



**ÉCOLE NOTRE DAME SCHOOL**

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

# ANNUAL EDUCATION RESULTS REPORT

2022-2023



# PRINCIPAL'S MESSAGE

## MONIQUE TELLIER-PHILLIPS



Bienvenue / Welcome to École Notre Dame School!

I am privileged and honoured to be the principal of this excellent place of living, loving, and learning. At École Notre Dame School, we strive to create a positive, safe and caring environment where all are welcome, respected and belong. We provide quality learning experiences where students share and nurture their beautiful gifts.

Making Christ known to children continues to be an important focus for our school community. This year, we work to explore our Catholic faith at a deeper level, by living this year's divisions' theme: ***Encounter God's Goodness***. We will work alongside our community parish, St Michael's in Leduc, to bring this theme to life through our words and actions. Our focus is to help all those who come through our doors to become good people by living a life of faith and virtue.

Our school is blessed with a caring, talented staff who are committed to working together with families to provide the best educational experience for students each day. Together, we encourage students to accomplish incredible things and work closely with families to support students in their learning.

# MEET YOUR LOCAL TRUSTEE



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

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

Student Population: 418

Number of Teachers: 21.665 (FTE)

Number of Support Staff: 10.05 (FTE)

Grades Served: Preschool, K-6

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

**Outcome:** Staff are able to live, 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
<b>Parent Survey</b>						
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teachers)</b>						
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Student Survey</b>	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as class or at school every day.	94	96	95	97 89	96 89	97 89
The adults in my school treat me with respect	90	91	91	90 75	91 75	91 76

\*Grades 4-6 | 7-12

# FAITH PD OPPORTUNITIES

- 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
- Staff pray with their students daily as part of classroom routines. Discuss with teachers to ensure prayer occurs multiple times during the day.
- Religious Education Committee Lead provides everyone with regular updates and information to help strengthen faith at school and within the community. Also, our Faith Life and Religious Education Coordinator keeps all staff informed of changes that occur throughout the Liturgical Calendar with respect to traditions, liturgies, Masses, and prayer table set up.
- Continue with the seven sacred teachings but meld them with the Catholic Virtues we will be highlighting in 2023-2024 (Charity, joy, peace, patience, kindness, faithfulness, and self-control.)
- Host Grade 3 retreat in our chapel with our Grade 3 students and those from Fr. Leduc and St. Benedict School.
- Grade 6's to attend retreat with Fr Leduc and St Benedict School.

# 2022-2023 SCHOOL YEAR STRATEGIES

- Staff will pray with their students daily as part of classroom routines
- Religious Education Committee Lead provides everyone with regular updates and information to help strengthen faith at school and within the community. Also, our Faith Life and Religious Education Coordinator keeps all staff informed of changes that occur throughout the Liturgical Calendar with respect to traditions, liturgies, Masses, and prayer table set up.
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- Grade 6's to attend retreat with Fr Leduc and St Benedict School.

## **PROFESSIONAL LEARNING**

- 3 faith sessions/topics presented to staff over the year, as well as an annual retreat experience.
- Faith sessions on administrators' meeting days
- Reflection Day
- Catholic Education Conference (Red Deer)
- One staff member on STAR Catholic Religious Education Committee

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

**Outcome:** Students will hear, learn, and model 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
<b>Parent Survey</b>						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teacher)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98
The school provides students with an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Student Survey</b>						
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

\*Grades 4-6 | 7-12



# 2022-2023 SCHOOL YEAR STRATEGIES

- Promote opportunities for students to train as altar servers; invite students to get involved as lectors at school Masses.
- Classes from Grades 2 -6 pray in the chapel on Monday mornings with the Catholic Women's League from St. Michael Parish.
- Grade levels to each meet with Fr Mathew in the chapel for sessions organized by the teachers once per year.
- Staff to train in Eucharistic Ministry at the beginning of the school year
- Continued partnership with the Knights of Columbus from St. Michael Parish. This year members from the Knights of Columbus will educate students about the need for wheelchairs around the world and why we participate in the pop can tab pro-gram. They donated a wheelchair to our school this year. They also cook pancakes for the entire school on Shrove Tuesday every year.
- Continue to have student representatives from Grades 3—6 pray the Our Father, and Hail Mary over the intercom, in both English and French, over the intercom on Tuesdays and Wednesdays each week.
- Faith sessions at the beginning of professional development days at least four times per school year.
- All staff attend Reflection Day and staff retreat
- Invite parents to celebrations and Masses

## **PROFESSIONAL LEARNING**

- Catholicism 101 (morning portion of our staff retreat)

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	95	94	94	86	85	86
<b>Staff Survey (Teachers)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	97	98
<b>Student Survey</b>	Current Result*	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	96	96	97	97   94	96   95	96   94

\*Grades 4-6 | 7-12

## SOCIAL JUSTICE PROJECTS

- Terry Fox Run and subsequent donation
- Orange Shirt Day / National Day of Truth and Reconciliation
- 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)

## 2022-2023 SCHOOL YEAR STRATEGIES

- Submission of the STAR Catholic Charity and Social Justice Project Planning Form so that we differentiate between charity and social justice, identify which Catholic Social Teaching (s) students will learn about, understand the “why” of the project, and if there is a Catholic social organization / partner for the project.
- Post photos on social media of the students' involvement in the project
- Continue with whole-school projects that have been a school tradition, such as Terry Fox Campaign, Thanksgiving Food Bank Drive, Soup for the Soul, Movember, Candy Cane Christmas Messages, Salem Manor visits
- Continue to encourage social justice, charity, and good works submissions that are new and unique. For example, this year we had two separate projects from Div I: Water Warriors partnered with The Council of Canada which advocates for all Canadians to look to expand and improve public services and social programs for those in need; Lenten Social Justice Project in which toy donations were collected and given to The Society of St Vincent de Paul.
- Whenever possible, inform and include the entire school community projects to increase action and awareness through teacher communications, parent weekly communication via e-messenger, and social media

### PROFESSIONAL LEARNING

- Social Justice vs Charity Workshop facilitated by REC and Admin at beginning of school year. This came from the admin shared faith folder.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Enhance home, school, and parish relationships.

**Outcome:** Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	100	99	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	87	92	90	95	95	95
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

\*Grades 4-6 | 7-12

# 2022-2023 SCHOOL YEAR STRATEGIES

- Grades 2 and 3 students are involved as lectors, and assisting in preparation of Advent celebrations
- Grades 4—6 students are involved as lectors, readers, and altar servers and help prepare for Masses
- Grade 4 students receive a Bible each year, given to them by the Knights of Columbus. They participate in Mass, early in the school year, for all the Catholic Grade 4 students in Leduc.
- Parents are invited to Masses and Celebrations through teacher communication and through the weekly communication from Administration.
- Posts on social media indicate liturgical seasons we are entering in and include photos of children participating in faith-based activities
- 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.
- Admin to invite parish priest to events at the school, like Fun Day and the Living Rosary.
- Increase the number of Eucharistic Ministers at our school by providing training at the beginning of the year

## PROFESSIONAL LEARNING

- Partnership with CWL of St Michael Parish allowed for every teacher and his/her class to pray the Rosary once per week (approximately three times per year per class).

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

Overall, we have done very well in this board priority and local goals as they relate to Catholic faith. Our teachers are knowledgeable about their Catholic faith and can talk to students about it. They are very pleased with the faith formation opportunities provided for them, as it is evident that faith-development is important to them and their ability to grow in it. Thus, the survey results are not only positive as they relate to staff, but also the impact they have on the students they serve. The results show that the students hear, learn, and, in turn, model their lives guided by faith and the Church. This implies that we are on the correct path and should continue to do the things that we do.

There is one question that was answered by support staff that will need addressing. It was their response to the statement “I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.” Although the scores were high, they were below that of the district. This will require that a discussion with support staff take place so that they are able to share ideas on how they can get more involved.

# School Masses/Celebrations and Connections to Catholic Organizations (e.g. Catholic Social Services, Development and Peace, etc.)

## 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
- 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

Donation to Catholic Social Services for area(s) most needed. Funds came from Jeans for Charity staff incentive.

## Summary of involvements between home, school, parish, and parish priests.

Father Mathew visited some classrooms throughout the year.

Father Mathew came to the school for the Sacrament of Reconciliation during Advent and Lent.

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

Fr Mathew celebrates Mass with us five times per year

Pastoral Assistant visited classrooms to give information regarding sacraments



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

**Outcome:** When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	92	New Question	New Question	85	New Question	New Question
I have a friend at school.	96	New Question	New Question	95	New Question	New Question



# 2022-2023 SCHOOL YEAR STRATEGIES

- Introduce Worry Woos to Div ii students (FSLW)
- Remind teachers to teach test writing strategies (home room teacher) at every grade level to reduce anxiety when writing tests
- Third Path framework– refresher PD on the 8 conditions of the third path, with particular emphasis on the foundational 4 conditions: safety, regulation, belonging and positivity.
- Student Needs Assessment survey at beginning of the year, to drive programming
- Mental Health Week presentations, first week of May
- FSLW will continue with referrals to parents to outside agencies like private counseling if we see something or parents call with concerns about their child), Children’s Mental Health, FCSS, FSCD, Kids Help Phone, crisis support and others.
- Continue School Wide initiative: “I Take Care of My Mental Health by...”
- Kindergarten classes will continue to be taught the Mind Up curriculum throughout the school year by FSLW with glitter bottle project at the end. (regulation tool). Also, FSLW to run small groups for div I.
- FSLW to continue 1 on 1 sessions with Tier 3 students for emotional regulation and support: Mind Up curriculum, Zones of Regulation, Dr. Dan Siegel’s hand model of the brain, positive psychology, brain breaks, grief/loss, stress management, emotional literacy
- FSLW to continue with classroom presentations throughout the year by FSLW as invited by classroom teachers. Topics range from: Mind Up, Growth Mindset, Playground etiquette, friendship skills emotional literacy, Mental Health Literacy (guided by Mental Health Literacy 101)-mental distress/mental disorders, stress management, naming emotions, Exam Stress, Preparing for Junior High (Gr 6),
- Continue small Group Sessions for students nominated by classroom teachers to participate in FSLW small groups using the Zones of Regulation and Mind Up curriculums.
- Students involved in WISE plan planning
- Roots of Empathy program in Grade 6- FSLW is a trained instructor for the Roots of Empathy program. It is a social/emotional curriculum that reduces aggression, increases sharing, caring, and inclusion, and promotes resilience, well-being, and positive mental health
- FSLW to provide friendship small groups for boys and girls. Students are taught social skills (self-love and self-esteem, conflict resolution and friendship skills.
- Staff to continue to use WISE plans for students, accommodations and IPPs, and emotional regulation strategies for students.
- Beginning of the year fresher for all staff on SIVA, Third Path, regulation and appropriate child development. Frequent use of regulation strategies.
- Unstructured environment behaviour strategies presented early in the year by FSLW (at assembly Bus and Recess).

## PROFESSIONAL LEARNING

- Third Path Refresher of Conditions 1-4 at the beginning of the year
- Third Path Conditions 7 and 8 facilitated by FSLW & admin
- Linking Social-Emotional Learning to Formative Assessment (how does formative assessment relate to and support SEL; Examination of some formative assessment methods that can be applied to a rubric.
- EA’s spring PD Day with focus on social-emotional
- Staff wellness activity on retreat afternoon – dragon boat teams

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## **INSIGHTS**

- A few years ago, we invested in a Family School Liaison Worker. Over time, this has made a significant difference in our ability to provide timely social-emotional interventions and whole-school programming. Our results are very high.

## **CONCLUSIONS**

- The data that was the most encouraging was that overall, 97% of the teachers and 100% of the support staff feel that they can provide emotional, behavioural, and social well-being to the students.

## **IMPLICATIONS**

- Much work has been devoted to the area of mental health and well-being, so the data related to this board priority implies that we should continue implementing similar strategies.

## DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

### PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma 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.

(Results chart on next page)

## Provincial Achievement Test Results – Measure Details

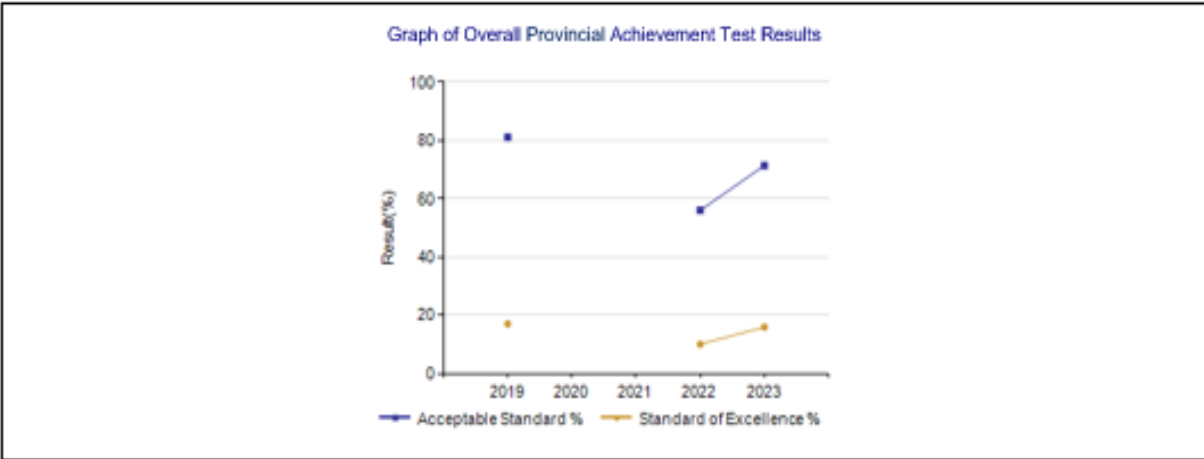
PAT Course by Course Results by Number Enrolled.		Results (In percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.8	7.5	n/a	n/a	n/a	n/a	78.0	6.0	85.7	15.9		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 <del>année</del>	School	n/a	n/a	n/a	n/a	n/a	n/a	38.5	0.0	77.8	11.1		
	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
<del>Français 6 année</del>	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	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	54.7	1.9	n/a	n/a	n/a	n/a	58.0	0.0	68.3	9.5		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	75.5	18.9	n/a	n/a	n/a	n/a	74.0	12.0	76.2	9.5		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	81.1	17.0	n/a	n/a	n/a	n/a	56.0	10.0	71.4	15.9		
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language 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	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 <del>année</del>	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
<del>Français 9 année</del>	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	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
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	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
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	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
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	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

### 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. 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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.

### Provincial Achievement Test Results – By Number Enrolled Measure History

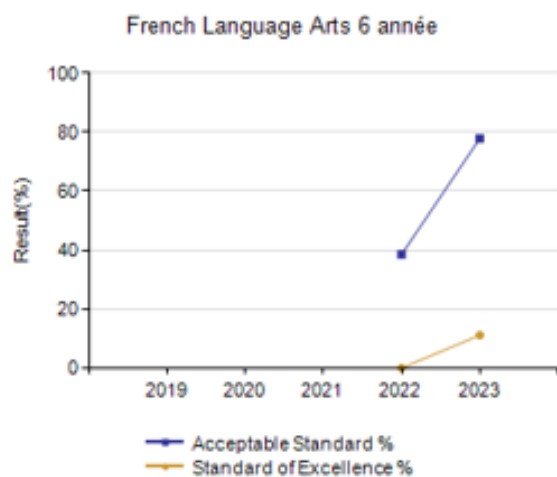
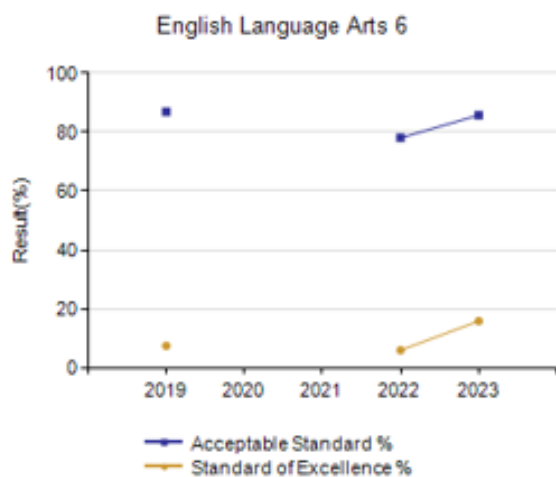
PAT Results By Number Enrolled Measure History													
	École Notre Dame School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	53	n/a	n/a	50	63	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	81.1	n/a	n/a	56.0	71.4	Intermediate	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	17.0	n/a	n/a	10.0	15.9	Intermediate	n/a	n/a	20.8	n/a	n/a	17.7	16.0



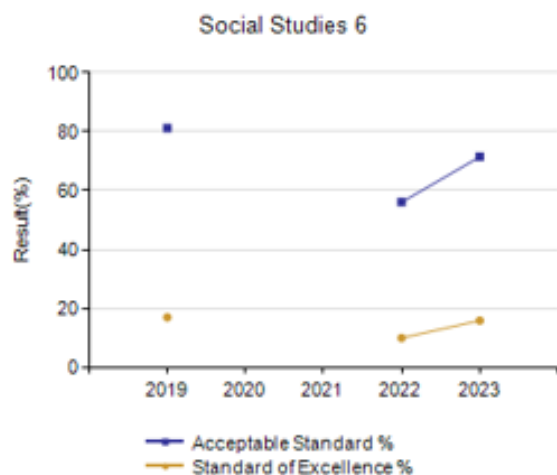
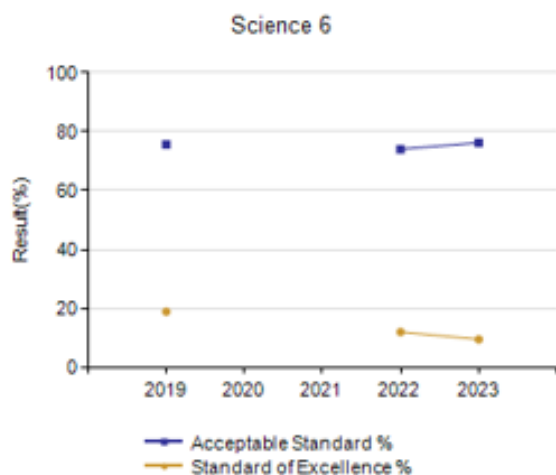
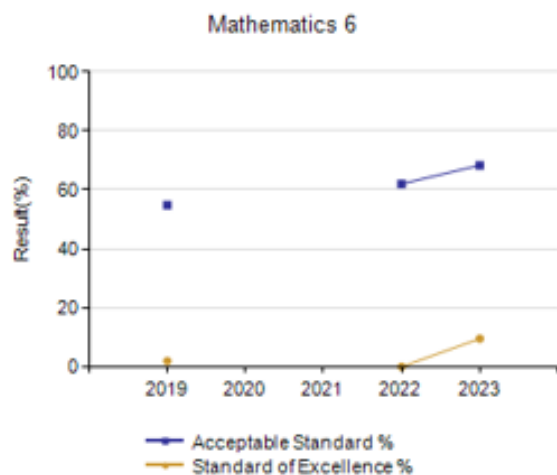
**Notes:**

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 9, 9 KAE), ~~Expressive Arts (Grades 9, 9 KAE)~~, French Language Arts (9e ~~9999~~), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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



[No Data for Français 6]



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
  3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  4. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

PAT Results Course by Course Summary by Enrolled with Measure Evaluation

		ECOLE NOTRE DAME SCHOOL							ALBERTA			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	63	85.7	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	63	15.9	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	18	77.8	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	18	11.1	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Low	n/a	n/a	63	68.3	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	63	9.5	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	63	76.2	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very low	n/a	n/a	63	9.5	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	63	76.2	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	63	9.5	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	71.4	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	15.9	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a

	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

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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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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## Student Growth and Achievement (Grades K-9)

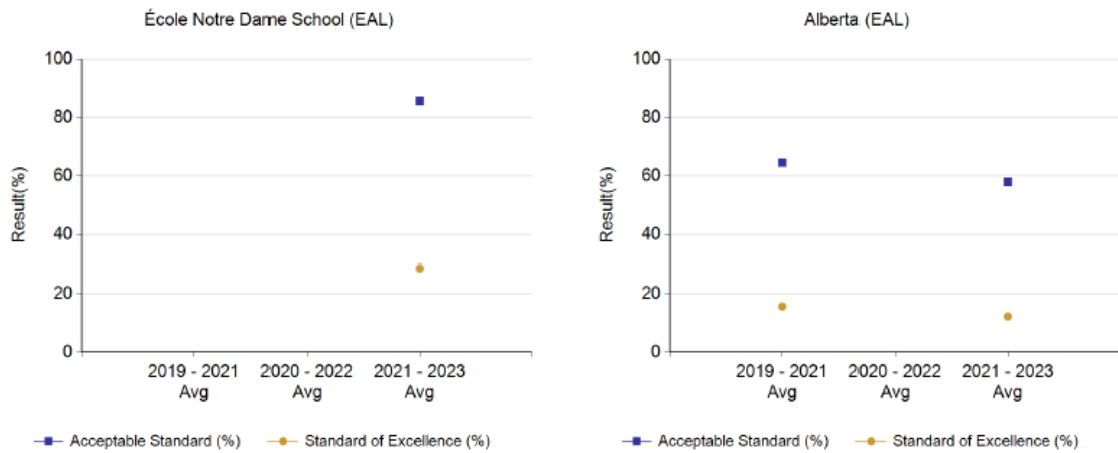


### PAT Results By Students Enrolled - 3 Year Rolling Average

School: 3270 École Notre Dame School (EAL)

Province: Alberta (EAL)

	École Notre Dame School (EAL)			Alberta (EAL)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	n/a	n/a	7	16,165	n/a	17,260
Acceptable Standard (%)	n/a	n/a	85.7	64.5	n/a	57.9
Standard of Excellence (%)	n/a	n/a	28.6	15.6	n/a	12.2



#### 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
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## Student Growth and Achievement (Grades K-9)



### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3270 École Notre Dame School (EAL)

Course		Measure		École Notre Dame School (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	7	85.7	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	7	14.3	n/a	n/a	9,044	13.9	n/a	n/a		
French Language Arts 6, année	Acceptable Standard	*	*	*	1	*	n/a	n/a	188	75.5	n/a	n/a		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	188	13.8	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a		
Mathematics 6	Acceptable Standard	High	n/a	n/a	7	85.7	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	9,076	15.2	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	9,728	17.2	n/a	n/a		
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	7	85.7	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	7	28.6	n/a	n/a	10,098	15.7	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	6.6	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a		
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	12.0	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	15.0	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	11.0	n/a	n/a		

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# Student Growth and Achievement (Grades K-9)

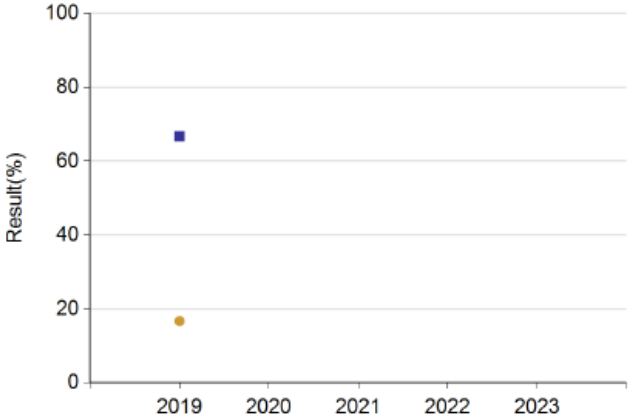


## PAT Results By Number Enrolled Measure History

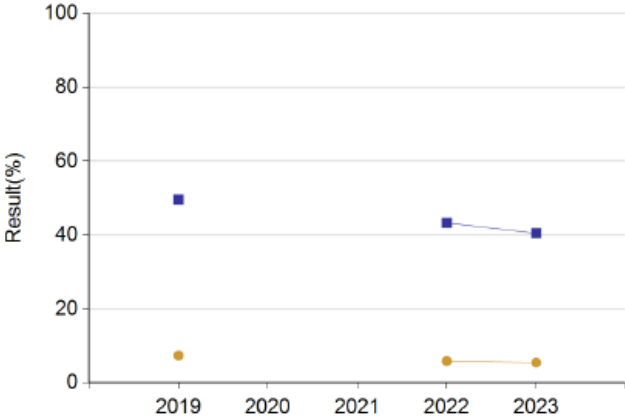
School: 3270 École Notre Dame School (FNMI)  
 Province: Alberta (FNMI)

	École Notre Dame School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	6	n/a	n/a	2	4	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	66.7	n/a	n/a	*	*	*	*	*	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	16.7	n/a	n/a	*	*	*	*	*	7.4	n/a	n/a	5.9	5.5

École Notre Dame School (FNMI)



Alberta (FNMI)



■ 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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# Student Growth and Achievement (Grades K-9)



## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3270 École Notre Dame School (FNMI)

Course		Measure		École Notre Dame School (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	3,891	7.1	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	*	*	*	2	*	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	132	5.3	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	3,907	5.6	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. 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 COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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.

# 2022-2023 SCHOOL YEAR STRATEGIES

- Common RTI Block set aside for DIV 1 French and English classes to provide an opportunity to provide target-ed literacy support to students (Block-3 English and Block-6 French).
- Data from Acadience continues to help staff determine targeted literacy interventions. Leveled Literacy Program was implemented in Grades 1-3 in the 2022-2023 school year. All division-1 staff have been trained in this area and will continue to use it as an intervention tool within their classrooms.
- With the implementation of Mathologie / Mathology and a district-wide numeracy screen that was used in 2022-2023, we will continue to gauge how each student is progressing to, in turn, provide targeted numeracy interventions.
- Our School Leadership Team will analyze school 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 (i.e. new curriculum).
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports.
- Teachers work together collaboratively throughout the year in PLCs to plan, work on common assessments, and prepare students for Provincial Achievement Tests.
- Scaffolding meetings early in the year. Scaffolding is a teaching technique that helps students acclimate to new learning.

## PROFESSIONAL LEARNING

- RTI refresher at beginning of the school year; sharing of tier 1 strategies, ideas.
- Phonics Program PD for K-2 teachers
- Vertical Planning meeting time at beginning of school year
- New curriculum PD at central office
- Differentiation in Classrooms ATA Workshop
- ATA PD Day; Teacher's Convention
- Mathology/Mathologie workshops offered at central office.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## Grade 6 Provincial Achievement Test Results

### INSIGHTS

- Our results from 2022 improved 2023. In acceptable standard, we increased in English Language Arts, Science, Math and Social Studies. Marked improvement happened in French Language Arts in acceptable standard, where we scored only 38.5% in 2022 to 77.8% in 2023.
- Our overall results were intermediate.
- Our results in Science in acceptable standard improved from the previous year by 2% and were higher than the authority by 6% and higher than the province by 4%. However, we were lower in the standard of excellence compared to both the authority and the province by about 10%.
- Social Studies results improved by 13% in acceptable standard and were higher than the province and the authority, which resulted in a very high rating. In standard of excellence, we also improved, moving from the previous year's score of 10% to 15.9% in 2022-23, rated high. In this area, we were slightly higher than the authority, but slightly lower than the province.
- Our Math results improved from the previous year by about 10% in both acceptable standard and standard of excellence. The results in acceptable standard were about 2% lower than STAR Catholic, but 3% higher than the province. In standard of excellence, we were approximately 5% lower than both the district and the province.
- English Language Arts improved from the previous year by 7.7% in acceptable standard and 9.9% in excellence. Our results were 2% higher than the district and 9.5 percent higher than the province in acceptable standard. In excellence, we were on par with the district and 2.5% lower than the province.
- French Language Arts results were on par with the province in both acceptable and standard of excellence but were about 6% lower in both acceptable and standard of excellence compared to the district.
- Our three-year average was higher than the province in all subjects except for Mathematics, which was lower only in the standard of excellence.

### CONCLUSIONS

- The two areas we need to improve upon are the standard of excellence in Math and Science.
- Social Studies was the area that we excelled in overall.
- In French Language Arts we were lower than the district, which could be a result of being a school that is new to French Immersion. We've had two years' experience with writing Provincial Achievement Tests.
- English Language Arts saw a marked improvement, which would indicate that we are on a good track.

### IMPLICATIONS

- We are on the right track, having seen improvement from the previous year in most PAT results. We will need to set strategies to improve our scores in standard of excellence in Math and Science.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## First Nation, Métis, and Inuit Students

- There were not enough First Nation, Metis, and Inuit students in Grade 6 last year (4), so the data was suppressed.

## English as an Additional Language (EAL)

- We had 7 English as an Additional Language write achievement tests last year.
- These students' scores were very high in Social Studies. Scores were above the province by 20% in excellence and 12% in standard of excellence.
- Their English Language Arts marks were above the province by 12% in standard of excellence, and on par with the province for acceptable standard.
- Math marks were very high in acceptable standard and 20% above the province. However, because 0% of students attained excellence, compared to the province which was at 15.2%, the results for our school were ranked as very low in excellence.
- Science was rated as low in both acceptable and standard of excellence. However, our students attained 7% higher than the province in acceptable standard. They were 2.9% lower than the province in standard of excellence.

## CONCLUSIONS

- It is encouraging to see that our EAL students did well in both English Language Arts and Social Studies.
- Scores in Science, which were ranked as low, would indicate some improvement in the number of students attaining a standard of excellence would be important. The same conclusion can be reached for Math, where acceptable standard results were high, but 0% of our EAL students attained excellence.

## IMPLICATIONS

- We need to come up with strategies with our teachers to help our English as Another Language students understand science better. Strategies to support STEM and English Language Learners would be examined. The ones that research indicate are most effective would be the strategies selected.
- Strategies to increase success in Math so that more students attain excellence will be important.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

### MEASURE DETAILS

Literacy and numeracy results for students in grades one to three:

- A list of the Alberta Education approved screening assessments used at each grade level.
- The total number of students assessed at the beginning of the school year at each grade level.
- The total number of students identified as being at risk at the beginning of the school year at each grade level.
- The total number of students identified as being at risk at the end of the school year at each grade level.
- The average number of months behind grade level after the administration of the initial assessments for at risk students
- The average number of months gained at grade level after the administration of the final assessments for at risk students.
- A summary of support strategies used for students identified as being at risk at each grade level.

**As this is a new measure, we are unsure of what the information from AB Education is going to look like and are still waiting for the AEAM Reports to be released.**





**Early Years Literacy & Numeracy Assessments (Gr. 1-3)  
2022-2023**

**School:**

**List of Alberta Education Screening Assessments**

Literacy- Acadience

Numeracy- Provincial Numeracy Screening

Grade Level	Number of students identified as a risk in...					
	Total # of students assessed at beginning of school year	BOTH Numeracy and Literacy (initial)	Literacy (initial) Reading Composite Score	Literacy (end) Reading Composite Score	Numeracy (initial)	Numeracy (end)
1	61 (numeracy, assessed in January) 32 (literacy assessed in September)	61	28	20	10	9
2	62	62	19 (English Program only; French Immersion not assessed in English at the beginning of the year)	17 (English) 8 (French Immersion)	13	5
3	54	54	19	14	9	7
Average months:						
	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	12	6	6	6	▼	
2	12	6	6	12		
3	12	6	6	6		

# 2022-2023 SCHOOL YEAR 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 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 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).

## PROFESSIONAL LEARNING

- RTI refresher at beginning of the school year; sharing of tier 1 strategies, ideas.
- Phonics Program PD for K-2 teachers
- Vertical Planning meeting time at beginning of school year
- New curriculum PD at central office
- Differentiation in Classrooms ATA Workshop
- ATA PD Day; Teacher’s Convention
- Mathology/Mathologie Workshops

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- There was improvement in both literacy and numeracy scores from beginning scores to end scores.
- Grade One had the greatest improvement in literacy. Grade Two had the greatest improvement in numeracy.

## CONCLUSIONS

- Class sizes in Grade One English were small, which may have been a contributor to the great gains made in literacy.
- Vertical planning and PLC’s help to make a difference in student achievement.

## IMPLICATIONS

- When possible, keeping classroom sizes as small as possible is important, as teachers are better able to address learning needs in a timely fashion.

# PROVINCIAL GOAL: CITIZENSHIP

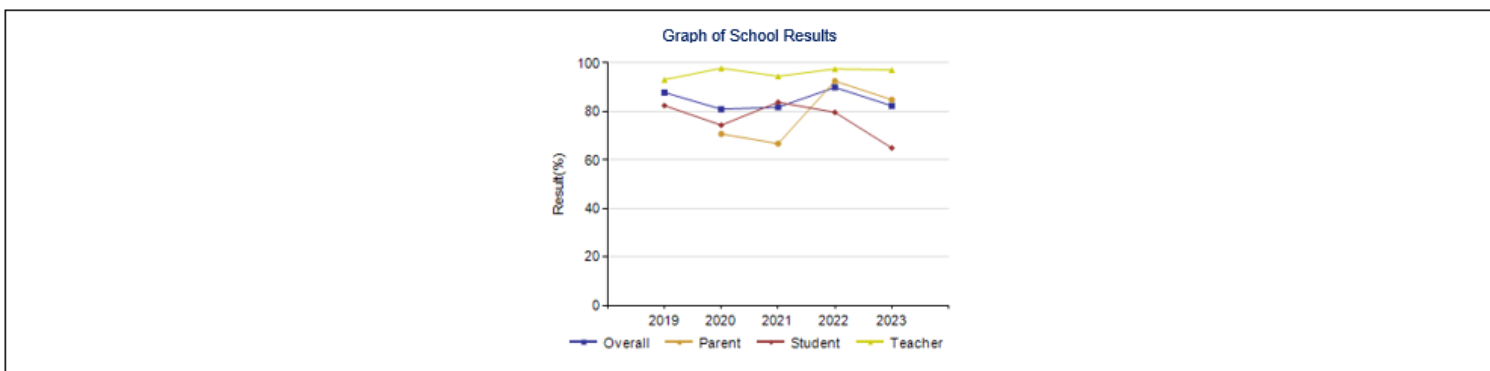
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## CITIZENSHIP - MEASURE DETAILS

### Citizenship – Measure Details

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

	School										Authority									Province															
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022			2023			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	78	87.8	86	80.8	82	81.7	207	89.9	185	82.3	Very High	Maintained	Excellent	2,143	87.0	1,905	88.0	1,751	85.5	2,001	88.3	1,738	86.4	2,056,614	82.9	2,64,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3		
Parent	5	*	15	70.7	6	66.7	27	92.5	33	84.8	Very High	Maintained	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,889	80.4	31,889	79.4		
Student	57	82.4	52	74.3	45	83.8	156	79.6	131	84.9	Intermediate	Declined Significantly	Issue	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	79.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3		
Teacher	21	93.1	19	97.8	11	94.5	24	97.5	21	97.1	Very High	Maintained	Excellent	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3		



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

# 2022-2023 SCHOOL YEAR STRATEGIES

- Playground Pals program to continue so that Division ii students can 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).

## PROFESSIONAL LEARNING

- Workshop for entire staff on subject of Justice vs Charity
- Teachers led a justice and/or charity project with their class or in conjunction with other classes. They hand in a form outlining what they will be doing, etc. in advance of the project.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Parent and teacher results are excellent. Our decline was with student satisfaction.
- Two specific questions brought results down and made this area an issue:

“At school, most students follow the rules.” 47% said yes, while 22% said no. 32% of students said that they didn’t know.

“At school, most students respect each other?” 45% said yes, while 17% said no. 38% of students said that they didn’t know.

## CONCLUSIONS

- Less than 25% of students expressed dissatisfaction in this area, which is like data in the previous 4 years.
- The number of students that answered “don’t know” creates an uncertainty that there is an actual issue.
- Student respect for each other and following rules at school are issues according to this data.
- 

## IMPLICATIONS

- It will be important to address the issue so that students respect each other and that rules are followed. We will do so by having a consultation meeting with the division II students.

# PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.  
Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

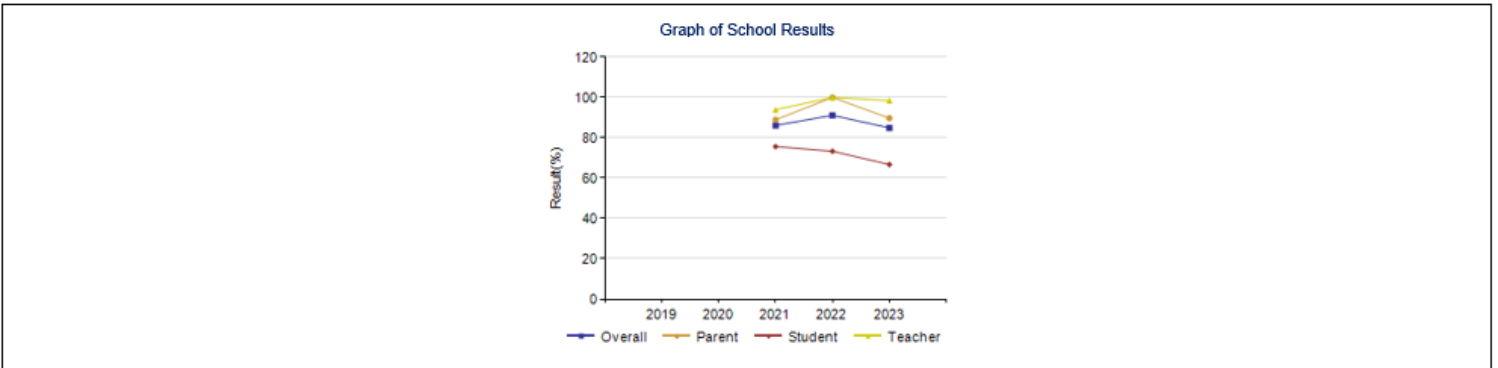
# STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

### 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											
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023					
	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	62	86.1	207	91.1	184	84.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	230,958	85.6	249,740	85.1	257,214	84.4				
Parent	n/a	n/a	n/a	n/a	6	88.9	27	100.0	33	89.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	30,094	89.0	31,894	88.7	31,862	87.3				
Student	n/a	n/a	n/a	n/a	45	75.6	156	73.3	130	66.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,808	75.2	1,368	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9				
Teacher	n/a	n/a	n/a	n/a	11	93.9	24	100.0	21	98.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1				



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. 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

- 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.

## PROFESSIONAL LEARNING

- Differentiation in the classroom workshop (adapting according to student learning style, readiness, and interest)

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Student satisfaction, overall, declined in many questions having to do with care and respect. The previous years saw results between 80% to 97% satisfaction. 2022-23 year ranged from 73% to 93%.
- Interesting in each question, was that over the past three years 2022-23 had a much greater percentage of “don’t know” responses.
- The two questions that had the most concerning results were as follows:
  - “Do most students respect each other?” 45% of students answered “no”. 38% responded “don’t know”.
  - “Do most students care about each other” 56% of students answered “no”. 32% responded “don’t know”.
- Parents satisfaction rates were very good. However, parents expressed only 69% satisfaction with access to supports and services to help with their child’s schoolwork.

## CONCLUSIONS

- The data for safe and caring schools is like the data from the STAR Catholic Schools survey as it relates to student care and respect for each other. The “don’t know” response is similar, leaving questions as to why students responded with “don’t know”.
- Specific areas that student satisfaction declined in were student care and respect for each other.
- Answering questions definitively makes a difference on one’s ability to analyze data effectively.

## IMPLICATIONS

- The issue of students feeling that their peers are not caring or respectful toward them needs to be addressed. We will do so by having a consultation meeting with our division ii students.
- Students need assistance knowing why questions need to be answered definitively.

# DOMAIN 3: TEACHING & LEADING

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

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

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	97	91	96	93	91	93
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)	97	100	95	92	85	89
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	69	91	87	63	66	68
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)	92	100	95	78	76	81

# 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?	9:00 -10:15	10:30 - 12:00	1:00 - 3:00
		<ul style="list-style-type: none"> <li>School Education Plan goals</li> </ul>			
August	23	TQS # 4: Establishing inclusive learning environments	Mass at St Michael's Parish (9:00 - 9:30); Staff Social at the School at 9:45 - 10:00 Staff Meeting (including support staff) - 10:00 - Noon		Phonics at Fr Leduc for K-2 for English teachers  Apili collaboration for K-3 French Immersion phonics at ND  Grade 4-6 CTF class list work



					and course outcomes submissions  Dustin to attend Assessment and Powerschool at Fr Leduc from 1:00 - 3:00 to get reading to present to Gr 4 - 6 the next afternoon.
<b>August</b>	<b>24</b>	<ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal (see AER/STAR Education Plan)</li> <li>✓ TQS #3 &amp; 4</li> </ul>	<p>9:00 - 11:30 - PowerSchool Marksbook setup for K-3 teachers at ND</p> <p>Grade 4 - 6 Fully Alive Religious Studies Inservice at Central Office (Beaumont, Leduc, and Wetaskiwin). Morning only. Specific times to be shared by Clare closer to the date.</p>		<p>Teacher Meeting (1:00 - 3:00) including a review of RTI - PLC goals and template set-up; Share feedback template</p> <p>Dustin to present Powerschool presentation to Gr 4 - 6 teachers after the staff meeting.</p>
<b>August</b>	<b>25</b>	<ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal (see AER/STAR Education Plan)</li> <li>TQS #1 &amp; 4</li> <li>Mark #1 &amp; 5</li> </ul>	<p>Teacher Prep Time</p> <p>TPGP Planning</p> <p>New Staff Orientation</p>		<p>Teacher Prep Time; EA 's help get school ready for tonight's</p> <p>CTF teachers create class lists and submit outcomes (two) to Monique</p> <p>Open House/Meet the Staff (4:30 - 6:00) and/or help teacher prep for tier iii students on Monday.</p>
<b>August</b>	<b>26</b>	<b>Reflection Day</b>	At Father Leduc		
<b>September</b>	<b>16</b>	<b>Staff Retreat</b> <ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal</li> </ul>	<b>Charity vs Service Projects</b> <ul style="list-style-type: none"> <li>9:00 - 12:00</li> </ul>	Lunch in chapel 12:00 - 1:00	1:30 - 2:30 Leduc Boat Club
		<ul style="list-style-type: none"> <li>(see AER/STAR Education Plan)</li> <li>✓ AB Educ</li> <li>✓ District Initiative</li> <li>✓ TQS #5</li> <li>✓ LQS #5, #6</li> </ul>			
<b>October</b>	<b>7</b>	Teachers' Institute Day	Choice	Choice	Choice

October	11	<ul style="list-style-type: none"> <li>✓ AB Education</li> <li>✓ TQS #3</li> <li>✓ School Priority</li> </ul> <p>TQS # 4: Establishing inclusive learning environments</p>	<p>All Day French Immersion PD Session (Kristy); PLC in afternoon. Central</p> <p>9:30 - 10:30 Kristy to work with CTF staff on reporting CTF (Gr 4 - 6)</p> <p>English ECS - 3. Work on Powerschool stuff and access Kristy as needed.</p>	<p>English staff to PLC for the afternoon while French also PLC.</p>	<p>IPP Development Day and Early Intervention Planning Meeting Preparation for P-T Interview evening on October 14th.</p> <p>TPGP Planning</p> <p>French Immersion PD Planning</p>
November	1	Learning Day	<p>EA's Half Day Session to prep for Spring Session</p> <p>Choice</p> <p>Teachers Full Day session</p>	Choice	Choice

April	28	<p><u>District Focus:</u> Key Priority 3, Goal 2 - A focus on student mental health and wellbeing</p>	<p>EA's Spring Session as decided on Learning Day</p> <p>FNM</p> <p>Grade 4-6 scaffolding</p> <p>Grade K-3 Levelled Lit</p>	<p>EA's Spring Session as decided on Learning Day</p>	<p>Individual Workshops ELL, K-2 phonics/writing AND planning for mandated intervention block for English stream next year</p> <p>EA's Spring Session as decided on Learning Day</p>
May	19	<ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal (see AER/STAR Education Plan)</li> <li>✓ AB Educ</li> <li>✓ District Initiative</li> <li>✓ TQS #5</li> <li>✓ LQS #5, #6</li> </ul>	<p>Faith Session - 9:00 - 9:45</p> <p>Report Card prep</p>	TPGP Meetings	<p>DIV-1 Levelled Literacy</p> <p>DIV-2 Human Growth and Development PD 1-3pm @ CO</p>

January	30	<ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal (see AER/STAR Education Plan)</li> <li>✓ AB Educ</li> <li>✓ District Initiative</li> <li>✓ School Priority</li> </ul>	<p><b>Education Plan - Teacher Consultation</b></p>		<p>Provincial Achievement Test Analysis</p>
February	9, 10	Teachers' Convention	Choice	Choice	Choice

February	17	<ul style="list-style-type: none"> <li>✓ AB Education</li> <li>✓ TQS #4</li> <li>✓ School Priority</li> </ul>	<p>8:30 - 9:00 Surveys (Assurance &amp; STAR Catholic)</p> <p>Faith Session - 9:00 - 9:45 (Dustin with Natalie)</p>	10:00 - 12:00 Third Path 7th Condition	<p>1:00 - 2:00 Third Path 7th Condition</p> <p>Staff Meeting 2:00 - 3:00</p> <p>General Prep time</p>
March	13	<ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal (see AER/STAR Education Plan) <ul style="list-style-type: none"> <li>• TQS #3 a) c), #4</li> </ul> </li> </ul>	<p>Faith Session - 9:00 - 9:45</p> <p>Monique with Natalie</p>	<p>10:00 - 12:00 Third Path 8th Condition</p> <p>***Teacher Consultation re Ed Plan.</p>	<p>Third Path Condition 8 - 1:00 - 2:00</p> <p>Report Card Prep</p>

April	28	District Focus: Key Priority 3, Goal 2 - A focus on student mental health and wellbeing	<p>EA's Spring Session as decided on Learning Day</p> <p>FNM</p> <p>Grade 4-6 scaffolding</p> <p>Grade K-3 Levelled Lit</p>	EA's Spring Session as decided on Learning Day	<p>Individual Workshops</p> <p>ELL, K-2 phonics/writing AND planning for mandated intervention block for English stream next year</p> <p>EA's Spring Session as decided on Learning Day</p>
May	19	<ul style="list-style-type: none"> <li>✓ Board Priority/ Local Goal (see AER/STAR Education Plan)</li> <li>✓ AB Educ</li> <li>✓ District Initiative</li> <li>✓ TQS #5</li> <li>✓ LQS #5, #6</li> </ul>	<p>Faith Session - 9:00 - 9:45</p> <p>Report Card prep</p>	TPGP Meetings	<p>DIV-1 Levelled Literacy</p> <p>DIV-2 Human Growth and Development PD 1-3pm @ CO</p>

June	5	2023-24 Planning	<p>Report Card Prep</p> <p>Use Acadience results to help inform Class List making today.</p>	IPP Updates	Class List Development
June	28, 29	Transition Meetings	Transition Meetings	Teacher Preparation	Teacher Preparation

# 2022-2023 SCHOOL YEAR 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 preferences through a document which asked them to share their PD interests.

Faith is also infused throughout the year, within most 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 to infuse it within the classroom and school.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### INSIGHTS

- Our teachers are extremely satisfied with professional development opportunities and with access to division support.
- At the time in which the STAR Catholic survey was completed (in March), the support staff's satisfaction rates with professional development as compared to the previous two years, dropped significantly. Only 69% were satisfied, whereas as in 2021-22, 91% of the support staff were satisfied, and in 2020-21, 87% were satisfied.
- The support staff appreciated having a voice as to what the spring PD Day would be like. They were extremely dissatisfied with the division Learning Day, which was held earlier in the year, as they indicated that there was nothing that related to them.

### CONCLUSIONS

- There was a PD Day for Educational Assistants which took place after the survey. They were extremely happy with this day, and some had indicated that it was the best professional development they had ever had.
- The PD that takes place at the school-level for support staff occurs before the school year begins and is always targeted topics that need to be reviewed (i.e. The Third Path, SIVA refresher, meeting with teachers to prepare for the year, etc.). Staff have expressed appreciation for being involved in some of the days that are used to prepare for the start of the year.
- Support staff feedback related to our PD Retreat Day that took place in September was that they really enjoyed it. There was faith PD in the morning, and a team-building activity (Dragon Boat Racing) in the afternoon.

### IMPLICATIONS

- It is imperative that when there is a district-wide PD Day, something for support staff be available, or that if it is a general topic for all, that it is something that will be useful to them in their role.
- Support staff feedback should continue to be sought when planning their PD Day.

# DOMAIN 3: TEACHING & LEADING

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

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

## MEASURES

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

## COLLABORATIVE LEADERSHIP STRUCTURES

There are a variety of collaborative leadership structures that are in place at the school level. Also, there are 3 specific leadership roles at the school level (Indigenous, Curriculum, Religious Education) that also allow the teachers involved, to participate in collaborative opportunities at the district level. In all collaborative structures, a diversity of opinions and ideas among team members are sought in order to build strategies and solve problems.

- Embedded grade/division level PLCs for Grades 1 - 6 teachers take place weekly. ECS did their PLC's approximately every 3<sup>rd</sup> week on a Friday in 2022-23.
- At the beginning of the school year, admin extends an invitation for staff members to be a part of the School Leadership Team. All are welcome. Meetings take place every two months, and, at times, as needed if there is anything emerging or immediate that needs addressing. The focus, most often, is on improving teaching and learning and on student achievement.
- Indigenous School Leads, Curriculum School Leads, and Religious School Leads, in addition to fulfilling various duties throughout the week at the site level, also attend district meetings periodically so that they can share ideas and collaborate with other leads working in schools throughout the district
- School Intervention Team (SIT) meetings that are based on student referrals take place weekly. Each meeting involves collaboration to support students in a variety of areas (social/emotional, academic, behavioral).
- Our Family School Liaison Worker attends regularly scheduled meetings organized centrally, both online and in-person. Collaboration and sharing of ideas take place amongst all of the schools during this time.

The overwhelming advantage to collaborative leadership structures is that participants feel trusted and are more likely to be engaged in their role.

# 2022-2023 SCHOOL YEAR STRATEGIES

- Teachers will continue to work within their PLCs to collaborate at their grade level to build on assessment, curricular, and intervention practices and to access professional development especially related to their PGP
- Teachers and administration will work together with the division directors to help provide and enrich professional development opportunities throughout the year
- Reflection Day, Staff Prayer, and Faith PD will provide opportunities for staff to grow, reflect and share in their personal faith journey
- Provide opportunities for staff to engage and reflect on their own personal wellbeing throughout the school year through two dedicated professional development wellness afternoons and through FSLW communications
- Continue to provide support staff with divisional and individual professional development opportunities to help build capacity to support students

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### **INSIGHTS**

- Satisfaction rates at both the school level and at the district level were very high in professional learning communities and the opportunities to participate in leadership.
- PLC satisfaction rates decreased by 7% from the previous year. This was likely because of the ECS opportunities being more limited than those of Grades 1 – 6.

### **CONCLUSIONS**

- It will be important to ensure that ECS teachers have consistent weekly PLC opportunities. Otherwise, the way PLC's have been offered over the past few years is working out well for the teachers.

### **IMPLICATIONS**

- Continue the current structure, but when timetabling PLC's, ensure that the ECS teachers have weekly PLC opportunities.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Staff are supported in their wellness.

**Outcome:** When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question

## 2022-2023 SCHOOL YEAR STRATEGIES

- Have some sort of fun activity /ice breaker on PD Days, whether it is at the beginning, or for a movement break
- Two PD afternoons with wellness focus on social, physical, and emotional well-being.
- Continue to utilize our Family School Liaison Worker as a resource for our teachers. She is currently available to them when they may be having a difficult time with something in their personal or professional life and provides resources to them on caring for their own mental health.
- Administrators to do regular check-ins with staff to see how they are doing and help provide support as needed

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

This is a new board priority as of May 2023. There is no data currently. Data will be populated in the next plan.

# DOMAIN 3: TEACHING & LEADING

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

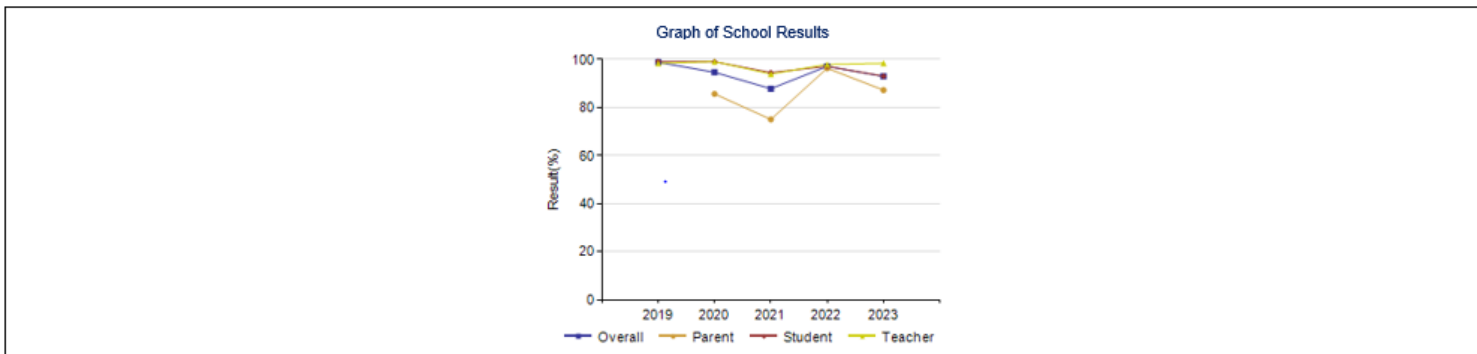
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

### Education Quality – Measure Details

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	78	98.8	86	94.6	63	87.8	207	97.1	185	92.9	Very High	Declined	Good	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	5	*	15	85.6	6	76.0	27	96.3	33	87.2	Very High	Maintained	Excellent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	88.7	31,024	86.7	31,726	86.1	31,890	84.4
Student	57	99.1	52	99.0	46	94.5	156	97.1	131	93.0	Very High	Declined	Good	1,674	90.1	1,542	90.4	1,404	89.2	1,806	89.4	1,370	88.7	197,282	88.1	193,783	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	21	98.4	19	99.1	11	93.9	24	97.9	21	98.4	Very High	Maintained	Excellent	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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

- Provide a variety of opportunities to create well rounded students at our school i.e. Athletic Excellence, CTF, Intramurals, Clubs, Concerts, faith formation and Leadership Opportunities.
- Continue with programming which allows for students to work with other students at different grade levels (CTF, AE, Learning Buddies Program).
- 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.
- Family School Liaison Worker (FSLW) shares and helps with implementation of best practices for communicating with parents and other supports.



- Work together with School Council and PANDA to continue to provide opportunities to enrich student learning and community (i.e. Math Night in 2022-23; Literacy Night in 2023-24)
- STEM PD for new Science curriculum
- Teacher collaboration with focus on common formative and summative assessments
- Ensure specific space for our tier iii students

#### **PROFESSIONAL LEARNING**

- Differentiation in Classrooms Workshop (adapting according to student learning style, readiness, and interest)
- Weekly PLC time with grade level partners
- Learning Day
- EA spring PD Day

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

#### **INSIGHTS**

- There was a drop in parent satisfaction rates related to the quality of education, from 96% in 2021-22 to 87% in 2022-23. However, 87% was still higher than the provincial rate, which was at 84%.
- The lowest score was 79% in “Your child finds schoolwork was challenging.” On the last question in this area, there was a 97% satisfaction rate in parent satisfaction with the overall quality of education.
- Student satisfaction rates related to overall quality of basic education remained high at 93% but dropped by 4% from last year.
- Teacher satisfaction rates remained very high.

#### **CONCLUSIONS**

- Overall, we continue to do well in quality of education.

#### **IMPLICATIONS**

- It will be beneficial to examine if the work being provided to some students is challenging enough. This will be a question we will ask them in the a meeting with Grade 4 - 6 students during the consultation process.

# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	83	73	76	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	96	93	94
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	100	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	100	98	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	92	93	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	96	95	96	96	97	95
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	N/A	N/A	N/A	91	89	89

# 2022-2023 SCHOOL YEAR STRATEGIES

- Application to Jordan’s Principle for at-risk Indigenous students
- Indigenous lead to assist teachers in bringing awareness to Day of Truth and Reconciliation
- Teach parallels between Catholic Virtues and the 7 Sacred Teachings (Indigenous Lead)
- Indigenous Lead to continue preparing slides with information for all students (teachers to present).
- Metis dancer/drummer/speaker on Aboriginal Day

## Professional Development

- Indigenous Workshop on Treaties (Ramona Washburn)
- Materials created / provided by our Indigenous Lead

# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	80	77   63
I feel safe at school.	92	81   79
I have a friend at school.	96	92   94
(Elementary) At my school there is at least one adult who listens and cares about me	88	88
At school I have at least one adult who listens and cares about me	88	85

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## **INSIGHTS**

- We are doing very well in First Nations, Metis and Inuit student success and general satisfaction rates.
- We improved by 10% in teacher satisfaction rates related to inviting Elders to the school, moving up to 83% from 73%.
- Student satisfaction rates were very good and above or on par with the district results.

## **CONCLUSIONS**

- Having an Indigenous Lead on staff has helped to provide consistent support in this domain and likely has been the main reason why satisfaction in this area has increased.

## **IMPLICATIONS**

- We are on the right track, but need to ensure that when we invite Elders to the school, that even if they are unable to come, or it doesn't come to fruition, that the teachers are made aware.

## Fall 2023 Supplemental 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	84.9	91.1	91.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	82.3	89.9	85.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	71.4	56.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	15.9	10.0	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92.9	97.1	95.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	92.7	92.7	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	82.3	92.0	92.0	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	87.5	90.0	87.6	79.1	78.8	80.3	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 to 2021/22 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.
  - 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
  - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
  - 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 Exam 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.

# 2022-2023 SCHOOL YEAR STRATEGIES

- We shared the results of the student survey with the teaching staff.
- Teachers to consult in PLC's so that there aren't major projects and tests happening on the same day.
- Staff to use more brain /movement breaks
- More Educational Assistants in combined or larger classes
- More flexibility so that students have enough time to complete work (as they all learn at varied paces).
- Reduce class sizes. For example, we would have had classes of 34 students the next school year (4 of them). We combined some classes to alleviate this and shared the rationale with parents in our May school council meeting.

## PROFESSIONAL LEARNING

- ATA Institute Day
- Teachers Convention
- Differentiated Instruction Workshop

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

Although there is a decline or significant decline in Access to Learning Supports, Safe and Caring, and Learning Engagement, our school still had overall higher rates of satisfaction (and one area on par) than the province. Specific insights, conclusions and implications are mentioned in domain/section within the body of this report.



I have opportunities to practice and improve my learning before a test.	New Question	New Question	New Question	New Question	New Question	New Question
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# 2022-2023 SCHOOL YEAR STRATEGIES

- Continue using programs such as Mind Up for students, Mental Health Literacy for staff and students, and in-fusing 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 (Speech Language Therapy / Occupational Therapy / Wellness Coordinator) as needed
- Utilize expertise of school’s Learning Support Facilitator; Family School Liaison Worker 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 need support
- Work with stakeholders related to the Success in Schools Program for children and youth in provincial government care.

**PROFESSIONAL LEARNING**

- Differentiated in Classrooms Workshop (adapting according to student learning style, readiness, and interest)
- Social-Emotional Learning/Executive Functioning Workshop – Linking SEL to Formative Assessment
- Workshop on how to use Nelson Leveled Reading Kits

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

**INSIGHTS**

- The satisfaction rates in this area in 2021-22 school year were extremely high, with a 98% satisfaction rate overall. This is a rate that would be very challenging to maintain.
- Teacher satisfaction with Learning Supports was maintained, with a slight increase in satisfaction in 4 out of the 5 measures. There was a drop in satisfaction to one area: “Your school’s continuum of supports and services are responsive to student needs”, where we moved from 92% to 81%.
- Of note is that there was a significant drop in parent satisfaction in “Your child can easily access programs and services at school to help with schoolwork.” Even with the drop, parent and teacher satisfaction rates in 2022-23 were still higher than the province.
- Parent satisfaction, which had been very high (98.5%) in 2021-22, dropped in 4 out of 5 measures to 81% - 85% satisfaction. The 3-year rolling average for parents, teachers, and students, was still higher than the province

overall.

- There was a significant drop in student satisfaction around learning support. The question “Can you get help at school with problems that are not about your schoolwork” dropped from 86% satisfaction in the previous year, to 66% in 2022-23, for a 20% decrease.
- There was also a 12% decrease in student satisfaction rates in “It is easy to get help with schoolwork if you need it.” There was a 92% satisfaction rate in 2021-22, and an 80% satisfaction rate in 2022-23.
- Student satisfaction rates, overall, compared to the province were 3.3% lower.
- Other areas in which students expressed less satisfaction than the previous year were in how other students treated them (81% down to 64%), opportunities to learn Drama (88% down to 73%). One question which had been answered with extremely high satisfaction rates in 2021-22 at 97%, dropped down to 86% in 2022-23.
- Student anecdotal responses were mainly very positive, indicating that they liked attending Ecole Notre Dame School. It is interesting to note that common answers as to how to improve the school were giving solutions about how they could do better at school, such as they could study more, work harder, listen more, ask more questions, participate more, do my best every time, and keep practicing.
- An area which came up in about 5% of the responses was that the noise level in the classroom needed to go down. A quieter classroom was what came up enough times in the survey to warrant that attention be paid to it.
- Although there was a decrease overall, school satisfaction rates were higher than the province’s overall satisfaction rates in this area by 5%. Also, our 3-year rolling average was higher than that of the province.

## **CONCLUSIONS**

- Students in the 2022-23 school year responded, overall, weren’t as satisfied with learning supports compared to the previous year.
- Parent satisfaction rates had been extremely high the previous year. The area in which they were most concerned with in 2022-23 was access to programs and services. Otherwise, their satisfaction rates were above the provincial average.

## **IMPLICATIONS**

- Overall learning support, especially from the student perspective, needs improvement. We will meet with our division II students to determine how to improve and what strategies to employ.



# DOMAIN 4: LEARNING SUPPORTS

## WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

**Welcoming, Caring, Respectful & Safe Learning Environments:** 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.

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

### Learning Supports

#### W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 3270 École Notre Dame School

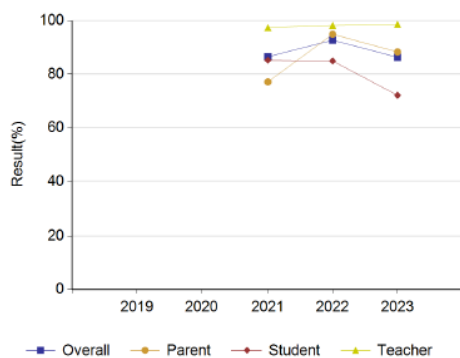
Province: Alberta

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

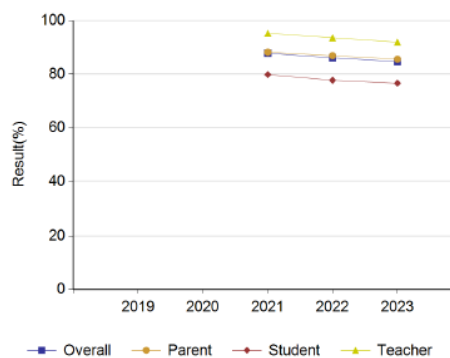


	École Notre Dame School										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	62	86.5	207	92.7	185	86.3	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,041	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	6	77.1	27	94.9	33	88.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	45	85.2	156	84.9	131	72.1	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	n/a	169,000	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	11	97.4	24	98.2	21	98.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

École Notre Dame School



Alberta



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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

- Set high expectations of staff and students that are clear, consistent, and regularly communicated
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (i.e., Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems).
- Acknowledge students who demonstrate kindness, respect, and thoughtfulness (regularly, and through our Virtue of the Month and Bucket Fillers programs).
- Monthly spirit assemblies continue to focus on student's virtues and successes
- Continue to share, through social media channels, the way that safe and caring environments are cultivated within the school community (i.e., Pink Shirt Day, friendship clubs/groups, Roots of Empathy, school assemblies, Masses, and celebrations, etc.)
- Continue to provide opportunities for belonging outside of instructional time: Clubs offered at recess times (Pokémon, Lego, French, Book, Games, etc.); extracurricular athletics; div I intramurals
- Keep staff up to date in VTRA, ASIST and First Aid training

## **PROFESSIONAL LEARNING**

- SIVA training for new support staff and teachers
- Third Path refresher to all staff; Third Path Conditions 7 and 8 throughout the year
- First Aid training to 8 staff members (rotation in which approximately 8 receive this training each year, as new training or to keep up their certification).

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## **INSIGHTS**

- Parent and teacher satisfaction was high, maintained, and excellent.
- Student satisfaction declined, although even with that, our school's satisfaction rates were still rated high and acceptable.
- There were 3 questions in which satisfaction rates dropped anywhere from 11% to 16%: fair treatment by adults, teachers care about them, and students treat each other with respect.

## **CONCLUSIONS**

- There are students in the school that are dissatisfied by the way they are treated by adults and other students. This is in contrast, overall, to parent and teacher satisfaction rates.
- Of note is that two of our division 2 classes had a distribution of students with various diverse needs, were not equitably distributed. This impacted students' satisfaction rates negatively.

## **IMPLICATIONS**

- We will need to examine why some students feel that teachers sometimes treat them unfairly and may not appear at times to care about them. In the consultation process, we will ask students why they feel this way and what they think can be done about it. These strategies will be shared with teachers and in the consultation with them, we will ask them for strategies they can employ to increase satisfaction in this area.

- We will need to consult with the students to come up with strategies as to what can be done to ensure that students are respecting each other.
- Special attention to class lists will need to happen when they are being made in the spring for the next school year.

# DOMAIN 4: LEARNING SUPPORTS

## 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.

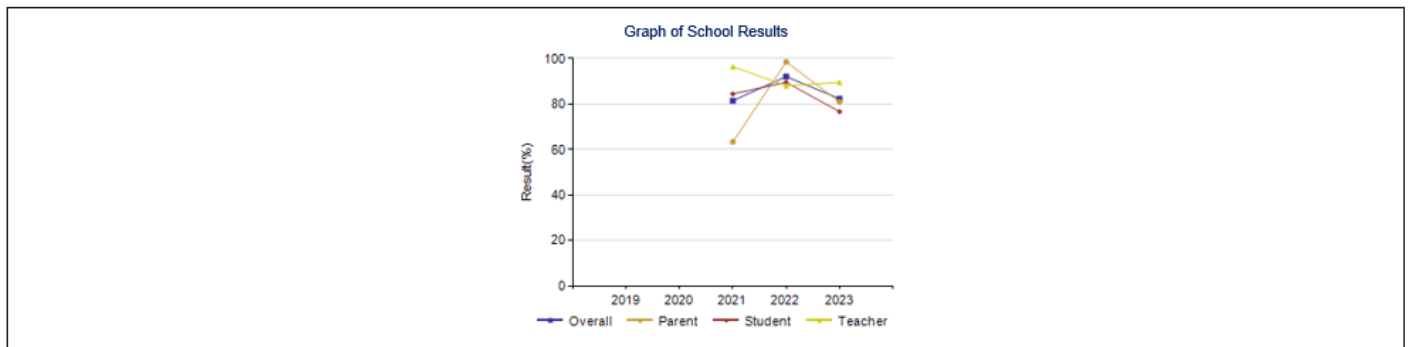
# ACCESS TO SUPPORTS & SERVICES

## MEASURE DETAILS:

### 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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	62	81.4	207	92.0	184	82.3	n/a	Declined Significantly	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	84.9	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6			
Parent	n/a	n/a	n/a	n/a	6	63.3	27	98.5	33	80.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	81.6	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7			
Student	n/a	n/a	n/a	n/a	45	84.4	156	89.5	130	76.6	n/a	Declined Significantly	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	85.2	n/a	n/a	n/a	169,631	80.2	188,935	80.1	192,805	79.9			
Teacher	n/a	n/a	n/a	n/a	11	96.4	24	88.0	21	89.5	n/a	Maintained	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	88.0	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2			



**Notes:**

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2. 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

- 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 available 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 by timetabling so that these supports are in place daily
- Access Jordan's Principle grant for Indigenous students that are in need of support
- Work with stakeholders related to the Success in Schools Program for children and youth in provincial government care.
- Utilize Settlement Worker in Schools (SWIS) program as needed
- Continue using programs such as Mind Up for students
- Weekly School Intervention Team Meetings with referral process in place

## PROFESSIONAL LEARNING

- Mind up taught in every class (this is PD for teachers, too, as there is very good information and opportunity to review)
- Third Path refresher, plus 7<sup>th</sup> and 8<sup>th</sup> Conditions PD workshops throughout the year
- SIVA training to all new support staff, and some teaching staff
- Level I Crisis Response for both school administrators

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### INSIGHTS

- Student satisfaction with getting help with using the school library dropping from 80% to 58%
- Parent satisfaction in school improvement dropped from 96.2% satisfaction in the previous year, to 68.8% in 2022-23. This puts our rates lower than the province by 3.7%. This data accentuates that our previous year's results were extremely high compared to other schools in the province. The factor that was most prevalent was parent satisfaction with the quality of education. In the previous year, there was 100% satisfaction. In 2022-23, there was 78% satisfaction.
- Student satisfaction rates were very high (91%) in school improvement in 2021-22 but declined by 10% in 2022-23. At 81%, our school was still higher than the province's satisfaction rates in program access by 5%.
- With the drop-in overall rates of 5% in 2022-23, our school was still above the provincial satisfaction rates by 8.8%.

### CONCLUSIONS

- Although our satisfaction rates declined, we must keep in mind that the previous year's rates were irregularly high. When one looks at the student satisfaction rates, they are still better than the province, even with the decrease in 2022-23.
- Students need help with using the school library.
- Parent satisfaction in the area of quality of education needs to be explored.
- Student satisfaction rates are still good but could be better.

### IMPLICATIONS

- Strategies to address quality of education from the parent perspective, especially, will be very important. This will mean asking parents, in a consultation meeting, which supports and services they find lacking and what strategies they think would best address this result.

# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

### INVOLVEMENT

Parental involvement and engagement lead 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.

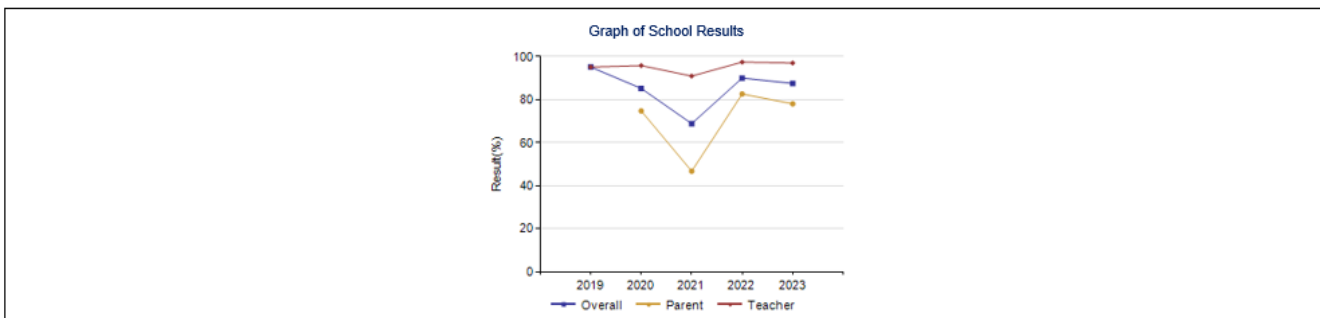
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

# PARENTAL INVOLVEMENT - MEASURE DETAILS

#### 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															
	2019			2020			2021			2022			2023			2019		2020		2021		2022		2023									
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	21	95.1	34	85.2	17	68.8	51	90.0	54	87.5	Very High	Maintained	Excellent	469	84.9	364	87.8	349	83.2	363	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	5	*	15	74.7	6	48.7	27	82.8	33	78.0	Very High	Maintained	Excellent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	21	95.1	19	95.8	11	90.9	24	97.4	21	97.0	Very High	Maintained	Excellent	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



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.

# 2022-2023 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 become involved (Pumpkin Carving Night, Math Night, Wax Museum, Demonstration of Learning, Parent-Teacher Interview Evenings, Spring Dance)
- Check by making phone calls to ensure parents are completing surveys; more respondents are better data.
- 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 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.
- Invitation for parent/grandparent volunteers within classrooms, for events (Shrove Tuesday, Spring Dance) and for monthly/weekly/daily programs (Hot Lunch; Snack; Popcorn Days) 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 become involved (Pumpkin Carving Night, Math Night, Wax Museum, Demonstration of Learning, Parent-Teacher Interview Evenings, Spring Dance)
- Check by making phone calls to ensure parents are completing surveys; more respondents are better data.
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- Parent appreciation to be voiced personally by staff and 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.
- Invitation for parent/grandparent volunteers within classrooms, for events (Shrove Tuesday, Spring Dance) and for monthly/weekly/daily programs (Hot Lunch; Snack; Popcorn Days)

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### **INSIGHTS**

- Our results are very high in this measure. The data shows that parents are extremely satisfied with their involvement in their child's education.

### **CONCLUSIONS**

- What we are presently doing at the school level to ensure that parents are involved should continue.

### **IMPLICATIONS**

- Brainstorming what we are doing well and getting feedback from parents as to what is important to them should still be a priority.

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

### Budget Summary

**St. Thomas Aquinas Roman Catholic Schools**  
**2023-2024 Play Budget (Nov)**

#### Ecole Notre Dame

#### Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$2,275,494	69.1%	\$2,275,494	70.1%
Specialized Learning Support (SLS) Allocations	\$336,922	10.2%	\$336,922	10.4%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$25,331	0.8%	\$25,331	0.8%
French Language/Immersion Allocatons	\$121,452	3.7%	\$121,452	3.7%
ELL Allocations	\$26,400	0.8%	\$26,400	0.8%
FNMI Allocations	\$46,516	1.4%	\$46,516	1.4%
Federal Government	\$31,723	1.0%	\$31,723	1.0%
Other Program Allocations	\$50,966	1.5%	\$20,920	0.6%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$152,484	4.6%	\$152,484	4.7%
Local Revenues & Fees	\$111,017	3.4%	\$111,017	3.4%
Transfers between Schools, Departments & SGF	\$96,329	2.9%	\$80,694	2.5%
Previous Year Unspent and Surplus Allocations	\$16,991	0.5%	\$16,991	0.5%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$3,291,625</b>	<b>100%</b>	<b>\$3,245,944</b>	<b>100%</b>

#### Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,406,415	73.1%	\$2,399,785	73.9%
Uncertificated Staff	\$687,845	20.9%	\$648,264	20.0%
Services Contracts and Supplies	\$194,911	5.9%	\$195,441	6.0%
Amortization (Depreciation)	\$2,454	0.1%	\$2,454	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$3,291,625</b>	<b>100%</b>	<b>\$3,245,944</b>	<b>100%</b>

#### Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$3,291,625	\$3,245,944
Total Expenditures	\$3,291,625	\$3,245,944
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

# Fall 2023 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	<a href="#">Student Learning Engagement</a>	84.9	91.1	91.1	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	82.3	89.9	85.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	71.4	56.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	<a href="#">PAT: Excellence</a>	15.9	10.0	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.9	97.1	95.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	86.3	92.7	92.7	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	<a href="#">Access to Supports and Services</a>	82.3	92.0	92.0	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	87.5	90.0	87.6	79.1	78.8	80.3	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 to 2021/22 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.
  - 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
  - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
  - 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 Exam 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.