	45	84.4	156	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	11	96.4	24	88.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

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.

2022-2023 SCHOOL YEAR STRATEGIES

Strategies listed below will be reviewed by stakeholders to decide what should stay, what should go, and what can be added.

- 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.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

Overall, there are excellent rates of satisfaction as they relate to supports and services being available and accessible in a timely manner as compared to the province especially. To be celebrated is the 25% increase in parent satisfaction. To be noted and discussed is the 6% decrease in teacher satisfaction. This implies that parents are more satisfied than teachers, and that students are generally satisfied with how quickly services are offered. This means that it will be important to ask teachers what their perceptions are and how to improve this data. We will be bringing this up with them at our professional development day in February.

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	73	71	75	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	96.7	93	93	92.7
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	100	98.3	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	96.7	98	97	97.3
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	93	92	92.3
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	95	96	96	97	92	94.3

2021-2022 SCHOOL YEAR 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 popula-



INSIGHTS, CONCLUSIONS & IMPLICATIONS

This is an area of strength both district-wide and school-wide. The one measure that needs improvement is the one in which there is only 75% satisfaction that we are inviting elders into our school community. We have invited elders every year over the past few years and have had them set up our tipi with viewing opportunities available to classrooms. Because Elders are not as accessible in our area, we will book an indigenous dancer during June and to dance at an assembly. We have also added, annually, more books into our indigenous section in our Learning Commons, and our Learning Commons Technician shares these titles for classroom teachers to use within their classroom. As well, we have Indigenous artwork in our foyer, as well as an Indigenous display. We will consult with parents at our March meeting for ideas.

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	100	86	93.7	97	97	97.7
I use a variety of Tier 2, target strategies	100	86	93.7	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	79	93	99	93	97
Teachers in our school value professional learning communities (PLC)	91	86	89	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	91	100	95.3	74	89	84.7
I am aware of the behaviour supports my students require	100	93	96	98	98	98
I utilize strategies to support student behaviour	100	100	98.3	99	99	99
Student Survey (Elementary)						
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	96	91	93.3	93	92	92.3
At school, adults help me when I ask	97	95	95	95	95	94.7
Parent Survey						
My child has the opportunity to reach his or her academic potential	92	99	93.7	88	92	90
My child receives the support he/she needs to be successful in school	92	99	93.7	86	90	88.3

2021-2022 SCHOOL YEAR STRATEGIES

Below are last year's strategies that stakeholders will decide what to keep, let go, and add

- 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.)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

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

Overall, we improved in our delivery of a high functioning Response to Intervention model that helps identify and support all students. Our staff works well together to support all students and over the years have adopted the philosophy that we are here for all students, not just the ones within our own classrooms. Of the eleven measures, only one decreased, and that was in the area of access to resources necessary to support students and their families social and emotional well-being. This could have been as a result of having one day per week last school year in which our Family School Liaison Worker did not work (she worked 4 out of 5 days). This also could imply that supports need to be more timely. The implications is that we will have to find out what the staff is most concerned about and develop strategies to address these concerns. This will be discussed at our February 17th professional development day.

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.

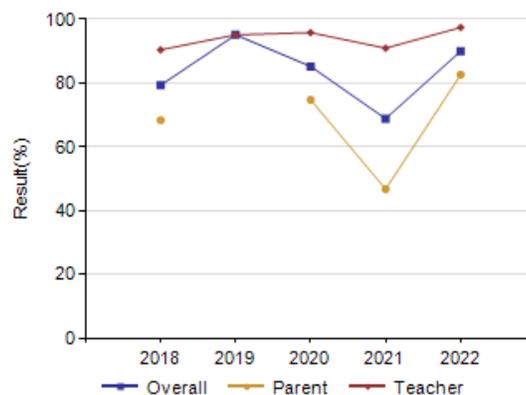
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	35	79.3	21	95.1	34	85.2	17	68.8	51	90.0	Very High	Maintained	Excellent	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	12	68.3	5	*	15	74.7	6	46.7	27	82.6	Very High	Maintained	Excellent	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	23	90.4	21	95.1	19	95.8	11	90.9	24	97.4	Very High	Maintained	Excellent	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

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.

2021-2022 SCHOOL YEAR 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.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

There were significant improvements in the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. This likely came with the increase in the number of involved parents replying to the survey. As well, in-person school council and PAN-DA meetings and parents getting more involved in the school because of fewer restrictions, may have had an impact on this improvement. This implies that we will need to continue to explore strategies that allow parents to belong and be a part of decisions both at the district-level, and at the school level. We shared our AERR results, with the exception of provincial achievement tests (results not available at that time), November at the School Council Meeting and will share the provincial achievement test results with parents at our March meeting (when we share our Education Plan)

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

Fall 2022 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	91.1	86.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.9	81.7	84.3	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	64.8	n/a	74.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.6	n/a	11.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.1	87.8	96.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	86.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.0	81.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.0	68.8	90.2	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

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

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic and the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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).

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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.