



2023-2024

# ANNUAL EDUCATION RESULTS REPORT



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## DIVISION PRIORITIES

The graphic features a background of a classical building's interior with columns and a vaulted ceiling. At the top, the text "CHRIST THE REDEEMER CATHOLIC SCHOOLS" is in red, and "Division Priorities" is in white script, with "2023-2024" below it. Three vertical bars represent the priorities: Faith (light blue), Academic Excellence (medium blue), and Healthy Schools (dark blue). Each bar contains an icon, a title, and specific initiatives or logos.

**CHRIST THE REDEEMER  
CATHOLIC SCHOOLS**

*Division Priorities*  
2023-2024

**FAITH**

*Faith Seeking Understanding*

**ACADEMIC EXCELLENCE**

CTR Catholic prides itself on our students' academic achievements.

**HEALTHY SCHOOLS**

**HEALTHY** *schöls*

**#RELATIONSHIPS**  
IN A DIGITAL AGE

**#CTRUNPLUGS**

**Christ The Redeemer  
CATHOLIC SCHOOLS**

## ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops an **Annual Education Results Report**. These reports 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	École Good Shepherd School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	95.6	92.3	91.3	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	91.5	93.0	91.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	81.4	80.2	80.2	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	25.7	23.8	23.8	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.2	93.7	94.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.1	96.1	95.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.8	88.8	88.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.2	82.3	78.2	79.5	79.1	78.9	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 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# ALBERTA EDUCATION ASSURANCE FIRST NATIONS, MÉTIS, AND INUIT MEASURES

Assurance Domain	Measure	École Good Shepherd School (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	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	71.4	n/a	n/a	48.7	45.3	45.3	Intermediate	n/a	n/a
	PAT6: Excellence	28.6	n/a	n/a	7.3	6.5	6.5	High	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# MEASURE EVALUATION REFERENCE

## Achievement Evaluation

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

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

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

Notes:

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

## Improvement Table

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

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

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

## Overall Evaluation Table

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

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

# PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## PROVINCIAL MEASURES

### PAT ACCEPTABLE

	Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	88.6	80.2	81.4	100

#### Comment on Results:

81.4% of our students achieved an acceptable standard, which is a slight improvement from last year, although it remains an area of focus for us to improve on this year. Ideally, we would like 100% of our students to achieve an acceptable standard. This set of results includes only one Provincial Achievement Test (Social Studies). Analysis of our PAT results indicates that there continues to be a need to focus on vocabulary and reading comprehension, especially in our French Immersion classes. This focus on vocabulary should help students to comprehend the questions at a deeper level. A focus on reading for understanding in our RTI blocks in both French and English, along with a renewed consistency in our vertical teams to assess and provide intervention for reading and numeracy will help us achieve this goal. Our school is focusing on improving our assessment and feedback processes by triangulating data, implementing item analysis work in grade-level CLCs, and providing differentiation in assessment practices to ensure mastery learning for all. We did outperform the province, which speaks to the work teachers have done to build student's ability to transfer what they learn from the lessons into their independent work. Our target was, and will still be, to have all our students achieve the acceptable standard.

### PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the <b>excellence</b> standard on the test (overall cohort results).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	21.1	23.8	25.7	30

#### Comment on Results:

We were very proud of the 25.7% excellence rate that our students received. We achieved higher than the provincial average in Social Studies in English, but slightly lower than the provincial average in Social Studies in French. We would like to continue to improve this percentage in the upcoming year through continuing to focus on best practices for literacy and numeracy interventions at all grade levels to help students to reach that deeper level of learning and higher level of excellence. We will continue to build strategies, actions, and tools within our CLC work to improve learning, in particular reading comprehension, and to gather evidence to ensure we are doing impactful work to improve results overall. We also want to emphasize building strategies to connect the work they do in CLCs and showing evidence of how they implement that work into their classrooms. Our school is focusing on improving our assessment and feedback processes by triangulating data, implementing item analysis work in grade-level CLCs, and providing differentiation in assessment practices to build a more complete picture of student strengths and weaknesses.

## STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	91.8	90.3	92.3	95.6	96

*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:

École Good Shepherd School's result was 95.6% and the provincial result was 83.7%, so École Good Shepherd School's overall results were 11.9% higher than the province. Our target was 95% in our education plan; therefore, we increased it to 96% here to focus on continuous improvement. We noticed that student engagement increased from 86.4% last year to 94.6% this year, which speaks to the great work our staff is doing to engage their students. Teacher satisfaction increased by 1% to 98% and parent satisfaction increased from 93.5% to 94.2%. Teachers have been assessing through triangulation of conversation, observation, and product. We have many Workshop teachers, and our classroom libraries help create a vibrant reading culture and an authentic reading experience that allows for learning with book in hand and learning about reading behaviors and author's moves in writing. This helps with engagement and students seeing themselves as readers. In math, we will also continue to approach our learning through a workshop based on number routines and thinking like and seeing ourselves as mathematicians. In addition, we have targeted staff deployed in both Early Reading Intervention and Enhanced Reading, so students are getting the targeted intervention they need to help them find success at all levels.

## ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	92.6	92.8	90.4	93	91.5	95

*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:

École Good Shepherd School declined slightly from last year result, from 93% to 91.5%, which is still an excellent result. The provincial average was 79.4%, which was a decrease as well, and our result was 12.1% higher than the province. The lowest stakeholder result was parents, at 81.8%. Although satisfaction increased in most areas, the question about students at their child's school respecting each other showed a sharp decrease from 85% to 69%. Another question, about children being encouraged to be involved in activities that help the community, increased slightly from 69% to 74% but is still an area in which we could improve. We are going to be more intentional about sharing our story and highlighting the grade-level Good Works projects to our school community. Service projects are a big focus for us, and we continue to work on ways of making a difference in our world through service, citizenship, and our Faith. Our monthly Good Shepherd Lives in Me awards have helped to recognize students showing good citizenship, includes parents, and highlights the importance of being a contributing, active citizen. We are adding to this process by including a statement about the good Christian actions students are doing on each certificate. We are continuing with our parent volunteer tea, recognizing our amazing parent volunteers. This tea was hosted by students, which was very empowering.

## 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
<b>K-6 Curriculum Implementation</b> Expert ÉGSS teachers will join other CTR teachers to develop curriculum support documents to support curriculum implementation in Science and French Immersion Language Arts and Literature. English Language Arts and Literature and Phys Ed and Wellness, and Math curriculum support documents, developed previously, will be updated based on released curriculum. All Kindergarten to Grade 6 teachers will attend introduction Sessions in the Spring of 2023, implementation sessions in August and designated divisional collaboration CLCs throughout the year to	100% of elementary math teachers are using the curriculum support documents and have implemented the new math curriculum. 100% of Division 2 teachers piloted the Science curriculum and FILAL curriculum. All Division 1 teachers have implemented Science and FILAL. 100% of elementary teachers implementing new curriculum are satisfied are you with the divisional support they have received to implement new curriculum

collaborate with colleagues, share resources and refine curriculum understanding.	
<b>Catholic Learning Communities</b> Every Friday, time is set aside for Catholic Learning Communities where teachers collaborate vertically to improve student learning, build resources for the new curriculum, and address gaps through 6 teaching actions. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) How do we assess if they've learned it? There is a focus on research-proven pedagogy to attain these goals.	87% of teachers believe their school CLCs are leading to improved student learning.
<b>Coding</b> Identified ÉGSS teachers will learn about and become leaders in the area of coding from the division in grades 4-6. Lead by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.	74% of teachers involved in the voluntary coding pilot are satisfied that students have improved computational thinking through involvement in coding.
<b>EXISTING STRATEGIES</b>	<b>IMPACT</b>
<b>Divisional Teams</b> École Good Shepherd Teachers will support divisional teams in targeted areas to improve student learning and engagement. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in Kindergarten through to Grade 6, Elementary Music, and Phys Ed through 6 specific teaching actions.	100% of elementary teachers implementing new curriculum, are satisfied with the divisional support they have received to implement new curriculum
<b>Mathology and Number Sense Professional Development</b> ÉGSS teachers will have access to multiple webinars and pd days focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum and exploring effective number sense routines. Infused with the competencies, the Mathology resource and developed number sense routines provides a research-based developmental progression of concepts and processes designed to engage students in deep understanding and application of their learning.	Mathology webinars have equipped elementary teachers with strategies to align math instruction with the Alberta curriculum, strengthening student foundations in math. Number Sense Professional Development was extremely effective for sharing best practices and building number sense routines in the classrooms.
<b>School-based CLC Praxis Plans</b> ÉGSS will designate at least 15 Friday Catholic Learning Community (CLCs) professional development sessions to facilitate the vertical team 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. Teachers will additionally focus praxis plans on continued Universal Mental Health strategies and build on supports already implemented in the areas of relationships, regulation and safety. Teachers will combine praxis with implementation of new curriculum in Science, Math, English Language Arts French Immersion Language Arts, and Literature or Phys Ed and Wellness.	100% of teachers are satisfied with team CLC plans.

<p><u><b>Readers' and Writers' Workshop</b></u></p> <p>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.</p>	<p>100% of classrooms are implementing a Workshop classroom.</p>
<p>Elementary Homerooms are equipped with classroom libraries.</p>	<p>Classroom Libraries across grades have enriched daily student access to diverse books, sparking a love for reading, supporting literacy growth, and nurturing lifelong reading habits.</p>

# 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).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	100	N/A	71.4	<b>100</b>

#### Comment on Results:

This result is based on a sample size of 7. Our goals and strategies in this area would mirror the goals and strategies in PAT Acceptable rates for our whole school. We are reaching out to our Indigenous families to help them access supports via our Rupertsland partnership with CTR and supporting some through the Success in Schools initiative. ÉGSS Indigenous lead teachers are providing staff with valuable Professional Development to support our foundational knowledge and promote school-wide initiatives to celebrate Indigenous history and culture.

### 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).					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	46.2	N/A	28.6	<b>30</b>

#### Comment on Results:

This result is based on a sample size of 7. Our goals and strategies in this area would mirror the goals and strategies in PAT Excellence rates for our whole school. We are reaching out to our Indigenous families to help them access supports via our Rupertsland partnership with CTR and supporting some through the Success in Schools initiative. ÉGSS Indigenous lead teachers are providing staff with valuable Professional Development to support our foundational knowledge and promote school-wide initiatives to celebrate Indigenous history and culture.

## 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
<p>ÉGSS Teachers will join other division teachers to prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed.</p> <p>Prior to new curriculum implementation, CTR will engage teachers, including ÉGSS teachers, in summer professional development where they create curriculum support documents for each of the elementary curriculums. First Nations, Métis, and Inuit</p>	<p>100% of curriculum support documents include First Nations, Métis, and Inuit content and resources. The curriculum support documents (CSD) will include First Nations, Métis, and Inuit content and resources. The CSD work focuses on treaty education, reconciliation, and Indigenous knowledge in key areas like Social Studies, Language Arts, and Wellness. Indigenous teacher reps were involved in shaping this content to foster understanding and inclusion for all students. We</p>

content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.	have also partnered with Rupertsland to develop these documents further.
<b>Many and One Committee</b> The Many and One Committee consists of personnel from the Catholic Education Centre and the schools. ÉGSS Teachers will incorporate initiatives that combat racism and discrimination, while also fostering inclusion. ÉGSS will have a guest workshop with McMan that will teach students about anti-bullying through multiple lessons throughout the year.	95% of teachers are satisfied that teachers, students, and parents at ÉGSS seek to end racism. Our commitments to educate students on the Catholic Social Teachings has had significant impact on our school. 100% of our teachers are implementing the Many and One initiative at ÉGSS.
<u><b>Success for First Nations, Métis, and Inuit Administrative Procedure</b></u> ÉGSS uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students. We will continue to invite our Elder Saa'Kokoto in to enrich and teach our students about Indigenous Ways of Knowing and the land.	In accordance with STU AP 23, we ensure that Indigenous Youth in Care receive consistent, wrap-around support through Success in Schools (SIS) meetings held at least twice a year. This process enhances access to essential services, promoting the well-being and academic success of these students. CTR's partnership with Elder Saa'kokoto enriches cultural understanding at ÉGSS as he shares Indigenous knowledge with students, supports First Nations, Métis and Inuit teacher reps, and strengthens professional development.
<b>EXISTING STRATEGIES</b>	<b>IMPACT</b>
École Good Shepherd School is represented by two <u><b>First Nations, Métis, and Inuit Lead Teachers</b></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 Indigenous lead teachers provide Professional Development opportunities to our staff through focused CLC sessions, in addition to planning activities and events related to First Nations, Metis and Inuit perspectives.
<u><b>Foundational Knowledge Professional Development</b></u> is available for all ÉGSS Teachers to access through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.	The Foundational Knowledge Professional Development resources offered through CTR equip staff with essential insights into Indigenous perspectives, fostering a deeper cultural awareness across the division. Attendance by lead teachers and system leaders at the Braiding Together conference further strengthens this commitment, enhancing leadership capacity in embedding First Nations, Métis, and Inuit perspectives in schools.
École Good Shepherd school has provided <u><b>The Blanket Exercise</b></u> experience for all staff members, focusing on the historical facts and impacts of colonization on the indigenous people from pre-contact to the present.	The Blanket Exercise has promoted impactful learning within CTR schools, helping staff understand the deep historical and ongoing impacts of colonization on Indigenous communities. This experiential approach fosters empathy and awareness, supporting staff in creating a more inclusive and culturally responsive educational environment.
<u><b>The Land Acknowledgement</b></u> is announced daily at École Good Shepherd School, including at the start of assemblies, meetings, and Parent Council meetings.	The daily Land Acknowledgement at ÉGSS fosters respect for Indigenous lands and histories, deepening the community's commitment to reconciliation.



# PROVINCIAL DOMAIN: TEACHING AND LEADING

## PROVINCIAL MEASURE

### EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	95.7	95.7	94.6	93.7	95.2	96

*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 school work challenging; 3) your child finds school work 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:

École Good Shepherd School's result was 95.2% and the provincial result was 87.6%, making École Good Shepherd School's overall results 7.6% higher than the province, which is a greater difference than last year. Since our target was 95%, we increased it to 96% here to focus on continuous improvement. Student and parent satisfaction rates increased or maintained, while staff satisfaction decreased slightly by 1%. We worked hard to incorporate 6 very specific teaching actions into our lessons that focus on engaging the learner to do as much thinking and learning as possible. The 6 actions were: Immersion into work samples, co-constructing criteria, posting student friendly learning foci at the beginning of every lesson so the students know what they are expected to learn, articulate, and do, mini lessons that engage the learner, independent work that justifies thinking, and showing proof and evidence of learning. This has helped to deepen the student's learning and improve teacher craft. Our school's focus on improved assessment and feedback should contribute to the maintenance of this very high result.

## 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
<b>Share Teacher Supervision, Evaluation, and Growth (TSEG) Administrative Procedure with School Council</b> ÉGSS will share CTR's Human Resource Department PowerPoint presentation to explain CTR's TSEG process to School Council.	One presentation has been made to ÉGSS School Council on CTR's TSEG policy.
<b>Staff Wellness Initiative</b> CTR Human Resources Department will lead professional development sessions for Vice Principals on career long self-care, occupational health and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members.	Vice principals held 5 sessions on staff wellness, as well as making numerous references in staff meetings. This focus on supportive leadership has led to 96% of teachers expressing satisfaction with the commitment of school and divisional leaders to their personal wellness.
<b>Enhanced Supervision</b> Following the guidance of CTR's Human Resource Department ÉGSS administrators will facilitate the support of Teacher Supervision Growth and Evaluations in schools by the involvement of all teaching directors and coordinators into the Enhanced supervision of teachers in schools. ÉGSS admin will also set aside one week per teacher on the evaluation cycle to team teach one hour per day with, to enrich pedagogy and improve student learning as well as build relationships and visibility.	The Teacher Supervision, Growth, and Evaluation (TSGE) process at CTR has significantly enhanced teacher professional growth, with 100% of ÉGSS teachers expressing high satisfaction with their experience. This commitment to development has positively impacted teaching quality, enriching student learning experiences.

EXISTING STRATEGIES	IMPACT
<p>The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents ÉGSS uses in both the <a href="#">Teacher Supervision, Growth and Evaluation</a> as well as the <a href="#">Principal Supervision, Growth and Evaluation</a>.</p>	<p>The Teacher Supervision, Growth, and Evaluation (TSGE) process at Christ the Redeemer (CTR) Catholic Schools has significantly enhanced teacher professional growth, with 100% of ÉGSS teachers expressing satisfaction with their experience. This commitment to development has positively impacted teaching quality, enriching student learning experiences. Highlights of the TSGE process were also shared with School Councils to showcase this strength within our parent community.</p>
<p>On a four-year cycle, each <a href="#">teacher</a> and <a href="#">administrator</a> with a continuous contract participates in <i>Enhanced Supervision</i> with their principal or superintendent.</p>	<p>The alignment of the Leadership Quality Standard (LQS) and Teacher Quality Standard (TQS) with CTR's existing strategies strengthens a unified vision of leadership and teaching across the division.</p>
<p>ÉGSS admin who lead professional development or meetings will continue to make specific reference to the TQS as an indicator to set expectations and encourage contribution to professional learning.</p>	<p>Integrating these standards into supervision cycles, professional development, and divisional awards creates overt connections to the high standards of teaching and learning outlined in each competency. Referencing the TQS and LQS indicators in professional development opportunities and embedding them within structured supervision cycles, further supports clear expectations and continuous growth, reinforcing CTR's commitment to nurturing high-quality teaching and learning.</p>

# PROVINCIAL DOMAIN: LEARNING SUPPORTS

## PROVINCIAL MEASURES

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

	Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	95.4	95.6	96.1	95.1	100

*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:

École Good Shepherd School's result was 95.1% and the provincial result was 84.0%, so ÉGSS' overall results was 11.1% higher than the province, which is consistent with last year and an excellent result. The provincial result has been trending downwards while our result has been maintaining over the last 4 years. It continues to be our priority to provide an environment in which everyone feels welcomed, respected and cared for. Teachers, parents, and students at École Good Shepherd School truly believe that teaching and learning in a Catholic school is a gift. It is something we do not take for granted and we use our Faith to guide us in the ways we nurture our culture and set high expectations for safe and respectful learning environments. We care for students throughout the building and work hard to ensure students feel safe here at school. Additionally, we address safety issues that arise right away to maintain a safe and caring environment. As noted in the Active Citizenship section, questions 2 and 3 decreased, and our school plans to focus on good works and share the story of our good citizenship with our school community. Our target is to have 100% of our parents, teachers, and students feeling safe, welcomed, respected and cared for.

### ACCESS TO SUPPORTS AND SERVICES

	Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	90.4	88.1	88.8	89.8	100

*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:

École Good Shepherd School's result was 89.8% and the provincial result was 79.9%, so École Good Shepherd School's overall results were 9.9% higher than the province. In this area, there is a large gap between student and parent satisfaction rates. Parent satisfaction was 75.2%, while student satisfaction was 98.0%. The parental result has held steady compared to last year. We are curious if an improvement to our communication processes with parents could improve this result. Teachers and students are both very satisfied with access to support. We are proud of the large number of successful remedial pull-out programs (ERI, ER, ARC EAs, ELL support) at our school. At ÉGSS we have a strong learning support team that is always in classrooms with students as well as running pull out or push in classroom support wherever it is needed. Our learning support leads also meet with each team weekly to reflect on the support that is happening as well as to refine the support to meet needs at a deeper level for students and teachers. Our learning support leads & FSLW worker meet with Administration weekly to ensure all student needs are being met and to ensure all possible resources are being allotted.

## LOCAL MEASURES OF LEARNING SUPPORTS

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, 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><b><u>Universal Mental Health Supports</u></b></p> <p>Universal mental health continues to be a focus for ÉGSS and teachers will continue to build upon the mental health strategies they have previously implemented. As part of their praxis planning, teachers will specifically identify a strategy in each of the three areas – relationships, regulation and safety – that they will focus on for the school year, along with the specific area of mental wellness that is being targeted. For example, a teacher may focus on test-taking strategies to reduce anxiety for students.</p>	<p>96% of ÉGSS teachers are satisfied that staff at our school engage in actions that promote positive student mental health.</p>
<p><b><u>#Relationships in a Digital Age</u></b></p> <p>Through the <i>#Relationships in a Digital Age</i> initiative, teachers will deliver lessons to students focusing on the foundational priorities of building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staff is modeling responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens.</p>	<p>87% of teachers believe that teachers and administration at the school assist students in developing healthy habits with cell phones/computers.</p>
<p><b>Many and One Committee</b></p> <p>The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. The committee is charged with coming up with a minimum of 10 different initiatives the school can choose to employ based on classroom contexts.</p>	<p>95% of teachers are satisfied that teachers, students, and parents at ÉGSS seek to end racism.</p>
<p><b>Intervention Programs</b></p> <p><b><u>Early Reading Intervention</u></b> (ERI), <b><u>Enhanced Reading</u></b> (ER), will continue to be accessible for identified students in grades 1-6.</p> <p>Interventions in early numeracy skills support grades 1 to 3 students in the acquisition of strong number sense</p>	<p>ÉGSS has high rates of ERI and ER participation, but limited staff to run those two programs. The program is accessible to as many students as possible with our limited resources. Students did not take the PAT tests in math and language arts in grade 6 this year due to new curriculum implementation. The literacy and</p>

through additional targeted instruction ERI and ER interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level.	numeracy results showed a decrease in the number of students at risk in all areas of literacy and numeracy due to the early reading and enhanced reading interventions that were strategically implemented at ÉGSS.
<b>Cohorted Class of 10 Students in Grade 2 to Address High Academic Needs</b> ÉGSS has committed one admin to teach .5 and a complex ed funding teacher to teach the other .5 to a targeted grade 2 group that was identified with high needs from the literacy and numeracy testing and classroom teachers. This group will receive targeted intervention for the entire day for one school year to address learning loss in reading, writing, and math.	This group of 10 students improved reading levels and numeracy understanding. Of the 6 who tested at risk in September for literacy, only 1 was still at risk in June, and all students improved in Numeracy. As a school, there were 10% fewer students identified as at risk in June compared to the data in September.
<b><u>Attachment, Regulation, and Competency (ARC) Educational Assistants</u></b> ÉGSS continues to focus on developing the ARC model in the school through professional learning opportunities for school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.	87% of teachers are satisfied that students are supported with their dysregulated behaviors. All Educational Assistants use ARC principles, but not all have received focused training at a PD session. 1 EA is specifically trained and shares her knowledge with colleagues.
<b>EXISTING STRATEGIES</b>	<b>IMPACT</b>
ÉGSS continues to have access to services provided by <b><u>Family School Liaison Workers (FSLWs) and Connections Workers.</u></b>	Our students report feeling 11.1% above the provincial average for safe and caring, and 9.9% above provincial average for access to supports and services.
Elementary school personnel have received training in the underlying principles and functional implementation of <b><u>Zones of Regulation.</u></b>	This approach is impactful for our staff by enabling them to address student needs more effectively and foster a positive, caring school culture.
School staff have engaged in training to understand <b><u>ACES</u></b> and the impact childhood trauma has on learning and the brain.	Through training on ACES and the effects of childhood trauma on learning and brain development, our staff are better equipped to provide compassionate and trauma-informed support to all students.
School staff have received training in the <b><u>Crisis Cycle</u></b> and how to de-escalate students in crisis.	Staff training in the Crisis Cycle and de-escalation techniques empowers our educators to respond calmly and effectively to students in crisis, fostering a safer and more supportive school environment.
Students throughout the school continue to access <b><u>Sensory Rooms</u></b> on both a scheduled and as-needed basis.	These rooms provide students with calming, therapeutic spaces to regulate emotions and sensory needs, promoting focus and readiness to learn.
School staff continue to engage in professional learning around <b><u>Trauma Informed Practices</u></b> and the impact of implementation on students and learning.	Ongoing professional learning on Trauma-Informed Practices equips our staff to create nurturing and responsive classrooms, enhancing student well-being and positively impacting their ability to engage and learn
All Kindergarten students' parents will be asked to identify whether or not they think their child should be a candidate for some early intervention programming.	Early intervention ensures that students receive timely support tailored to their developmental needs, laying a strong foundation for future learning and success.
ÉGSS has access to CTR's divisional Psychologist through the Request for Support process for <b><u>Psychological Assessments</u></b> for students.	Psychological assessments provide schools with critical insights to tailor educational strategies, enhancing student learning outcomes and well-being.



ÉGSS continues to have access to specialized support services including <a href="#">Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports</a> .	Specialized supports empower us to address diverse student needs comprehensively, fostering inclusive and effective learning environments at ÉGSS.
All ÉGSS students who have received an Alberta Education Special Education Code have an <a href="#">Individualized Program Plan</a> on Template A, B or C, as determined by student need.	Personalized plans ensure that students with Alberta Education Special Education Codes receive tailored support, maximizing their potential for success.
The Student Services team meets with the ÉGSS Learning Support team minimally three times per year for <a href="#">Case Conferences and Success in Schools for Youth In Care</a> .	Such case conferences ensure coordinated interventions that promote the academic and emotional well-being of all students.
ÉGSS continues to support student wellbeing through a <a href="#">Nutrition Program</a> . This program helps to support the school's overall Healthy Schools initiative.	Nutrition supports are critical for students when food scarcity may be a significant factor for families, or where long bus rides require a second breakfast upon arrival at school.
<a href="#">Movement and Regulation Circuits</a> These circuits, designed by CTR's occupational therapists, provide students of ÉGSS with a consistent, reliable, positive adult relationship on a regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.	Supporting students in understanding and managing their inner states, offering sensory activities that calm the nervous system and prepare them for focused, effective learning.

# PROVINCIAL DOMAIN: GOVERNANCE

## PROVINCIAL MEASURE

### PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	84.9	82.8	74	82.3	89.2	90

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:

École Good Shepherd School's result improved again this year which we were very pleased to see. Our overall results were 89.2% and the provincial result was 79.5%, so École Good Shepherd School's overall results were 9.7% higher than the province. This is an excellent result, and the spread between our result and the provincial average increased from last year. We are especially happy that parent satisfaction increased from 69.6% last year to 80.3% this year. We continued to increase the number of opportunities for parents to be involved in activities at our school. For example, we invited parent volunteers into classrooms more often and are always invitational to parents for liturgies and celebrations. Parents also had a school council where they meet with the administration monthly to plan events and get involved in growing the culture of our school. This year at our School Council Meetings we will continue to intentionally ask questions to get parent feedback, we are continuing to engage parents at Ward Meetings, and our communication leads will use social media/newsletters to highlight ways that parents can get involved in our school.

## 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
<b>Principals Community Influencers Engagement</b> ÉGSS Administration will identify community influencers to join the School Council members and participate in a World Café to engage about topics of importance.	Enhanced Ward Committee meetings allowed for increased engagement with a larger number of parents in each community, thereby replacing the need for a community influencers event.
EXISTING STRATEGIES	IMPACT
The Four-Year Education Plan is presented annually to both School Council and Ward Committees.	Both the Four-Year Education Plan overview for the division, and the AERR for both the division and individual schools are shared at Ward meetings. School Councils are provided the opportunity for input and understanding of the Education Plan prior to and after its completion and are apprised of the results within the school's AERR document.
All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.	Superchats are the opportunity for ÉGSS staff to meet with the Superintendent team, allowing for presentation from the division, the school, and

	structured conversation around specific items of interest. These engagements are also summarized and provided to trustees and division administration to learn the overall themes from our teachers around our CTR community.
ÉGSS School Council Chair is invited two to three times per year to attend a <i>Council of School Councils</i> Meeting	These COSC meetings are valuable opportunities for feedback and discussion with and among school council chairs. The superintendent team anticipates the value of these meetings by providing valuable information about the priorities of the division while posing topics for meaningful engagement. Participation with the trustees also allows for their reception of parent voice.

## LOCAL DOMAIN: FAITH COMMUNITY

### LOCAL MEASURES

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

	Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.					
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	97	96	96	94	95.3	95
Parents	99	97.8	100	93	93	
Students	94.6	93.7	98	96	93	
Teachers	97.6	96.5	89	94	100	

#### Comment on Results:

Our Catholic Faith is the pillar of our school and our division and therefore, our Faith team is always looking for ways to infuse Faith into everyday activities, conversations, and problems that arise. We also value Catholic Social Teachings through a service perspective, and we participate in many different service projects throughout the year such as Rowan House Women's Shelter, Feed the Hungry, The Mustard Seed, Jacket Racket, the Magic of Christmas, Food banks, etc. to help our community. We were very happy with 95.3% of our community satisfied with how they have grown as a Christian and their involvement in Catholic education.

### OUR STAKEHOLDERS RECOGNIZE US AS A CHRIST CENTRED CATHOLIC SCHOOL DIVISION.

	Percentage of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.					
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	98.1	97.1	96	98	97.3	98
Parents	99	97.1	100	94	99	
Students	95.4	96.8	93	100	96	
Teachers	100	98.5	96	100	97	

#### Comment on Results:

Religious celebrations have always been at the heart of our gatherings, and we work hard to make them as meaningful as possible. Each grade level team takes responsibility for a mass or liturgy throughout the year. We go to mass at St. James Parish twice a year as a whole school and each grade level attends an additional mass throughout the year. We have strived to teach about our Faith within our liturgies and educate the students and parents on why we pray the way we do. We also educate our school community via faith formation in our school newsletter and a section called "So Your Child Attends a Catholic School" designed for non-Catholic families.

	Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.					
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	97.8	97.9	98	97	98.3	98
Parents	98.8	98.4	100	97	98	
Students	97.3	97.1	95	99	100	
Teachers	97.4	98.2	98	94	97	

#### Comment on Results:

The overall satisfaction rate remained consistent with previous years; however, we did increase slightly by 1.3%. Parent satisfaction was 98%, teacher satisfaction increased to 97%, which we were very proud of, and student satisfaction was an incredible 100%. Our school maintains a focus on Christian behavior and celebrates students weekly and monthly with our Good Shepherd Lives in Me Awards, which we are focusing on specific Catholic Social teachings moving forward.

	Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.					
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 Target
	%	%	%	%	%	%
Overall	96.7	95.5	95	94	96.7	97
Parents	97.5	95.4	100	96	98	
Students	95	93	87	90	95	
Teachers	97.7	98	98	97	97	

#### Comment on Results:

We are very pleased with this result. Our student satisfaction increased by 5% back to our target result level. We reached our 2023 target of 96%, therefore we increased our target to 97%. Our teachers have worked hard to bring faith alive in their classrooms and we plan to continue to focus professional development on the approved resource (Growing in Faith and Growing in Christ).

Percentage of parents, students, and teachers who satisfied with the relationship that exists between the local school and the local Catholic church?						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	97	98
Parents	N/A	N/A	N/A	N/A	96	
Students	N/A	N/A	N/A	N/A	98	
Teachers	N/A	N/A	N/A	N/A	97	

#### Comment on Results:

These results are excellent, and we are very proud of our relationship with our Parish. We will continue to work on developing a relationship with our Parish priests and inviting them into our school.

## LOCAL MEASURES OF FAITH

NEW STRATEGIES	IMPACT
<b>Implementation of New <a href="#">Fully Alive</a> Resource</b> <i>Fully Alive</i> is a resource used to support the teaching of human sexuality through a Catholic worldview. <i>Fully Alive</i> beautifully expresses the wonder of our creation as human beings and what it means to be a child of	100% of applicable teachers are using the resource.



God. Students explore the beautiful stories about God's purposeful intention in creating human beings in His image and likeness.	
<b>Celebration of School Patronage</b> The Director of Catholic Education will support École Good Shepherd School to enhance the school's attention and focus on the member of the Godhead after which it was named.	ÉGSS celebrates school patronage yearly with the Good Shepherd Liturgy on the third Sunday after Easter. 97.3% of students, parents and teachers are satisfied with the religious celebrations that are held at the school.
<b>Implementation of new Kindergarten Growing in Faith, Growing in Christ</b> <a href="#">Growing in Faith, Growing in Christ</a> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. CTR is rolling out one grade a year and providing in service annually.	96.7% of students, parents, and staff are satisfied with what is being taught in religious education classes. The kindergarten program and resources were rolled out this year, and teachers were very happy with the result. In-service with the publisher was well attended and considered valuable.
<b>EXISTING STRATEGIES</b>	<b>IMPACT</b>
École Good Shepherd will devote approximately 25% of the weekly Friday Catholic Learning Communities to Faith for staff.	There is a component of Christian faith present in each CLC meeting, and approximate 13% of CLC time was devoted to Faith Formation.
École Good Shepherd will participate in two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).	Eucharistic adoration is done twice a year and is seen to have a positive impact in the school by staff and students. It has been noted to add a sense of calm and security to the school. ÉGSS also has the opportunity to celebrate the sacrament of reconciliation during this time as well.
École Good Shepherd School will host liturgies and Masses held at the start of the year, throughout liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.	The Mass is the source and summit of Catholic faith. ÉGSS continues to have Mass with their students in the local parish churches and in the school facility itself. These events not only bolster faith, but also the sense of belonging and acceptance in the school community.
<a href="#">Catholic Education Sunday (November)</a> and <a href="#">Catholic Education Week (May)</a> are celebrated by our local Catholic parish, ÉGSS, and families to recognize the good work of Catholic education in the Church's salvific mission.	School superintendents, administrators, and trustees speak at each Mass on Catholic Education Sunday. ÉGSS hosted a number of faith activities coordinated by administrators and faith lead teachers during Catholic Education Week.
École Good Shepherd School supports the local GrACE CTR group. <a href="#">GrACE</a> 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.	ÉGSS and CTR are a strong supporter of GrACE with our staff participating at all levels. Teachers, parents, administrators, and trustees attended the GrACE summit in May. The Superintendent and Director of Catholic Education provided a session on local CTR GrACE activity as a model for other divisions.
École Good Shepherd School participates in the CTR hosted Faith Days, a two-day event to offer faith formation for all teachers and administrators.	Overall satisfaction of Faith Days was 82%, with the keynote speaker receiving a 93% satisfaction rate. Of note were featured alumni and clergy who provided thought-provoking sessions on beauty and its place in religion and education.
École Good Shepherd School has 2 designated <a href="#">Faith Leaders</a> who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.	Faith lead teachers meet three times a year for formation and planning of religious activities in our schools. Faith lead teachers have played an important role in the delivery of faith formation for staff in our Faith Formation CLCs. Their work is regularly seen in the liturgical and seasonal celebrations of faith in our schools.

## 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 web site and can be found at **Education Report + Results**.