



2021-2022

# ANNUAL EDUCATION RESULTS REPORT



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## DIVISION PRIORITIES



**CHRIST THE REDEEMER CATHOLIC SCHOOLS**  
*Division Priorities*  
2021-2022

**FAITH**

**ACADEMIC EXCELLENCE**

**HEALTHY SCHOOLS**

12/12  
CTR Catholic outperformed the provincial average on 12 of the 12 measures of accountability.

THE WAY. THE TRUTH. THE LIFE  
*cl am*

HEALTHY schools

#RELATIONSHIPS  
IN A DIGITAL AGE

#CTRUNPLUGS

**Christ The Redeemer CATHOLIC SCHOOLS**

## ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops an **Annual Education Results Report**. These 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	90.3	91.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.4	92.8	93.7	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	95.0	n/a	98.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	25.0	n/a	42.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Teaching & Leading	94.6	95.7	96.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.6	95.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.1	90.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.0	82.8	85.2	78.8	79.5	81.5	Low	Declined	Issue

## Notes:

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

## ALBERTA EDUCATION ASSURANCE FIRST NATIONS, 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	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	100.0	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	46.2	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Notes:

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

## MEASURE EVALUATION REFERENCE

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

# PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## PROVINCIAL MEASURES

### PAT ACCEPTABLE

	Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test (overall cohort results).					
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	<b>2022 Target</b>	
%	%	%	%	%	%	
Overall	95	96.7	N/A	N/A	95	<b>100</b>

#### Comment on Results:

95% of our students achieved an 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 problem solving and reasoning. 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).					
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	<b>2022 Target</b>	
%	%	%	%	%	%	
Overall	43	42.8	N/A	N/A	25	<b>30</b>

#### Comment on Results:

We were very proud of the 25% rate that our students received in the excellence standard. We would like to improve this percentage in the upcoming year through implementing six very specific teaching actions to help students to reach that deeper level of learning and higher level of excellence.

### STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	<b>2022 Target</b>	
%	%	%	%	%	%	
Overall	N/A	N/A	N/A	91.8	90.3	<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 90.3% and the provincial result was 85.1%, so École Good Shepherd School's overall results were 5.2% higher than the province. We are 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 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. In math, we also approach our learning through a workshop based on numeracy routines and thinking like 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. 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.

**ACTIVE CITIZENSHIP**

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	92.5	94.8	92.6	92.8	90.4	<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's result was 90.4% which was a slight decline from last year. Stepping back into a more regular classroom world from the pandemic has had its challenges but it has made teachers more intentional creating classroom environments that stress positive, healthy relationships that highlights inclusion. They use Jesus as a model for school behaviour stressing the Golden Rule of treating others as we would like to be treated and "What Would Jesus Do?" as a mantra. Christ the Redeemer has also initiated a Many and One Committee and several communications initiatives aimed to promote inclusion. 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.

**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	90	100
% of eligible teachers involved in Mathology professional development	100	TBD Nov. 2023
% of teachers' satisfaction with Mathology professional development	95	TBD Nov. 2023
% of Kindergarten to Grade 3 teachers implementing Mathology resources	100	70
% of teachers satisfied with team praxis plans	90	TBD Nov. 2023
% of elementary math teachers using the curriculum support documents and piloting the new math curriculum	40	84
% of classroom implementing a <a href="#">Readers' and Writers' Workshop</a> classroom	80	95
# of teachers participating in piloting of the coding program	2	TBD Nov. 2023

**Comment on Results:**

We are very proud of our teacher's participation rates with the voluntary curriculum support documents with the new curriculum. At ÉGSS, we had 84% of our staff develop these documents and pilot the new math curriculum. This has made the transition into new curriculum easier because we were knowledgeable, prepared, and proactive to provide the best learning for our students. 95% 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. 70% of our teachers implemented Mathology into their math programs this year. Mathology has been a great supplementary resource to help with our math workshop. It has helped us to provide gaps in learning and interventions to improve math thinking.

# PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

## PROVINCIAL MEASURES

### PAT ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	100	<b>100</b>

#### Comment on Results:

We are very proud of our First Nations, Métis, and Inuit students results of 100% of them achieving acceptable standard. We reached our target and we will continue to work hard to maintain these results.

### PAT EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the <b>excellence</b> standard on the test (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	46.2	<b>30</b>

#### Comment on Results:

46.2% of our First Nations, Métis, and Inuit students achieved a standard of excellence on our provincial achievement tests which we were very pleased with.

## 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	100	100
% of Kindergarten to Grade 6 curriculums provided with at least one First Nations, Métis, and Inuit resource	60	TBD Nov. 2023
% of Many and One initiatives that are executed at EGSS	70	70
% 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 learning more, doing more, finding more resources, and integrating more Elders into our school community to build relationships and educate us.

## PROVINCIAL DOMAIN: TEACHING AND LEADING

### PROVINCIAL MEASURE

#### EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	96.5	97.3	95.7	95.7	94.6	95

*These satisfaction rates are based on a response to the following questions: 1) Your child clearly understands what they are expected to learn at school; 2) your child finds 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 94.6% and the provincial result was 89%, making École Good Shepherd School's overall results 5.6% higher than the province. Each teacher team has been focusing on solving a top priority and have developed three actions to solve that problem with the purpose of enhancing education quality overall. They gathered evidence of the learning that has been happening at certain mile markers. In these sessions they analyze it, refine it, and coach other teachers on how they got the results so that the same type of results can happen inside another classroom. 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.

# PROVINCIAL DOMAIN: LEARNING SUPPORTS

## PROVINCIAL MEASURES

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

	Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	95.4	95.6	<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 95.6% and the provincial result was 86.1%, so ÉGSS' overall results was 9.5% 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 they have been called upon to do. They care for students throughout the building and work hard to ensure students feel safe here at school and address safety issues that arise right away to maintain student safety. 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.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	90.4	88.1	<b>100</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 88.1% and the provincial result was 81.6%, so École Good Shepherd School's overall results were 6.5% 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 is always in classrooms with students as well as running pull out or in classroom support wherever 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 as well 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
There will be an overall increase of 5% in satisfaction rates between pre-test and post-test mental health surveys administered to students, parents, and staff.	+5%	+3%
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%	TBD Nov. 2023
There will be an overall improvement of 5% between pre-test and post-test student surveys measuring the impact of the <a href="#"><b>#Relationships in a Digital Age</b></a> lesson sets	+5%	N/A
# of Students using <a href="#"><b>Movement and Regulation Circuits</b></a> regularly with support of the ARC EA	5	28
# of Students using Movement and Regulation Circuits with support of trained EAs	15	15
% of classrooms implementing 3 of the strategies designed by the Many and One Committee	100	100
% of applicable students involved in <a href="#"><b>Early Reading Intervention</b></a> (ERI), <a href="#"><b>Enhanced Reading</b></a> (ER) and <a href="#"><b>Precision Reading</b></a> (PR)	80	100
Average effect size of $d = 0.50$ or higher, derived from comparison of pre-test and post-test results for ERI, ER and PR.	$d = 0.50$	1.0
% of EAs receiving focused training with <a href="#"><b>Attachment, Regulation, and Competency</b></a> lessons	25	25

### Comment on Results:

Currently, we have one EA trained in attachment, regulation, and competency lessons. She runs an ARC program focused on building relationship (attachment), and we had 15 students using the movement and regulation circuits. This was very effective and helped many students to learn ways to regulate their emotions. We have reached all of our targets for this past year.

## PROVINCIAL DOMAIN: GOVERNANCE

### PROVINCIAL MEASURE

#### PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	83.8	85.5	84.9	82.8	74	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 declined this year. Due to challenges from the pandemic, we had a difficult time getting parents into the building as much as we used to. Our overall results were 74% and the provincial result was 78.8%, so École Good Shepherd School's overall results were 4.8% lower than the province. Due to the pandemic, our parental involvement had changed but we did work on building some involvement through more behind the scenes work rather than in classroom volunteering. 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 we plan to improve this result through more community events, parent volunteers, and school improvement committees.

### 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	TBD Nov. 2023

#### Comment on Results:

These are local measures of strategies that will be implemented over the course of the next four years. ÉGSS will report on them for the first time in November 2023.

## LOCAL DOMAIN: FAITH COMMUNITY

### LOCAL MEASURES

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

	Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	98.2	95.7	97	96	96	90
Parents	100	100	99	97.8	100	
Students	94.6	89.62	94.6	93.7	98	
Teachers	100	97.5	97.6	96.5	89	

#### 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 96% 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.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	98.9	96.2	98.1	97.1	96	97
Parents	100	100	99	97.1	100	
Students	96.7	95.3	95.4	96.8	93	
Teachers	100	93.3	100	98.5	96	

#### Comment on Results:

Religious celebrations have continued regardless of the pandemic and we worked hard to make them as meaningful as possible. Towards the end of the year, we were able to move back to in person celebrations and it was so good to be able to be together again. In the first part of the year, we had to move most of our celebrations online, but we were proud of how we found some unique ways to engage and inspire Faith lives in our teachers and students. We also bring in special guests and dedicate week-long Faith activities to our calendar each year.

## 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.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	98.6	98.2	97.8	97.9	98	<b>96</b>
Parents	100	100	98.8	98.4	100	
Students	95.9	94.7	97.3	97.1	95	
Teachers	100	100	97.4	98.2	98	

### **Comment on Results:**

The overall satisfaction rate remained consistent with composites from previous years, however, we did increase slightly by .1%. Parent satisfaction was 100% which we were very proud of. Our students and teacher rates of satisfaction were also very high at 95% and 98%. Implementing our universal mental health supports also played a huge role in the success of these results.

	Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	95.6	96.5	96.7	95.5	95	<b>96</b>
Parents	92.9	100	97.5	95.4	100	
Students	93.8	89.6	95	93	87	
Teachers	100	100	97.7	98	98	

### **Comment on Results:**

We did not quite reach our 2022 target of 96%, however, the satisfaction rate has remained fairly consistent from previous years. Even so, we did still achieve some strong results. Parents overall were 100% satisfied. Our student's satisfaction rates did drop a little at 87% and so we will strive to implement more of our universal mental health supports within our religion lessons.

## **LOCAL MEASURES OF FAITH**

Local Measures for New Strategies	Target	Result
% of applicable teachers using the New <i>Fully Alive</i> 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	2

### **Comment on Results:**

Fully Alive is a new program that all of our teachers up to grade 5 are using. It has supported them with guiding conversations about the more difficult topics of developmental stages. We will continue to implement this program each year all the way up to grade 6.

## 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](#).

