



École Notre Dame School

2025-2026 School Education Plan & Annual Education Results Report (AERR)

Mission: Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic Schools

Vision: Souls seeking Christ on journey of faith, learning, and love

STAR Catholic Domains	Board Priority	School Goal	Baseline Data	Target Data/Outcome(s)	1-3 Strategies (How will you achieve this desired outcome/target?)	Progress/Evidence (Completed as data becomes available—refers to the measures being used to assess progress/effectiveness of strategies)
Grow and Affirm Catholic Identity	<ul style="list-style-type: none">Staff are provided with faith formation opportunities.Students understand what it means to live in a relationship with Jesus Christ.Staff and students witness the gospel.	The school will continue to foster a vibrant Catholic learning environment that nurtures faith formation and service to others, empowering staff and students to live out Gospel values. (TQS 1 & 4)	<ul style="list-style-type: none">On the STAR Catholic Survey, teacher scores consistently demonstrated high faith-based engagement ratings from 2024 to 2025.The STAR Catholic teacher survey noted improvements in teachers regularly praying with staff and students, with scores reaching 100%.The STAR catholic teacher survey noted improvements in teachers accessing opportunities for faith-based professional development.The STAR Catholic EA surveys noted an increase or remained at 100% for all faith-related indicators on the STAR Catholic Survey.The EA and student surveys noted a decrease in the area of praying daily with staff.The STAR Catholic parent survey noted an increased number of parents seeing faith incorporated into school communications and being invited to school faith events.	Notre Dame will maintain or improve upon its previous year's results.	<ul style="list-style-type: none">Students and staff will make connections to Catholic teachings when promoting social justice and charity projects by sharing meaningful messages during morning announcements and Spirit Assemblies.Offer Professional Development specific to growing individual faith and growing in relationship with Christ (example: What is my Faith Story?)All kindergarten and grade 6 students will visit St Michael's Parish for Mass in 2025-2026Work closely with St. Michael's Parish office and distribute important communications to families i.e. Youth Group, Sacramental Preparation, pancake breakfasts and other fellowship opportunities.Admin will continue to incorporate faith in weekly 'Week at a Glance' emails and inviting families to our faith events. (ex: Masses. Liturgies and other celebrations.	

Student Growth and Achievement	<ul style="list-style-type: none">• A focus on mental health and well-being• Provincial Achievement Results• Early Years Literacy and Numeracy Results• High School Completion, Citizenship & Student Learning Engagement	Staff will work together to analyze data in order to identify and implement targeted supports to increase student achievement. (LQS 3) (TQS 3)	<ul style="list-style-type: none">• 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 our school could improve, especially when aiming to raise excellence levels in students who currently only meet acceptable standards.• In Science 6, 71.4% of students achieved the acceptable standard, slightly above the provincial average of 68.8% but below our 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.• 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.• 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, signalling 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.	École Notre Dame School will show improvement in the number of students in the 'Not requiring Additional Supports' on the Kindergarten Literacy and Numeracy Assessments as well as in the Acadience testing for grade 1-6.	<ul style="list-style-type: none">• Guided Reading Program for grades K-3 to support students in literacy and numeracy in both French and English programs.• During PLC, teachers will check the results of Acadience and Fountas and Pinnell testing to ensure students in grades 1-6 not reaching grade-level reading scores receive tier 2 or tier 3 interventions and support.• Teachers will use a variety of strategies to help students prepare for PATs by:<ul style="list-style-type: none">○ using a variety of reading comprehension tools and with a focus on vocabulary.○ Use former PAT questions to help with reviewing learned concepts○ Practice inference and observation in Science and ELAL.	
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Teaching and Leading	<ul style="list-style-type: none">Continue to build and develop staff capacity.Foster a culture of collaboration and leadership development.	Staff leadership capacity will be built by fostering a culture of collaboration, continuous professional growth, and leadership development across the school community. (TQS2)	<ul style="list-style-type: none">Teachers and EAs have shown a notable growth in appreciation of the professional development offered.The teacher’s survey shows a slight decrease of 10% in the area of teachers agreeing that they are offered the opportunity to participate in school leadership.93% of parents are satisfied with the overall quality of basic education based on the STAR Catholic Schools Survey.	Continue with embedded PLCs, coverage for Indigenous Leads and REC Leads, School Leadership Team and School Intervention Team. As well as encouraging teachers to build leadership capacity through ExCEL and promoting the use of our district Professional Development Fund.	<ul style="list-style-type: none">Notre Dame Administration will continue to invite teachers and staff to be part of the School Leadership teams to build leadership within our staff.	
Learning Supports	<ul style="list-style-type: none">Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.Walking together to nurture successful and enduring relationships with Indigenous communities.First Nation, Metis and Inuit students are successful	Staff will recognize and support the diverse learning needs of all students by implementing and strengthening the Response to Intervention Model, thus ensuring timely, targeted, and equitable support for all learners. (TQS 4, B)	<ul style="list-style-type: none">In the Parent STAR Catholic Survey, we saw a significant drop of 11% of parents feeling their child knows who to talk to about emotions as well as a drop in the area of parents feeling their child has access to Social Emotional Support.In the EA STAR Catholic Survey, EAs expressed a slight decline to 80% in the area of the Third Path framework assisting them in supporting students.Students, overall, have positive perceptions of their learning environment, adult support, and feedback that they receive. Areas for celebration include a rise in the percentage of students who know what is expected of them on assignments and receiving feedback on assignments.On the STAR Catholic survey, teachers expressed a decrease from 100% to 90% in the area of using data to establish intervention targets for students who have not mastered core concepts. However, the data shows an increase in teachers establishing intervention targets for students who have mastered core concepts and would benefit from enrichment. Teachers also maintained 100% agreement that they give students opportunities to practice and develop their understanding before a test or assessment.	École Notre Dame School will see an increase of parents reporting that their child knows who to turn to for emotional support at school and has access to appropriate services.	<ul style="list-style-type: none">Create a visible support team board for students and teachers, including Admin, FSLW, REC School Lead, LSF.Admin will remind teachers in staff meetings to review and share their data with the SIT teams and PLCs to identify students needing more support with key concepts ensuring students are receiving targeted interventions needed to be successful.Admin to share key concepts of the 3rd Path with staff throughout the year to strengthen the understanding of building relationships to support student success.	

School’s AEA Survey Summary from Alberta Education:

- Background Information Reminder:
- In the 2020-2021 school year, the Alberta Education Assurance (AEA) Survey replaced the Accountability Pillar Survey.
 - In spring 2021, AB Education piloted the AEA Survey.
 - Beginning in spring 2022, the AEA survey results have included summaries for both **required** and **supplemental** measures.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3270 École Notre Dame School

Assurance Domain	Measure	École Notre Dame School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.3	84.9	88.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.6	82.3	86.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	67.9	71.4	71.4	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	10.7	15.9	15.9	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.2	92.9	95.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	86.3	89.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.8	82.3	87.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.7	87.5	88.8	79.5	79.1	78.9	High	Declined	Acceptable

Supplemental Alberta Education Assurance Measures - Overall Summary

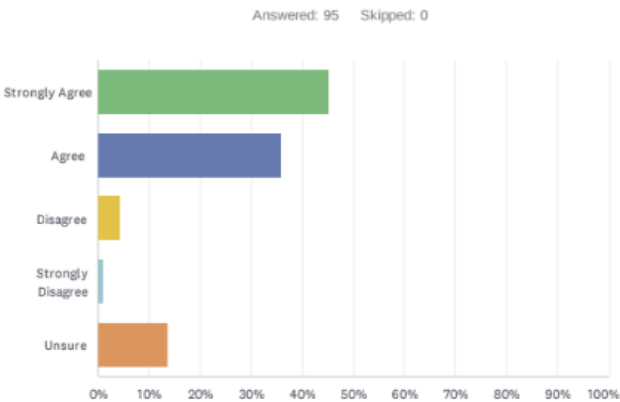
Fall 2024

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

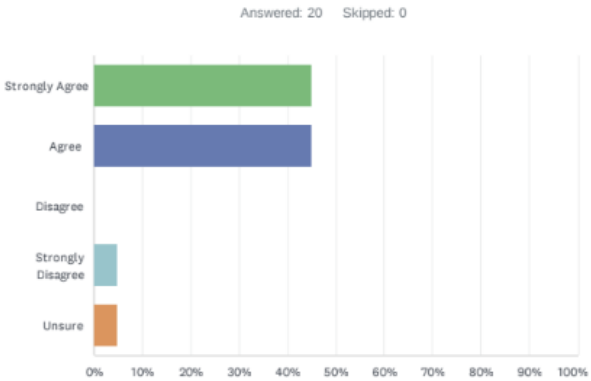
STAR Catholic Schools- Parent Survey 2025

Q20 My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.).



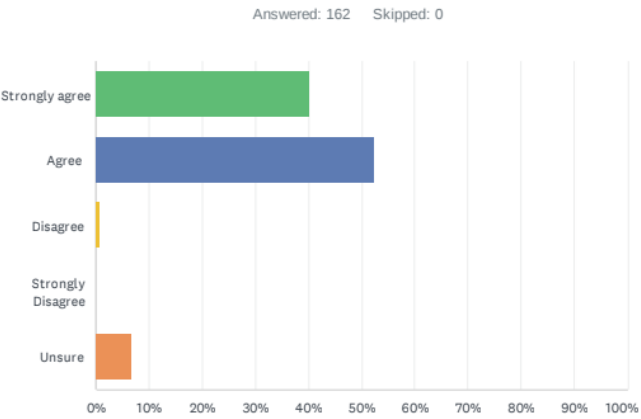
STAR Catholic Schools - Teacher Survey 2025

Q31 I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.



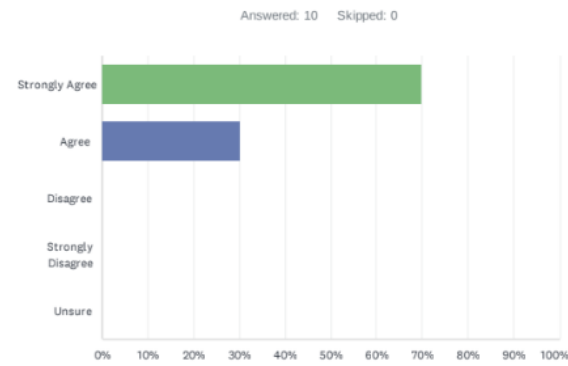
STAR Catholic Schools- Student Survey 2025

Q25 I know what is expected on assignments (i.e. outlines, rubrics).



STAR Catholic Schools EA Survey 2025

Q15 I have opportunities to access Division and school supports (i.e. coaches, directors, mentors, Family Liason Support Worker, and Learning Support Facilitators for professional development).



Narrative on the school’s annual results:

École Notre Dame School continues to demonstrate strong faith-based engagement, with teachers and support staff maintaining or improving faith practice and professional development. Academic achievement remains a strength in French Language Arts 6 where results exceeded provincial averages, while Science 6 and Social 6 showed areas for improvement due to slight declines in acceptable standard performance (despite positive trends in the standard of excellence). Parent and staff surveys reflect high overall satisfaction with education quality and professional development opportunities, though slight decreases were observed in areas related to social-emotional access for students, leadership opportunities for teachers, and use of intervention data for students requiring additional support.

Accountability Item	Description of Action (Dates of meetings where data is shared, publications, postings, etc.)
School involves stakeholders and school council in updating the plan and preparing the AERR (“Progress Evidence Column”)	February 18, 2025- The School Leadership Team in consultation with provincial achievement teachers December 9th, 2024- shared data from Achievement Tests with School Council
School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	February 3rd, 2025 - Asked parents for feedback and strategies to make the school an even better place. February 19th, 2025 - Feedback requested at SLT meeting specific to how to improve PAT results. February 20th, 2025 - Asked students for feedback on how to make learning more enjoyable and how to promote more kindness in our school. February 10 - 21, 2025 - Poster with QR code inviting parents to respond to a short questionnaire (received 6 responses). February 21, 2025 - Paint Night. Had the poster with QR code on all tables. Quick speech by Principal encouraging parents to answer the questionnaire.
Results for the AEA Survey and student assessments (when available) are included in the school’s AERR and have been shared with the school community	To be shared on May 5th, 2025
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS .	