



ANNUAL EDUCATION RESULTS REPORT

2024-2025



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DIVISION PRIORITIES

CHRIST THE REDEEMER CATHOLIC SCHOOLS

Division Priorities

2024-2025

FAITH



Faith Seeking Understanding

CTR Catholic prides itself on our students' academic achievements.

CTR Catholic prides itself on our students' academic achievements.

ACADEMIC EXCELLENCE



CTR Catholic prides itself on our students' academic achievements.

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	91.2	89.1	86.5	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	90.7	88.2	84.9	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	96.7	91.6	83.5	81.4	80.4	81.4	Very High	Improved Significantly	Excellent
	5-year High School Completion	93.2	100.0	97.8	87.1	88.1	87.9	Very High	Declined	Good
	PAT9: Acceptable	62.6	73.7	73.3	62.5	62.5	62.6	Low	Declined	Issue
	PAT9: Excellence	8.9	22.3	20.0	15.6	15.4	15.5	Very Low	Declined Significantly	Concern
	Diploma: Acceptable	90.2	79.1	79.6	82.0	81.5	80.9	Very High	Improved Significantly	Excellent
Teaching & Leading	Diploma: Excellence	18.9	16.6	15.3	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
	Education Quality	93.6	92.0	87.8	87.7	87.6	88.2	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	89.6	87.8	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	93.0	89.4	91.1	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	91.2	84.3	83.2	80.0	79.5	79.1	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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	83.3	83.3	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	*	*	n/a	69.7	69.4	69.6	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	41.6	41.4	40.4	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	6.3	6.1	5.7	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	77.5	76.9	75.9	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	11.9	11.8	11.6	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 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

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.

*Note: The question changed in 2024-2025 to "How satisfied are you with the level of Catholic faith formation of students at the school?" Teachers were also asked "How satisfied are you with the level of Catholic faith formation of staff at your school/workplace?" Results to the latter question are also noted in the last row.

	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	91	91	87	87	89	90
Parents	95	97	92	77	85	
Students	87	79	81	89	83	
Teachers	93	97	92	96	100	

Comment on Results:

Strong satisfaction in this area reflects the effectiveness of our school's mission to support students in their spiritual growth and faith journey. Parents, students, and staff recognize the importance of nurturing a personal relationship with the Triune God as a cornerstone for a purposeful and fulfilling life. This affirmation highlights the impact of our faith-based programs, daily spiritual practices, and supportive community in helping students deepen their beliefs and live their faith with sincerity. Guided by our school theme, *Made for Greatness*, we remain grateful for the opportunity to accompany each learner in their spiritual development.

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

Percentage of students in Grade 8 achieving an Acceptance Standard and an Excellence standard on assessment.							
		2020/20 21	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025-2026 Target
		%	%	%	%	%	%
Grade 8	Acceptable	N/A	N/A	N/A	98	83	85
	Excellence	N/A	N/A	N/A	43	27	30

Comment on Results:

Our division-wide Grade 8 Religion assessment results are strong and reflect the dedicated work of our staff and students. Moving forward, we will continue to support students in deepening their understanding of the core of our faith as it relates to the Grade 8 curriculum. This focused approach will strengthen learning and improve future results.

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.						
	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	96	91	88	95	90	91
Parents	100	96	92	91	89	
Students	90	85	84	93	83	
Teachers	96	93	92	100	100	

Comment on Results:

Strong results in this area reflect the value our school community places on meaningful religious celebrations. Parents, students, and staff recognize these gatherings as important moments to unite in faith, reflect on our shared beliefs, and honour the spiritual foundation of our school. Students celebrate Mass at St. Francis de Sales Parish three to four times each year and participate in additional school-based celebrations throughout the liturgical calendar. These high satisfaction levels affirm the significance of fostering a vibrant faith life through thoughtful, well-organized, and engaging celebrations. Guided by our theme, *Made for Greatness*, we remain committed to upholding these traditions that strengthen our community's connection to God and to one another. At this time, we noticed a decline in results. We are working with students and families to improve this connection and participate more fully.

Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.						
	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	97	91	88	92	90	91
Parents	100	93	92	91	89	
Students	94	86	84	89	85	
Teachers	96	93	92	96	95	

Comment on Results:

Catholic Social Teachings play a pivotal role in the faith formation of students at NDC, offering a moral and spiritual framework that shapes their understanding of dignity, justice, and service. Through daily learning, acts of compassion, and opportunities to engage with the needs of others, students come to recognize their responsibility to contribute positively to the world around them. These teachings help guide them toward lives rooted in faith, empathy, and a deep commitment to the common good, reinforcing our belief that each student is truly *Made for Greatness*.

Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.						
	2020/2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	91	87	89	92	85	86
Parents	98	94	92	86	83	
Students	86	80	86	89	85	
Teachers	96	86	92	100	100	

Comment on Results:

Satisfaction with the religious studies program reflects the commitment of our teachers to offering meaningful and engaging learning experiences that truly connect with students. By relating Catholic teachings to their daily lives, our educators help students develop a

deeper understanding of their faith and recognize its personal significance. This approach supports genuine spiritual growth and encourages students to live out their beliefs in practical and thoughtful ways. We are proud to provide a religious education that nurtures faith and inspires a lasting commitment to Catholic values.

Percentage of parents, students, and teachers who satisfied with the relationship that exists between the local school and the local parish?						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	93	90	91
Parents	N/A	N/A	N/A	91	89	
Students	N/A	N/A	N/A	93	88	
Teachers	N/A	N/A	N/A	96	95	

Comment on Results:

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

LOCAL MEASURES OF FAITH

NEW STRATEGIES	IMPACT
Monthly Mass Celebrations NDC will host masses/liturgies at NDC and/or Parish with a focus on Advent and Lenten seasons.	We hosted liturgies every Monday of Advent and Lent. Students had the opportunity to attend mass at the Parish for both Advent and Lent.
Staff Mass NDC Staff will participate in staff mass at least 5 times this school year.	With thanks to Father Marius for his ministry and presence, our staff was able to celebrate Mass 7 times during the school year.
Reconciliation NDC students will have the opportunity to participate in reconciliation with a priest throughout the school year.	Father came to NDC for reconciliation once last year.
Establishment and Use of Sacred Spaces in Schools NDC administration and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in each of our schools in accordance with diocesan guidelines.	We continue to support the use of our Chapel as a sacred space.
Many and One School Plans Through the guidance of the division's Many and One Committee, NDC will create plans to support Equity, Diversity and Inclusion through our Catholic Social Teachings.	Our NDC community focused on 5 Catholic Social Teachings last year. Students participated in activities such as food drives, kindness activities, etc. Information was shared in newsletters, bulletin boards, and daily announcements.
Staff Catholic Social Teaching Professional Development Division administration and site-based Faith Leads will prepare one professional development session focused on addressing, identifying and designing initiatives that combat racism, discrimination, and marginalization, while also fostering inclusion through Catholic Social Teachings. This will be delivered in one Catholic Learning Communities session this year.	Staff worked collaboratively to support the understanding and implementation of the Catholic Social Teachings last year.

Staff Intellectual Faith Formation Professional Development Division administration and school-based Faith Leads will prepare four faith formation sessions focused on intellectual formation in the Catholic faith. These will be delivered in four Catholic Learning Communities (CLCs) sessions this year.	Faith sessions provide staff with meaningful opportunities to reflect, pray, and grow together, strengthening relationships and shared purpose. These gatherings nurture spiritual well-being, ground professional practice in faith, and support a compassionate, values-driven approach to teaching and learning.
Staff Professional Development in Catholic Leadership Division administration and site-based Faith Leads will prepare one professional development session focused on Catholic educators as joyful witnesses in Catholic faith. This will be delivered in one CLC session this year.	Our Faith Leaders promoted the Divisional Theme of Joyful Witness. This session helped to inspire the staff to see joy in all things.
EXISTING STRATEGIES	IMPACT
Eucharistic Adoration NDC will participate in Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).	Adoration holds deep significance for Catholics, as it provides a sacred opportunity to worship and remain in the presence of Christ in the Eucharist. Through this time of reverence, faith is strengthened, a closer relationship with God is nurtured, and space is created for prayer, reflection, and spiritual renewal.
Catholic Education Sunday / Catholic Education Week <u>Catholic Education Sunday (November)</u> and <u>Catholic Education Week (May)</u> are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.	This helps to connect our school and parish. The principal speaks at this Mass yearly, highlighting the importance of Catholic Education.
GrACE NDC will continue to include a link to GrACE in newsletters. <u>GrACE</u> is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.	GrACE is an excellent organization for the advocacy of the importance of Catholic Education.
Faith Formation Component in Monthly School Newsletters NDC will continue to have a faith portion of each newsletter.	We include a faith component in multiple portions of the newsletter – principal message, faith write up from the CTR Director of Catholic Education, and content related to Catholic Social teachings.
Faith Days NDC staff will continue to participate in Faith Days.	This is an excellent opportunity to develop as Catholics.
Faith Leaders NDC will continue to have designated 2 <u>Faith Leaders</u> who, under the supervision of the Director of Catholic Education and administration, plan and set direction for faith events and initiatives across the division and in their school.	Faith leads continue to provide excellent leadership for our staff and students.

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).					
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target	
%	%	%	%	%	%	
Overall	N/A	66.9	73.0	73.7	63	65

Comment on Results:

Results from the Grade 9 Provincial Achievement Tests show a decline in the percentage of students achieving the acceptable standard this year, placing us only slightly above the provincial average overall. Despite this, our students continued to perform above provincial levels in Science, Social Studies, and Language Arts, demonstrating strong foundations in these core subjects. In response to these results, teachers are focusing this year on Assessment for Mastery strategies, aiming to strengthen students' understanding, support skill development, and improve achievement across all areas. This continued professional commitment reflects our dedication to ensuring every learner is well prepared for future academic success.

PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target	
%	%	%	%	%	%	
Overall	N/A	13.3	17.6	22.3	9	15

Comment on Results:

This year's Grade 9 Provincial Achievement Test results show a decline in the percentage of students achieving the standard of excellence. While we recognize that many students faced challenges in their learning, our commitment to high expectations remains steadfast. Teachers continue to pursue excellence in instruction, placing a strong emphasis on Assessment for Mastery to deepen understanding and support students in reaching their full potential. This focused approach reflects our dedication to continuous improvement and to fostering strong learning outcomes for all students.

DIPLOMA ACCEPTABLE

	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).					
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target	
%	%	%	%	%	%	
Overall	N/A	73	80.1	79.1	90.2	91

Comment on Results:

With 90.2% of students achieving the acceptable standard on diploma exams, NDC marks a remarkable improvement from last year's 79%. This significant growth reflects the dedication, expertise, and tireless efforts of our teachers, who have worked with great care to strengthen students' learning, deepen their understanding, and guide them toward true mastery of course content. Through thoughtful instruction, targeted supports, and a commitment to high expectations, our staff have helped students build the confidence and skills needed to succeed. This achievement is a testament to the strong learning culture within our school and the collective determination of students and teachers working together toward excellence.

DIPLOMA EXCELLENCE

	Overall percentage of students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	14.6	14	16.6	18.9	20

Comment on Results:

An impressive 18.9% of students achieved the standard of excellence on this year's diploma exams, marking a 2% increase from the previous year. This growth highlights the strong academic foundation our students are building and reflects their hard work, perseverance, and commitment to high-level learning.

It also speaks to the skill and dedication of our teachers, who consistently challenge students to think deeply, apply their knowledge, and extend their learning beyond the basics. Their careful planning, rich instruction, and focus on mastery create an environment where students are encouraged to excel. This upward trend is a promising indicator of continued academic strength at NDC.

STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	83	84.7	85.5	89.1	91.2	92

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:

The current satisfaction rate regarding student engagement in learning has increased to 91.2%, reflecting a meaningful rise in both parent and student feedback within this category. This improvement affirms the impact of our continued instructional strategies and our strengthened focus on assessment for mastery, ensuring that students are not only completing tasks, but truly understanding what they are learning. Through assessment for mastery practices, teachers are providing clearer learning targets, more frequent opportunities for feedback, and multiple pathways for students to demonstrate their understanding. This approach empowers students to take ownership of their learning, recognize areas for growth, and revisit concepts until mastery is achieved. As a result, students are more engaged, more confident, and better able to connect their learning to both academic and real-world contexts.

ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	77.8	83.5	83.1	88.2	90.7	92

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:

Our overall satisfaction rate has risen to 90.7%, reflecting a 2.5% increase from the previous year. Notably, this places our school 10.9% above the provincial average overall and 17.1% higher than the provincial average for student responses. These results speak clearly to the strength of our school culture and our deep commitment to service, belonging, and community engagement.

At the heart of this success is our strong emphasis on community service and our guiding belief that *we are called to love and serve*. Each student is required to complete 10 hours of community service annually, providing authentic opportunities to give back and build meaningful connections within the wider community. Through these experiences, students learn the importance of compassion, responsibility, and contribution — understanding that all people are created in the image and likeness of God and deserve dignity and respect.

Students are also encouraged to participate in a wide range of extracurricular opportunities, including athletics and fine arts, which further strengthen their sense of belonging and school pride. These programs allow students to discover and share the unique gifts and talents they have been given, while fostering teamwork, leadership, and service to others.

This strong satisfaction rating reflects the value our parents, students, and staff place on the culture we have built — one rooted in kindness, service, mutual respect, and active citizenship. It reinforces our continued commitment to nurturing a supportive, faith-filled environment where students are inspired to serve both within our school and beyond it.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10.								
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	93.5	98.5	83.1	91.6	96.7	97	Very High	Improved Significantly	Excellent
5 Year Completion	94.3	97.5	96.2	100	93.2	94	Very High	Declined	Excellent

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

Comment on Results:

Our results highlight the vital role of teacher support in helping students achieve success and reach graduation. Through strong relationships, targeted instruction, and ongoing guidance, staff provide students with the academic and emotional support needed to stay on track.

Our Learning Support Program offers specialized assistance for students with greater needs, ensuring they have equitable opportunities to succeed and graduate. In addition, our Careers and Post-Secondary Counsellor meets with students to set goals and complete graduation checks, helping students see the value of their education and how it connects to their futures.

Together, these supports create a positive and structured learning environment where students feel guided, motivated, and empowered to achieve their educational goals.

LOCAL MEASURES OF STUDENT GROWTH AND ACHIEVEMENT

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

NEW STRATEGIES	IMPACT
Divisional Teams and Departments NDC staff will participate in divisional teams in targeted areas to improve student learning. NDC will support the operation of high school Physics and Chemistry divisional teams in their efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers. NDC will continue to support remaining teams as well. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in their grade level and/or discipline. Targeted areas include: Math, PE, Art, Drama, Biology, Construction, Band and Counseling.	Teacher participation in division-level professional development aligned with their subject areas had a clear and positive impact on student achievement. By engaging in targeted learning directly connected to their disciplines, teachers strengthen instructional practices, deepen their content knowledge, and implement more effective assessment and teaching strategies. This results in improved student understanding, greater consistency in instructional approaches, and stronger academic outcomes. Divisional professional learning also supports collaboration and the sharing of best practices, ensuring that classroom instruction continues to evolve in ways that best support student success.
STEM NDC will be intentional about the implementation of options and links related to STEM including the JH option STEM in grades 7-9.	Students in grade 7-9 have access to a STEM option class.
Catholic Learning Communities NDC will use a research-based approach to improve student learning via high yield goals/strategies in the areas of curriculum, instruction and/or assessment.	88% of teachers satisfied with team/department plans

This will be integrated with the Universal Mental Health strategies by continuing to implement ARC.	
Artificial Intelligence NDC will develop supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.	Teachers have discussed and used AI to support student learning. We continue to discuss uses and issues with students' use of AI in school.
Assessment Recognizing the critical role of effective assessment in education, NDC will empower teachers with the support of administration, with triangulated assessment strategies. These strategies—encompassing product evaluation, direct observations, and conversations—ensure valid and reliable measures of student learning that lead to student mastery. Assessment practices that allow students to achieve their potential is an extension of our Catholic faith. NDC administration and Ed Council will provide guidance on the types of assessments and the quality of evidence needed to accurately gauge student progress while also providing knowledge and support of each learner as individuals. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.	Notre Dame Collegiate staff continues to thoughtfully strengthen its approach to assessment for mastery, recognizing that high-quality assessment is essential to deep learning and student success. Staff are supported in identifying strong evidence of learning and using assessment to inform instruction, personalize supports, and ultimately help all students achieve mastery and flourish in their learning.
Off Campus Learning NDC will explore opportunities for students to participate in off campus programming while in High School.	Our Off Campus Coordinator continues to promote the various programs to students and we currently have students enrolled in RAP, Work Experience and Green Certificate.
EXISTING STRATEGIES	IMPACT
Readers' and Writers' Workshop The <u>Readers' and Writers' Workshop</u> model is implemented in NDC classrooms.	The Readers/Writers Workshop model strengthens student engagement by allowing learners to take an active role in their reading and writing. It encourages critical thinking through meaningful practice, reflection, and choice. This approach helps students build confidence and independence as they develop their literacy skills.
Classroom Libraries All classrooms are equipped with <u>Classroom Libraries</u> .	This provides students with the opportunity to choose books they enjoy reading which increased their desire to read.
Junior Achievement Program Math 8 students participate in <u>Junior Achievement</u> program on finance.	Financial literacy in Grade 8 Math provides students with essential life skills—including budgeting, saving, and understanding key financial concepts—that support informed decision-making. By integrating these lessons into mathematics, students are able to connect their learning to real-world situations. This approach strengthens critical thinking and encourages responsible money management.

Enhanced Reading Enhanced Reading will continue in Junior High.	Enhanced reading fosters a love of reading while developing the necessary skills to be more successful in reading.
CLCs Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals.	Staff at Notre Dame Collegiate continue to meet successfully on a weekly basis to collaborate, reflect, and intentionally develop instructional strategies that enhance student learning. These regular meetings provide valuable time for professional dialogue, shared planning, and the examination of student evidence, allowing teachers to refine their practice and align instruction to student needs. Through this collaborative approach, staff strengthen consistency, build collective capacity, and ensure that teaching strategies remain purposeful, responsive, and focused on improving outcomes for all learners.

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).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at Notre Dame Collegiate.

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).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at Notre Dame Collegiate.

DIPLOMA ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at Notre Dame Collegiate.

DIPLOMA EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at Notre Dame Collegiate.

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.								
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5 Year Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results: Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2024-25 at Notre Dame Collegiate.

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

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

NEW STRATEGIES	IMPACT
Truth and Reconciliation NDC will enhance learning with targeted lesson planning for Truth and Reconciliation. Teachers will intentionally embed Indigenous content and perspective into their planning.	65% of staff embedded it directly into their content. 35% indicated that they supported TRC but it did not directly fit into their course content area.
First Nations, Métis, and Inuit Resources / Perspective at Graduation NDC will include Indigenous traditions into our Graduation Ceremony including Land Acknowledgment and traditional gifts depending on the Indigenous cultural beliefs.	Blankets and Métis sashes were given to Indigenous students who graduated.
Inclusive Education NDC will use Catholic Social Teachings along with Many and One divisional initiatives to promote inclusion and to develop combat racism.	NDC implement learning activities for 5 Catholic Social teachings this year.
Success for First Nations, Métis, and Inuit Administrative Procedure NDC uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.	We continue to identify any Indigenous students in need of supports.
EXISTING STRATEGIES	IMPACT
School Representative NDC is represented by a <u>First Nations, Métis, and Inuit Lead Teacher</u> responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.	Our First Nations, Métis, and Inuit lead was an excellent resource of information and provided professional development for staff. This year, we engaged in a PD event that had staff learn more about our local Indigenous history. This was well received, and it helped connect staff to our local community. Our Indigenous lead supported teachers in teaching

	students about Orange Shirt day. As a school, we did a school wide slideshow of information and students wrote the importance of TRC/Orange shirt day on feathers that were placed on display at the front of the school with the banner 'Every Child Matters"
Foundational Knowledge Professional Development <u>Foundational Knowledge Professional Development</u> is available for all NDC staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.	Having resources is essential to teaching and learning and staff appreciate the opportunity to access them easily.
Land Acknowledgment Read the <u>Land Acknowledgement</u> in once a week in the mornings and at special events	Land acknowledgments recognize and honor the traditional territories of Indigenous peoples, fostering awareness of their enduring presence and contributions. This practice promotes respect, reconciliation, and a deeper understanding of the shared history and relationships that shape our communities.

PROVINCIAL DOMAIN: TEACHING AND LEADING

PROVINCIAL MEASURE

EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2021-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	85.2	85.6	86	92	94	95

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

Comment on Results:

A 94% satisfaction rate reflects a strong and consistent level of confidence among students and parents in the learning experiences offered. This result demonstrates that families believe their children are receiving meaningful, well-structured instruction that supports both growth and achievement.

Students and parents identified that schoolwork is challenging:

- Grade 7 students satisfaction: 82% - students transitioning into junior high often experience new academic demands. Their strong satisfaction suggests they feel appropriately challenged while still supported in meeting expectations.
- For Grade 10 student satisfaction: 74% - this lower rate may reflect the increased rigor of high school coursework, where students encounter more complex content and higher accountability. It may also indicate that some students are still adjusting to high school expectations. Continued focus on scaffolding, guided practice, and feedback will help strengthen students' confidence as they take on more demanding material.
- For parent satisfaction: 92% - parents overwhelmingly believe schoolwork is appropriately challenging, affirming that instruction promotes critical thinking and prepares students well for future pathways.

Students, parents and teachers are finding the schoolwork interesting:

- Parents: 90% - Families report that their children are engaged in meaningful and relevant learning, a testament to teachers' efforts to design lessons that connect to students' lives and spark curiosity.
- Grade 7 Students: 86% - This strong result shows that junior high learners are finding coursework engaging as they develop independence and explore new subjects.
- Grade 10 Students: 91% - High satisfaction at this level highlights that senior students recognize the relevance of their learning, particularly as courses become more specialized and closely tied to post-secondary goals.

Overall, all stakeholders are very satisfied with overall quality of education which is a testament to the strong teaching and learning at NDC:

- Parents: 95% - This exceptionally high rating shows deep trust in the school's ability to provide a safe, supportive, and academically strong environment.
- Students (Grades 7 & 10): 99% - Nearly universal satisfaction from students indicates that they feel valued, supported, and successful in school. Such a result underscores a positive school climate where students believe in their ability to learn and thrive.

LOCAL MEASURES OF TEACHING AND LEADING

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

NEW STRATEGIES	IMPACT
Communicate Teacher Supervision, Evaluation, and Growth (TSEG) and Enhanced Supervision NDC's admin will share the infographic created by CTR with parent council	This was shared and discussed with Parent Council.
Aspiring Leaders Program NDC will continue to nominate and encourage staff to attend Aspiring Leader session facilitated by CTR. Sessions will build leadership capacity in staff.	NDC will continue to support this program, having 2 people complete this the previous year.
Education Council NDC will engage with Education Council, comprised of Team Leads and School Contacts on a regular basis to support student learning and initiatives for the student success.	Education Council meets monthly to review and set direction for staff CLCs, learning.
EXISTING STRATEGIES	IMPACT
Teacher Supervision, Evaluation, and Growth / Principal Supervision, Evaluation, and Growth The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the Teacher Supervision, Growth and Evaluation as well as the Principal Supervision, Growth and Evaluation .	All staff indicated that this process is supportive of staff in enriching student learning and their own professional growth.
Enhanced Supervision On a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their principal or superintendent.	Enhanced supervision continues to strengthen our staff at NDC.
Multi-media Resources Using multi-media resources to engage students.	Student engagement can be enhanced by the use of multi-media resources if used appropriately. Staff work diligently to use these resources when effective.
Staff Wellness NDC will lead professional development sessions on staff health and well-being. NDC will facilitate interactive sessions with their faculty and staff members.	The Vice principal continues to lead sessions on staff wellness.

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.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	85.2	87.6	86.1	89.6	93.1	94

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:

Our community's strong sense of belonging is clearly reflected in the 93.1% overall satisfaction rate indicating that NDC is a welcoming, safe, respectful, and caring place for students and families. Parents, students, and staff affirm that relationships are at the heart of our school. Notably, 97% of parents feel teachers genuinely care about their child, and an exceptional 100% report their child feels safe at school.

Student voice further highlights the positive environment we strive to create each day. Among Grade 7 students, 99% feel their teacher cares about them, 92% feel they are treated fairly by adults, and 80% of students believe students care about one another which is a significant increase from 69% last year. Grade 10 results also show marked improvement, with 84% (up from 70%) feeling students respect each other, and 90% affirming that their teachers care for them.

These results reflect not only the dedication of our staff and the character of our students, but also the deeper values rooted in our Catholic faith. The compassion, fairness, and mutual respect shown within our school community echo the Gospel call to love one another, uphold the dignity of every person, and create spaces where all feel safe, valued, and welcomed. This shared commitment strengthens our mission and guides us in forming a community truly "made for greatness."

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.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	88.2	92.4	91.5	89.4	93	94

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:

The results show strong confidence in the supports and services available at NDC to help students succeed academically and personally. Parents express an 85% satisfaction rate, while students report an exceptional 94% satisfaction rate across areas such as teacher availability, access to learning supports, ease of accessing programs, and assistance with non-academic concerns. These are excellent results, and both groups rank well above the provincial averages of 75% for parents and 79% for students. This affirms that our school's structures, personnel, and caring relationships are making a meaningful difference in the daily lives of our students.

The gap between parent and student perceptions, however, indicates an opportunity for improved communication. Students clearly recognize the many supports available to them, but some parents may be less aware of the full range of services, interventions, and teacher assistance offered at school. While this information is shared in newsletters and communicated through classrooms, it may be helpful for teachers to highlight these supports directly with parents more consistently. Strengthening this communication will ensure families feel fully informed and confident in the resources available to help their children thrive.

LOCAL MEASURES OF LEARNING SUPPORTS

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

NEW STRATEGIES	IMPACT
<p><u>Universal Mental Health Supports</u></p> <p>Universal Mental Health Supports continue to be a focus for NDC. Staff will continue to build upon mental health strategies they have already implemented. Staff will specifically identify a strategy in each area - relationships, regulation, and safety. We will focus on these as well as other targeted wellness strategies.</p>	<p>Teachers will identify and implement at least one strategy for each of the 3 areas - relationship, regulation, safety and link each strategy to a specific area of mental wellness. 100% of teachers were also satisfied that we are doing the things necessary to promote positive mental health in students.</p>
<p><u>Movement and Regulation Circuits</u></p> <p>Attachment, Regulation and Competency (ARC) will continue to provide an innovative approach to address issues of dysregulation, attachment, regulation, and competency to ensure success for all students. NDC will explicitly schedule and implement meaningful opportunities for students..</p>	<p>90% of teachers using movement and regulation circuits to support student learning.</p> <p>Most teachers provide opportunities for movement breaks or use the ARC program to support students. This has helped with student regulation immensely.</p>
<p><u>NDC Student Wellness</u></p> <p>NDC will implement innovative programs to promote student success. For example, staff or LS will continue to implement class wide body breaks, Reading to Dogs etc.</p>	<p>ARC supports were available to those students with moderate to significant needs.</p>
<p><u>Post-Secondary Transitioning</u></p> <p>NDC grade 11-12 students will have the opportunity to meet with Post-Secondary counsellor for planning. Additionally, they can attend post-secondary fairs and/or sessions.</p>	<p>Our Career and Post secondary counsellor met with 100% of grade 12 students. This provided them with graduation checks as well as information and support in applying to post-secondary.</p> <p>55% of students transition to post-secondary within 6 years of graduating at an Alberta institution. We are seeing increasing numbers of students going out of province for post-secondary which are not accounted for in these results.</p>
<p><u>Enhanced Reading (ER)</u></p> <p>Reading interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level (grade 7-9).</p>	<p>Students at significant risk in reading had access to supports in reading through classroom instruction or Enhanced reading.</p>
<p><u>Attachment, Regulation, and Competency (ARC) Educational Assistant's</u></p> <p>NDC will continue to focus on ARC model through professional development for all EAs. This innovative approach addresses issues of attachment, regulation and competency to support student success.</p>	<p>100% of Notre Dame Collegiate EAs are trained in ARC strategies.</p> <p>Providing individualized ARC breaks to students helps them regulate and feel connected to our school staff. This program changes the lives of those students in need.</p>

EXISTING STRATEGIES	IMPACT
Student Wellness NDC will continue to have access to services provided by <u>Family School Liaison Workers (FSLWs) and Connections Workers.</u>	Our FSLW and Connections programs continue to be a foundational support for students and families at NDC.
Student Learning Supports NDC will continue to provide Learning Strategies classes to students to support their academic achievement.	These classes provide support in organization and with learning for students. They are immensely helpful for students.
Sensory Rooms NDC Students across the division continue to access <u>Sensory Rooms</u> on both a scheduled and as-needed basis.	Students utilize this to support regulation. This allows students to return to class ready to learn.
Trauma Informed Practices School staff continue to engage in professional learning around <u>Trauma Informed Practices</u> and the impact of implementation on students and learning.	Staff engaged in individualized learning about trauma informed practices.
Supporting All Students NDC will continue to grow in their professional development on supporting at-risk students	Professional development in Assessment for Mastery is essential in equipping teachers with strategies that support deeper learning and stronger student achievement. By refining their assessment practices, teachers are better able to identify gaps, provide timely feedback, and guide students toward true understanding. This continued investment in professional learning strengthens instructional quality and enhances outcomes for every learner.
Support document and processes for students NDC has access to CTR's divisional psychologist through the Request for Support process for <u>Psychological Assessments</u> for students.	NDC continues to access this support provided by the Division.
Support Services for Students NDC students continue to have access to specialized support services including <u>Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports.</u>	Students at NDC continue to benefit from specialized support services such as Speech-Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence services, and Behaviour Supports. These resources are vital in addressing individual learning needs and helping students overcome barriers to success. By providing timely, targeted interventions, we ensure that every learner is supported in achieving their full potential.
Individual Program Plans All students who have received an Alberta Education Special Education Code have an <u>Individualized Program Plan</u> on Template A, B or C, as determined by student need.	ISPs offer teachers, students, and families valuable information that supports each learner's growth. They play an essential role in the planning process for students who require additional assistance.
Student Wellness Supports NDC will continue to support student wellbeing through a <u>Nutrition Program</u> . This program helps to support the division's overall Healthy Schools initiative by providing fresh fruit and engaging with Food For Thought for lunches for kids in need.	Good nutrition is essential for student learning as it fuels the brain, improving focus, memory, and overall cognitive function. NDC had lunches provided for Food for thought for those in need, fresh fruit and snacks at the front office for all students.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	79.1	81.6	83.6	84.3	91.4%	92%

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:

With an overall satisfaction rate of 91%, these results demonstrate that parents feel meaningfully engaged in decisions related to their child's education and the broader life of the school. Parents report an 85% satisfaction rate, significantly higher than the provincial average of 76%, and this reflects the strong partnerships we continue to cultivate with families.

Importantly, parental involvement has strengthened considerably over the past year. There has been a 7% overall increase, with especially notable growth in key areas. Satisfaction with involvement in school decision-making has risen by 14%, indicating that parents feel their input is increasingly welcomed and valued. Likewise, 92% of parents which is an increase of 9%, feel positively about their involvement in decisions regarding their child's education, underscoring the collaborative spirit between home and school.

These results affirm our commitment to fostering open communication, encouraging meaningful parent participation, and honouring the essential role families play in student success.

LOCAL MEASURES OF GOVERNANCE

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

NEW STRATEGIES	IMPACT
Communication NDC will use newsletters and social media to improve communication to stakeholders	Each month, the NDC newsletter provides a one stop place for families to gather important information about the school, school programming, events, and people who can help.
School Council NDC School Council and Administration will host community engagement activities to promote parent involvement as well as invite parents to meetings to learn more about the school.	School Council continues to develop opportunities for engagement.
Communication Team Lead NDC will continue to develop its social media presence through the Communications Team Lead.	NDC has a Communication Team Lead who plays an essential role in managing the school's online presence and ensuring clear, consistent communication with students, parents, and the wider community. This position is instrumental in highlighting school

	achievements, events, and initiatives, while fostering a positive and engaging digital environment.
Community Involvement and Partnerships NDC will work collaboratively with the Town of High River, Little Britches and other community organizations as needed.	Our students completed over 4000 hours of community service in a variety of areas including pancake breakfast, parade, balloon glow, hospital and other community events. They also supported community members through local support like shoveling walks, helping people to move etc. We also collaborated with the Town of High River by having them come to the school to ask students their opinions on Town projects such as the High Country Drive corridor study and the skatepark donation.
EXISTING STRATEGIES	IMPACT
Four-year Education Plan The Four-Year Education Plan is presented annually to both School Council and Ward Committees.	This provides school councils with more information about the school.
Student Recognition Academic, sports and fine arts awards nights will be hosted	In June, we host an awards night that honors the various programs and academics of our students. Additionally, we also host an Awards Day that honors those who excelled in individual classes, sports and fine arts.
School Council School Council will meet regularly.	The School Council meets each month and engages as an advisor to the principal.
School Council School Council Chairs are gathered two to three times per year at <i>Council of School Councils</i> Meetings	NDC was represented by at least 1 member at each Council of Council meetings.
Graduation NDC will host a graduation ceremony, mass and banquet each year. The Banquet will be funded through ticket sales and fundraising by the graduating class.	The Graduation was an amazing day showcasing and highlighting the hard work of the graduates of 2025.

PARENTAL INVOLVEMENT STRATEGIES

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

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

TIMELINES AND COMMUNICATION

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

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

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

The plan has been posted on the school website and can be found at [Education Report + Results](#).