



2023-2024

ANNUAL EDUCATION RESULTS REPORT



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DIVISION PRIORITIES

The graphic features a background image of a classical building with columns and a pediment. At the top, the text "CHRIST THE REDEEMER CATHOLIC SCHOOLS" is in red, bold, sans-serif font. Below it, "Division Priorities" is in a white, cursive script, with "2023-2024" in a smaller, white, sans-serif font. The graphic is divided into three vertical teal bars. The first bar on the left has a white cross icon and the word "FAITH" in white, bold, sans-serif font. Below it is a circular seal with the text "2023-2026", "Faith Seeking Understanding", and "Christ The Redeemer Catholic Schools". The middle bar has a white graduation cap icon and the words "ACADEMIC EXCELLENCE" in white, bold, sans-serif font. Below it is the text "CTR Catholic prides itself on our students' academic achievements." in white, sans-serif font. The third bar on the right has a white icon of a heart with a pulse line and an apple, and the words "HEALTHY SCHOOLS" in white, bold, sans-serif font. Below it are three logos: "HEALTHY schools" (with "HEALTHY" in bold and "schools" in script), "#RELATIONSHIPS IN A DIGITAL AGE" (with "#RELATIONSHIPS" in bold and "IN A DIGITAL AGE" in smaller text), and "#CTR UNPLUGS" in bold, sans-serif font. At the bottom, a red cross icon is followed by "Christ The Redeemer CATHOLIC SCHOOLS" in red, bold, sans-serif font.

**CHRIST THE REDEEMER
CATHOLIC SCHOOLS**

Division Priorities
2023-2024

FAITH

**ACADEMIC
EXCELLENCE**

CTR Catholic prides
itself on our students'
academic
achievements.

**HEALTHY
SCHOOLS**

HEALTHY
schools

#RELATIONSHIPS
IN A DIGITAL AGE

#CTR UNPLUGS

**Christ The Redeemer
CATHOLIC SCHOOLS**

ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops an **Annual Education Results Report**. These plans are presented to each school's Ward Committee and School Council. They are also posted on their website. Once on the school website please click on "About", then "**Education Plan + Results**" to view.

ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Assurance Domain	Measure	Notre Dame Collegiate			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	89.1	85.5	85.1	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	88.2	83.1	83.3	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	91.6	60.4	84.1	80.4	80.7	82.4	Very High	Improved	Excellent
	5-year High School Completion	100.0	96.2	95.9	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	73.7	73.0	73.0	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	22.3	17.6	17.6	15.4	15.5	15.5	High	Maintained	Good
	Diploma: Acceptable	79.1	80.1	80.1	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.6	14.0	14.0	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	92.0	86.0	85.8	87.6	88.1	88.6	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	86.1	86.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.4	91.5	91.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.3	83.6	82.6	79.5	79.1	78.9	Very High	Maintained	Excellent

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams 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.
7. 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.
8. 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.
9. 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.

ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES

Assurance Domain	Measure	Notre Dame Collegiate (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	83.3	*	n/a	58.6	57.0	59.5	Intermediate	n/a	n/a
	5-year High School Completion	*	*	n/a	69.4	71.3	69.1	*	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	41.4	39.4	39.4	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	6.1	5.3	5.3	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	76.9	74.8	74.8	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	11.8	11.3	11.3	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams 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.
7. 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.
8. 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.
9. 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.

MEASURE EVALUATION REFERENCE

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

	Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	66.9	73.0	73.7	80

Comment on Results:

We are pleased with the number of students who achieved an acceptable level on the provincial achievement tests. This reflects the dedication of our students, teachers, and staff in maintaining a strong academic environment. Teachers work diligently to provide lessons that are engaging and supportive of the diverse learning styles of students. We will continue to support and challenge our learners to reach their full potential.

PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	13.3	17.6	22.3	24

Comment on Results:

We are thrilled with the significant increase in the excellence level on the provincial achievement tests. This accomplishment is a testament to the hard work and dedication of our students and educators. Teachers did an extensive analysis of their results in each subject area and implemented specific strategies to enhance learning in various areas. Teachers scaffolded learning to be sure that all students had an opportunity to work with advanced level examples and learning. We are committed to continuing this momentum, ensuring all students have opportunities to excel academically and personally.

DIPLOMA ACCEPTABLE

	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	73	80.1	79.1	85

Comment on Results:

At NDC, we encourage students to challenge themselves in each classroom. With a focus on supporting students in academic rigor, we continue to provide students with opportunities to achieve in each diploma class. We are seeing more discrepancy between classroom achievement and the diploma exam. This may be a result of the use of a variety of learning strategies in classrooms compared to the 'test format' of the diploma. Additionally, we are finding with increased levels of anxiety amongst students, these high stakes tests can be difficult. We are pleased overall with our diploma results in individual classes and teachers will continue to improve the learning of students by providing lessons and assessments that are relevant, engaging and prepare students well.

DIPLOMA EXCELLENCE

	Overall percentage of students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	14.6	14	16.6	18

Comment on Results:

This improvement reflects the continued dedication of our students and staff in striving for academic excellence. We remain focused on providing support and resources to help all students achieve their highest potential. We are pleased to see that we are trending upwards in this measure.

STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	83	84.7	85.5	89.1	90

These satisfaction rates are based on a response to the following questions: 1) The literacy skills your child is learning at school are useful; 2) the numeracy skills your child is learning at school are useful; and 3) your child is learning what they need to know.

Comment on Results:

An 89.1% satisfaction rate reflects a strong endorsement of our school's focus on equipping students with essential skills for their future. Parents, students, and teachers recognize the value of our literacy and numeracy programs, affirming their practical application in real-world scenarios. With a focus on students understanding the 'why' in their learning, they can more easily connect learning to their lives. Staff focused on 'rigor and relevance' with our professional development which provided opportunities to continually improve the education of our students. In Math and Science, they are relating learning to real world problems and careers. For example, Biology and Chemistry are targeting advancements in healthcare, while Math is connecting learning to cooking, and post-secondary learning. Social Studies teachers provide opportunities to discuss current events and use artifacts to make historical topics more engaging. In the area of literacy, all departments are using reading and writing to enhance student understanding. English Language Arts classes focus on writing by providing structures that make it more accessible for all students. They are also connecting to real life experiences with the focus on writing business and more formal emails which are the main form of communication in our world. To promote reading, ELA is emphasizing supporting students in finding reading materials that are interesting to them, which will encourage them to read more. They are also helping students with reading comprehension by providing instruction related to inferences and having a critical eye within the texts. All departments are focusing on learning new perspectives and ideas which will encourage learning what they need to know for success in their futures. Furthermore, the high rating underscores confidence in our staff to provide a valuable education, ensuring students are gaining the knowledge they need to be successful in their future. This achievement highlights our commitment to continuous improvement in academic excellence and the collaborative effort of our school community to foster meaningful learning for all students.

ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	89.3	77.8	83.5	83.1	88.2	90

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school follow the rules; 2) students at your child's school help each other when they can; 3) students at your child's school respect each other; 4) your child is encouraged at school to be involved in activities that help the community; and 5) your child is encouraged at school to try their best.

Comment on Results:

This demonstrates our school community's strong emphasis on fostering mutual respect and dignity, and active involvement in our community. Parents, students, and teachers value the culture we've cultivated, where students follow rules, support one another, and engage in meaningful ways. This rating also highlights the encouragement we provide for students to participate in community-focused activities. Each student must complete 10 hours of community service each year, following our idea of "We are called to love and serve". This provides our students with the opportunity to engage with the community and provide a service to others. By connecting this to our faith, we encourage our students to see that all people are made in the image and likeness of God, that all people are deserving of dignity and respect. We also provide several opportunities for students to be involved in extracurricular activities in sports and fine arts. These help students to connect to our school community by also allowing them to share and explore

the gifts and talents that God has provided them. It reflects our ongoing commitment to creating a respectful, supportive, and inspiring environment for all students.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10.								
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target	Measure Evaluation		
	%	%	%	%	%		Achievement	Improvement	Overall
3 Year Completion	95.2	93.5	98.5	83.1	91.6	93	Very High	Improved	Excellent
5 Year Completion	95.4	94.3	97.5	96.2	100	100	Very High	Improved	Excellent

1. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

Comment on Results:

By providing a supportive learning environment, students are able to achieve their educational goals. This result reflects a strong commitment by our staff to support student learning using a variety of methods. Their commitment to making learning relevant by connecting it to the world around them is helping students to engage in learning and providing them with the understanding of why receiving their High School Diploma is important. Students are also supported by our Careers and Post Secondary Counsellor who meets with students to create goals and do complete graduation checks. When students are encouraged to reflect on their future goals, they are more motivated to complete high school.

LOCAL MEASURES OF STUDENT GROWTH AND ACHIEVEMENT

- Strategies used to improve rates of PAT and Diploma success, high school completion, active citizenship, and academic engagement

NEW STRATEGIES	IMPACT
Divisional Teams and Departments NDC staff will participate in divisional teams in targeted areas to improve student learning. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in their grade level and/or discipline. Targeted areas include: Math, PE, Art, Drama, Biology, Construction, Band and Counseling.	100% of divisional team participants
STEAM Implementation of options and links to STEAM. Participate in the Divisional pilot for Coding	10 teachers implementing STEAM specific items. 2 teachers are participating in the coding pilot
NDC will use a research-based approach to improve student learning via high yield goals/strategies in the areas of curriculum, instruction and/or assessment. This will be integrated with the Universal Mental Health strategies by continuing to implement ARC.	96% of teachers satisfied with team/department praxis plans
EXISTING STRATEGIES	IMPACT
Readers' and Writers' Workshop.	This approach enhances student engagement and critical thinking, empowering learners to develop confidence and independence in literacy.
All classrooms are equipped with Classroom Libraries.	This provides students with the opportunity to choose books they enjoy reading which increased their desire to read.

Math 8 students participate in Junior Achievement program on finance	Financial literacy in Grade 8 math equips students with essential life skills, such as budgeting, saving, and understanding financial concepts, to make informed decisions. Integrating these skills into math helps students connect their learning to real-world applications, fostering critical thinking and responsible money management.
Enhanced Reading will continue in Junior High	Enhanced reading fosters a love of reading while developing the necessary skills to be more successful in reading.

PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: N/A

PAT EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: N/A

DIPLOMA ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: N/A

DIPLOMA EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: N/A

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of self-identified First Nations, Métis, and Inuit students who completed high school within three and five years of entering Grade 10.								
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5 Year Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: N/A

LOCAL MEASURES OF FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

- Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	IMPACT
Truth and Reconciliation NDC will enhance learning with targeted lesson planning for Truth and Reconciliation	85% of LA/SS teachers embed learning into classes
FNMI Resources NDC will Include Indigenous traditions into our Graduation Ceremony including Land Acknowledgment and traditional gifts depending on the Indigenous cultural beliefs.	Money spent on First Nations, Métis, and Inuit resources for graduation gifts.
Inclusive Education NDC will use Catholic Social Teachings to promote inclusion and to develop a better understanding on the great societal context.	Three initiatives promoting inclusion.
Professional Development NDC will provide professional development for staff on Truth and Reconciliation and FNMI	100% of staff participate.
EXISTING STRATEGIES	IMPACT
Each school in CTR is represented by a First Nations, Métis, and Inuit Lead Teacher responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.	Our FNMI lead was an excellent resource of information and provided professional development for staff. This year, we engaged in a PD event that had staff learn more about our local Indigenous history. This was well received, and it helped connect staff to our local community. As well, our Lead promoted an event in town that included Indigenous dancing and learning in June.
Foundational Knowledge Professional Development is available for all CTR staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.	Having resources is essential to teaching and learning and staff appreciate the opportunity to access them easily.

Read the Land Acknowledgement in once a week in the mornings and at special events	Land acknowledgments recognize and honor the traditional territories of Indigenous peoples, fostering awareness of their enduring presence and contributions. This practice promotes respect, reconciliation, and a deeper understanding of the shared history and relationships that shape our communities.
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PROVINCIAL DOMAIN: TEACHING AND LEADING

PROVINCIAL MEASURE

EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2019-2020	2021-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	94.6	85.2	85.6	86	92	93

These satisfaction rates are based on a response to the following questions: 1) Your child clearly understands what they are expected to learn at school; 2) your child finds schoolwork challenging; 3) your child finds schoolwork interesting; 4) your child is learning what they need to know; and 5) how satisfied or dissatisfied are you with the quality of education your child is receiving at school.

Comment on Results:

A 92% satisfaction rate is a testament to the high-quality education and engaging learning environment our school provides. Parents, students, and teachers recognize that clear expectations, appropriately challenging and engaging schoolwork, and meaningful learning opportunities are key elements of our approach. This high rating reflects our dedication to ensuring every student is supported in understanding their learning goals while being motivated to excel. Teachers are committed to continuous improvement through professional development to support student learning. Each department works diligently to connect learning in meaningful ways. We provide extensive opportunities to be involved in our school in extracurricular activities which we believe is linked to the satisfaction with the overall quality of education. Extracurricular sports are essential to learning, promoting teamwork, discipline, and physical health. They enhance students' overall development, teaching valuable life skills like leadership, resilience, and time management alongside academic growth. Extracurricular fine arts are crucial to student learning, fostering creativity, critical thinking, and self-expression. They enhance emotional intelligence, build confidence, and encourage collaboration, all of which contribute to well-rounded personal development. We also offer countless lunchtime clubs such as the Leadership club, Culture club, sewing club, etc. These all provide students with an opportunity to share their gifts and talents and help connect them to their learning community. All of this highlights the confidence our school community has in the quality of education we deliver, reaffirming our commitment to fostering curiosity, critical thinking, and success for all learners

LOCAL MEASURES OF TEACHING AND LEADING

- Processes, strategies, and local measures/data to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	IMPACT
Professional Development NDC teachers will learn strategies and skills to improve student learning and interest level within the classroom	96% of teachers using praxis to improve learning and engagement within the classroom
Staff Wellness NDC Administration, in particular the Vice Principal will lead staff through addressing Mental Health in the Workplace, creating school priorities, practices and activities.	100% of our Staff meetings/CLCs that include Staff Wellness
EXISTING STRATEGIES	IMPACT
The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the Teacher Supervision, Growth and Evaluation as well as the Principal Supervision, Growth and Evaluation .	All staff indicated that this process is supportive of staff in enriching student learning and their own professional growth.

Using multi-media resources to engage students	Student engagement can be enhanced by the use of multi-media resources if used appropriately. Staff work diligently to use these resources when effective.
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PROVINCIAL DOMAIN: LEARNING SUPPORTS

PROVINCIAL MEASURES

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

	Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	85.2	87.6	86.1	89.6	91

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school care about each other; 2) students at your child's school respect each other; 3) students treat each other well at your child's school; 4) teachers care about your child; 5) your child is safe at school; 6) your child is safe on the way to and from school; 7) your child is treated fairly by adults at your school; and 8) your child's school is a welcoming place to be.

Comment on Results:

A very high satisfaction rate in these areas is a remarkable affirmation of the positive and nurturing environment we strive to create at our school. Staff prioritize building a strong relationship with students each and every day. We know that if students feel cared for, they can be more open to learning. The feedback from parents, students, and teachers highlights the strong sense of community and mutual respect that exists among our students, as well as the genuine care and commitment demonstrated by our staff. Feeling safe and cared for is a cornerstone of effective learning, and this high rating reflects our ongoing efforts to prioritize safety and well-being. Through programs like ARC where at-risk students are supported throughout the day, students are given an opportunity to build relationships with staff and feel supported in their learning. Additionally, the recognition of fairness by adults and the welcoming nature of our school underscores the inclusive and supportive atmosphere we foster daily. This collective satisfaction serves as an encouraging indicator of our success in building a school culture where everyone feels valued, respected, and motivated to contribute positively.

ACCESS TO SUPPORTS AND SERVICES

	Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	88.2	92.4	91.5	89.4	90

These satisfaction rates are based on a response to the following questions: 1) At school, there are appropriate supports and services available to your child to help with their learning; 2) when your child needs it, teachers at your child's school are available to help them; 3) you can get the support you need from the school to help your child be successful in their learning; 4) your child can easily access programs and services at school to get help with school work; and 5) your child can get help at school with problems that are not related to school work.

Comment on Results:

NDC provides extensive support for students both in and out of the classroom. We have a very strong Learning Support Program at NDC. Under the guidance of our Learning Support Coordinator and administration, staff receive extensive professional development in order to support students in the classroom with their learning and wellness. Parents and students feel that programs are accessible and available to them to support their learning. Attachment, Regulation, Competency (ARC) circuits, continue to support students in not only adjusting back into the school but it also provides support for all students who may be dysregulated, have anxiety, or need extra support for a variety of reasons. Our FSLW and Connections programs remain a foundation of support for students regarding wellness. Focusing on anxiety, mental health and building positive relationships not only helps to support student learning overall but also helps to support students beyond schoolwork. Students were not as satisfied as in previous years with support available for things other than schoolwork. It is important that students are aware of the support available to them. We will continue to promote these in the newsletter. With all staff having knowledge and understanding of trauma informed practices in the classroom, as well as continued learning in Universal Mental Health supports, it helps to build the capacity of our students both academically and their social-emotional wellness.

LOCAL MEASURES OF LEARNING SUPPORTS

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	IMPACT
<p><u>Universal Mental Health Supports</u></p> <p>Universal Mental Health continues to be a focus for NDC and staff will continue to build upon mental health strategies they have already implemented. As part of our planning, staff will specifically identify a strategy in each area to focus on with students - relationships, regulation, and safety. We will focus on these as well as other targeted wellness strategies. For example, a staff may focus on test taking strategies to reduce anxiety for students.</p>	<p>Teachers will identify and implement at least one strategy for each of the 3 areas - relationship, regulation, safety and link each strategy to a specific area of mental wellness. 100% of staff are satisfied with the use of Universal Mental health strategies. They agree that students are more regulated when these strategies are implemented. 100% of teachers were also satisfied that we are doing the things necessary to promote positive mental health in students.</p>
<p>Communication</p> <p>NDC stakeholders are aware of the supports available to help with learning.</p>	<p>89.4% of satisfaction that there are supports and services available to help with learning</p> <p>In this, we have made an effort to provide parents and students with more information about the support available in our newsletters. It will be important to continue to expand parents' and students' knowledge of the supports available at school.</p>
<p><u>Movement and Regulation Circuits</u></p> <p>ARC breaks - Attachment, Regulation Competencies are designed to provide students with a consistent, reliable, positive adult relationship on a regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.</p>	<p>100% of teachers using movement and regulation circuits to support student learning</p> <p>All teachers provide opportunities for movement breaks or use the ARC program to support students. This has helped with student regulation immensely.</p>
<p>Inclusive Education</p> <p>Work to promote inclusion using our Catholic Social Teachings and Faith.</p>	<p>We will have 3 initiatives promoting inclusion. Within our liturgies, we provided more information about the importance of \seeing every child in the image and likeness of God. Staff delved into the CST throughout the year.</p>
<p>Wellness</p> <p>NDC stakeholders satisfaction with the support and services provided with problems that are not related to school work</p>	<p>89% of parents and students are satisfied with their child/themselves being able to access supports not related to school work.</p> <p>FSLW and Connections workers will work with students in need and provide individualized supports. As well, Connections will use multiple programs to connect</p>

	students to our community including Food for Thought and Movie group.
Post-Secondary Transitioning NDC grade 11-12 students will have the opportunity to attend post-secondary fairs and/or sessions	Many students attended multiple fairs and events. Providing ELAA, in which 25 institutions came to our school, for grades 9-12 student was amazing. On top of this, several Alberta and BC universities, colleges and trades schools provided information sessions to students who wanted to attend.
Post-Secondary Transitioning NDC grade 12 students will have the opportunity to meet with Post-Secondary Counselor to do planning	Our Career and Post secondary counsellor met with 100% of grade 12 students. This provided them with graduation checks as well as information and support in applying to post-secondary.
Post-Secondary Transitioning NDC students who transition to post-secondary within 6 years of entering into grade 10	67% of students transition to post secondary within 6 years of graduating.
Enhanced Reading (ER) Reading interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level (grade 7-9)	90% of applicable students are involved in ER. This is an excellent program to develop student literacy needs.
<u>Attachment, Regulation, and Competency (ARC) Educational Assistant's</u> NDC will continue to focus on ARC model through professional development for all EAs. This innovative approach addresses issues of attachment, regulation and competency to support student success.	100% of EAs trained in ARC strategies Providing individualized ARC breaks to students helps them regulate and feel connected to our school staff. This program changes the lives of those students in need.
NDC Student Wellness NDC will implement innovative programs to promote attachment, regulation and competency to promote student success. For example staff or LS will continue to support class wide body break, Reading to Dogs etc.	ARC – all families who requested the program were granted ARC breaks throughout the week. 90% of staff who utilize class wide breaks. This helps promote regulation for all students. Many students need that break from learning so they can come back refreshed and ready to learn.
EXISTING STRATEGIES	IMPACT
NDC will continue to have access to services provided by <u>Family School Liaison Workers (FSLWs) and Connections Workers.</u>	Students and families can easily access these services to support the wellbeing of students.
NDC will continue to provide Learning Strategies classes to students to support their academic achievement	These classes provide support in organization and with learning for students. They are immensely helpful for students.
School staff have engaged in training to understand <u>ACES</u> and the impact childhood trauma has on learning and the brain.	Having a deeper understanding of the impacts of trauma on learning is essential to teaching.
NDC Students across the division continue to access <u>Sensory Rooms</u> on both a scheduled and as-needed basis.	Students utilize this to support regulation. This allows students to return to class ready to learn.
School staff continue to engage in professional learning around <u>Trauma Informed Practices</u> and the impact of implementation on students and learning.	Staff engaged in individualized learning about trauma informed practices.

NDC will continue to grow in their professional development on supporting at-risk students	NDC's commitment to ongoing professional development in supporting at-risk students ensures that staff are equipped with effective strategies to address diverse needs and barriers to learning. This focus fosters an inclusive environment where every student is empowered to succeed academically, socially, and emotionally.
Schools have access to CTR's divisional Psychologist through the Request for Support process for Psychological Assessments for students.	This was provided by the Division.
CTR's schools continue to have access to specialized support services including Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports .	This was provided by the Division as needed.
All students who have received an Alberta Education Special Education Code have an Individualized Program Plan on Template A, B or C, as determined by student need.	ISPs provided teachers, students and families with information to support the learning of our students. They are essential in the planning process for students in need.
NDC will continue to support student wellbeing through a Nutrition Program . This program helps to support the division's overall Healthy Schools initiative by providing fresh fruit and engaging with Food For Thought for lunches for kids in need.	Good nutrition is essential for student learning as it fuels the brain, improving focus, memory, and overall cognitive function. NDC had lunches provided for Food for thought for those in need, fresh fruit and snacks at the front office for all students.
MANDT - NDC will train support staff (EAs) in the philosophy and process of using MANDT to support students.	This was deferred for another year.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	93.1	79.1	81.6	83.6	84.3	85

These satisfaction rates are based on a response to the following questions: 1) To what extent are you involved in decisions about your child's education; 2) To what extent are you involved in decisions at your child's school; 3) how satisfied or dissatisfied are you that your input into decisions at your child's school is considered; 4) how satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education; and 5) how satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school.

Comment on Results:

An 84% satisfaction rate indicates that most parents feel positively about their involvement in their child's education and the school's decision-making processes. This reflects our commitment to fostering open communication and collaboration with families. Through School Council Activities such as a Night at the T'Wolf Den, we work to provide opportunities for parents to be involved. Also, we had several opportunities for parent consultation last year including inviting parents to Ward Meetings, and a parent evening about our Faith. While this is a strong result, it also highlights an opportunity to further enhance parental engagement and ensure their voices are valued and considered. We remain dedicated to creating meaningful opportunities for parents to actively participate in shaping their child's educational experience

LOCAL MEASURES OF GOVERNANCE

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

NEW STRATEGIES	IMPACT
Communication NDC will use newsletters and social media to improve communication to stakeholders	Each month, the NDC newsletter provides a one stop place for families to gather important information about the school, school programming, events, and people who can help.
School Council School Council will host community engagement activities to promote parent involvement with the support of the school	The School Council had three engagement opportunities for parents last year. The first was to learn more about FSLW/Connections program. The next was a session on RAP/off Campus programming and the last was a community/family evening – a Night at the T'Wolf Den.
Communication Team Lead NDC will continue to develop its social media presence through the Communications Team Lead.	NDC has a Communication Team Lead who is vital for effectively managing the school's online presence, ensuring consistent communication and engagement with students, parents, and the community. They play a

	key role in promoting school achievements, events, and initiatives while fostering a positive digital environment.
EXISTING STRATEGIES	IMPACT
The Four-Year Education Plan is presented annually to both School Council and Ward Committees.	This provides school councils with more information about the school.
Academic, sports and fine arts awards nights will be hosted	In June, we host an awards night that honors the various programs and academics of our students. Additionally, we also host an Awards Day that honors those who excelled in individual classes, sports and fine arts.
School Council will meet regularly	The School Council meets each month and engages as an advisor to the principal.
School Council Chairs are gathered two to three times per year at <i>Council of School Councils</i> Meetings	NDC was represented by 2 members at each Council of Council meetings.

LOCAL DOMAIN: FAITH COMMUNITY

LOCAL MEASURES

STUDENTS WILL DEVELOP A PERSONAL RELATIONSHIP WITH OUR TRIUNE GOD AND SHOW A COMMITMENT TO THEIR FAITH.

	Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.					
	2019/2020	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	96	91	91	87	87	90
Parents	96	95	97	92	77	
Students	83	87	79	81	89	
Teachers	100	93	97	92	96	

Comment on Results:

Strong satisfaction in this area reflects the success of our school's mission to nurture students' spiritual growth and faith commitment. Parents, students, and staff recognize the importance of fostering a personal relationship with the Triune God as a foundation for meaningful lives. This affirmation highlights the value of our faith-based programs, daily practices, and supportive community in guiding students to deepen their beliefs and live out their faith. We are proud to contribute to the spiritual development of every learner.

STUDENTS CAN EXPLAIN THE CORE TEACHING OF OUR FAITH AT AN AGE-APPROPRIATE LEVEL.

		Percentage of students, Grades 4, 8, and 11, achieving an Acceptance Standard and an Excellence standard on assessment.					
		2019/2020	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
		%	%	%	%	%	%
Grade 8	Acceptable	N/A	N/A	N/A	N/A	98	98
	Excellence	N/A	N/A	N/A	N/A	43	45
Grade 11	Acceptable	N/A	N/A	N/A	N/A	N/A	80
	Excellence	N/A	N/A	N/A	N/A	N/A	20

Comment on Results: N/A

OUR STAKEHOLDERS RECOGNIZE US AS A CHRIST CENTERED CATHOLIC SCHOOL DIVISION.

	Percentage of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.					
	2019/2020	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	97	96	91	88	95	95
Parents	96	100	96	92	91	
Students	88	90	85	84	93	
Teachers	100	96	93	92	100	

Comment on Results:

Strong results in this area demonstrate the value our school community places on meaningful religious celebrations. Parents, students, and staff appreciate these events as opportunities to come together in faith, reflect on shared beliefs, and honor the spiritual foundation of our school. Students celebrate Mass at St. Francis de Sales Parish 3-4 times a year as well as participating in school celebrations during the school year. These high satisfaction levels affirm the importance of fostering a vibrant faith life through well-organized and engaging celebrations. We remain committed to continuing these traditions that strengthen our community's connection to God and to one another.

	Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.					
	2019/2020	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	95	97	91	88	92	94
Parents	96	100	93	92	91	
Students	90	94	86	84	89	
Teachers	100	96	93	92	96	

Comment on Results:

These results reflect our school community's commitment to living out Christ's teachings in all aspects of school life. Parents, students, and staff recognize and value our efforts to model compassion, respect, and service using Christ as our model. This positive satisfaction affirms the strength of our faith-based approach to education, fostering an environment where values such as kindness, fairness, and integrity guide our actions. We are dedicated to continuing this mission of faith-filled excellence.

	Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.					
	2019/2020	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	92	91	87	89	92	90
Parents	92	98	94	92	86	
Students	85	86	80	86	89	
Teachers	100	96	86	92	100	

Comment on Results:

The satisfaction with the religious studies program reflects the dedication of our teachers in delivering meaningful and engaging lessons that resonate with students. By connecting Catholic teachings to students' everyday lives, our educators help foster a deeper understanding and personal relevance of faith. This approach not only enhances students' spiritual growth but also empowers them to live out their beliefs in practical and impactful ways. We are proud to provide a religious education that nurtures faith and inspires a lifelong connection to Catholic values.

Percentage of parents, students, and teachers who satisfied with the relationship that exists between the local school and the local Catholic church?						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	93	95
Parents	N/A	N/A	N/A	N/A	91	
Students	N/A	N/A	N/A	N/A	93	
Teachers	N/A	N/A	N/A	N/A	96	

Comment on Results:

This highlights the vital connection between our school and the local Catholic church. This relationship enriches our faith community, providing students with opportunities to participate in worship, sacraments, and service activities that deepen their spiritual journey. A strong school-church partnership fosters a shared mission of nurturing faith, values, and community involvement. We remain committed to strengthening this bond, recognizing its importance in supporting our students' faith development and fostering a sense of belonging within the Catholic tradition.

LOCAL MEASURES OF FAITH

NEW STRATEGIES	IMPACT
Participation with our Local Parish Father will host mass/liturgy for NDC students and families. We will have specialized celebrations with a faith portion for Remembrance Day and/or Truth and Reconciliation	Father is an important member of our school community and has formed strong relationships with staff and students.
NDC Staff Mass Staff will participate in one staff mass each month on first Fridays.	8 Staff masses were held on the First Friday of each month. First Fridays hold special significance to Catholics as a devotion to the Sacred Heart of Jesus, honoring His infinite love and mercy. This practice, rooted in prayer, reflection, and receiving the Eucharist, deepens one's faith and commitment to living a Christ-centered life.
Participation with our local Parish NDC students will have the opportunity to participate in reconciliation and/or spiritual counseling with a priest	Students had the opportunity to participate once in reconciliation at the school.
EXISTING STRATEGIES	IMPACT
NDC will participate in Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).	Adoration is vital to Catholics as it offers a profound opportunity to worship and spend time in the presence of Christ in the Eucharist. This practice deepens faith, fosters a personal connection with God, and encourages reflection, prayer, and spiritual renewal.
Catholic Education Sunday (November) and Catholic Education Week (May) are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.	This helps to connect our school and parish. The principal speaks at this Mass yearly, highlighting the importance of Catholic Education.
NDC will continue to include a link to GrACE in newsletters. GrACE is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.	GrACE is an excellent organization for the advocacy of the importance of Catholic Education.
NDC will continue to have a faith portion of each newsletter.	Continuing to provide knowledge and learning about our faith to the entire school community has helped to deepen our understanding of Catholicism.
NDC staff will continue to participate in Faith Days.	This is an excellent opportunity to develop as Catholics.

NDC will continue to have designated 2 Faith Leader(s) at each school who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.	Our Faith Leads are the foundation of our Faith learning at school.
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PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans. Given the value that CTR places on community engagement, additional measures have been taken to hear from different perspective holders throughout CTR.

- Each principal reviews their annual education results with their School Council in the fall.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Each principal shares their Annual Education Results Report Highlights with School Council chairs and other parents during Ward meetings throughout the year. The Ward meeting structure expanded during the past year to include not only the school council chair, priest, principal, trustee, and superintendent, but now also includes additional staff, parents, superintendents, and an additional engagement with students. These measures allow for further sharing and understanding of lived experience and perspectives across communities which can then provide feedback that informs decision making at the local and division level.
- Engagement includes Ward Meetings, local school council meetings where the trustee is present, Council of School Council meetings held several times throughout the year, and Superchats where all superintendents within CTR meet with each staff once per year to present and receive feedback. These opportunities greatly influence the Education Plan and also allow for the building of assurance through the sharing of the Annual Education Results Report.

TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders in our educational system:

School Councils/Parents: Site-based administrators involve their School Councils in the development of their school plans, which then informs the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee will be provided with an overview of divisional results and asked to provide feedback to support the achievement of the Education Plan moving forward. The final division Education Plan will be distributed and shared at school council meetings and during *Council of School Councils* meetings. Trustee attendance at School Council meetings also provides another opportunity for sharing and feedback, as does the expanded parent voice at Ward meetings.

Ward Committees: AERR division and school data is shared at Ward meetings for their information. Engagement is then prioritized to allow parents to provide the local trustee, priest, staff, parents, and students to provide input into the upcoming Education Plan that is then reviewed, refined, and reflected upon by senior and school-based administration as the new Education Plan is developed.

The plan has been posted on the school website and can be found at **Education Report + Results**.