



# 2022-2023



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## DIVISION PRIORITIES



**CHRIST THE REDEEMER CATHOLIC SCHOOLS**

### *Division Priorities*

**FAITH**

**ACADEMIC EXCELLENCE**

**HEALTHY SCHOOLS**

CTR Catholic prides itself on our students' academic achievements.

CTR Catholic **HEALTHY schools**

#**RELATIONSHIPS** IN A DIGITAL AGE

#**CTR UNPLUGS**

**Christ The Redeemer CATHOLIC SCHOOLS**

## ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops an **Annual Education Results Report**. These 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	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	92.3	90.3	90.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.0	90.4	91.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	80.2	88.6	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	23.8	21.1	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Governance	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	94.6	95.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.1	95.6	95.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.8	88.1	88.1	80.6	81.6	81.6	n/a	Maintained	n/a

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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

Assurance Domain	Measure	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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	100.0	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	33.3	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# MEASURE EVALUATION REFERENCE

## Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

## Improvement Table

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

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

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

## Overall Evaluation Table

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

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).					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	
%	%	%	%	%	%	
Overall	96.7	N/A	N/A	88.6	80.2	<b>100</b>

#### Comment on Results:

80.2% of our students achieved an acceptable standard which is definitely an area of focus for us to improve on this year. Ideally, we would like 100% of our students to achieve an acceptable standard. As we dug deeper into the data, we did find that there is a need to focus specifically on French Immersion science and FLA vocabulary which may help students to comprehend the questions at a deeper level. We did outperform the province in all areas for reaching the acceptable standard which speaks to the work teachers have done to build student's ability to transfer what they learn from the mini lessons into the student's independent work. Our target was, and will still be, to get all of our students writing at 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).					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	
%	%	%	%	%	%	
Overall	42.8	N/A	N/A	21.1	23.8	<b>30</b>

#### Comment on Results:

We were very proud of the 23.8% rate that our students received in the excellence standard. We achieved higher than the provincial average in all subject areas except for FLA, where we were 1.5% lower. We would like to continue to improve this percentage in the upcoming year through continuing to implement six very specific teaching actions 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 and gathering 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.

### STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	
%	%	%	%	%	%	
Overall	N/A	N/A	91.8	90.3	92.3	<b>95</b>

*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 92.3% and the provincial result was 84.4%, so École Good Shepherd School's overall results were 7.9% higher than the province. We noticed that only 86.4% of the students felt that they were engaged. We would like to improve this area through talking to them about connecting reading, writing, and math to how it will help them in the life, as well as doing some mindset work. We will continue to be deeply focused in the six teaching and learning actions for Assessment for Learning Strategies that include students in engaging and gathering their own proof, evidence and assessment of learning. Teachers also will assess 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 will help with engagement and students seeing themselves as

## School: 5370 École Good Shepherd School

readers. In math, we will also continue to approach our learning through a workshop based on numeracy 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 remedial support they need to help them find success at all levels. Each team also uses iPads to record and take pictures of students working, talking about their learning, to show proof of learning, and to have students see themselves learning and working.

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**ACTIVE CITIZENSHIP**

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	94.8	92.6	92.8	90.4	93	<b>95</b>

*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 improved from last year result, from 90.4% to 93 which was a great success for us. Teachers really took an intentional step towards teaching about mindset, wellness, and the importance of contributing to our world, especially after stepping back into classrooms after the pandemic. They used Jesus as a model for school behavior, stressing the Golden Rule of treating others as we would like to be treated and "What Would Jesus Do?" as a mantra. Service projects were 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 has helped to recognize students showing good citizenship, includes parents, and highlights the importance of being a contributing, active citizen. We also brought back 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

Local Measures for New Strategies	Target	Result
% of satisfaction of divisional team participants in Divisional Teams	90%	66%
% of eligible teachers involved in Mathology professional development	100%	53%
% of teachers' satisfaction with Mathology professional development	95%	100%
% of Kindergarten to Grade 3 teachers implementing Mathology resources	100%	80%
% of teachers satisfied with team praxis plans	90%	68%
% of elementary math teachers using the curriculum support documents and piloting the new math curriculum	40%	77%
% of classroom implementing a <a href="#">Readers' and Writers' Workshop</a> classroom	80%	93%
# of teachers participating in piloting of the coding program	2	2

**Comment on Results:**

We continue to be very proud of our teacher's participation rates with the curriculum support documents with the new curriculum implementation. At ÉGSS, we had many teachers step up to be divisional leads which has been a great asset in building leadership capacity and knowledge of new curriculum to help other teachers in our school and among the division. 93% of our teachers are Workshop teachers which has provided a rich reading and writing environment that promotes a love of reading and writing and provides authentic learning experiences with books in hand. 80% of our teachers implemented Mathology as a supplementary resource into their math programs this year. It has helped us to notice and address gaps in learning and interventions to improve math thinking. We implemented a very different structure to our CLCs this year where we had team leads work with teachers to develop new curriculum support resources through 6 teaching actions, as well as use the work of divisional support docs to enhance their knowledge of curriculum and teaching practice. 68% of teachers were satisfied with this and we would like to bump this satisfaction rate up this year by refining our CLC structure through cycles and actions that reflect our core values in order to ensure the work we do is impactful for all kids. Core Values are the fundamental principles and beliefs that guide their actions, decisions, and behavior, encompassing integrity, accountability, respect, trustworthiness, empathy, courage, collaboration, innovation, excellence, adaptability, vision, responsibility, and humility.

We have co-constructed core values to ensure the work we do in CLCs answer yes to all of the following core values.

- 1) **INTEGRITY** - Is this action going to be better for kids in the whole school? We use this value to guide each team's/cohort's decisions by ensuring that everything we put out into the ÉGSS world is of the highest quality and genuinely helpful to our whole school.
- 2) **IMPACT** - Will the action or work make a big impact on ALL types of learners? We assess opportunities based on whether they will truly make a difference in our students' lives. If a project won't have a meaningful impact, we are less likely to pursue it.

3) **UPGRADE SKILLS** - Will it upgrade our teachers and our student's skills and move us closer to our goal? There must be evidence to back up the progress. It isn't just about personal or student growth; it's about setting a practical example within our community. It shows that by consistently improving and learning, we can achieve our goals and inspire one another to pursue meaningful growth and success for adults and students.

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# 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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	100	N/A	<b>100</b>

#### Comment on Results:

This year we did not have any students who self-identified as First Nations, Metis and Inuit students.

### 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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	46.2	N/A	<b>30</b>

#### Comment on Results:

This year we did not have any students who self-identified as First Nations, Metis and Inuit students.

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

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

Local Measures for New Strategies	Target	Result
% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	K-6 Resources Made Avail. To each grade	K-6 Resources Were available for teachers to access
% of Kindergarten to Grade 6 curriculums provided with at least one First Nations, Métis, and Inuit resource	60%	100%
% of Many and One initiatives that are executed at EGSS	70%	50%
% of First Nations, Métis, and Inuit students being served as per <a href="#">Administrative Procedure STU #23</a>	100%	100%

#### Comment on Results:

ÉGSS hit our target of 100% of the curriculum support documents including First Nations, Métis, and Inuit content and resources. We have also achieved our target of serving 100% of our First Nations, Métis, and Inuit students. We will continue to grow and educate ourselves in better understanding indigenous knowledge, perspective, cultures and traditions. This past year, we had Elder Saa'kokato spend the day with us, which was instrumental in us going deeper in our learning and learning through his stories. We would like to do even more Many and One initiatives in order to deepen our understanding of difficult topics and equip us even more with strategies to navigate hard conversations and issues. We spent a lot of time educating our older grades on topics such as bullying and racism, however, we believe we could do a better job educating the younger grades in these topics as well.

## PROVINCIAL DOMAIN: TEACHING AND LEADING

### PROVINCIAL MEASURE

#### EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	97.3	95.7	95.7	94.6	93.7	<b>95</b>

*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 93.7% and the provincial result was 88.1%, making École Good Shepherd School's overall results 5.6% higher than the province. We have been working 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 are: Immersion into work samples, co-constructing criteria, posting student friendly learning focuses 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. We also attribute our assessment for learning actions to play a huge role in how we include students in showing proof of their learning.

### LOCAL MEASURES OF TEACHING AND LEADING

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

Local Measures for New Strategies	Target	Result
# of presentations to School Council on CTR's Teacher Supervision, Growth, and Evaluation (TSGE) administrative policy	1	1
Total number of professional development sessions	5	5

#### Comment on Results:

We achieved our target of presenting to School Council on CTR's Teacher Supervision, Growth, and Evaluation admin policy. We also achieved our target number of 5 professional development sessions. In every meeting that we have, our vision is to provide professional development, evidence of progress, analysis of results/data, and modelling effective teaching actions. This leads to some very effective professional development highlighting and learning from master teachers and students right inside of our building. We also do professional development inside the classroom in front of the students through team teaching blocks with teachers and administrators. This year, a highlight was doing a Numeracy pd day with Sr. Admin from the CTR Catholic Education Center, right inside of a school day. Cohorts of teachers gathered to observe their colleagues teaching number sense routines.

# PROVINCIAL DOMAIN: LEARNING SUPPORTS

## PROVINCIAL MEASURES

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

	Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	95.4	95.6	96.1	<b>100</b>

*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 96.1% and the provincial result was 84.7%, so ÉGSS' overall results was 11.4% higher than the province. Teacher, parents, and students at École Good Shepherd School truly believe that teaching and learning in a Catholic school is a vocation. 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. The division has also helped us to implement strategies for mental health and universal supports which has helped us to achieve such strong results. Our target is to have 100% of our parents, teachers, and students feeling safe, welcomed, 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.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	90.4	88.1	88.8	<b>90</b>

*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 88.8% and the provincial result was 80.6%, so École Good Shepherd School's overall results were 8.2% higher than the province. The number of remedial pull-out programs (ERI, ER, ARC EAs, Level I/II ELL programming) is a major reflection of our success at our school. At ÉGSS we have a strong learning support team that are 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.

Local Measures for New Strategies	Target	Result
Teachers will identify and implement at least one strategy in each of the three areas – relationship, regulation, and safety, clearly linking each strategy to a specific area of mental health	+5%	97%
# of Students using <a href="#">Movement and Regulation Circuits</a> regularly with support of the ARC EA	5	6
# of Students using Movement and Regulation Circuits with support of trained EAs	15	13
% of classrooms implementing 3 of the strategies designed by the Many and One Committee	100%	60%
% of applicable students involved in <a href="#">Early Reading Intervention</a> (ERI) and <a href="#">Enhanced Reading</a> (ER)	80%	80%
Average effect size of $d = 0.50$ or higher, derived from comparison of pre-test and post-test results for ERI and ER	$d = 0.50$	$d = 1.6$
% of EAs receiving focused training with <a href="#">Attachment, Regulation, and Competency</a> lessons	80%	60%

### Comment on Results:

We have reached our target of a 5% increase and we believe it is due to having such readily accessible universal mental health supports from our Student Services Team in the division. Teachers could choose the topic that they felt most compelled to explore, and had instant access for implementation and strategies. The universal mental health supports were a great resource for teachers to tap into for developing and implementing strategies to help with mental health or relationship, regulation, and safety. They were required to set one goal for their praxis in this area and determine three actions to ensure they implemented that strategy in a specific area. We had one EA trained in attachment, regulation, and competency lessons. She runs an ARC program focused on building relationship (attachment), and we had 13 students using the movement and regulation circuits. This was very effective and helped many students to learn ways to regulate their emotions. The Many and One Strategies were utilized more in division two and we would like to look at more effective age appropriate ways to implement strategies in division one. The division also was a huge help in providing professional development for our educational assistants which not only helped them to develop professionally but gave them a sense of belonging with the division and made them feel so appreciated. We reached our target for reaching applicable ERI and ER students due to the extra funding we received from the government for literacy and numeracy testing. This allowed us to hire a teacher and deploy a Learning support specialist to push into classrooms to provide interventions to the students who were not yet receiving ERI and ER. This made a huge impact in helping us to reach as many students as possible. This coming year we would like to have as many educational assistants as possible to be trained in ARC. We believe in building capacity to help as many students as possible.

## PROVINCIAL DOMAIN: GOVERNANCE

### PROVINCIAL MEASURE

#### PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	85.5	84.9	82.8	74	82.3	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 this year which we were very pleased to see, however, it is still an area that we would like to improve. Our overall results were 82.3% and the provincial result was 79.1%, so École Good Shepherd School's overall results were 3.2% higher than the province. We brought back events that we had lost during the pandemic that really focused on including more events for parents to be a part of as well as presenting more volunteering opportunities. For example, we brought back our parent volunteer appreciation tea, hosted an influencer's engagement night to include the parents on visioning for our new school, and hosted a welcome back BBQ. Parents also had a parent council where they meet with admin monthly to plan events and get involved in growing the culture of our school. This year at our School Council Meetings we are intentionally posing questions to get parent feedback, we are engaging 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.

Local Measures for New Strategies	Target	Result
# of participants attending the World Cafés	10	70

#### Comment on Results:

We had a great turnout for our influencer's engagement night where we began gathering feedback and visioning for our new school. We also had the opportunity to share our progress and results for our school and had 20 teachers act as facilitators at this event.

## LOCAL DOMAIN: FAITH COMMUNITY

### LOCAL MEASURES

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

	Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.					
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	95.7	97	96	96	94	90
Parents	100	99	97.8	100	93	
Students	89.62	94.6	93.7	98	96	
Teachers	97.5	97.6	96.5	89	94	

#### 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 come up. We also value the virtues of Christianity 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 94% 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.					
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	96.2	98.1	97.1	96	98	98
Parents	100	99	97.1	100	94	
Students	95.3	95.4	96.8	93	100	
Teachers	93.3	100	98.5	96	100	

#### 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. We had 100% of our teachers and students who were satisfied with our religious celebrations which makes us very proud. 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.

## School: 5370 École Good Shepherd School

	Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.					
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	98.2	97.8	97.9	98	97	<b>97</b>
Parents	100	98.8	98.4	100	97	
Students	94.7	97.3	97.1	95	99	
Teachers	100	97.4	98.2	98	94	

### **Comment on Results:**

The overall satisfaction rate remained consistent with composites from previous years, however, we did decrease slightly by 1%. Parent satisfaction was 97% which we were very proud of. Our students and teacher rates of satisfaction were also very high at 99% and 94%.

	Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.					
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	96.5	96.7	95.5	95	94	<b>96</b>
Parents	100	97.5	95.4	100	96	
Students	89.6	95	93	87	90	
Teachers	100	97.7	98	98	97	

### **Comment on Results:**

We reached our 2023 target of 96%, however, the satisfaction rate has remained fairly consistent from previous years. Student's satisfaction rate grew by 3% which we would like to increase even more this year.

## **LOCAL MEASURES OF FAITH**

Local Measures for New Strategies	Target	Result
% of applicable teachers using the New <a href="#">Fully Alive</a> Resource	100%	100%
# of initiatives derived to enhance the school's attention and focus on the member of the Godhead after which it was named	2	3

### **Comment on Results:**

Every grade level is using the Fully Alive program. It has supported our teachers with guiding conversations about the more difficult topics of developmental stages. We will continue to implement this program each year. We have two initiatives that we have implemented to celebrate Jesus, the Good Shepherd. We celebrate Good Shepherd Sunday mass with our staff around the end of April, and we implemented the Good Shepherd prayer that we say every Friday. We also have monthly virtue awards for students called the Good Shepherd Lives in Me, which we celebrate at schoolwide assemblies.

## PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans is as follows:

- Each principal reviews their annual education results with their School Council in October.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Feedback from divisional and school-based *Influencer's* engagements will be summarized and reported in our Annual Education Results Report.

## TIMELINES AND COMMUNICATION

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

**School Councils/Parents:** Site based administrators involve their School Councils in the development of their school plans, which then inform the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee is asked to assist with the plan's development by analyzing jurisdictional results, identifying gap areas, and suggesting strategies which might address these gap areas. The final plan is distributed and shared at school council meetings and the *Council of School Councils* meetings, which are held twice yearly.

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

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

