

**Education Plan - St. Thomas Aquinas Catholic Schools 2024/2025**  
**School : ÉCOLE NOTRE DAME SCHOOL**



**ÉCOLE NOTRE DAME SCHOOL**  
**Living | Loving | Learning**  
**Vivre | Aimer | Apprendre**

**STAR CATHOLIC Division Assurance Plan 2023-2027 - OVERVIEW**  
**(INCLUDES BOTH THE ED PLAN & AERR)**

School Assurance Plan DIVISION OVERVIEW					
Domains	Domain 1: Grow & Affirm Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
Board Priority/ Local Goal	<p>1. Staff are provided with faith formation opportunities.</p> <p>2. Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel..</p> <p>3. Staff and students witness the gospel.</p> <p><b>COMBINED: STAFF &amp; STUDENTS WITNESS THE GOSPEL AND CATHOLIC SOCIAL TEACHINGS THROUGH ACTS OF SOCIAL JUSTICE &amp; CHARITY.</b></p>	<p>1. A focus on student mental health and well-being</p> <p>Provincial Goal: PAT Acceptable/Excellence &amp; Diploma Exam Acceptable/ Excellence</p> <p>2. Early Years Literacy &amp; Numeracy Assessments</p> <p>High School Completion*</p> <p>Citizenship*</p> <p>3. Student learning engagement.</p>	<p>1. Continue to build and develop staff capacity.</p> <p>2. Foster a culture of collaboration and leadership development.</p> <p>3. Staff are supported in their wellness.</p> <p>Education Quality *</p>	<p>1. First Nation, Métis, and Inuit students are successful.</p> <p>2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.</p> <p>Welcoming, Caring, Respectful, and Safe Learning Environment*</p> <p>Access to supports and services*</p>	<p>Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education.</p> <p>Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.</p>
Outcomes:	<p>1. 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.</p> <p>2. Students will hear, learn, and model their lives guided by faith and the Church.</p> <p>3. Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.</p> <p>4. 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.</p>	<p>1. 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.</p> <p>2. 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).</p> <p>3. Learning improves when students find course content interesting and useful in their everyday lives.</p>	<p>1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.</p> <p>2. Staff are provided with structured opportunities to collaborate and to be involved in leadership.</p> <p>3. When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students.</p> <p>4. Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.</p>	<p>1. More First Nation, Métis, and Inuit students meet or exceed identified measures.</p> <p>2. Quality core instruction foundational to success for all and is grounded in solid assessment practice. Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students. Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.</p> <p>3. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.</p> <p>4. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.</p>	<p>Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)</p>

ECOLE NOTRE DAME SCHOOL  
School Assurance Plan (Ed Plan & AERR) School Year: 2024-2025

<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>	
<b>Board Priority</b>	Staff are provided with faith formation opportunities.	Students understand what it means to live in relationship with Jesus Christ. Staff & Students witness the Gospel and Catholic social teachings through acts of social justice and charity.
<b>Outcomes:</b>	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.	Students will hear, learn, and model their lives guided by faith and the Church
<b>Measures:</b>	Survey Questions ( <a href="#">link</a> )	Survey Questions ( <a href="#">link</a> )
<b>Results Report Components</b>		
<b>Data &amp; Insights</b>	Link to Survey Data ( <a href="#">LINK</a> ) Board Priority/Local Goal: Students understand what it means to live in a relationship with Jesus Christ.	Link to Survey Data: ( <a href="#">LINK</a> ) Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.
<b>Insights, Implications, and Conclusions to the Data:</b>	<p>There is a strong emphasis on regular prayer and integration of faith, as seen with teacher scores around 96–99. This suggests that they have a unified approach to sharing and practicing faith among staff and with students.</p> <p>Staff show a very high level of commitment to upholding the dignity of every student and promoting faith and agree that dignity and faith are core principles at the school. Opportunities for faith-based professional development are highly valued, with scores indicating that the school offers and the staff appreciate various ways to grow their faith. Activities like retreats, daily prayers, and faith professional development contribute positively.</p> <p>Faith guidance and opportunities for prayer, including regular Masses and Celebrations, are well-established practices in the school, as evidenced by high percentage satisfaction rates from staff, students, and parents</p> <p>With scores consistently reaching 100% with teachers, there is a clear commitment to ensuring faith is not only a subject but is embedded into all school activities. It is apparent that all stakeholders have a shared understanding and appreciation of faith-based practices throughout the school environment and that strategies that are in place are working well.</p>	There are high percentage results from teachers, staff, students, and parents (95-100) which suggest that the school has a strong focus on charity, good works, and social justice initiatives with excellent participation from students, staff and the community. As these initiatives have a strong impact on others, there is strong community alignment with Catholic values surrounding helping those less fortunate. Strategies that are currently in place are working well.

<p>Responding to the Data:</p> <p>Implementation Plan &amp; Strategies:</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Post photos on social media of the students’ involvement in social justice &amp; charity projects.</li> <li>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, Wreath of Warmth Winter Clothing Drive, Cards and Messages sent to seniors and community members.</li> <li>Continue to encourage social justice, charity, and good works submissions that are new and unique. For example, a number of classes are working together to support our local homeless shelter the Leduc Hub. Students worked together to get donations; linen and towel drive for St. Vincent de Paul society; fundraising for the building of Marian Grotto at St Michael Parish.</li> <li>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.</li> <li>Grades 2 and 3 students involved as lectors, and assisting in preparation of Advent celebrations</li> <li>Grades 4–6 students involved as lectors, readers, and altar servers and help prepare for Masses</li> <li>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.</li> <li>Parents are invited to Masses and Celebrations through teacher communication and through the weekly communication from Administration.</li> <li>Posts on social media indicate liturgical seasons we are entering in and include photos of children participating in faith-based activities</li> <li>Sharing the virtue of the month calendar activities with teachers so that they can have a bank of ideas to teach the virtues to the students.</li> <li>Admin invites parish priest to events at the school, like Fun Day and the Living Rosary.</li> <li>Increase the number of Eucharistic Ministers at our school by providing training at the beginning of the year</li> <li>Invite the Knights of Columbus and the Catholic Womens’ League into our school to build connections with these organizations that move their faith and charity for our students.</li> <li>Work closely with the parish office and distribute important communications to families i.e Youth Group, Sacramental Preparation, and other fellowship opportunities at the parish.</li> </ul>	<p>Ensure Access to Engaging Religious Education:</p> <ul style="list-style-type: none"> <li>Student Involvement: Let students help plan and celebrate religious events so they feel more involved and connected to their faith.</li> <li>Practical Learning: Teach through real-life examples and show how faith applies to everyday life.</li> <li>Parish Connection: Strengthen connections with St. Vital Parish through regular visits with the parish priest and deacon for spiritual support.</li> </ul> <p>Promote Student Involvement in Liturgical Life:</p> <ul style="list-style-type: none"> <li>Training Programs: Provide training for students and staff in liturgical roles to ensure they are ready and excited to participate.</li> <li>Mass Engagement: Offer fun ways to learn more about the Mass through workshops, speakers, and videos.</li> <li>Prayer Leadership: Encourage students to lead prayers in creative and inclusive ways.</li> <li>Faith Leadership Teams: Create student teams to help plan and lead religious events.</li> </ul> <p>Support Grade-Level Retreats:</p> <ul style="list-style-type: none"> <li>Annual Retreats: Hold yearly retreats that focus on personal and spiritual growth, following best practices.</li> <li>Curriculum Integration: Connect retreat activities to what students are learning in religious education, like virtues or social justice.</li> </ul>
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<b>Domain 2:</b>	<b>Student Growth and Achievement</b>	<b>Student Growth and Achievement</b>
Board Priority	A focus on mental health and well-being	PROVINCIAL PRIORITY Provincial Achievement Tests
Outcomes:	When we support 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.	PAT Acceptable/Excellence
Measures:	Survey Graphs <a href="#">(link)</a>	Background: 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.  Provincial Achievement Tests (PATs): PAT exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.
Results Report Components	Results Report Components	Results Report Components
Data & Insights	Survey Graphs <a href="#">(link)</a>	AB ED DATA <a href="#">(link)</a>

<p>Insights, Implications, and Conclusions to the Data:</p>	<p>On the STAR Catholic survey, teacher scores of 100% indicate that building trusting relationships with students is a significant strength. This likely contributes to an environment where students feel secure, which is foundational to their well-being and growth. Regarding school support for social and emotional well-being, scores are also very high, suggesting confidence and success in supporting students' social and emotional needs. When it comes to effectively supporting student regulation, a high score of 96% implies effective support for students. However, the presence of a score of 91% suggests occasional challenges and that some teachers are not confident in this area. Of note is that 79% of students report learning how to manage their emotions in stressful situations. This leaves room, though, for opportunities to enhance programming or resources aimed at emotional resilience.</p> <p>High percentages (92% and 91%) of students report having at least one adult who listens to them and a trusted adult they can reach out to for help. This reflects a strong support system within the school, suggesting students feel that they have access to trusted figures among the staff. With 81% feeling a sense of belonging and 91% recognizing opportunities to be involved, students seem to experience a meaningful connection to the school community. This is crucial for fostering engagement, well-being, and positive school culture; however there is still work that needs to be done in the category of belonging.</p> <p>The data shows that 84% of students know how to seek help if struggling with mental health, indicating that the school has likely made resources or processes for mental health support clear and accessible. However, given that 16% of students might still be unsure, there may be room to reinforce or expand awareness efforts.</p> <p>The data shows high numbers (89% for feeling safe, 97% for having a friend) which are both positive indicators of students' comfort and social well-being at school. High friendship rates are particularly encouraging, as peer support is a strong protective factor for students' mental health and academic success.</p> <p>Consistently high scores in school support structures for social and emotional well-being reflect strong school-based systems and resources to support students, which likely contribute to a supportive school culture. The school's use of the Third Path Framework has also had a very positive effect on our teachers, suggesting that it has helped provide a safe and caring environment for our students. The strategies that have been put into place are working well.</p>	<p>In French Language Arts 6, the school performed 10% above the provincial average in acceptable standard and almost 6% higher in excellence. The three year average is also greater than the province. This success could be attributable to smaller class sizes over the past few years. This data could help identify areas where the school could improve, especially when aiming to raise excellence levels in students who currently only meet acceptable standards.</p> <p>In Science 6, 71.4% of students achieved the acceptable standard, slightly above the provincial average of 68.8% but below the school's past performance (76.2%). This indicates a low performance that is maintained but marked as an issue due to the drop. However, in the standard of excellence there was a significant improvement to 23.2%, almost double the school's previous performance (9.5%) and close to the provincial average (24.8%), marking a good performance with significant improvement.</p> <p>For Social Studies 6, there was a slight decline to 67.9%, just under the provincial average of 68.5%. However, only 10.7% of students reached the standard of excellence, lower than both the school's previous performance and provincial average. Thus it is marked as low, maintained, and an issue.</p> <p>Overall, strengths are in French Language Arts 6 which shows consistently strong performance. Areas of concern are in Science and Social Studies which have low acceptable standards and standard of excellence rates that have either declined or not met the provincial averages, signaling areas for potential curriculum support as indicated in provincial achievement analysis. On a more positive note, the marked improvement in Science in the standard of excellence shows a positive trend and effective efforts in raising higher-level achievement.</p>

<p>Responding to the Data:</p> <p>Implementation Plan &amp; Strategies:</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Remind teachers to teach test writing strategies (home room teacher) at every grade level to reduce anxiety when writing tests</li> <li>• Introduce Worry Woos to Div ii students (FSLW)</li> <li>• Student Needs Assessment survey at beginning of the year, to drive programming</li> <li>• Mental Health Week presentations, first week of May</li> <li>• 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.</li> <li>• Continue School Wide initiative: "I Take Care of My Mental Health by..."</li> <li>• Kindergarten classes will continue to be taught the Mind Up curriculum throughout the school year by FSLW with a glitter bottle project at the end. (regulation tool). Also, FSLW runs small groups for div I.</li> <li>• 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</li> <li>• 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),</li> <li>• 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.</li> <li>• Students involved in WISE plan planning</li> <li>• 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</li> <li>• FSLW to provide small friendship groups for boys and girls. Students are taught social skills (self-love and self-esteem, conflict resolution and friendship skills).</li> <li>• Staff to continue to use WISE plans for students, accommodations and IPPs, and emotional regulation strategies for students.</li> <li>• Beginning of the year fresher for all staff on SIVA, Third Path, regulation and appropriate child development. Frequent use of regulation strategies.</li> <li>• Unstructured environment behaviour strategies presented early in the year by FSLW (at assembly Bus and Recess).</li> <li>• Engage students in internet safety i.e inviting agencies such as SAFRON to come in and talk to students about digital citizenship and safe internet usage.</li> <li>• Schedule staff wellness sessions throughout the school year to promote wellbeing</li> <li>• Introduce Worry Woos to Div ii students (FSLW)</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Test-Taking and Self-Regulation Skills: Have regular lessons where students learn how to manage time, choose which questions to answer first, and use helpful resources during tests. Teach students how to stay calm and focused during tests.</li> <li>• Use provincial Test Data to Improve Learning: School leaders should look at test data often to find out what students are doing well and where they need more help. Use this information to plan lessons that meet students' needs.</li> <li>• Help Diverse Learners: Make sure students who need extra support, like English Language Learners (ELLs), get the right help. For example, ensuring that the students are understanding what they are reading. Adjust teaching methods and materials so all students can learn well.</li> <li>• Help for Students Who Need It: Work with teachers to find which students need extra help or more advanced work. Give them the support or challenges they need to succeed.</li> <li>• Teacher Training on Test Strategies: Offer regular training for teachers on ways to help students take tests and manage stress. Give practical tips for using these strategies in the classroom.</li> <li>• Analyze Test Data for Insights: Work with experts to understand test results. Use this information to make better teaching decisions and help students improve.</li> <li>• Use Formative Assessments: Use short, regular assessments to help plan lessons that meet each student's needs, whether they need extra help or more advanced learning.</li> <li>• Benchmark Tests: Give regular tests in math and reading to see how students are progressing. Use the results to adjust teaching plans and offer extra help when needed.</li> <li>• Learn from PAT Results: Examine Grade PAT test data to find ways to improve teaching and learning. Use these insights to plan better lessons and help students succeed.</li> </ul>
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Domain 2:	Student Growth and Achievement	
Provincial Goal	PROVINCIAL PRIORITY Citizenship	PROVINCIAL PRIORITY Student Learning Engagement
Background	Background: 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..	Background: learning improves when students find course content interesting and useful in their everyday lives.
Results Report Components	Results Report Components	
Data & Insights	AB EDUCATION CITIZENSHIP DATA Early Years Literacy <a href="#">Link</a> Numeracy Assessments ( <a href="#">Link</a> )	Survey Graphs ( <a href="#">link</a> )

<p>Insights, Implications, and Conclusions to the Data:</p>	<p><u>Insights - Citizenship</u></p> <p>École Notre Dame's results are largely positive and demonstrate a commitment to fostering active citizenship. Achievement is very high, maintained and excellent in all areas. The most significant insights are:</p> <ul style="list-style-type: none"> <li>• Teacher satisfaction is consistently high and stable.</li> <li>• Parent satisfaction shows variability but improved notably in recent years.</li> <li>• Student satisfaction experienced a drop in 2023, but improved 9% in 2024. Student satisfaction is lower than teacher and parents, though, indicating this is an area that may need attention to maintain engagement and alignment with active citizenship ideals.</li> </ul> <p>These trends can inform school improvement efforts, particularly in sustaining student engagement and understanding of active citizenship values.</p> <p><u>Insights - Early Years Literacy</u></p> <p>Acadience and Idapel data shows that there is improvement from the beginning of the year to the end of the year in the vast majority of students. Depending on lower grade levels, students are tested on fluency in the following: letter naming, phoneme segment, nonsense word, and oral reading. As their grade level increases, then they are tested on oral reading fluency (i.e. words correct, accuracy, retell, and retell quality).</p> <p>It is very typical that our Grade One classes have more students identified "in the red", which means that they require more intensive support, across the division. This shows that they are beginning to learn to read and this test allows teachers to know which specific areas each child needs support in. By the end of the year, not only in grade one, but across the grades, there is much progress made in students' ability to read. If a teacher is concerned about slower improvement, tools such as Fountas &amp; Pinnell, the Reading Readiness Screening Tool (RRST), and Diagnostic Reading Test (DRT) help to pinpoint areas to assist the child (individually, or in small groups -- tier 2 and 3 supports). For example, 20 minute interventions for one to one sessions by our Learning Support Facilitator, and 40 minute interventions for larger groups within the classroom setting.</p> <p>Insights are that Tier 1 classroom instruction in literacy in Grade One, for both English and French, is effective. As well, through Tier 2 and Tier 3 supports, we see significant improvement in students that are struggling with reading.</p> <p><u>Insights - Numeracy</u></p> <p>École Notre Dame's Numeracy Data shows notable progress in reducing the number of students identified as "at risk" across most grades from September 2023 to March 2024 indicating the effectiveness of targeted interventions. Grade 1 and 5 demonstrated the most significant improvements, with Grade 1 reducing its at-risk percentage from 8.3% to 0% and Grade 5 from 30.8% to 5.3%. These results highlight the success of early and focused support. Grade 2 and 3 showed considerable reductions, though Grade 3 experienced a decline in the number of students assessed. Grade 6 showed a slight raise in percentage of students identified as "at risk" with 2 less students assessed in March 2024 compared to September 2023.</p>	<p>The data shows the percentage of teachers, parents, and students at École Notre Dame School who agree that students are engaged in their learning at school.</p> <p>Trends are that the percentage has fluctuated between 93.9% and 100% over the past 4 years, with a slight dip in 2023, but overall maintaining a high level of agreement among teachers. Parent agreement peaked at 100% in 2022 but declined significantly to 83.3% in 2024. Student engagement improved from 66.7% in 2023, with an improvement of almost 6%, to 72.6%, in 2024. Overall, there is some fluctuation in overall satisfaction with engagement, peaking at 91.1% in 2022, then declining slightly in 2023 and 2024.</p> <p>That stated, the overall engagement at École Notre Dame School has generally been higher than the Alberta provincial average over the past four years. However, parent satisfaction rates dropped from 100% in 2022, to 89.7% in 2023, and 83.3% in 2024.</p> <p>Key takeaways are that teacher satisfaction levels of learner engagement have been relatively high and stable, though parent agreement has declined since 2022. Student's opinion of how engaged that are has been more variable, with a notable drop in 2023 before a slight recovery in 2024. The school has maintained high engagement levels compared to the provincial average, but there are fluctuations, particularly in the parent and student categories.</p>
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<p>Responding to the Data:</p> <p>Implementation Plan &amp; Strategies:</p>	<ul style="list-style-type: none"> <li>• Playground Pals program to continue so that Division ii students can get involved with assisting younger students with equipment organization.</li> <li>• CTF Physical Education classes will create indoor activities to lead with students when we have indoor days due to cold weather.</li> <li>• Continue with the Bucket Fillers program which recognizes students for acts of kindness.</li> <li>• 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, cards / kind messages 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).</li> </ul> <p>Older students partnering up with younger students as learning buddies and other activities to promote leadership and active citizenship within the school.</p>	<p>Enhanced Utilization of Formative Assessment: Implement a variety of formative assessment strategies, including peer and self-assessment, to actively involve students in their learning process and increase engagement. Encourage students to reflect on their own progress, provide feedback to peers, and take ownership of their learning journey.</p> <p>Sustainable Screening and Intervention Practices for Elementary Students: Maintain the use of screening tools and targeted interventions for elementary students to address specific areas of academic growth. Continuously assess student needs and provide timely interventions to support their learning progress effectively.</p> <p>Promotion of Differentiated Instruction: Encourage teachers to implement differentiated instruction techniques that incorporate student voice and choice into collaborative units. Provide opportunities for students to personalize their learning experiences, express their interests, and contribute to the planning process, fostering a sense of ownership and engagement in their education.</p> <p>Active Learning Strategies: Utilize a variety of active learning strategies, such as cooperative learning, group discussions, and experiential activities, to actively engage students in the learning process. Encourage inquiry-based learning, critical thinking, and problem-solving skills development to stimulate curiosity and creativity.</p>
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Domain 3:	Teaching and Leading	
Results Report Components - PROVINCIAL PRIORITY		
Data & Insights	Survey Graphs ( <a href="#">link</a> )	Survey Graphs ( <a href="#">link</a> )
Insights, Implications, and Conclusions to the Data:	<p><a href="#">2024-25 PD Plan</a></p> <p>The data aligns well with the board's goals, particularly in building staff capacity and encouraging collaboration and leadership. Teachers seem well-supported in accessing resources and participating in collaborative and leadership opportunities, although there is room to improve support staff engagement in professional development and support accessibility at the division level.</p> <ol style="list-style-type: none"> <li>1. Continue to build and develop staff capacity.</li> <li>2. Foster a culture of collaboration and leadership development.</li> </ol>	<p>Specific to the percentage of teachers, parents and students satisfied with the overall quality of basic education based on the AERR, École Notre Dame School consistently performs above the provincial average in terms of satisfaction from all three groups—teachers, parents, and students. Satisfaction scores at École Notre Dame reflect a strong and positive learning environment and are above the provincial results.</p> <p>Overall insights into staff wellness based on the responses from the STAR Catholic Schools - Teacher Survey 2024 on wellness resources and understanding suggest that teachers are both aware of and actively utilizing wellness resources, and that they have a strong understanding of the different dimensions of wellness in their own lives. The wellness initiatives seem to be well-received and beneficial.</p>
Responding to the Data:  <i>Implementation Plan &amp; Strategies:</i>	<p>Deepening Understanding of Universal Screeners and Intervention Supports: Offer targeted training sessions to elementary and junior high teachers to deepen their understanding of universal screeners like STAR Reading and intervention supports such as Language Levelled Intervention (LLI) for literacy and numeracy. Provide guidance on interpreting data and implementing effective interventions to support student growth.</p> <p>Scaffolded Implementation of New Curriculum: Support teachers in the scaffolded implementation of new curriculum by providing ongoing professional development and resources. Help teachers deepen their understanding of essential outcomes and integrate them into their pedagogical practices. Foster collaboration in creating unit plans that align with the new curriculum framework.</p> <p>Targeted Professional Development for French Immersion Teachers: Recognize the unique needs of French Immersion teachers and provide targeted professional development opportunities tailored to support their instructional practices. Offer workshops, training sessions, and resources specifically designed to enhance French language instruction and curriculum delivery.</p> <p><u>For Educational Assistants:</u> Providing Job-Specific Training Opportunities: Offer educational assistants opportunities for job-specific training to enhance their skills and effectiveness in supporting student learning. Provide workshops, seminars, and resources focused on best practices in supporting diverse learners and implementing intervention strategies.</p>	<p>Foster Positive Organizational Culture: Awareness of Dimensions of Wellness: Build staff awareness of the Dimensions of Wellness, focusing on social, emotional, and physical well-being to support a holistic approach to wellness.</p> <p>Social Wellness: a) Direct MDY staff to STAR Catholic division's resources for open and respectful communication, fostering a sense of connection and belonging. b) Continuously develop staff understanding and utilization of division initiatives supporting student and staff wellness, such as Mental Health Literacy and the Third Path Framework. c) Develop and share a wellness theme throughout the year, integrating it into the professional development plan to reinforce a culture of well-being.</p> <p>Emotional Wellness: a) Facilitate connection opportunities and build relationships among staff by modeling and providing wellness activities, including icebreakers and monthly team-building activities aligned with the wellness theme. b) Raise awareness of confidential support available to MDY staff, such as those provided by the Alberta School Employee Benefit Plan (e.g., Ink Blot) and community resources, to promote effective coping strategies and satisfying relationships.</p> <p>Physical Wellness: a) Implement designated communication hours from 6am-6pm on weekdays (excluding weekends, except for emergencies) to promote work-life balance and reduce email-related stress. b) Share best practices for physical wellness, including diet, sleep, and nutrition, in weekly communications to staff, encouraging a healthy lifestyle and self-care practices. By integrating these refined strategies, MDY can foster a supportive organizational culture that prioritizes the well-being of staff, thereby enhancing morale, productivity, and overall satisfaction within the school community.</p>

<b>Domain 3:</b>	<b>Teaching and Leading</b>	
<b>Provincial Goal</b>	Education Quality - PROVINCIAL PRIORITY	
<b>Outcome:</b>	Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.	
<b>Measures:</b>	Survey Graphs ( <a href="#">links</a> )	
<b>Results Report Components</b>		
<b>Data &amp; Insights</b>	Survey Graphs ( <a href="#">link</a> )	
<b>Insights, Implications, and Conclusions to the Data:</b>	1. Continue to build and develop staff capacity.	
<b>Responding to the Data:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue with programming which allows for students to work with other students at different grade levels (CTF, AE, Learning Buddies Program).</li> <li>• 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.</li> <li>• Family School Liaison Worker (FSLW) shares and helps with implementation of best practices for communicating with parents and other supports.</li> <li>• 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)</li> <li>• STEM PD for new Science curriculum</li> <li>• Teacher collaboration with focus on common formative and summative assessments</li> <li>• Ensure specific space for our tier iii students</li> </ul>	
<b>Implementation Plan &amp; Strategies:</b>		

<b>(École Notre Dame School) Education Plan</b>		
<b>Domain 4:</b>	<b>Learning Supports</b>	
<b>Board Priority</b>	First Nation, Metis, and Inuits students are successful. - DIVISION GOAL	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model. DIVISION GOAL
<b>Outcome:</b>	More First Nation, Metis and Inuit students meet or exceed identified measures.	<ol style="list-style-type: none"> <li>1) Quality core instruction foundational to success for all and is grounded in solid assessment practice.</li> <li>2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students</li> <li>3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.</li> </ol>
<b>Measures:</b>	Survey Graphs ( <a href="#">link</a> )	Survey Graphs ( <a href="#">links</a> )
<b>Results Report Components</b>		
<b>Data &amp; Insights</b>	Survey Graphs ( <a href="#">links</a> )	Survey Graphs ( <a href="#">link</a> )

<p>Insights, Implications, and Conclusions to the Data:</p>	<p>The trend for both "Acceptable" and "Excellence" levels indicates underperformance relative to standard expectations. Despite a slight increase in the "Acceptable" standard over recent years, the low overall percentages signal potential areas of improvement in instructional strategies and student support to help raise both average performance and high achievement and address the performance gap between First Nations, Metis and Inuit students and general achievement test data.</p> <p>Data values on the STAR Catholic survey specific to students who identified themselves as FNMI, shows that the majority of students perceive the school environment positively in terms of support, feedback, clarity of expectations, and preparation for work, assignments, and exams/assessments. However, there are small portions of students who may need additional attention to feel fully supported in these areas. These insights help inform targeted improvements, such as enhancing ways in which feedback is given or clarifying assignment expectations for those who might feel unsure.</p>	<p>For the STAR Catholic survey, teachers either strongly agreed or agreed 100% to the following: 1. they use data to establish intervention targets for students; 2) they establish intervention targets for students who have mastered core concepts and would benefit from enrichment; 3) they give students opportunities to practice and develop their understanding before a test or assessment; 4) they provide criteria for assignments to students (i.e. outlines, rubrics, etc.).</p> <p>88% of parents strongly agreed/agreed that their child receives the support he/she needs to be successful in school. Measures for receiving information in a timely manner and that their child has the opportunity to reach his/her full potential were very high, both in the upper 90%.</p> <p>Students, overall, have positive perceptions of their learning environment, adult support, and feedback that they receive. Areas for improvement could include reducing uncertainty and ensuring consistency in practices like how they receive feedback as well as communication of expectations.</p> <p>Insights are that teachers are using Response to Intervention (RTI) successfully to identify struggling students and target interventions. Overall, students' learning needs are being met and parents are happy with the support that their children are receiving. As well, they are happy with the communication they are receiving about their child.</p>
<p>Responding to the Data:</p> <p><i>Implementation Plan &amp; Strategies:</i></p>	<ul style="list-style-type: none"> <li>• Application to Jordan's Principle for at-risk Indigenous students</li> <li>• Indigenous lead to assist teachers in bringing awareness to Day of Truth and Reconciliation</li> <li>• Teach parallels between Catholic Virtues and the 7 Sacred Teachings (Indigenous Lead)</li> <li>• Indigenous Lead to continue preparing slides with information for all students (teachers to present).</li> <li>• Metis dancer/drummer/speaker on Aboriginal Day</li> <li>• Utilize our tipi to provide a space for storytelling and FNMI activities.</li> </ul>	<p>Deepen Staff Understanding on the Purpose of Assessment: a) Visual Representation: Instead of simply creating a common understanding of the Alberta Assessment Consortium visual, engage staff in interactive workshops where they can discuss and apply the visual to real classroom scenarios. Encourage them to reflect on how assessment aligns with diverse learner needs and how it can be used inclusively.</p> <p>b) Data-Informed Instruction: In addition to analyzing assessment data, provide professional development sessions on differentiated instruction techniques. Equip teachers with strategies to tailor instruction to di-verse learning styles, abilities, and cultural backgrounds identified through assessment data.</p> <p>Create a Data-Driven Culture that Supports All Students:</p> <p>a) Comprehensive Data Analysis: Expand beyond diagnostic assessment data and include formative and summative assessments. Encourage collabora-tive data analysis sessions where teachers can share insights and best practices for addressing diverse stu-dent needs.</p> <p>b) Holistic Support: Instead of solely identifying students in need of targeted support, emphasize the importance of recognizing and nurturing the strengths of all students, including gifted learners. Encourage teachers to implement enrichment activities that challenge and engage students at all levels.</p> <p>c) Professional Development on Intervention Tools: Offer ongoing training sessions on evidence-based intervention strategies tailored to different learning profiles. Provide resources and support for teachers to implement these tools effectively in the classroom.</p> <p>d) Collaborative Support System: Foster partnerships with Central Office personnel to provide comprehen-sive support for tier 3 students. Establish clear protocols for collaboration between teachers and support staff to ensure a coordinated approach to meeting the diverse needs of students. Encourage regular com-munication and data sharing to track student progress and adjust interventions as needed.</p>

Domain 4:	Learning Supports
Provincial Goal	Welcoming, Caring, Respectful, and Safe Learning Environment - PROVINCIAL PRIORITY
Outcome:	Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Measures:	Survey Graphs ( <a href="#">links</a> )
Results Report Components	
Data & Insights	Survey Graphs ( <a href="#">link</a> )

Insights, Implications, and Conclusions to the Data:	<p>Teachers and parents had the highest agreement levels (95.8% and 95.2%) in 2024. Students exhibit lower agreement levels compared to teachers and parents, at 80%. Overall, the school has maintained consistent levels of agreement across stakeholder groups.</p> <p>ENDS consistently outperforms provincial averages for all stakeholder groups, especially in teacher and parent responses. Parents report a relatively stable sense of safety and care over time, though small variations exist. Student responses tend to align more closely with provincial trends, but exceed slightly.</p> <p>This highlights an area for potential focus, particularly in fostering a sense of belonging and safety amongst students.</p>
Responding to the Data:  Implementation Plan & Strategies:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Our Family School Liaison Worker will continue including information in our weekly communications so that parents are aware of the support she provides, and of the individual and family support availability in the community.</li> <li>• Access Division Student Learning Support Team (Speech Language Therapy / Occupational Therapy / Wellness Coordinator) as needed</li> <li>• Utilize expertise of school's Learning Support Facilitator; Family School Liaison Worker to connect with external consultants and community supports</li> <li>• Access Division Crisis Response Teams when necessary</li> <li>• Ensure early intervention programs such as Leveled Literacy and Guided Reading are being implemented</li> <li>• Access Jordan's Principle grant for Indigenous students that need support</li> <li>• Work with stakeholders related to the Success in Schools Program for children and youth in provincial government care.</li> <li>• Set high expectations of staff and students that are clear, consistent, and regularly communicated</li> <li>• 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).</li> <li>• Acknowledge students who demonstrate kindness, respect, and thoughtfulness (regularly, and through our Virtue of the Month and Bucket Fillers programs).</li> <li>• Monthly spirit assemblies continue to focus on student's virtues and successes</li> <li>• 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.)</li> <li>• 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</li> <li>• Keep staff up to date in VTRA, ASIST and First Aid training</li> </ul> <p><b>PROFESSIONAL LEARNING</b></p> <ul style="list-style-type: none"> <li>• SIVA training for new support staff and teachers</li> <li>• Third Path refresher to all staff; Third Path Conditions 7 and 8 throughout the year</li> <li>• 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).</li> <li>• Differentiated in Classrooms Workshop (adapting according to student learning style, readiness, and interest)</li> <li>• Social-Emotional Learning/Executive Functioning Workshop – Linking SEL to Formative Assessment</li> <li>• Workshop on how to use Nelson Leveled Reading Kits</li> </ul>

Domain 5:	Governance
Provincial Goal	Parental Involvement - PROVINCIAL PRIORITY
Outcome:	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)
Measures:	Survey Graphs <a href="#">(links)</a>
Results Report Components	

Data & Insights	<a href="#">Survey Graphs (link)</a> <a href="#">Supplemental Data (link)</a>
Insights, Implications, and Conclusions to the Data:	<p><u>Parental Involvement</u></p> <p>ENDS overall achievement in 2024 was high, but declined from 2023. It likely was rated as high because teacher satisfaction with parental involvement was very high. However, parent satisfaction has dropped: 82.6% in 2022, 78% in 2023, and 63.2% in 2024, resulting in this statistic being an issue. This signals a need for improvement in parental involvement requiring focused interventions. Of note is the number of parents responding to the survey was only 12 compared to the previous year where there were 33. It seems that the years that there were fewer parents responding to the survey (2021 &amp; 2024), results in parent involvement satisfaction are lower.</p> <p><u>Other Supplemental Data</u></p> <p>The data points cover a range of categories such as in-service jurisdiction needs, lifelong learning, program access, satisfaction, and other key metrics for student outcomes, like work preparation.</p> <p>The data suggests that the school performs well in supporting students, improving overall in all measures except work preparation. The school's statistics were rated as "very high" and "excellent" in the areas of in-service jurisdiction needs, program of studies, safe and caring, satisfaction with program access, and school improvement. Rated as "high" were lifelong learning and work prep.</p> <p>In the 2023-24 Alberta Education survey, there was a decrease in respondents in general. In 2022, there were approximately 26 parents that responded. In 2023, there was an increase to 31. In 2024, there was an average of 12 respondents. Areas in which parents were not as satisfied as the previous year were as follows:</p> <ol style="list-style-type: none"> <li>1. Lifelong Learning (the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school) - Overall our achievement in 2024 was high, maintained, and good. However, 60% of parents were in agreement that programs for children at risk are easy to access and timely, a drop from 76% and 86% in previous years. The school was listed as intermediate, comparable to the province which was at 64.6%.</li> <li>2. At-Risk Students (percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely) - Overall the school's achievement in 2024 was intermediate, maintained, and acceptable. Teacher ratings were very high, improved and excellent. However, improvement declined and was an issue. Based on the data provided, here are some key insights regarding parents' perceptions (Grade 4-6) over the years: <ol style="list-style-type: none"> <li>a) From 2021 to 2023, there is a noticeable rise in the percentage of parents agreeing (both "Strongly Agree" and "Agree") that appropriate supports and services are available. For example, in the 2021 responses, the combined agreement was minimal but grew significantly by 2023. There's a drop in agreement in 2024, suggesting a possible decrease in perceived support, or possibly changes in services or communication with parents about them. For example, 2024's "Strongly Agree" and "Agree" percentages decrease compared to previous years.</li> <li>b) Parents reported stronger agreement in 2022 and 2023 (Top 2 Box percentages around 83-85%) that there were appropriate learning supports available. This could indicate successful implementation of resources or services during these years. However, in 2024, these numbers dropped to around 55-69%, which may signal concerns or unmet expectations.</li> <li>c) High percentages (Top 2 Box around 100% in multiple years) suggest that parents consistently felt teachers were available to help their children. This consistency may highlight strong teacher-student relationships and accessibility.</li> </ol> </li> </ol> <p>Given the drop in agreement in 2024, the school might benefit from evaluating and possibly expanding or better communicating support services to parents. Enhanced transparency and parental involvement could improve satisfaction. Overall, this data highlights the importance of consistent service delivery and communication with parents regarding the support available to students.</p> <ol style="list-style-type: none"> <li>3. Work Preparation (the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school). This area measured low, with a significant decline/concern for parents. This was contrasted with teachers whose response resulted in the achievements ratings as high, improved and excellent.</li> </ol> <p>École Notre Dame's satisfaction data is at times above or below Alberta's average. For example, the school's teacher satisfaction in 2023 (96.2%) is notably higher than Alberta's average of 85.7%.</p> <p>The general trend towards "Excellent" and "Very High" ratings indicates that, overall, students and stakeholders are satisfied with the programs and support provided in this domain.</p> <p>To improve the understanding and overall performance, attention may need to be given to areas with lower ratings or gaps in data from parents to teachers, particularly in Work Preparation.</p>

Responding to the Data:	<ul style="list-style-type: none"> <li>• Continue to invite parents to our regular monthly meetings (first Monday of each month) and to ask parents personally to attend</li> <li>• 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)</li> <li>• Check by making phone calls to ensure parents are completing surveys; more respondents are better data.</li> <li>• Admin to continue doing crosswalk supervision before and after school to be visible to parents and more available for conversations</li> <li>• 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.</li> <li>• 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</li> <li>• 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)</li> <li>• Check by making phone calls to ensure parents are completing surveys; more respondents are better data.</li> <li>• Admin to continue doing crosswalk supervision before and after school to be visible to parents and more available for conversations</li> <li>• 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.</li> <li>• Invitation for parent/grandparent volunteers within classrooms, for events (Shrove Tuesday, Spring Dance) and for monthly/weekly/daily programs (Hot Lunch; Snack; Popcorn Days)</li> </ul>
Implementation Plan & Strategies:	

Domain 5:	Governance
Provincial Goal	Stakeholder Engagement - PROVINCIAL PRIORITY
Outcome:	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
Measures:	Survey Graphs (links) - See Links to Parental Involvement above
Summary of Engagement	
	<p>All stakeholders– staff, teachers, and students were consulted throughout the process of the Education Plan creation:</p> <ul style="list-style-type: none"> <li>• Staff were engaged in a variety of activities throughout the professional development plan to provide feedback on key domains. These included activities, survey, and team consultation</li> <li>• Parents were invited to complete the STAR Catholic survey, Alberta Education Survey, and other surveys based on specific programming (e.g. CTF, AE program). Parents were also invited to evening events at the school to participate as a school community (like Numeracy Evening, School Dance) and offer feedback following events.</li> <li>• Students were consulted through the STAR Catholic and Alberta Education surveys. In addition, grades 4-6 participated in a session during CTF to brainstorm ways to improve ENDS for the following year.</li> </ul> <p>All feedback was brought to the ENDS leadership for consideration and discussion. Qualitative student data from the STAR Catholic Survey was also shared with the SLT to inform the Education Plan. Finally, School Council was provided opportunities to discuss and give feedback to the education plan in a variety of monthly meetings as the administration discussion topic.</p>

**APPENDIX: SURVEY DATA:**

**DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY**

Measure Category	Notre Dame			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.	98	New Question	82	90	New Question	90
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	88	New Question	83	90	New Question	90
<b>Staff Survey (Teachers)</b>						
Staff at the school uphold the dignity of every student as a child of God.	100	New Question	100	99	New Question	99
I pray regularly with staff and/or students.	96	New Question	New Question	99	New Question	99
I speak about and demonstrate my faith to my students.	96	New Question	New Question	98	New Question	98
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	96	New Question	New Question	97	New Question	97
I am building capacity in my understanding of how to permeate faith into all school activities.	100	New Question	New Question	98	New Question	98
<b>Student Survey</b>						
We pray as a class or a school every day.	*Current Result 94	Prev Year Result 94	Prev 3 Year Average 94	Current Result 97 89	Prev Year Result 97 89	Prev 3 Year Average 97 89
The adults in my school treat me with respect	94	90	92	92 75	90 75	91 76

\* Elementary/Secondary (e.g. 91|93)



## 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.

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	95	New Question	97	95	New Question	95
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	97	98	98
The school provides students an opportunity to pray and grow in their faith.	100	New Question	100	99	New Question	99
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	100	New Question	100	99	New Question	99
Student Survey						
I learn about faith and God at school.	99	New Question	99	97 96	New Question	97 96
Teachers and students speak about faith, and I learn how to live the way God wants me to.	92	New Question	92	94 82	New Question	94 82
I have the opportunity to participate in religious celebrations and activities.	92	New Question	92	92 92	New Question	92 92

**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.

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	95	94	95	86	83	85
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	99	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	96	98	96   92	97   94	96   92

**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.

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	95	New Question	New Question	96	New Question	New Question
Faith is incorporated into school communications.	95	New Question	New Question	92	New Question	New Question
I am invited to school faith events.	93	New Question	New Question	84	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	99	100	99
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	92	100	96	98	95	97
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.	92	New Question	New Question	92 92	New Question	New Question

**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.

Measure Category	Notre Dame STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I am able to develop trusting relationships with the students in my care.	100	New Question	New Question	99	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	97	99	95	91	93
I am able to effectively support student regulation	96	New Question	New Question	91	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	100	New Question	New Question	98	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	100	New Question	New Question	80	New Question	New Question
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	100	New Question	New Question	100	New Question	New Question

Measure Category	Notre Dame STAR Catholic Schools					
I am able to support the social and emotional well-being of the student(s) I work with	100	100	100	97	92	95
I am able to effectively support student regulation	100	New Question	New Question	89	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	100	New Question	New Question	85	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	85	New Question	New Question	68	New Question	New Question

**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.

Measure Category	Notre Dame STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey (Elementary)</b>						
At my school there is at least one adult who listens and cares about me.	92	New Question	New Question	92	New Question	New Question
My school is a place where I feel I belong.	81	New Question	New Question	83	New Question	New Question
I know how to get help if I am struggling with my mental health.	84	New Question	New Question	84	New Question	New Question
I have a trusted adult in my school who I can ask for help.	91	New Question	New Question	93	New Question	New Question
I learn how to manage my emotions in stressful situations.	79	New Question	New Question	83	New Question	New Question
I have opportunities to be involved in and connected to my school.	91	New Question	New Question	93	New Question	New Question
I feel safe at school.	<b>89</b>	81	85	<b>90</b>	85	New Question
I have a friend at school.	<b>97</b>	96	97	<b>98</b>	95	New Question

**DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT**

**Student Growth and Achievement (Grades K-9)**



**PAT Results Course Summary - By Number Writing**

**School: 3270 École Notre Dame School**  
**Province: Alberta**

		École Notre Dame School		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	19	17	1,638	2,923
	Acceptable Standard %	84.2	82.4	79.8	83.1
	Standard of Excellence %	15.8	11.8	10.6	13.3
Français 6 année	Number Writing	n/a	n/a	439	507
	Acceptable Standard %	n/a	n/a	92.3	89.9
	Standard of Excellence %	n/a	n/a	21.2	22.1
Science 6	Number Writing	56	61	45,578	46,184
	Acceptable Standard %	71.4	78.7	81.2	79.3
	Standard of Excellence %	23.2	9.8	29.3	25.9
Social Studies 6	Number Writing	56	63	52,610	48,742
	Acceptable Standard %	67.9	71.4	79.2	78.3
	Standard of Excellence %	10.7	15.9	22.8	21.3
English Language Arts 9	Number Writing	n/a	n/a	48,994	47,191
	Acceptable Standard %	n/a	n/a	83.8	85.1
	Standard of Excellence %	n/a	n/a	14.2	15.9
K&E English Language Arts 9	Number Writing	n/a	n/a	1,052	883
	Acceptable Standard %	n/a	n/a	69.0	71.2
	Standard of Excellence %	n/a	n/a	7.8	8.0
French Language Arts 9 année	Number Writing	n/a	n/a	3,110	3,027
	Acceptable Standard %	n/a	n/a	81.5	80.8
	Standard of Excellence %	n/a	n/a	11.3	11.5
Français 9 année	Number Writing	n/a	n/a	579	541
	Acceptable Standard %	n/a	n/a	88.3	86.7
	Standard of Excellence %	n/a	n/a	20.9	23.7
Mathematics 9	Number Writing	n/a	n/a	49,797	46,587
	Acceptable Standard %	n/a	n/a	62.0	64.7
	Standard of Excellence %	n/a	n/a	16.5	16.0
K&E Mathematics 9	Number Writing	n/a	n/a	1,584	1,480
	Acceptable Standard %	n/a	n/a	64.8	64.7
	Standard of Excellence %	n/a	n/a	12.3	13.9
Science 9	Number Writing	n/a	n/a	50,395	47,397
	Acceptable Standard %	n/a	n/a	79.2	78.8
	Standard of Excellence %	n/a	n/a	24.4	23.9

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. 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.  
 3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.  
 4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.  
 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

# Student Growth and Achievement (Grades K-9)



## PAT Results By Course

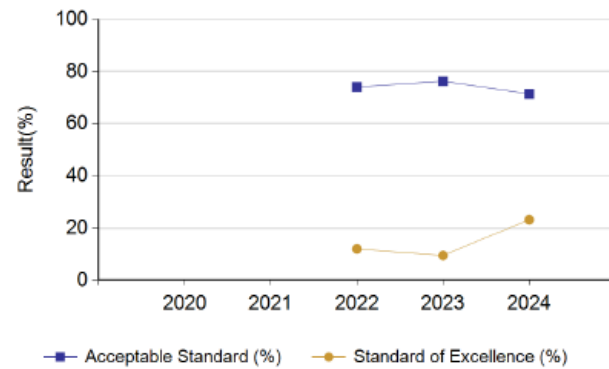
School: 3270 École Notre Dame School

Province: Alberta

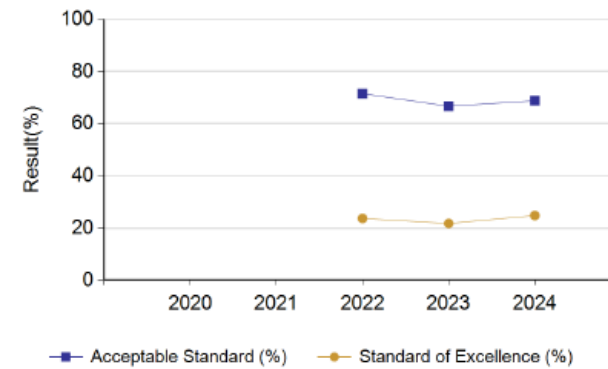
### Science 6

		École Notre Dame School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	50	63	56	n/a	n/a	56,451	54,859	53,806
	Students Writing	n/a	n/a	46	61	56	n/a	n/a	48,395	46,184	45,578
	Students Writing (%)	n/a	n/a	92.0	96.8	100.0	n/a	n/a	85.7	84.2	84.7
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	74.0	76.2	71.4	n/a	n/a	71.5	66.7	68.8
	Standard of Excellence (%)	n/a	n/a	12.0	9.5	23.2	n/a	n/a	23.7	21.8	24.8
	Below Acceptable Standard (%)	n/a	n/a	18.0	20.6	28.6	n/a	n/a	14.2	17.4	15.9
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	80.4	78.7	71.4	n/a	n/a	83.4	79.3	81.2
	Standard of Excellence (%)	n/a	n/a	13.0	9.8	23.2	n/a	n/a	27.7	25.9	29.3
	Below Acceptable Standard (%)	n/a	n/a	19.6	21.3	28.6	n/a	n/a	16.6	20.7	18.8

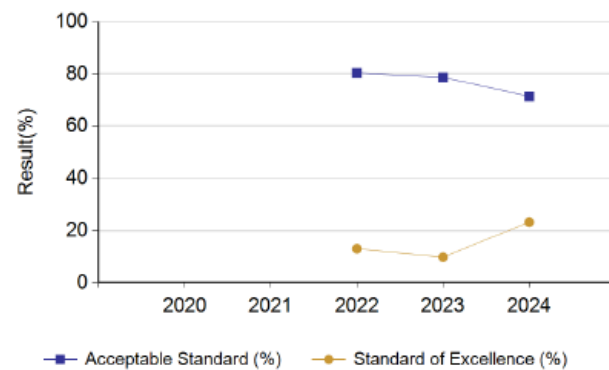
Results Based on Number Enrolled  
École Notre Dame School



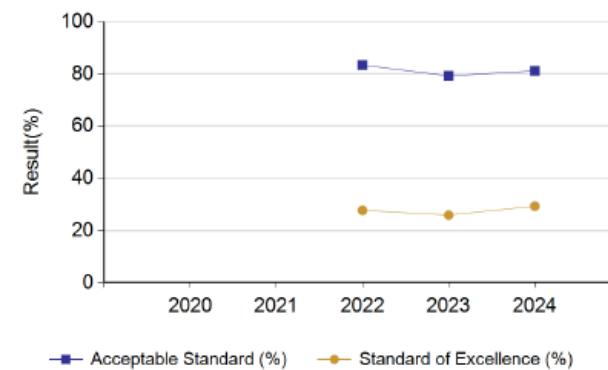
Results Based on Number Enrolled  
Alberta



Results Based on Number Writing  
École Notre Dame School



Results Based on Number Writing  
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. 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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

# Student Growth and Achievement (Grades K-9)



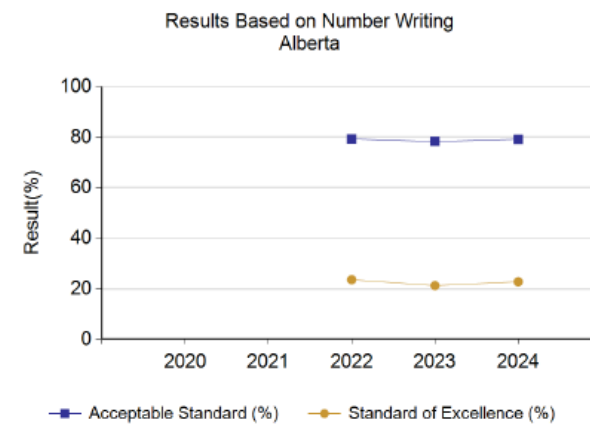
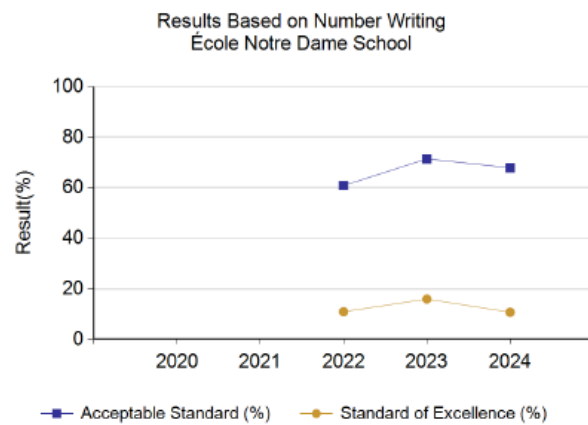
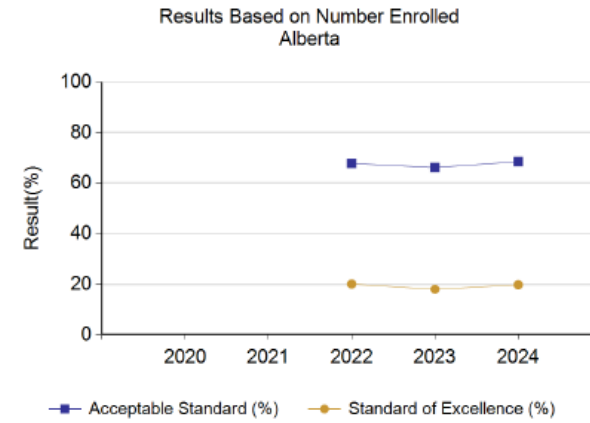
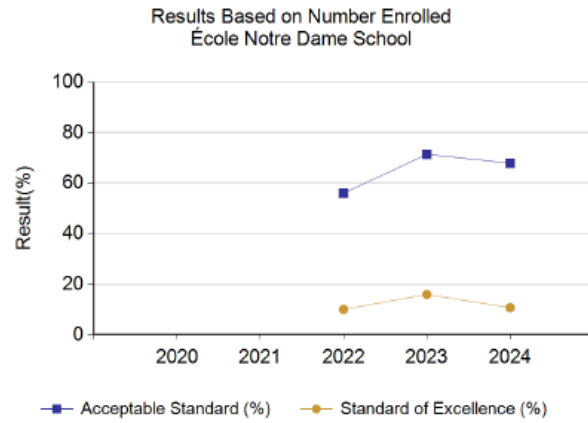
## PAT Results By Course

School: 3270 École Notre Dame School

Province: Alberta

### Social Studies 6

		École Notre Dame School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	50	63	56	n/a	n/a	56,483	57,655	60,804
	Students Writing	n/a	n/a	46	63	56	n/a	n/a	48,283	48,742	52,610
	Students Writing (%)	n/a	n/a	92.0	100.0	100.0	n/a	n/a	85.5	84.5	86.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	56.0	71.4	67.9	n/a	n/a	67.8	66.2	68.5
	Standard of Excellence (%)	n/a	n/a	10.0	15.9	10.7	n/a	n/a	20.1	18.0	19.8
	Below Acceptable Standard (%)	n/a	n/a	36.0	28.6	32.1	n/a	n/a	17.7	18.4	18.0
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	60.9	71.4	67.9	n/a	n/a	79.3	78.3	79.2
	Standard of Excellence (%)	n/a	n/a	10.9	15.9	10.7	n/a	n/a	23.6	21.3	22.8
	Below Acceptable Standard (%)	n/a	n/a	39.1	28.6	32.1	n/a	n/a	20.7	21.7	20.8



- 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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

# Student Growth and Achievement

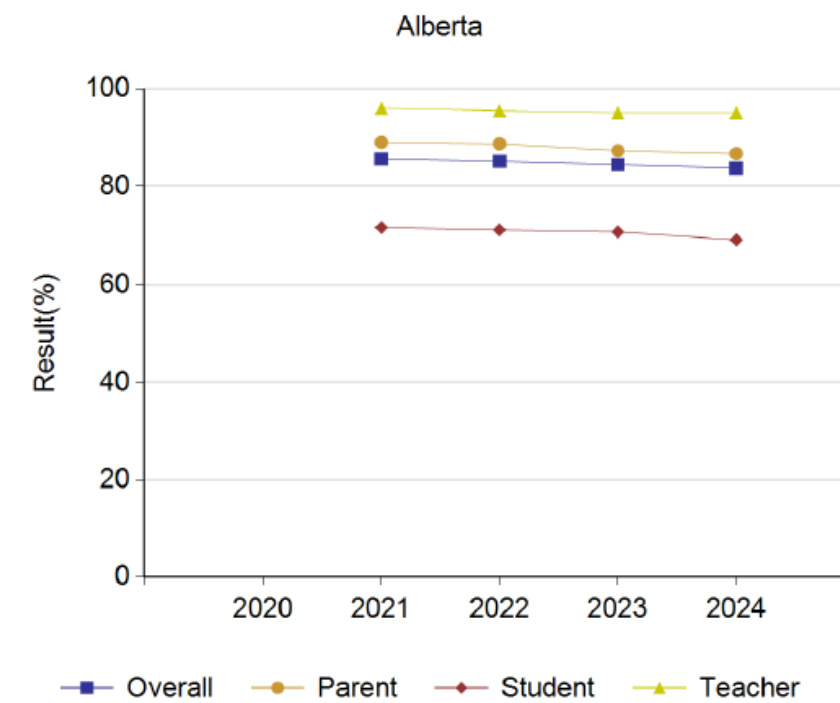
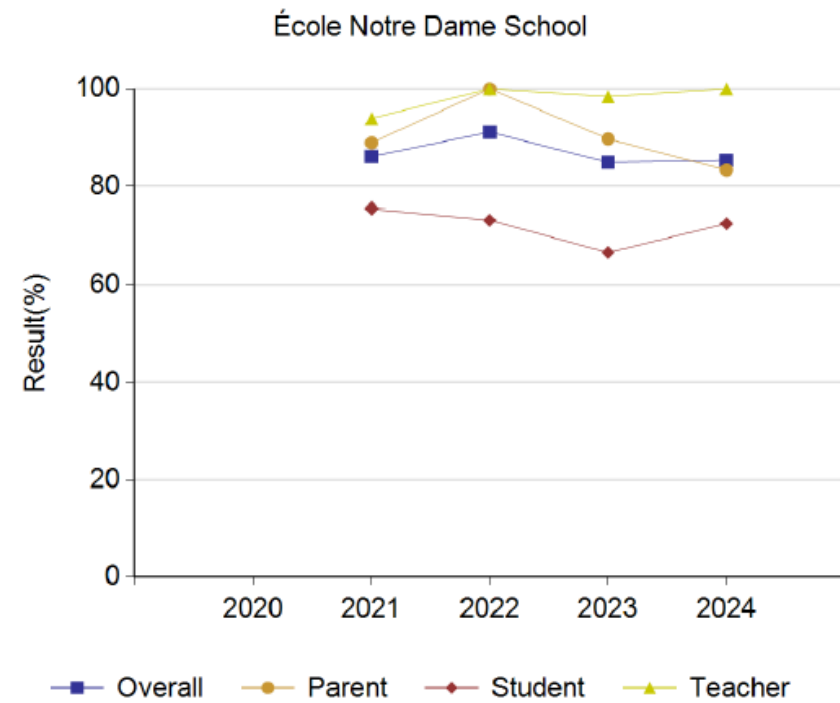
## S.1 Student Learning Engagement - Measure History

School: 3270 École Notre Dame School

Province: Alberta

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

	École Notre Dame School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	62	86.1	207	91.1	184	84.9	191	85.3	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	6	88.9	27	100.0	33	89.7	12	83.3	n/a	Declined	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	45	75.6	156	73.3	130	66.7	158	72.6	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	11	93.9	24	100.0	21	98.4	21	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	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.



**DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT**

PROVINCIAL GOAL: CITIZENSHIP

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

CITIZENSHIP - MEASURE DETAILS

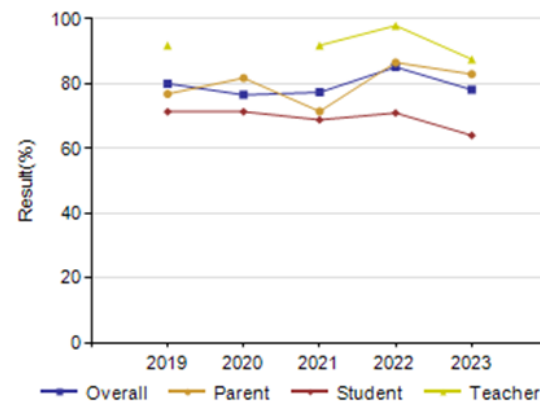
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		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	89	80.0	86	76.9	87	80.3	105	85.1	98	78.1	High	Maintained	Good	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	14	76.8	12	81.7	10	71.4	18	86.5	7	82.9	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	31,689	80.4	31,869	79.4
Student	58	71.3	57	71.3	53	68.8	68	70.9	64	64.0	Intermediate	Maintained	Acceptable	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	17	91.8	n/a	n/a	17	91.8	19	97.9	1	87.5	Intermediate	Declined	Issue	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:

Data values have been suppressed where the number of

The AEA survey was introduced as a pilot in 2020/21, when

The Citizenship measure was adjusted to reflect the introduction of



respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

**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.

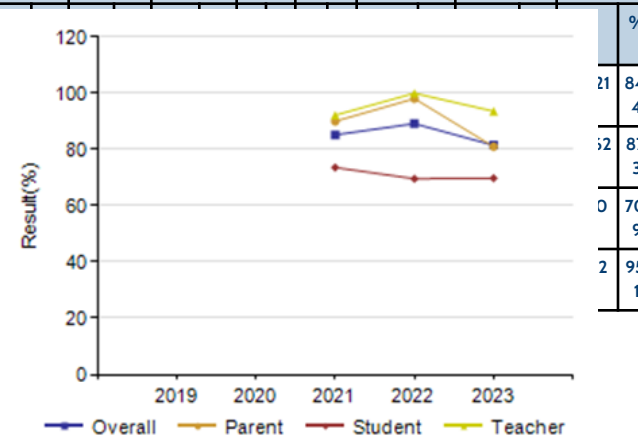
**STUDENT LEARNING ENGAGEMENT:**

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																			
	School										Authority			Province					
	2019		2020		2021		2022		2023		Measure Evaluation			2019	2020	2021	2022	2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	80	85.2	105	89.2	91	81.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	21	84.4
Parent	n/a	n/a	n/a	n/a	10	90.0	18	98.1	7	81.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	12	87.3
Student	n/a	n/a	n/a	n/a	53	73.6	68	69.6	6	69.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	0	70.9
Teacher	n/a	n/a	n/a	n/a	17	92.2	19	100.0	1	93.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	2	95.1

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.



**DOMAIN 3: TEACHING & LEADING**

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

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

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	100	97	98	95	93	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	97	98	92	92	91
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	77	69	73	58	63	65
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)	85	92	89	82	78	81

**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.

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	90	95	96	93	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	93	97	97	97	96
Teachers in our school value professional learning communities (PLC)	100	93	97	94	94	94

**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	Notre Dame			STAR Catholic Schools		
	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.	96	New Question	New Question	92	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	96	New Question	New Question	80	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	96	New Question	New Question	98	New Question	New Question
We learn about and incorporate wellness in my workplace.	96	New Question	New Question	88	New Question	New Question

**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.

Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	85	New Question	New Question	90	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	85	New Question	New Question	67	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	100	New Question	New Question	96	New Question	New Question
We learn about and incorporate wellness in my workplace.	92	New Question	New Question	74	New Question	New Question

**DOMAIN 3: TEACHING & LEADING**

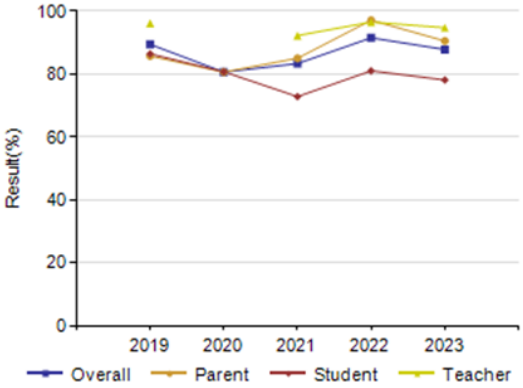
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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/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.

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	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	89	89.4	69	88.0	83	83.0	105	91.5	91	87.8	High	Maintained	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	14	85.7	12	80.6	18	85.0	18	97.1	90	90.5	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	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	58	86.4	57	80.7	72	88.8	68	81.0	78	81.1	Very Low	Maintained	Concern	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	17	96.1	n/a	n/a	17	92.2	19	96.5	19	94.7	Intermediate	Maintained	Acceptable	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



## Teaching & Leading

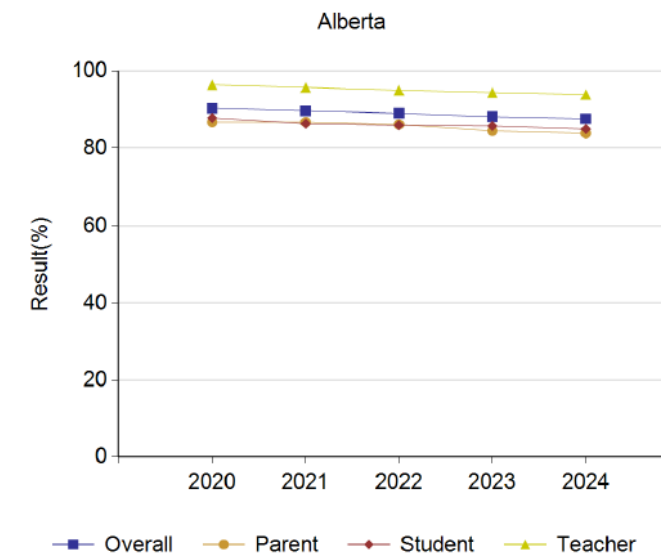
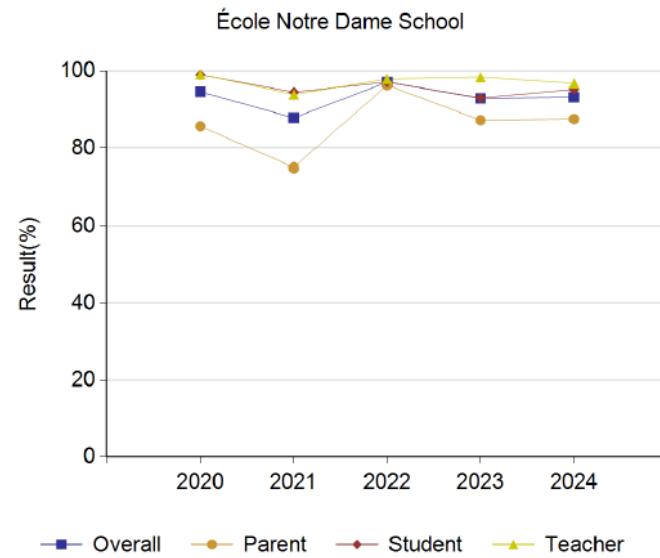
### A.4 Education Quality - Measure History

School: 3270 École Notre Dame School

Province: Alberta

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

	École Notre Dame School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	86	94.6	63	87.8	207	97.1	185	92.9	191	93.2	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	15	85.6	6	75.0	27	96.3	33	87.2	12	87.5	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	52	99.0	46	94.5	156	97.1	131	93.0	158	95.2	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	19	99.1	11	93.9	24	97.9	21	98.4	21	96.8	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



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.



NUMERACY - ENGLISH						
Number of Students Identified as a risk in...						
(Note: Grade 1 September Assessment is optional/Grade 1 was assessed in January and Grades 2+ were assessed in March)						
Grade Level	SEPT 2023 Total # of Students Assessed (Beginning of the School Year) - NUMERACY	SEPT 2023 Total # of Students at RISK (Beginning of the School Year) - NUMERACY	SEPT 2023 % of Students at Risk (Beginning of the School Year)	MAR 2024 Total # of Students Assessed (End of the School Year) - NUMERACY	MAR 2024 # of Students at Risk (End of the School Year)	MAR 2024 % of Students at Risk (End of the School Year)
1	28	2	7.14%	24	0	0.00%
2	49	11	22.45%	26	4	15.38%
3	44	10	22.73%	39	2	5.13%
4	34	2	5.88%	29	1	3.45%
5	39	12	30.77%	38	2	5.26%
6	37	5	13.51%	35	4	11.43%

NUMERACY - FRENCH						
Number of Students Identified as a risk in...						
(Note: Grade 1 September Assessment is optional/Grade 1 was assessed in January and Grades 2+ were assessed in March)						
Grade Level	SEPT 2023 Total # of Students Assessed (Beginning of the School Year) - NUMERACY	SEPT 2023 Total # of Students at RISK (Beginning of the School Year) - NUMERACY	SEPT 2023 % of Students at Risk (Beginning of the School Year)	MAR 2024 Total # of Students Assessed (End of the School Year) - NUMERACY	MAR 2024 # of Students at Risk (End of the School Year)	MAR 2024 % of Students at Risk (End of the School Year)
1	20	2	10.00%	21	0	0.00%
2	19	6	31.58%	8	0	0.00%
3	19	2	10.53%	7	0	0.00%
4	13	2	15.38%	17	1	5.88%
5	19	2	10.53%	11	1	9.09%
6	19	0	0.00%	15	0	0.00%

**DOMAIN 4: LEARNING SUPPORT DONE**

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.

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	96	83	90	89	93	85
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	96	100	98	95	96	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	95	98	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	98	100	98
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	98	92	94
Student Survey (Elementary)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	96	96	96	94	96	95

**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.

Measure Category	Notre Dame	Notre Dame	St. Thomas Aquinas RCSSD	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result	Previous	Current Result*	Previous
My school is a place where I feel I belong.	95	n/a	73 64	77   63
I feel safe at school.	90	n/a	85 79	81   79
I have a friend at school.	100	n/a	99 97	92   94
(Elementary) At my school there is at least one adult who listens and cares about me	90	n/a	87	88

**DOMAIN 4: LEARNING SUPPORTS**

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

Measure Category	Notre Dame			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I use data to establish intervention targets for students who have not mastered core concepts.	100	New Question	New Question	97	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.	100	New Question	New Question	94	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	96	New Question	New Question	95	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	100	New Question	New Question	100	New Question	New Question
Student Survey (Elementary)						
In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).	91	New Question	New Question	95	New Question	New Question
At school, adults help me when I ask.	92	92	92	94	93	94
I get feedback from my teacher on assignments.	92	New Question	New Question	93	New Question	New Question
I know what is expected on assignments (i.e. outlines, rubrics).	85	New Question	New Question	91	New Question	New Question
I have opportunities to practice and improve my learning before a test.	92	New Question	New Question	94	New Question	New Question

**DOMAIN 4: LEARNING SUPPORTS**

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students

Measure Category	Notre Dame STAR Catholic Schools					
	Notre Dame			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 receives the support he/she needs to be successful in school.	88	88	88	81	85	86

## Learning Supports

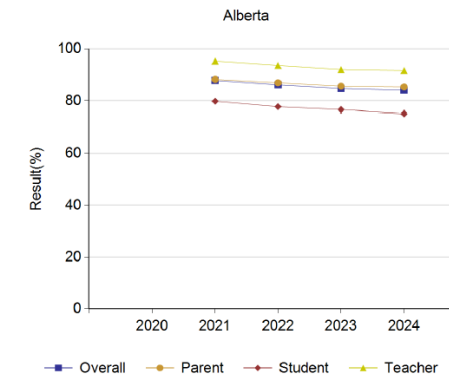
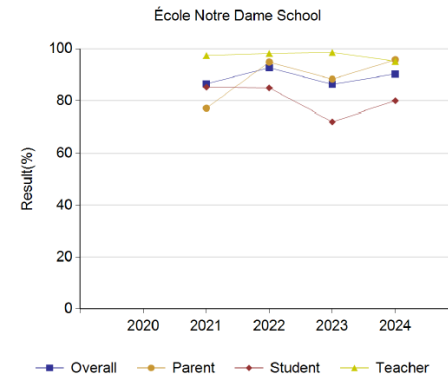
### W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	62	86.5	207	92.7	185	86.3	191	90.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	6	77.1	27	94.9	33	88.3	12	95.8	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	45	85.2	156	84.9	131	72.1	158	80.0	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	11	97.4	24	98.2	21	98.6	21	95.2	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6



Notes:

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

## Learning Supports

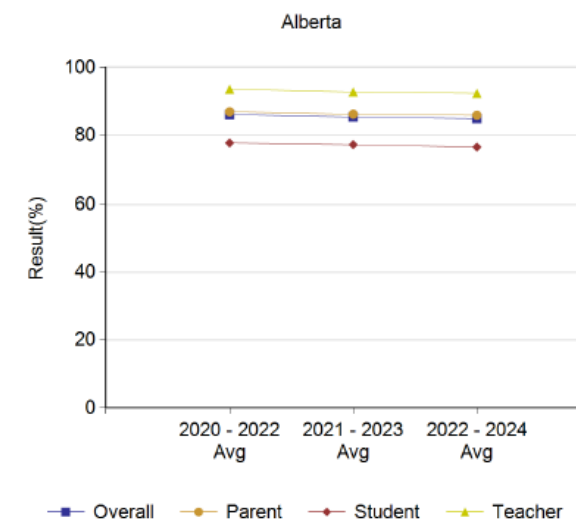
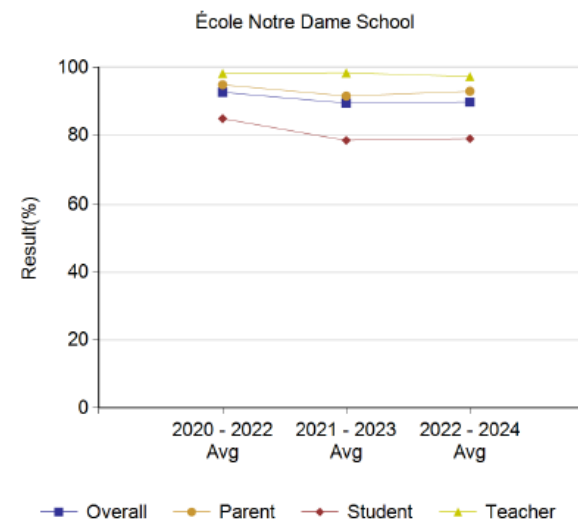
### W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - 3 Year Rolling Average

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						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	207	92.7	196	89.5	194	89.8	249,941	86.1	253,666	85.4	257,551	84.9
Parent	27	94.9	30	91.6	24	93.0	31,715	86.9	31,800	86.2	32,277	85.9
Student	156	84.9	144	78.5	148	79.0	187,258	77.7	190,207	77.2	193,478	76.5
Teacher	24	98.2	23	98.4	22	97.3	30,968	93.6	31,659	92.8	31,796	92.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

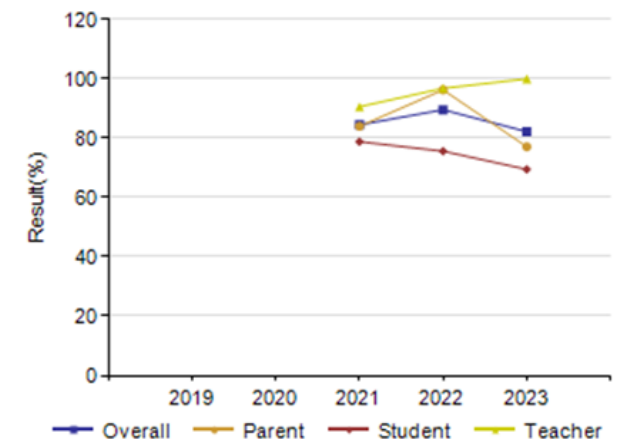
**DOMAIN 4: LEARNING SUPPORTS**

**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

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	80	84.5	104	89.6	91	82.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	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	100	84.0	180	96.3	77	77.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	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	53	78.8	67	75.6	68	69.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	17	90.6	19	96.8	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2







## Governance

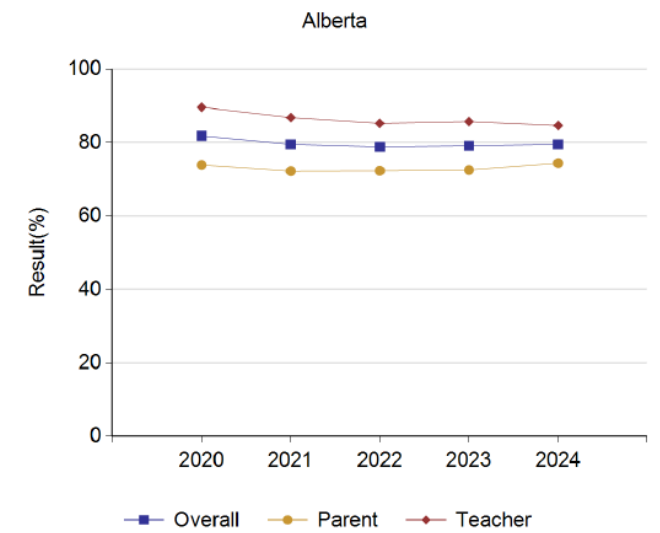
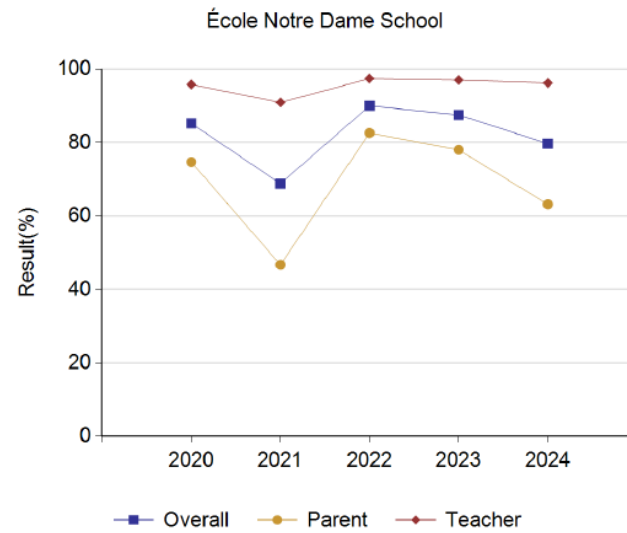
### C.1 Parental Involvement - Measure History

School: 3270 École Notre Dame School

Province: Alberta

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

	École Notre Dame School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	34	85.2	17	68.8	51	90.0	54	87.5	33	79.7	High	Declined	Acceptable	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	15	74.7	6	46.7	27	82.6	33	78.0	12	63.2	Low	Declined	Issue	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	19	95.8	11	90.9	24	97.4	21	97.0	21	96.2	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



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.

**Governance**



**C.1 Parental Involvement Detail**

**School: 3270 École Notre Dame School**

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

Parent - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education	2020	15	27	60	13	0	0	87
	2021	6	67	17	17	0	0	83
	2022	27	33	48	11	7	0	81
	2023	33	24	55	18	3	0	79
	2024	12	25	33	25	17	0	58
To what extent are you involved in decisions about your child's school	2020	15	0	80	13	7	0	80
	2021	6	17	17	50	17	0	33
	2022	27	30	44	11	11	4	74
	2023	32	19	50	22	9	0	69
	2024	12	17	42	25	17	0	58

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2020	15	13	40	20	0	27	53
	2021	6	0	33	17	17	33	33
	2022	24	33	54	4	0	8	88
	2023	33	15	58	3	3	21	73
	2024	11	9	55	9	0	27	64
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2020	15	13	60	27	0	0	73
	2021	6	17	33	0	0	50	50
	2022	27	26	59	11	0	4	85
	2023	33	24	61	6	0	9	85
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school	2020	15	20	60	13	0	7	80
	2021	6	0	33	17	0	50	33
	2022	27	26	59	7	0	7	85
	2023	33	21	64	3	0	12	85
	2024	11	18	45	0	9	27	64

**Notes:**

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## Governance



### C.1 Parental Involvement Detail

#### School: 3270 École Notre Dame School

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

Parent - Grade 4-6

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education	2020	15	27	60	13	0	0	87
	2021	6	67	17	17	0	0	83
	2022	27	33	48	11	7	0	81
	2023	33	24	55	18	3	0	79
	2024	12	25	33	25	17	0	58
To what extent are you involved in decisions about your child's school	2020	15	0	80	13	7	0	80
	2021	6	17	17	50	17	0	33
	2022	27	30	44	11	11	4	74
	2023	32	19	50	22	9	0	69
	2024	12	17	42	25	17	0	58

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2020	15	13	40	20	0	27	53
	2021	6	0	33	17	17	33	33
	2022	24	33	54	4	0	8	88
	2023	33	15	58	3	3	21	73
	2024	11	9	55	9	0	27	64
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2020	15	13	60	27	0	0	73
	2021	6	17	33	0	0	50	50
	2022	27	26	59	11	0	4	85
	2023	33	24	61	6	0	9	85
	2024	11	18	55	18	0	9	73
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school	2020	15	20	60	13	0	7	80
	2021	6	0	33	17	0	50	33
	2022	27	26	59	7	0	7	85
	2023	33	21	64	3	0	12	85
	2024	11	18	45	0	9	27	64

Notes:

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## Governance



### C.1 Parental Involvement Detail

#### School: 3270 École Notre Dame School

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

Teacher - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's overall education	2020	19	63	26	5	0	5	89
	2021	11	55	45	0	0	0	100
	2022	24	46	46	4	0	4	92
	2023	20	50	45	5	0	0	95
	2024	21	38	52	10	0	0	90
To what extent are parents or guardians involved in decisions about your school	2020	19	58	37	5	0	0	95
	2021	11	36	55	0	0	9	91
	2022	23	57	43	0	0	0	100
	2023	20	50	45	0	0	5	95
	2024	21	52	48	0	0	0	100

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	2020	19	53	47	0	0	0	100
	2021	11	64	18	0	0	18	82
	2022	23	48	52	0	0	0	100
	2023	20	50	50	0	0	0	100
	2024	21	43	52	5	0	0	95
How satisfied or dissatisfied are you with the opportunities for parents or guardians to be involved in decisions about their children's overall education	2020	19	53	42	5	0	0	95
	2021	11	64	27	0	0	9	91
	2022	23	43	52	4	0	0	96
	2023	21	43	57	0	0	0	100
	2024	21	43	52	5	0	0	95
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	2020	19	47	53	0	0	0	100
	2021	11	64	27	0	0	9	91
	2022	24	46	54	0	0	0	100
	2023	19	58	37	0	0	5	95
	2024	21	43	57	0	0	0	100

**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.

## Governance



### C.1 Parental Involvement Detail

#### School: 3270 École Notre Dame School

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

Teacher - Grade 4

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's overall education	2020	3	*	*	*	*	*	*
	2021	6	67	33	0	0	0	100
	2022	6	33	33	17	0	17	67
	2023	6	33	50	17	0	0	83
	2024	5	*	*	*	*	*	*
To what extent are parents or guardians involved in decisions about your school	2020	3	*	*	*	*	*	*
	2021	6	50	33	0	0	17	83
	2022	5	*	*	*	*	*	*
	2023	6	50	33	0	0	17	83
	2024	5	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	2020	3	*	*	*	*	*	*
	2021	6	50	33	0	0	17	83
	2022	6	33	67	0	0	0	100
	2023	6	67	33	0	0	0	100
	2024	5	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities for parents or guardians to be involved in decisions about their children's overall education	2020	3	*	*	*	*	*	*
	2021	6	50	33	0	0	17	83
	2022	6	17	67	17	0	0	83
	2023	7	43	57	0	0	0	100
	2024	5	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	2020	3	*	*	*	*	*	*
	2021	6	50	33	0	0	17	83
	2022	6	33	67	0	0	0	100
	2023	6	67	17	0	0	17	83
	2024	5	*	*	*	*	*	*

**Notes:**

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**PROVINCIAL GOAL: PARENTAL INVOLVEMENT**

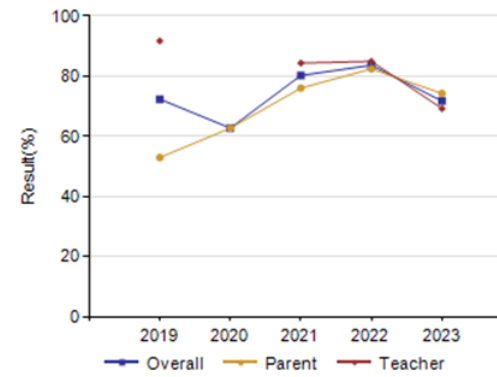
Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

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

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

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	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	31	72.3	12	62.7	27	80.2	37	83.6	23	71.7	Low	Maintained	Issue	469	84.9	364	87.8	349	83.2	393	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	14	52.9	12	62.7	10	76.0	18	82.4	7	74.2	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	17	91.7	n/a	n/a	17	84.3	19	84.9	16	69.2	Very Low	Declined	Concern	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



Fall 2023 Required Alberta Education

Assurance Measures—Overall Summary

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	École Mother d'Youville 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	81.5	89.2	89.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	78.1	85.1	80.8	80.3	81.4	82.3	High	Maintained	Good
	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	69.7	72.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	12.1	8.8	n/a	16.0	17.7	n/a	Low	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	87.8	91.5	86.1	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	88.1	88.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.2	89.6	89.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.7	83.6	73.2	79.1	78.8	80.3	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. 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).
4. 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.

5. 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.
6. 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.
7. 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.
8. 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.



## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3270 École Notre Dame School

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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	100.0	93.3	94.3	81.1	82.2	83.0	Very High	Improved	Excellent
<a href="#">Lifelong Learning</a>	80.0	86.3	87.7	79.9	80.4	80.7	High	Maintained	Good
<a href="#">Program of Studies</a>	94.0	92.1	93.2	82.8	82.9	82.9	Very High	Maintained	Excellent
<a href="#">Program of Studies - At Risk Students</a>	86.3	82.8	87.5	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	93.5	90.2	92.6	87.1	87.5	88.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	85.1	79.0	83.2	71.9	72.9	72.7	Very High	Maintained	Excellent
<a href="#">School Improvement</a>	89.2	76.1	83.5	75.8	75.2	74.7	Very High	Improved	Excellent
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	77.8	94.6	92.5	82.8	83.1	84.0	High	Declined	Acceptable

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 Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.