



2021-2022

# 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, and "Division Priorities" is in white script. Below this, "2021-2022" is written in small white text. The graphic is divided into three vertical teal bars. The first bar contains a white cross icon and the word "FAITH". The second bar contains a white graduation cap icon and the words "ACADEMIC EXCELLENCE". The third bar contains a white icon of a heart with an apple and the words "HEALTHY SCHOOLS". At the bottom of each bar is a logo: "I am" with a cross for Faith, a red arrow pointing up with "12/12" for Academic Excellence, and "HEALTHY schools" and "#RELATIONSHIPS IN A DIGITAL AGE" for Healthy Schools. At the bottom of the graphic is the Christ The Redeemer Catholic Schools logo.

**CHRIST THE REDEEMER  
CATHOLIC SCHOOLS**

*Division Priorities*

2021-2022

**FAITH**

**ACADEMIC EXCELLENCE**

**HEALTHY SCHOOLS**

**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   | 84.7                  | 83.0             | n/a                 | 85.1           | 85.6             | n/a                 | n/a                | n/a                    | n/a        |
|                                | Citizenship   | 83.5                  | 77.8             | 89.4                | 81.4           | 83.2             | 83.1                | Very High          | Declined               | Good       |
|                                | 3-year High School Completion   | 98.5                  | 93.5             | 92.5                | 83.2           | 83.4             | 81.1                | Very High          | Improved               | Excellent  |
|                                | 5-year High School Completion   | 97.1                  | 94.3             | 94.6                | 87.1           | 86.2             | 85.6                | Very High          | Maintained             | Excellent  |
|                                | PAT: Acceptable   | 66.9                  | n/a              | 75.3                | 67.3           | n/a              | 73.8                | n/a                | n/a                    | n/a        |
|                                | PAT: Excellence   | 13.3                  | n/a              | 23.2                | 18.0           | n/a              | 20.6                | n/a                | n/a                    | n/a        |
|                                | Diploma: Acceptable   | 73.0                  | n/a              | 84.6                | 75.2           | n/a              | 83.6                | n/a                | n/a                    | n/a        |
|                                | Diploma: Excellence   | 14.6                  | n/a              | 17.2                | 18.2           | n/a              | 24.0                | n/a                | n/a                    | n/a        |
| Teaching & Leading             | Education Quality   | 85.6                  | 85.2             | 94.4                | 89.0           | 89.6             | 90.3                | Intermediate       | Declined Significantly | Issue      |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 87.6                  | 85.2             | n/a                 | 86.1           | 87.8             | n/a                 | n/a                | n/a                    | n/a        |
|                                | Access to Supports and Services                                       | 92.4                  | 88.2             | n/a                 | 81.6           | 82.6             | n/a                 | n/a                | n/a                    | n/a        |
| Governance                     | Parental Involvement  | 81.6                  | 79.1             | 91.2                | 78.8           | 79.5             | 81.5                | High               | Declined               | Acceptable |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Examination 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   | *                            | *                | n/a                 | 59.5           | 62.0             | 58.4                | *                  | n/a         | n/a     |
|                                | 5-year High School Completion   | *                            | n/a              | n/a                 | 68.0           | 68.1             | 65.8                | *                  | n/a         | n/a     |
|                                | PAT: Acceptable   | *                            | n/a              | n/a                 | 46.4           | n/a              | 54.0                | n/a                | n/a         | n/a     |
|                                | PAT: Excellence   | *                            | n/a              | n/a                 | 6.4            | n/a              | 7.4                 | n/a                | n/a         | n/a     |
|                                | Diploma: Acceptable   | *                            | n/a              | n/a                 | 68.7           | n/a              | 77.2                | n/a                | n/a         | n/a     |
|                                | Diploma: Excellence   | *                            | n/a              | n/a                 | 8.5            | n/a              | 11.4                | 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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 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 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence               | 0.00 - 9.97  | 9.97 - 13.44  | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 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 <b>acceptable</b> standard on the test (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | 75   | 75.3      | N/A       | N/A       | 66.9      | <b>85</b>          |

#### Comment on Results:

Given the learning loss that was experienced by students, we were satisfied with the overall results on the Provincial Achievement exams by our grade 9 students. Students and teachers worked incredibly hard to fill gaps in learning and to complete the curriculum in order to prepare students for high school.

### PAT EXCELLENCE

|         |  |           |           |           |           |                    |
|---------|--|-----------|-----------|-----------|-----------|--------------------|
|         | Overall percentage of students in Grades 6 and 9 who achieved the <b>excellence</b> standard on the test (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | 18   | 23.2      | N/A       | N/A       | 13.3      | <b>20</b>          |

#### Comment on Results:

With learning loss and absenteeism due to illness this past year, we were pleased with the success of our grade 9 students in regards to achieving excellence. Students and teachers worked diligently on curriculum outcomes at high levels throughout the year.

### DIPLOMA ACCEPTABLE

|         |  |           |           |           |           |                    |
|---------|--|-----------|-----------|-----------|-----------|--------------------|
|         | Overall percentage of students who achieved the <b>acceptable</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | 84.1   | 84.6      | N/A       | N/A       | 73        | <b>85</b>          |

#### Comment on Results:

Given that exams were only worth 10% and the limited amount of students who wrote in June, we are extremely pleased with the diplomas results for the standard of acceptable. Students and staff worked incredibly hard to fill learning gaps, despite absenteeism and learning loss, so that students could find success on these exams.

### DIPLOMA EXCELLENCE

|         |  |           |           |           |           |                    |
|---------|--|-----------|-----------|-----------|-----------|--------------------|
|         | Overall percentage of students who achieved the <b>excellence</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | 16.3   | 17.2      | N/A       | N/A       | 14.6      | <b>20</b>          |

#### Comment on Results:

We were very proud of the effort and work that was completed by students and staff leading towards diploma exams. Given the extensive learning loss over the past few years, students and staff work diligently to fill the gaps of learning in order to achieve on the Diploma Exam. We have limited amount of students who wrote exams in June.



**STUDENT LEARNING ENGAGEMENT**

|         | Percentage of teachers, parents and students who agree that students are engaged in their learning at school. |           |           |           |           |             |
|---------|---|-----------|-----------|-----------|-----------|-------------|
|         | 2017-2018   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 Target |
|         | %   | %         | %         | %         | %         | %           |
| Overall | N/A   | N/A       | N/A       | 83        | 84.7      | 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:**

Overall, all stakeholders were very satisfied with student learning engagement. We believe the increase in this was attributed to the ability to reintroduce activities that allowed students to work in groups/partners, the use of technology to enhance instruction, experiments/demonstrations and the return to more consistent in class learning. We also believe that reintroducing extracurricular sports and clubs have also played a factor in student engagement overall as these are an integral part of the student experience at school. We do think that there are some factors affecting the ability of the students to feel satisfied with literacy and numeracy. In part, we think that the overall learning loss and instruction lost during the pandemic have made students feel less engaged overall. As well, filling the learning gaps has impacted overall learning, especially in High School, although they do identify that teachers are there to help them. We also believe that the cancellation of classes for an extra week in January and the extensive absenteeism of both staff and students at the time of the survey may have impacted student engagement.

**ACTIVE CITIZENSHIP**

|         | Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |           |           |           |           |             |
|---------|---|-----------|-----------|-----------|-----------|-------------|
|         | 2017-2018   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 Target |
|         | %   | %         | %         | %         | %         | %           |
| Overall | 88.1  | 89.6      | 89.3      | 77.8      | 83.5      | 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:**

This is a reflection of the school culture we are trying to promote 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 to be where students help each other, staff is there to support and we are engaging them in the skills 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 students complete community service hours, even during the pandemic. We encourage students to help each other and our community to make this a better place to live. Staff places a priority on develop positive relationships with students and families by encouraging them to do their best and 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. |           |           |           |           |             |                    |             |           |
|-------------------|---|-----------|-----------|-----------|-----------|-------------|--------------------|-------------|-----------|
|                   | 2017-2018   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 Target | Measure Evaluation |             |           |
|                   | %   | %         | %         | %         | %         | %           | Achievement        | Improvement | Overall   |
| 3 Year Completion | 93  | 88.8      | 95.2      | 93.5      | 98.5      | 85          | Very High          | Improved    | Excellent |
| 5 Year Completion | 92.3  | 93.9      | 95.4      | 94.3      | 97.5      | 93          | Very High          | Maintained  | Excellent |

**Comment on Results:**

We saw a significant increase in this area, despite Covid. Although absenteeism and learning loss were significant the past few years, staff provided ample opportunities for students to fill learnings gaps, receive extra support and to learn the necessary skills to complete high school. This is also attributed to our Learning Support program who identifies students at risk and supports them and their families in their learning. We also have an extensive Career and Post-Secondary counseling program that encourages students to see possibilities for Post-Secondary pursuits that come after graduation. This encourages students to see the value of their High School education as they have hope for their future. We are very proud of our programming that opens up options for all students.

**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   |
|--|--------|--|
| <b>Divisional Teams and Departments</b> - 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.<br>Measure: % of divisional team participants.  | 70     | 70% of staff were able to participate in a Divisional Team |
| <b>CLC Praxis Plans</b> - 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.<br>Measure: % of teachers satisfied with team/department praxis plans. | 90     | 90%  |
| <b>Readers' and Writers' Workshop</b> - 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.<br>Measure: % of students involved in at least one aspect of Readers' and Writers' Workshop in the classroom.  | 80     | 77   |
| % of LA teachers who have received training for Readers' and Writers' Workshop   | 80     | 90%  |
| # of teachers to implement STEAM specific items  | 5      | 7  |
| # of teachers participating in the coding pilot  | 1      | TBD Nov. 2023  |

**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. These help 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 <b>acceptable</b> standard on the test (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | <b>85</b>          |

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 <b>excellence</b> standard on the test (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | <b>20</b>          |

Comment on Results: N/A

### DIPLOMA ACCEPTABLE

|         |  |           |           |           |           |                    |
|---------|--|-----------|-----------|-----------|-----------|--------------------|
|         | Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the <b>acceptable</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | <b>85</b>          |

Comment on Results: N/A

### DIPLOMA EXCELLENCE

|         |  |           |           |           |           |                    |
|---------|--|-----------|-----------|-----------|-----------|--------------------|
|         | Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the <b>excellence</b> standard on diploma examinations (overall cohort results). |           |           |           |           |                    |
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | <b>2022 Target</b> |
|         | %  | %         | %         | %         | %         | %                  |
| Overall | N/A  | N/A       | N/A       | N/A       | N/A       | <b>20</b>          |

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. |           |           |           |           |             |                    |             |         |
|                   | 2017-2018   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 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     |

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**Comment on Results:** N/A

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**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  | November 2023 |
| No. of Many and One initiatives that are executed                                   | 2      | 1             |
| % of days the Land Acknowledgment is read in the morning (once a week)              | 100    | 80            |
| % of special events that include the Land Acknowledgement                           | 100    | 100           |
| % of staff who participate in professional development on Truth and Reconciliation. | 100    | November 2023 |

**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.

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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. |           |           |           |           |             |
|---------|---|-----------|-----------|-----------|-----------|-------------|
|         | 2017-2018   | 2018-2019 | 2019-2020 | 2021-2021 | 2021-2022 | 2022 Target |
|         | %   | %         | %         | %         | %         | %           |
| Overall | 93.7  | 94.2      | 94.6      | 85.2      | 85.6      | 90          |

*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:

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 further supports student learning in the classroom. Students are provided with a significant amount of choice in options in order to help them have a well-rounded education and to promote the various passions and interests of students. Parents were generally satisfied or very satisfied with the quality of education their children are receiving and around the content we were teaching interesting. They found there was consistency with providing clarity in what they learned. Students as well found the work interesting, increasing from last year. Staff using group work, demonstrations/experiments, technology and other methods to improve student learning are just some ways in which students are engaging in the learning process. Teachers also provided scaffolding to meet students' needs, especially to help with learning loss. Many students did find the work challenging this year, likely due to increased rigor within the learning process. With high absenteeism and losing a week of school in January, the course work can become more challenging, especially in High School. Staff did a tremendous job in supporting students at all times, but especially with learning loss.

### 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 School Councils receiving a presentation on CTR's Teacher Supervision, Evaluation, and Growth (TSEG) Administrative Procedure | 100    | 100    |
| # of staff involved in the Wellness Focus Group  | 5      | 5      |
| % of 13 wellness factors that are discussed and used within our priorities   | 50     | 7      |

#### 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 also infused Universal Mental Health Strategies into their Praxis plans in order to support students. Praxis plans, using professional development, helped to support 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. |           |           |           |           |             |
|---------|---|-----------|-----------|-----------|-----------|-------------|
|         | 2017-2018   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 Target |
|         | %   | %         | %         | %         | %         | %           |
| Overall | N/A   | N/A       | N/A       | 85.2      | 87.6      | 85          |

*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:

Returning to in-person learning and being able to provide opportunities to engage in school activities has been beneficial to this area. 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 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 supports 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 group 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 supports to our students on an individual and small group level. All staff know the importance of trauma-informed practices and use them to support students in and out of the classroom. The reintroduction of extracurricular activities has also played a pivotal role in this area. Sports and clubs provide a sense of belonging to students at school and help them to grow in their personal development as well. 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. |           |           |           |           |             |
|---------|--|-----------|-----------|-----------|-----------|-------------|
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 Target |
|         | %  | %         | %         | %         | %         | %           |
| Overall | N/A  | N/A       | N/A       | 88.2      | 92.4      | 85          |

*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 in order to help their learning. ARC, Attachment, Regulation, Competency, 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. We will continue to work on implementing this program, increasing our repertoire of information to better support student learning. Our FSLW and Connections programs remain a foundation of support for students in regards to wellness. Focusing on anxiety, mental health and building positive relationships not only help to support student learning overall but also helps to support students beyond schoolwork. With all staff having knowledge and understanding

of trauma-related practices in the classroom, as well as continued learning in Universal Mental Health supports, it helps to build the capacity of our students both in the learning and social/emotional context of the school.

## 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. | +5%    | TBD Nov. 2023 |
| % of stakeholder satisfaction that there are supports and services available to help with learning.   | 90     | 92.4%         |
| % of teachers using <a href="#">movement and regulation circuits</a> to support student learning  | 90     | 93%           |
| % Many and One Committee strategies implemented   | 3      | November 2023 |
| % satisfied with their child/themselves being able to access supports not related to schoolwork   | 80     | 86%           |
| % of grade 11-12 students will have the opportunity to attend post-secondary fairs and/or sessions  | 100    | Nov. 2023     |
| % 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     | 76%           |
| % of applicable students involved in <a href="#">Enhanced Reading</a>   | 80     | 100           |
| % of Educational Assistants trained in <a href="#">Attachment, Regulation, and Competency</a> (ARC) strategies  | 100    | 100           |
| % of Educational Assistants trained in <a href="#">MANDT</a>  | 100    | 100           |
| # of programs for students to promote regulation, attachment and competency   | 3      | 3             |
| # of CLC's or PD days where staff wellness is discussed   | 5      | 10            |
| # of staff who utilize class-wide body breaks to promote student wellness   | 25     | 94%           |

### 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.

## PROVINCIAL DOMAIN: GOVERNANCE

### PROVINCIAL MEASURE

#### PARENTAL INVOLVEMENT

|         | Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |           |           |           |           |             |
|---------|--|-----------|-----------|-----------|-----------|-------------|
|         | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 Target |
|         | %  | %         | %         | %         | %         | %           |
| Overall | 84.8   | 89.3      | 93.1      | 79.1      | 81.6      | 80          |

*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.*

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#### Comment on Results:

Overall, parents, students and staff were quite satisfied with parental involvement this year. We offered more opportunities throughout the year for parents to become involved in school activities. With fun sports day to end 2021 as well as invitations to attend Parent Council, we increased opportunities as the year progressed. We culminated in June of 2022 with 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. Our Parent Council has also made parental involvement a focus this past few years. With increasing opportunities through extracurricular activities we anticipate more parental involvement moving forward.

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## 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      | 11        |
| # of engagement activities through School Council          | 3      | 3         |
| # of activities that require parent/guardian volunteers    | 5      | Nov. 2023 |
| # of activities and school events promoted on social media | 20     | 20+       |

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### 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. Coming off of several years of not being allowed to gather, we had a tremendous turnout with over 300 people coming to NDC to look at classic cars, hot air balloon, listen to the band play and just to share fellowship with each other. It was an amazing evening.

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## 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. |           |           |           |           |             |
|----------|---|-----------|-----------|-----------|-----------|-------------|
|          | 2017/2018   | 2018/2019 | 2019/2020 | 2020/2021 | 2021-2022 | 2022 Target |
|          | %   | %         | %         | %         | %         | %           |
| Overall  | 95  | 95        | 96        | 91        | <b>91</b> | <b>90</b>   |
| Parents  | 89  | 96        | 96        | 95        | <b>97</b> |             |
| Students | 82  | 85        | 83        | 87        | <b>79</b> |             |
| Teachers | 96  | 100       | 100       | 93        | <b>97</b> |             |

##### Comment on Results:

We are very proud of our NDC family for seeing 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. |           |           |           |           |             |
|----------|------------|---|-----------|-----------|-----------|-----------|-------------|
|          |            | 2017/2018   | 2018/2019 | 2019/2020 | 2020/2021 | 2021-2022 | 2022 Target |
|          |            | %   | %         | %         | %         | %         | %           |
| Grade 8  | Acceptable |   |           | N/A       | N/A       | N/A       | <b>100</b>  |
|          | Excellence |   |           | N/A       | N/A       | N/A       | <b>100</b>  |
| Grade 11 | Acceptable |   |           | N/A       | N/A       | N/A       | <b>100</b>  |
|          | Excellence |   |           | N/A       | N/A       | N/A       | <b>100</b>  |

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. |           |           |           |           |             |
|----------|--|-----------|-----------|-----------|-----------|-------------|
|          | 2017/2018  | 2018/2019 | 2019/2020 | 2020/2021 | 2021-2022 | 2022 Target |
|          | %  | %         | %         | %         | %         | %           |
| Overall  | 94   | 96        | 97        | 96        | <b>91</b> | <b>90</b>   |
| Parents  | 97   | 98        | 96        | 100       | <b>96</b> |             |
| Students | 91   | 90        | 88        | 90        | <b>85</b> |             |
| Teachers | 100  | 100       | 100       | 96        | <b>93</b> |             |

##### Comment on Results:

Despite Covid restrictions on gathering, we made religious celebrations a priority this year. Our Parish priest livestreamed masses into the school which allowed all students to participate in mass. We participated in more liturgies as well. Students felt some connection to the church and our faith, in a time when connection was difficult. We were able to return to the Parish in January on a limited basis which was also a blessing.



|          |   |           |           |           |           |             |
|----------|---|-----------|-----------|-----------|-----------|-------------|
|          | Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done. |           |           |           |           |             |
|          | 2017/2018   | 2018/2019 | 2019/2020 | 2020/2021 | 2021-2022 | 2022 Target |
|          | %   | %         | %         | %         | %         | %           |
| Overall  | 90  | 94        | 95        | 97        | 91        | 90          |
| Parents  | 94  | 96        | 96        | 100       | 93        |             |
| Students | 79  | 87        | 90        | 94        | 86        |             |
| Teachers | 96  | 100       | 100       | 96        | 93        |             |

**Comment on Results:**

We promote the idea that we are all 'called to love and serve' our community through our actions. With 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 slight decline in this may be attributed to continued restrictions impacting relationships with faith and each other. Overall, however, we are blessed to be involved with such an amazing community.

|          |  |           |           |           |           |             |
|----------|--|-----------|-----------|-----------|-----------|-------------|
|          | Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes. |           |           |           |           |             |
|          | 2017/2018  | 2018/2019 | 2019/2020 | 2020/2021 | 2021-2022 | 2022 Target |
|          | %  | %         | %         | %         | %         | %           |
| Overall  | 91   | 95        | 92        | 91        | 87        | 90          |
| Parents  | 94   | 94        | 92        | 98        | 94        |             |
| Students | 76   | 90        | 85        | 86        | 80        |             |
| Teachers | 100  | 100       | 100       | 96        | 86        |             |

**Comment on Results:**

Overall, we are pleased with the results. Our classes 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 eligible teachers using the <a href="#">Growing in Faith, Growing in Christ</a> resource  | 100    | 100           |
| # of masses/liturgies for students and families participated in each year  | 10     | 12            |
| # of masses each year for staff  | 9      | 7             |
| Measure: # of staff participating in learning about the Champion Program   | 10     | November 2023 |
| # of times per year that students will have the opportunity to participate in reconciliation and/or spiritual counseling with a priest | 2      | November 2023 |

**Comments:**

We are blessed to have a wonderful relationship with our local Parish, St. Francis de Sales. We were able to attend mass online during the initial part of the year and then in December, students were able to go to the Church in cohorts to celebrate mass. We also had several liturgies throughout the year at school. As well, Father comes to the school for Staff Masses the First Friday of the month.

## 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**.

