



2022-2023

ANNUAL EDUCATION RESULTS REPORT



TABLE OF CONTENTS

DIVISION PRIORITIES	2
ACCESSING INDIVIDUAL SCHOOL PLANS	3
ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY.....	4
ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES	5
MEASURE EVALUATION REFERENCE	6
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT.....	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT	10
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	12
PROVINCIAL DOMAIN: LEARNING SUPPORTS	13
PROVINCIAL DOMAIN: GOVERNANCE	15
LOCAL DOMAIN: FAITH COMMUNITY.....	17
PARENTAL INVOLVEMENT STRATEGIES.....	19
TIMELINES AND COMMUNICATION.....	19

DIVISION PRIORITIES

**CHRIST THE REDEEMER
CATHOLIC SCHOOLS**

Division Priorities

FAITH

ACADEMIC EXCELLENCE

HEALTHY SCHOOLS

CTR Catholic prides itself on our students' academic achievements.

HEALTHY schools

#RELATIONSHIPS
IN A DIGITAL AGE

#CTRUNPLUGS

**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	85.5	84.7	84.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.1	83.5	86.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	83.1	98.5	95.7	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	96.2	97.1	95.6	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	73.0	66.9	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	17.6	13.3	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	80.1	73.0	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	14.0	14.6	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	86.0	85.6	90.1	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	87.6	87.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91.5	92.4	92.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.6	81.6	87.3	79.1	78.8	80.3	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 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.
9. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

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	*	*	n/a	57.0	59.5	59.1	*	n/a	n/a
	5-year High School Completion	*	*	n/a	71.3	68.0	67.0	*	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	74.8	68.7	n/a	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	11.3	8.5	n/a	*	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 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.

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
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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.

	Achievement				
Improvement	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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	75.3	N/A	N/A	66.9	73.0	80

Comment on Results:

We saw a significant increase in the PAT acceptable results this year. This is a result of teachers focusing on filling the gaps of learning that were lost over the past 3 years. As well, teachers focused on study skills and application of information into relevant situations.

PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	23.2	N/A	N/A	13.3	17.6	20

Comment on Results:

Again, there was a significant increase in this area. In particular, Social and Science were quite high in the overall results in both excellence and acceptable rates. Teachers designed lessons to support learning and to increase vocabulary instruction to support achievement.

DIPLOMA ACCEPTABLE

	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	84.6	N/A	N/A	73	80.1	85

Comment on Results:

We are still seeing some issues with learning loss in some areas of instruction. This is more evident in the higher academic classes where the loss in learning had a profound effect with very little time to account for that. Attendance issues resulting from mental health is also a factor in achievement. We are pleased overall with how students achieved and will continue to utilize high yield instructional strategies to enhance student achievement.

DIPLOMA EXCELLENCE

	Overall percentage of students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	17.2	N/A	N/A	14.6	14	20

Comment on Results:

We did see a small drop in the amount of excellence on diplomas. Many students decided to challenge themselves to take a higher stream in order to achieve their post-secondary goals. We are combatting this issue by offering Science 30 as it is an entrance recommendation for many trades programs.

STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	83	84.7	85.5	88

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:

Overall, all stakeholders were very satisfied with student learning engagement. We believe the increase in this area was attributed to the ability to reintroduce activities that allowed students to work in groups/partners, the use of technology to enhance instruction, and experiments/demonstrations. We also believe that having a large variety of extracurricular sports and clubs has increased satisfaction in student engagement overall as these are an integral part of the student experience at school. Staff has continued to implement strategies to account for learning loss throughout the year. These strategies are helping to support student achievement and engagement in class. We also think that providing structured class breaks is supporting students. Realizing the need for movement, fresh air, and socialization helps students to engage in learning afterwards.

ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	89.6	89.3	77.8	83.5	83.1	85

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:

Strong citizenship results are a reflection of the school culture we have worked hard to foster and instill at NDC. We see the value of continued involvement in our community, showing respect and dignity, and encouraging students to try their best. Stakeholders feel that NDC is a safe place where students help each other, staff are there to support students, and we are engaging students in the development of skills needed to be successful in their future. Community service is a key foundation of modeling and encouraging active citizenship. Our staff is actively engaged in extracurricular activities at lunch and after school. This provides students with a role model to the importance of giving back to others. Our student's complete community service hours and Good Works Projects throughout the year. This helps students feel connected to our community and gives them a sense of ownership and belonging. We encourage students to help one other and our community to make this a better place to live. Staff places a priority on developing positive relationships with students and families by encouraging them to do their best and by providing support whenever necessary. We will continue to provide opportunities for students to be involved in the school and community. We will also continue to set high expectations for students, while providing opportunities for them to learn and grow.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10.								
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	88.8	95.2	93.5	98.5	83.1	85	Intermediate	Declined Significant	Issue
5 Year Completion	93.9	95.4	94.3	97.5	96.2	97	Very High	Maintained	Excellent

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

Comment on Results:

We saw a decrease in the 3-year high school completion rate this year. Upon analysis, we had several students, resulting from Covid, switch schools in grade 10 and 11. For some, this resulted in them not completing High School on time. Much of this was a result of mental health and/or covid related issues that saw students move online, come to NDC or go to another school (or a combination of these). In this, the school in which you received the most credits depends on the results of the completion. There was also an increase in immigration, and we are continuing to see this. This can result in students needing an extra year to complete high school due to the need to develop in their English language proficiencies. Absenteeism and learning loss were a contributing factor in this for students who did not achieve in classes, however, the vast majority of students who continued with NDC for the 3 years of High School graduated.

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

Local Measures for New Strategies	Target	Result
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. Measure: % of divisional team participants.	90%	100%
# of teachers to implement STEAM specific items	5	15
# of teachers participating in the coding pilot	1	1
CLC Praxis Plans - NDC will designate at least 15 Friday Catholic Learning Community (CLC's) and 1 Professional Development Day to facilitate the team/department work on the execution of praxis (theory, action, reflection) plans to improve student learning via high yield goals/strategies in the areas of curriculum, instruction, or assessment. Measure: % of teachers satisfied with team/department praxis plans.	90%	86%
Readers' and Writers' Workshop - The Readers' and Writers' Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students' reading and written language. Measure: % of eligible students involved in at least one aspect of Readers' and Writers' Workshop in the classroom.	80%	80%
% of LA teachers who have received training for Readers' and Writers' Workshop	80%	83%

Comment on Results:

These are local measures of strategies that will be implemented over the course of the next four years. Professional development, through our praxis plans and divisional CLCs continue to be a priority for our staff. There is much excitement and teachers are invested in CLC's this year as a result of having more input into the focus and topics explored during our Professional Development time. This helps to support student learning in the classroom. Staff also included Universal Mental health strategies into their daily practices in the classroom.

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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	80

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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	20

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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	80

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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	20

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.								
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	N/A	N/A	N/A	N/A	N/A	85	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.

Local Measures for New Strategies	Target	Result
% of LA/SS teaches who embed Truth and Reconciliation learning into classes	100%	100%
Money spent on First Nations, Métis, and Inuit resources.	\$500	\$250
# of Many and One initiatives that are executed	3	1
% of staff who participate in professional development on Truth and Reconciliation.	100%	100%

Comment on Results:

These are local measures of strategies that will be implemented over the course of the next four years. Continued growth and development in this area is important to our staff. Staff are intentional on infusing Indigenous knowledge, customs and perspectives into their curriculum when appropriate.

PROVINCIAL DOMAIN: TEACHING AND LEADING

PROVINCIAL MEASURE

EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2018-2019	2019-2020	2021-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	94.2	94.6	85.2	85.6	86	89

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:

We saw a significant increase in parent satisfaction with the overall quality of education the students are receiving at the school with 100% of Parents in grade 7 satisfied with both what their children are learning and the quality of teaching. We also saw students satisfied with the quality of teaching and learning overall at both the grades 10 and 7 level. It should be noted that although students found their learning challenging and expectations were clear, they did not find what they are learning as interesting as the previous year. Our staff is knowledgeable, passionate, and creative when delivering content. They use a variety of teaching styles and activities to engage students and enhance their learning. Staff collaboration and professional development is used to further support student learning in the classroom. Students are provided with a wide variety of option choices to ensure they have a well-rounded education and to promote the various passions and interests of students. Staff use group work, demonstrations/experiments, technology and other methods to engage students in learning. Teachers also provided scaffolding to meet students' needs, especially to help with learning loss. NDC offered Science 30 for students entering post-secondary, especially in the trades in order to support students' ability to have a 30 level Science class for trades/college and some universities. Also, we are enhancing our work experience and RAP programming. Last year we had 3 students in RAP and over 10 students in Work Experience. More dedicated time and attention to this will be occurring over the next couple of years. Staff identified issues with the overall quality of education which was a result of challenges with learning loss and absenteeism of students. This current year we are focusing on meeting the needs of student learning in the area of rigor and relevance, which should further support and enhance the learning of students at school.

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.

Local Measures for New Strategies	Target	Result
% of teachers who use praxis to improve learning and engagement within the classroom	100%	100%
# of staff involved in the Wellness Focus Group	5	3
% of 13 wellness factors that are discussed and used within our priorities	50%	75%

Comment on Results:

These are local measures of strategies that will be implemented over the course of the next four years. Making wellness a priority for both staff and students is important. Staff infused Universal Mental Health Strategies into their Praxis plans in order to support students. Praxis plans, using professional development, helped to support student learning. Ongoing Professional Development on high yield instructional strategies will be beneficial to grow teacher's knowledge which in turn positively impacts student learning.

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.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	85.2	87.6	86.1	88

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:

Staff make relationships a priority in order to support students in their learning, growth and development. This helps to provide a safe and caring school environment for our students. One way they do this is by identifying learning needs and providing support, scaffolding and extra help. Students know that teachers care about their learning. Our Learning Support program also provides extensive learning opportunities and support for our students. Going well beyond academic support, this program helps to develop the whole child. A foundational piece of this is done through the ARC program. Either individually, small groups or full class breaks are provided to help students with their focus and to provide a body break. This program has changed the learning environment at NDC. We also have a phenomenal Family School Liaison and Connections program providing wellness support to our students on an individual and in small group opportunities. All staff know the importance of trauma-informed practices and use them to support students in and out of the classroom. We had over 25 sports teams last year as well as several clubs for students to join. This provided students with a sense of belonging, a place where they can go and develop their passion in a warm, caring environment.

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.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	88.2	92.4	91.5	93

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 support available to them. We will continue to promote these in the newsletter. FSLW/Connections complete a series of workshops with grade 7s to start the year and they continue to offer 'consent' presentations in grade 9-10. 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.

Local Measures for New Strategies	Target	Result
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.	95%	95%
% of stakeholder satisfaction that there are supports and services available to help with learning.	90%	91.5%
% of teachers using movement and regulation circuits to support student learning	100%	90%
# of Many and One Committee strategies implemented	3	1
% satisfied with their child/themselves being able to access supports not related to schoolwork	80%	80%
# of grade 11-12 students will have the opportunity to attend post-secondary fairs and/or sessions	100	100
% of grade 12 students who attend a 1-1 session for post-secondary transitioning	90%	90%
% NDC students who transition to post-secondary within 6 years of entering into grade 10	60%	66%
% of applicable students involved in Enhanced Reading	80%	80%
% of Educational Assistants trained in Attachment, Regulation, and Competency (ARC) strategies	100%	100%
# of programs for students to promote regulation, attachment and competency	3	3
# of staff who utilize class-wide body breaks to promote student wellness	25	27

Comment on Results:

These are local measures of strategies that will be implemented over the course of the next four years. We have a lot of programs available to support students both in and out of the classroom. Meeting the needs of all students is incredibly important, and this is an area that we are reflecting on. Creating an environment where all students feel safe, cared for, welcomed and included is critically important to us. We are focusing on implementing numerous Many and One initiatives this school year.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	89.3	93.1	79.1	81.6	83.6	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:

We saw an increase in parent satisfaction with their involvement in the school and decision making. We offered more opportunities throughout the year for parents to become involved in school activities including presentations at Parent Council, cupcake decorating, and going on fieldtrips. We culminated in June with the second annual a Night at the T'Wolf Den that invited our entire school community to an outdoor hot air balloon, classic car and student band evening. We will continue to promote via social media and newsletters, the many ways that our parents can get involved in our school community.

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.

Local Measures for New Strategies	Target	Result
# of newsletters	9	10
# of engagement activities through School Council highlighting school programs or engaging parents in 'hot topics' around High River	3	3
# of engagement activities through School Council promoting parent involvement with the support of the school	2	3
# of people in the communication team lead pilot	1	1

Comment on Results:

These are local measures of strategies that will be implemented over the course of the next four years. Our year end family engagement – A Night at the T'Wolf Den organized by Parent Council was a huge success.

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.					
	2018/2019	2019/2020	2020/2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	95	96	91	91	87	90
Parents	96	96	95	97	92	
Students	85	83	87	79	81	
Teachers	100	100	93	97	92	

Comment on Results:

We are very proud of our NDC family for recognizing the importance of faith and growth in their understanding as important. Seeing how God works in our lives can be challenging at times, especially as teenagers but it is a blessing to know that, as a family, we are supporting each other in our faith growth.

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.					
		2018/2019	2019/2020	2020/2021	2021-2022	2022-2023	2023 Target
		%	%	%	%	%	%
Grade 8	Acceptable		N/A	N/A	N/A	N/A	90
	Excellence		N/A	N/A	N/A	N/A	20
Grade 11	Acceptable		N/A	N/A	N/A	N/A	90
	Excellence		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.					
	2018/2019	2019/2020	2020/2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	96	97	96	91	88	90
Parents	98	96	100	96	92	
Students	90	88	90	85	84	
Teachers	100	100	96	93	92	

Comment on Results:

Every student had the opportunity to attend St. Francis de Sales at least once this year. We also hosted 4 school wide masses. Liturgies were held very frequently including every Monday during Advent and Lent as well as Remembrance Day, New Year and on other occasions. We are finding hosting in-person Masses/Liturgies challenging as we are too big for the capacity of our gym and

church to celebrate as a whole school. This has made hosting them online a necessity in many occasions or we have to host 2 different celebrations in the gym.

	Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.					
	2018/2019	2019/2020	2020/2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	94	95	97	91	88	90
Parents	96	96	100	93	92	
Students	87	90	94	86	84	
Teachers	100	100	96	93	92	

Comment on Results:

We promote the idea that we are all 'called to love and serve' our community through our actions. By emphasizing dignity and respect each morning in prayer, we lay a foundation for what we want all people in NDC to strive to achieve with each other. The larger society context, in regards to faith, has played a role in this at times. We will continue to model Christ-like actions in all that we do and honor the inherent dignity of each person we interact with.

	Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.					
	2018/2019	2019/2020	2020/2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	95	92	91	87	89	90
Parents	94	92	98	94	92	
Students	90	85	86	80	86	
Teachers	100	100	96	86	92	

Comment on Results:

Overall, we are pleased with the results. Our teachers teach students the importance of faith in their lives and how God can be a light on their journey.

LOCAL MEASURES OF FAITH

Local Measures for New Strategies	Target	Result
# of masses/liturgies for students and families participated in each year	10	Masses – 10 Liturgies – 14
# of masses each year for staff	9	8
# of times per year that students will have the opportunity to participate in reconciliation and/or spiritual counseling with a priest	2	1

Comments:

We are blessed to have our local priest attend Masses at our school. As well, every student had the opportunity to attend Mass at the Parish. Challenges with space have made it necessary to do some liturgies online and split the students when we have a school wide mass. We will continue to work in partnership with our local parish to ensure our students have many opportunities to participate in faith celebrations.

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 is as follows:

- Each principal reviews their annual education results with their School Council in October.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Feedback from divisional and school-based *Influencer's* engagements will be summarized and reported in our 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 inform the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee is asked to assist with the plan's development by analyzing jurisdictional results, identifying gap areas, and suggesting strategies which might address these gap areas. The final plan is distributed and shared at school council meetings and the *Council of School Councils* meetings, which are held twice yearly.

Ward Committees: The plan is distributed and shared at Ward Committee meetings, which include principals, local trustees, school council chairs, and senior administration.

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

