



2024-2025

# ANNUAL EDUCATION RESULTS REPORT



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## DIVISION PRIORITIES

The graphic features a background of a classical building's pediment and columns. At the top, the text 'CHRIST THE REDEEMER CATHOLIC SCHOOLS' is in red, with 'Division Priorities' in white script below it, and '2024-2025' in small white text. 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*  
2024-2025

**FAITH**

**ACADEMIC EXCELLENCE**

**HEALTHY SCHOOLS**

CTR Catholic prides itself on our students' academic achievements.

**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	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	91.7	95.6	92.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.5	91.5	91.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.1	95.2	94.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.0	95.1	95.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	87.9	89.8	88.9	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	90.3	89.2	81.9	80.0	79.5	79.1	Very High	Improved	Excellent

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

# ALBERTA EDUCATION ASSURANCE FIRST NATIONS, 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	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	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 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



## MEASURE EVALUATION REFERENCE (Required AECAMs)

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

## LOCAL DOMAIN: FAITH COMMUNITY

### LOCAL MEASURES

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

Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.						
*Note: The question changed in 2024-2025 to "How satisfied are you with the level of Catholic faith formation of students at the school?" Teachers were also asked "How satisfied are you with the level of Catholic faith formation of staff at your school/workplace?" Results to the latter question are noted in the last row.						
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 Target
	%	%	%	%	%	%
Overall	96	96	94	95.3	98	99
Parents	97.8	100	93	93	95	
Students	93.7	98	96	93	98	
Teachers	96.5	89	94	100	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 formation into staff and team meetings, conversations, and problems that arise using the four dimensions of faith formation: human, intellectual, spiritual, and pastoral. Throughout the year, staff and students participate in spiritual faith formation in our many different liturgies, celebrations and observances. Dedicated CLC time for staff and class time for students provide the opportunity for intellectual faith formation. We also teach and value the ten Catholic Social Teachings through a service perspective, providing pastoral faith formation for our staff and students. Human faith formation is developed through our focus on building relationships and supporting our school community with social-emotional learning, conflict resolution skills and affective maturity. We are very happy that 98% of our community is satisfied with the level of faith formation of students and staff in our Catholic school community.

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

Percentage of students in Grade 5 achieving an Acceptance Standard and an Excellence standard on assessment.							
		2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 Target
		%	%	%	%	%	%
Grade 5	Acceptable	N/A	N/A	N/A	N/A	92	95
	Excellence	N/A	N/A	N/A	N/A	17	20

#### Comment on Results:

We are happy with the results on the Grade 5 divisional religion assessment. The average and number of students achieving both acceptable and excellence standards all improved from the previous year. The acceptable rate for ÉGSS students was 1% higher than the divisional average. The overall average and excellence rate were both lower than the divisional average and will thus be our focus moving forward. Teachers and administrators have and will continue to collaborate on best practices and strategies to improve teaching and learning in religious education classes throughout the year, prioritizing the foundational curriculum outcomes and the use of assessment for mastery strategies discussed at the school and division level. Our goal is to see continuous improvement in the results of this assessment as we strive to reach the targets set out in our Education Plan.



**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.						
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 Target
	%	%	%	%	%	%
Overall	97.1	96	98	97.3	95	<b>97</b>
Parents	97.1	100	94	99	97	
Students	96.8	93	100	96	99	
Teachers	98.5	96	100	97	90	

**Comment on Results:**

Our religious celebrations are central to our community life, and we are dedicated to making each gathering profoundly meaningful. Responsibility for organizing a Mass or liturgy is delegated to each grade-level team throughout the academic year. As a full school body, we attend Mass at St. James Parish twice annually, supplemented by an additional grade-level Mass attendance. We prioritize teaching the principles of our Faith within our liturgical services, striving to educate both students and parents on the significance of our prayer practices. Further resources about religious celebrations are provided to our entire community through the school newsletter, including a dedicated section titled "So Your Child Attends a Catholic School" specifically designed to support non-Catholic families. We continue to be very happy with our results in this category as our overall result continues to be very high.

Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done. *Note: The question changed for 2024-2025 to "How satisfied are you with the efforts to live out Catholic Social Teaching at the school?"						
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 Target
	%	%	%	%	%	%
Overall	97.9	98	97	98.3	97	<b>98</b>
Parents	98.4	100	97	98	95	
Students	97.1	95	99	100	96	
Teachers	98.2	98	94	97	100	

**Comment on Results:**

The overall satisfaction rate remained consistent with previous years; however, we did decrease slightly by 1.3%. Parent satisfaction was 95%, student satisfaction was 96%, and staff 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 now focusing on specific Catholic Social teachings each month. Our goal will be to work to improve satisfaction to the level it was at last year and reengaging our staff and students in learning about and living the Catholic Social teachings through reading, lesson plans and service opportunities. We plan to continue to support several service opportunities, such as the Food Bank, Rowan House, and Mustard Seed.

Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.						
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 Target
	%	%	%	%	%	%
Overall	95.5	95	94	96.7	98	<b>99</b>
Parents	95.4	100	96	98	97	
Students	93	87	90	95	96	
Teachers	98	98	97	97	100	

**Comment on Results:**

We are very pleased with this result. Our student satisfaction increased by 1% and staff satisfaction was an incredible 100%. We reached our 2024-205 overall target of 98%, therefore we increased our target to 99%. 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 are satisfied with the relationship that exists between the local school and the local parish?						
	2020-2021	2021-2022	2022-2023	2023-2024	2024/2025	2025/2026 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	97	92	<b>97</b>
Parents	N/A	N/A	N/A	96	95	
Students	N/A	N/A	N/A	98	96	
Teachers	N/A	N/A	N/A	97	86	

**Comment on Results:**

These results are very good, although we saw a decrease in staff satisfaction with the relationship that exists between the school and the local parish. Our goal is to increase staff satisfaction to the level it was in 2023-2024 and thus bring our overall satisfaction back to that level as well. We will continue to work on developing a relationship with our Parish priests and inviting them into our school, as finding dates that work for both the Parish and our school has been challenging.

## LOCAL MEASURES OF FAITH

NEW STRATEGIES	IMPACT
<b>Staff Intellectual Faith Formation Professional Development</b> Division administration and École Good Shepherd School Faith Leads will prepare four faith formation sessions focused on intellectual formation in the Catholic faith. These will be delivered in four Catholic Learning Communities (CLCs) sessions this year.	École Good Shepherd Staff have a deeper understanding of the basic truths that are foundational to our faith. Staff were 100% satisfied with the faith formation provided by faith leaders and administration.
<b>Staff Professional Development in Catholic Leadership</b> Division administration and École Good Shepherd School Faith Leads will prepare one professional development session focused on Catholic educators as joyful witnesses in Catholic faith. This will be delivered in one CLC session this year.	École Good Shepherd Staff recognize and experience the joy of our faith in our school community. Staff were 100% satisfied with the faith formation provided by faith leaders and administration.
<b>Staff Catholic Social Teaching Professional Development</b> Division administration and École Good Shepherd School Faith Leads will prepare one professional development session focused on addressing, identifying and designing initiatives that combat racism, discrimination, and marginalization, while also fostering inclusion through Catholic Social Teachings. This will be delivered in one Catholic Learning Communities session this year.	École Good Shepherd Staff have a deeper understanding of the meaning and implications of the 10 Catholic Social Teachings, and work to incorporate these in both classroom lesson plans and school-wide service opportunities. Staff were 100% satisfied with the faith formation provided by faith leaders and administration.

<p><b>Many and One School Plan</b></p> <p>Through the guidance of the division's Many and One Committee, École Good Shepherd School will create plans to address racism and discrimination through our Catholic Social Teachings. The committee will support the creation of resources for division-wide use for École Good Shepherd School to implement within our local context. 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.</p>	<p>Our commitment to a holistic learning environment is demonstrated through the monthly, contextual display of division resources, which are fully translated into French to effectively support our dual-track school. Teachers reinforce this foundation by implementing monthly lessons on the Catholic Social Teachings, while proactive measures, including specialized McMan anti-bullying workshops hosted in collaboration with the FSLW for both students and parents, ensure student safety and well-being. These comprehensive efforts have created a demonstrably positive climate: 96.4% of students agree that they are safe at school, that they are learning the importance of caring for others, are learning respect for others, and are treated fairly within the school environment.</p>
<p><b>Faith Formation Component in Monthly School Newsletters</b></p> <p>École Good Shepherd School will include a Faith Formation component in the monthly newsletter with content produced by the Director of Catholic Education. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year.</p>	<p>95% of parents are satisfied with faith formation in our school community.</p>
<p><b>Religious Education Assessment</b></p> <p>École Good Shepherd School Grade 5 teachers will work with the Director of Catholic Education to review and develop standardized assessments, which CTR administers annually in targeted grades (5, 8, and 11).</p>	<p>Results improved this year because of improved practices in grade 5 religion classes. Our average score as well as acceptable and excellence rates all improved significantly from the previous year. The average improved by 9%, the acceptable rate increased by 11%, and the excellence rate increased by 15%.</p>
<p><b>Establishment and Use of Sacred Spaces in Schools</b></p> <p>École Good Shepherd School administration and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in accordance with diocesan guidelines.</p>	<p>École Good Shepherd School transforms the library into a sacred space twice a year for division-wide adoration in response to the lack of dedicated chapel space in our school.</p>
<p><b>Celebration of School Patronage</b></p> <p>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.</p>	<p>ÉGSS celebrates school patronage yearly with the Good Shepherd Liturgy on the third Sunday after Easter. 95% of students, parents and teachers are satisfied with the religious celebrations that are held at the school.</p>
<p><b>Implementation of new Kindergarten Growing in Faith, Growing in Christ</b></p> <p><a href="#"><i>Growing in Faith, Growing in Christ</i></a> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. École Good Shepherd School will implement one grade per year with support from the Division.</p>	<p>98% of students, parents, and staff are satisfied with what is being taught in religious education classes.</p>
<p><b>EXISTING STRATEGIES</b></p>	<p><b>IMPACT</b></p>
<p><b>Catholic Learning Communities</b></p> <p>École Good Shepherd will devote six of their weekly Catholic Learning Communities (CLCs) to Faith Formation for staff.</p>	<p>There is a component of Christian faith present in each CLC meeting, and approximately 13% of CLC time was devoted to Faith Formation.</p>

<p><b>Eucharistic Adoration</b> École Good Shepherd will participate in two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (May) and Catholic Education Week (October).</p>	<p>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 celebrates the sacrament of reconciliation during this time as well.</p>
<p><b>Liturgies and Masses</b> École Good Shepherd School will host liturgies and Masses held at the start of the year, throughout the 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.</p>	<p>The Mass is the source and summit of Catholic faith. ÉGSS continues to have Mass and liturgies with our students in the local parish church and in the school. These events not only bolster faith, but also the sense of belonging and acceptance in the school community.</p>
<p><b>Catholic Education Sunday / Catholic Education Week</b> <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.</p>	<p>School superintendents, administrators, and trustees speak at each Mass on Catholic Education Sunday. ÉGSS hosted several faith activities coordinated by administrators and faith lead teachers during Catholic Education Week.</p>
<p><b>GrACE CTR Committee</b> 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.</p>	<p>ÉGSS and CTR are strong supporters of GrACE with our staff participating at all levels. The Superintendent and Director of Catholic Education provided a session on local CTR GrACE activity as a model for other divisions.</p>
<p><b>Faith Days</b> École Good Shepherd School participates in the CTR hosted Faith Days, a two-day event to offer faith formation for all teachers and administrators.</p>	<p>Overall satisfaction of Faith Days was 97.7%. ÉGSS teachers appreciated the opportunity to have the choice of breakout sessions once again to pursue faith formation of their choosing.</p>
<p><b>Faith Leaders</b> 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.</p>	<p>Faith leaders meet three times a year for formation and planning of religious activities in our schools. Faith leaders 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.</p>

## 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).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	88.6	80.2	81.4	90.5	<b>100</b>

**Comment on Results:**

90.5% of our students achieved an acceptable standard, which is a significant improvement from last year, although it remains an area of focus for continuous improvement this year. Ideally, we would like 100% of our students to achieve an acceptable standard on all PATs. This set of results includes only two Provincial Achievement Tests - English Language Arts and Literature (ELAL) and Mathematics. When considered separately, 99% of students (and 100% of students who took the exam) for ELAL achieved the acceptable standard, which is an excellent result and 13% higher than the provincial average. On the English form of the Math PAT, 88.7% of students achieved the acceptable standard, compared to only 59.6% provincially. On the French form of the Math PAT, 77.3% of students achieved the acceptable standard, compared to the provincial result of 69.8%. We are proud that our students continue to outperform the provincial average on achievement tests. Analysis of our PAT results across subjects 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. Subject-specific key areas for vertical alignment will be identified by teachers and will be shared with staff through professional development opportunities throughout the year in both staff meetings and CLC sessions. The divisional focus on Assessment for Mastery has renewed our focus on assessment practices and teachers are adapting their instructional and assessment strategies with mastery as the goal. As this was the first year all parts of all PATs were completed digitally, we plan to increase the available practice for students with not only the digital assessment platform, but the use of technology in general, especially in Math, where traditionally most work is not done using technology.

**PAT EXCELLENCE**

	Overall percentage of students in Grades 6 and 9 who achieved the <b>excellence</b> standard on the test (overall cohort results).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	21.1	23.8	25.7	18	<b>30</b>

**Comment on Results:**

Our excellence rate on the PAT declined from the previous year, although we are comparing different subjects as last year only Social Studies was written, and overall have a higher rate than the provincial average. This year, students wrote only Math and ELAL PATs. On the ELAL PAT, the rate of excellence was 15.3% for all students, which is 2.6% higher than the provincial average of 12.7%. On the English form of the Math PAT, excellence was 14%, lower than the provincial average of 16.9%. On the French form of the Math PAT, the excellence rate was 27.3%, which was 8.9% higher than the provincial average. In the upcoming year, our goal is to significantly improve student outcomes by intensifying our focus on best practices for literacy and numeracy interventions at every grade level. This commitment is designed to elevate student excellence and cultivate deeper, more profound learning. Within our Catholic Learning Communities (CLCs), we will build robust strategies and tools to enhance learning, specifically targeting reading comprehension. A crucial part of this work is demonstrating the impact of CLC efforts by collecting evidence and ensuring effective transfer of these strategies into daily classroom practice. To support this, we are committed to improving our assessment and feedback processes through data triangulation, implementation of Assessment for Mastery strategies from the divisional toolkit, and ensuring differentiated assessment provides a comprehensive view of student strengths and weaknesses. Finally, teacher-identified areas for vertical alignment will be shared and embedded through professional development offered during staff meetings and CLC sessions.

**STUDENT LEARNING ENGAGEMENT**

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	91.8	90.3	92.3	95.6	91.7%	<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 91.7% and the provincial result was 83.9%, so École Good Shepherd School's overall results were 7.8% higher than the province. Our target was 95% in our education plan; and thus, we made that our target again this year. We noticed that parent perception of engagement increased slightly from 94.2% last year to 94.3% this year, while student perception of engagement decreased from 94.6% to 85.1% and teacher satisfaction with student engagement decreased from 98 to 95.8%. The parent, student, and overall results are all classified as very high when compared to the provincial average, which continues to decline each year. We are confident that with the focus on continuous improvement and assessment for mastery in staff professional development and planning time, these results will rebound.

### ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	92.8	90.4	93	91.5	89.5	93

*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's result, from 91.5% to 89.5%, which is still an excellent result and classified as "Very High". The provincial average was 79.8%, and our result was 9.7% higher than the province. We aim for continuous improvement and hope to achieve 93% satisfaction in the coming year. The lowest stakeholder result was parents, at 82.3%, but this was an increase from last year. There was also a decline in student satisfaction from 97.6% to 90.6%, which is still a very high result. Student responses on the question about following rules contribute most significantly to this decline. Our FSLW is working in collaboration with administration to provide targeted support and education for conflict management and resolution for students through Kelso's choices program. We will remain intentional in sharing our narrative and actively involving students in grade-level Good Works projects that benefit our school community. Service remains a major focus, and we continuously seek meaningful ways to create positive changes in the world through acts of service, good citizenship, and the application of our Faith. Our monthly Good Shepherd Lives in Me awards recognize students who demonstrate excellent citizenship, involve parents in the celebration, and underscore the value of being an active, contributing citizen. We are enhancing this recognition by adding a specific statement about the student's positive Christian actions directly onto each certificate. Finally, we will continue our tradition of hosting the Parent Volunteer Tea, an empowering event hosted by our students, to acknowledge and celebrate our incredible parent volunteers.

### 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> Master ÉGSS teachers will pilot the draft Social Studies curriculum and develop Curriculum Support Documents (CSDs) to support curriculum piloting. Professional learning sessions will be planned throughout the year for teachers to further unpack and successfully pilot the curriculum. ÉGSS will work with the Division to continue to focus on refining existing CSDs in subjects implemented in Grades K-6.	100% of Division 2 teachers piloted Social Studies and are continuing to develop resources to support continuous improvement in student learning and achievement. All Division 1 teachers have implemented all subjects of the new curriculum at the elementary level. 86% of elementary teachers implementing the new curriculum are satisfied with the divisional support they have received.
<b>Assessment</b> Recognizing the critical role of effective assessment in education, ÉGSS will work with Divisional guidance to empower teachers and administrators with triangulated	Teachers continue to refine their already well-established practice of triangulated assessment as the division continues to implement Assessment for Mastery. 25% of staff meeting and CLC PD time is

assessment strategies. These strategies—encompassing product evaluation, direct observations, and conversations—ensure valid and reliable measures of student learning that lead to student mastery. Assessment practices that allow students to achieve their potential is an extension of our Catholic faith. Guidance will be provided by the Division on the types of assessments and the quality of evidence needed to accurately gauge student progress while also providing knowledge and support of each learner as individuals. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.	allocated to Vertical team discussions to ensure continuity of assessment practices across and within grade levels. 92% of staff feel that CLCs are contributing to improving student learning.
<b>Elementary Literacy</b> ÉGSS is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective across the division.	Reading intervention expert teachers and EAs worked with teachers both in class and individually to improve teacher capacity to deliver targeted reading interventions to their students. Literacy funding also allowed the purchase of resources to support morphology and phonemic awareness. We saw a reduction of over 50% of at-risk students identified in June 2025 as compared to September 2024.
<b>Elementary Numeracy</b> ÉGSS is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning.	Numeracy expert teachers worked with teachers both in class and individually to improve teacher capacity to deliver targeted reading interventions to their students. Learning support teachers worked with students in class and through our RTI program and used AI to support resource development. We saw a reduction of over 50% of at-risk students identified in June 2025 as compared to September 2024.
<b>Artificial Intelligence</b> ÉGSS will develop supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.	ÉGSS devoted 50% of each school-based PD Day to developing staff knowledge, understanding and skill with AI use in Education, driven by teacher identified areas of need and focus. 88% of staff are satisfied that they have influence with respect to professional development priorities.
<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.	86% of elementary teachers implementing the new curriculum are satisfied with the divisional support they have received to implement the new curriculum.
<b>Catholic Learning Communities</b> Every Friday, time is set aside for Catholic Learning Communities (CLCs) where teachers collaborate vertically and within grade levels to improve student learning, build	CLC time has been distributed between the whole group, team based (by grade level), and vertical teams. 25% of time is dedicated to vertical meeting time, which shifts each month to ensure teachers meet with both the



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 through the praxis cycle (theory, action, reflection). 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 Social Studies, Science, Math, English Language Arts, French Immersion Language Arts, and Literature or Phys Ed and Wellness.	grade above and below them regularly. 50% of the time is dedicated to grade-level teams, and the remaining 25% to whole group learning. 92% of staff are satisfied that school-based CLCs are improving student learning.
<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>Coding</b> Identified ÉGSS teachers will learn about and become leaders in coding in grades 4-6. Led by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.	Coding lead teachers attended 2 PD sessions to deepen their knowledge, and the Division purchased additional robotics resources to use with Division 2 students to supplement the Computer Science portion of the Science curriculum.
<b><u>Readers' and Writers' Workshop</u></b> The Readers' and Writers' Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students' reading and written language. An additional cohort of teachers will receive professional development in Readers' and Writers' workshop.	100% of classrooms are implementing the workshop model, using both reader's and writer's workshop as well as math workshop strategies.
<b>Classroom Libraries</b> All ÉGSS classrooms are equipped with Classroom Libraries.	Classroom libraries are essential for enriching students' daily access to diverse and high-interest books. These collections, which feature titles across varied reading levels, actively foster a love for reading, support literacy development, and nurture lifelong reading habits.

# 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).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	100	N/A	71.4	N/A	<b>100</b>

#### Comment on Results:

Data is suppressed when the sample size is less than 6.

Our goals in this area will mirror the strategies we employ to improve our overall Provincial Achievement Test (PAT) Acceptable Rates. We are strengthening support for Indigenous families by connecting them with resources through our Rupertsland/CTR partnership and the Success in Schools initiative. Crucially, our ÉGSS Indigenous lead teachers are providing staff with Professional Development to build foundational knowledge and promote school-wide initiatives that 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).					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	N/A	46.2	N/A	28.6	N/A	<b>30</b>

#### Comment on Results:

Data is suppressed when the sample size is less than 6.

Our goals in this area will mirror the strategies we employ to improve our overall Provincial Achievement Test (PAT) Excellence Rates. We are strengthening support for Indigenous families by connecting them with resources through our Rupertsland/CTR partnership and the Success in Schools initiative. Crucially, our ÉGSS Indigenous lead teachers are providing staff with Professional Development to build foundational knowledge and promote school-wide initiatives that 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
<b>K to Curriculum Support Documents</b> 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. Prior to the draft Social Studies curriculum pilot, ÉGSS will engage teachers in summer professional development where they create CSDs for Social Studies	We have, through school-based and divisional work, embedded First Nations, Métis, and Inuit content and resources into 100% of our Curriculum Support Documents (CSDs). This content focuses on Treaty Education, Reconciliation, and Indigenous Knowledge within key areas like Social Studies, Language Arts, and Wellness. This initiative was a collaborative effort, shaped by the expertise of Indigenous teacher representatives to ensure accurate

curriculum to ensure First Nations, Métis, and Inuit outcomes are clearly addressed. First Nations, Métis, and Inuit content and perspectives will be infused in Social Studies CSDs in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators	understanding and inclusion for every student. Our partnership with Rupertsland continues to guide the development of these documents.
<b>Division Administrators Professional Development</b> Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.	50% of Divisional administrator meetings involve land acknowledgements by administrators who share their learning and knowledge. One meeting included a representative from Rupertsland to provide foundational knowledge of the Métis people.
<b>Indigenous Student Support</b> There will be a review of the continuum of support provided for all Indigenous students enrolled in ÉGSS with an emphasis on individual students.	Our student services team meets weekly to discuss and refine the support provided to our students, which includes Indigenous students.
<b>Academic Achievement for First Nation, Métis and Inuit Students and Other Measures</b> There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.	Annual AERR reports include separate data for First Nation, Métis and Inuit students.
<b>EXISTING STRATEGIES</b>	<b>IMPACT</b>
<b>School Representative</b> ÉGSS is represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.	The ÉGSS teacher representative role is shared by two teachers, who plan specific professional development three times per year for staff on Truth and Reconciliation, Métis Week and National Indigenous Peoples Day. They are also responsible for collecting and sharing resources throughout the year, both digitally through a shared Google Drive and with physical resources for the school, such as books or posters. In addition, Indigenous lead teachers spearhead school-based recognition and awareness by planning and supporting activities and lessons for Orange Shirt Day, Metis Week, and National Indigenous Peoples' Day.
<b>Foundational Knowledge Professional Development</b> <a href="#">Foundational Knowledge Professional Development</a> 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.	We are deepening our cultural awareness at ÉGSS using the Foundational Knowledge Professional Development resources provided by CTR for staff PD sessions led by our Indigenous lead teachers. This training equips all staff with essential Indigenous perspectives.
<b><a href="#">Success for First Nations, Métis, and Inuit Administrative Procedure</a></b> 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.	As described below, we follow the mandates of the administrative procedure STU #23 to ensure our self-identified First Nations, Métis or Inuit students receive all the wraparound programming that involves collaborative planning of support teams within the school environment. Our student support team meets weekly. Our commitment to cultural enrichment is greatly enhanced by Elder Saa'kokoto's partnership with CTR. During his two visits last year, he shared Indigenous knowledge with ÉGSS students, provided invaluable support to our First Nations, Métis, and Inuit teacher representatives, and strengthened our staff's cultural understanding.
<b>Land Acknowledgment</b>	Through the daily practice of the Land Acknowledgment at ÉGSS, we consistently reinforce respect for Indigenous lands

The Land Acknowledgement is announced daily at École Good Shepherd School, including at the start of assemblies, meetings, and Parent Council meetings.	and histories, thereby strengthening our community's commitment to reconciliation.
<a href="#">Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</a> All Indigenous youth in care have their cases reviewed a minimum of two times per year.	We ensure that all Indigenous Youth in Care receive consistent, comprehensive support by holding Success in Schools (SIS) meetings at least twice a year, as mandated by STU #23 and STU #26. These meetings are crucial for enhancing access to services and fostering both the well-being and academic success of these students

## PROVINCIAL DOMAIN: TEACHING AND LEADING

### PROVINCIAL MEASURE

#### EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	95.7	94.6	93.7	95.2	94.1	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 94.1% and the provincial result was 87.7%, making École Good Shepherd School's overall results 6.4% higher than the province, and which is a slight decrease from last year. Although student satisfaction was a measure that was identified as declining, it was still 97.7%, which was 12.9% higher than the provincial average and a result we are still very happy with. We are also happy that more parents responded to the survey than in any of the last 5 years. In the parent responses, the two questions with the lowest satisfaction asked if students find work challenging and interesting.

### 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>Teacher Leader Alignment</b> ÉGSS Administration and team leads will engage in professional development, with the direction of Senior Administration, to develop leadership capacity of all team leads that is in line with the Teacher and Leadership Quality Standards.	ÉGSS Education Council meets 10 times per year to develop leadership capacity in our team leaders in line with the TQS and LQS. It deepened team leads' understanding of effective instructional leadership, enabling them to better support teachers in areas such as assessment, feedback, and implementation of the new curriculum. As leadership capacity grew, collaborative decision-making and problem-solving became more effective, leading to more cohesive school-wide initiatives.
ÉGSS will encourage and support teachers who aspire to leadership to join the Aspiring Leaders Program. Aspiring Leaders is a cohort-based program for teachers who aspire to school-based administration or	One teacher from ÉGSS participated in the Aspiring Leaders Program. By encouraging ÉGSS teachers to join the Aspiring Leaders Program, teachers help cultivate a strong pipeline of future school and

<p>other leadership roles in CTR at the school or division level. The program includes full day, in-person sessions with senior administration and site-based leaders. Participants will take part in sessions on the following leadership themes:</p> <ul style="list-style-type: none"> <li>● Embodying Catholic Leadership</li> <li>● Fostering Effective Relationships</li> <li>● Modelling Commitment to Professional Learning</li> <li>● Embodying Visionary Leadership</li> <li>● Leading a Learning Community</li> <li>● Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit.</li> <li>● Providing Instructional Leadership</li> <li>● Developing Leadership Capacity</li> <li>● Managing School Operations and Resources</li> </ul>	<p>division leaders who are grounded in Catholic leadership and instructional excellence. The program provided a more in-depth understanding of the leadership quality standard and the way to enact those standards in our school building.</p>
EXISTING STRATEGIES	IMPACT
<p><b>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</b> ÉGSS administration will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, 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. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.</p>	<p>The Teacher Supervision, Growth, and Evaluation (TSGE) process at Christ the Redeemer (CTR) Catholic Schools stands as a key strength, directly contributing to superior teaching and student outcomes. This program has fostered significant professional growth, as evidenced by the 92% satisfaction rate among ÉGSS teachers. To showcase this success and build community confidence, the highlights of the TSGE process were presented to the ÉGSS School Council.</p>
<p><b>Professional Development/ Teacher Quality Standards</b> 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>By referencing the Teacher Quality Standards (TQS) during professional development and staff meetings, the ÉGSS administration ensures alignment between professional learning activities and provincial expectations for teaching excellence. Teachers gained a clearer understanding of how their daily practice and professional contributions directly address the TQS, maximizing the relevance and impact of all PD initiatives.</p>
<p><b>Staff Wellness Initiative</b> ÉGSS Vice Principals will facilitate interactive sessions with their faculty and staff members on staff health and well-being with guidance from professional development led by the CTR Human Resources Department. ÉGSS Administration will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.</p>	<p>While the initial supportive leadership initiatives have established a positive foundation, the goal for next year is to further refine the co-responsibility model to achieve broader staff satisfaction of over 71%. We will focus on strategies that promote greater individual agency and address diverse needs, aiming to increase the teacher satisfaction rate to at least 85%.</p>
<p><b>Leadership Support, Mentorship, and Networking</b> Facilitated by CTR Senior Administration, new ÉGSS Administrators will participate in regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the Leadership Quality Standard. ÉGSS administration will continue to</p>	<p>Participating in regular mentorship sessions with new principals and vice principals provided ÉGSS administrators with ongoing guidance, clarity, and confidence as they grew into their roles. The direct support from CTR Senior Administration ensures alignment with the Leadership Quality Standard,</p>

<p>participate in Leadership Matchmaking at monthly administrator meetings.</p>	<p>helping new leaders make informed, consistent decisions. Engaging in Leadership Matchmaking at monthly meetings broadened administrators' professional networks and exposed them to diverse perspectives and strengths across the division. These connections fostered collaboration, problem-solving, and shared leadership practices that strengthened school operations. Overall, this structured mentorship and networking approach accelerated leadership growth, enhanced administrative effectiveness, and positively impacted the school community.</p>
<p><b>New Teacher Induction</b>            ÉGSS Administrators who present at New Teacher Induction Sessions will align sessions with CTR's focus on continuous improvement, including professional development on assessment, differentiation, and student regulation.</p>	<p>The induction content specifically addressed key divisional priorities, enabling our new teacher to successfully navigate their first year. This support ensured the teacher demonstrated the required proficiency in applying strategies for assessment, differentiation, and student regulation, thereby contributing to a positive learning environment.</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.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	95.4	95.6	96.1	95.1	93.0	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 93.0% and the provincial result was 84.4%, so ÉGSS' overall result was 8.6% higher than the province, which is a slight decline from last but still an excellent result. We noticed that more students than in previous years disagreed that students in our school respected each other and treated each other well. With changing classroom dynamics and stronger teacher intentionality in conflict resolution and promoting caring relationships, we are confident this result will rebound. The provincial result has been trending downwards over the last 4 years, while our result continues to be classified as Very High. Our priority at École Good Shepherd School is fostering a culture where everyone feels welcomed, respected, and cared for. Our teachers, parents, and students truly embrace Catholic education as a gift, using our Faith to guide high expectations for a safe and respectful learning environment. We actively nurture student well-being across the school and commit to addressing all safety issues immediately. We are targeting a goal of 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.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	90.4	88.1	88.8	89.8	87.9	95%

*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 87.9% and the provincial result was 80.1%, so École Good Shepherd School's overall results were 7.8% higher than the province. In this area, there is a large gap between student and parent satisfaction rates. Parent satisfaction was 76.8%, while student satisfaction was 95.7%. However, this is still an increase from the parent satisfaction rate from last year, and we have even more parent responses than in previous years. École Good Shepherd School (ÉGSS) maintains a high level of satisfaction among both students and teachers regarding access to academic support. The strength of this system lies in the highly collaborative Learning Support Team. This team provides flexible support through both in-class co-teaching and targeted pull-out/push-in interventions. To ensure responsiveness and deep alignment with student needs, Learning Support Leads meet weekly with divisional teaching teams for reflection and refinement of support strategies. Furthermore, Learning Support Leads and the Family School Liaison Worker (FSLW) meet weekly with administration to monitor resource allocation and ensure all student needs are comprehensively addressed. The school aims to provide several targeted remedial programs, including but not limited to, ERI (Early Reading Intervention), ER (Enhanced Reading), ARC (Attachment, Regulation, Competency), and EAL (English as an Additional Language) services. Our capacity to provide these programs has decreased with the increasing complexities in our classrooms and limited staffing available, which may account for the lower value for parent satisfaction.



## 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
<b>Behavioral Supports</b> Behavioral supports and services for students needing targeted support are established by providing increased professional development for teachers, administrators and educational assistants.	Through comprehensive professional development provided to staff in collaboration with the student services team, effective behavioral supports and services for students requiring targeted intervention were successfully established and implemented throughout the school year.
<b>Refresh #Relationships in a Digital Age</b> Through the <a href="#">#Relationships in a Digital Age</a> initiative, ÉGSS 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 members model 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 and positioned within the lens of our Catholic faith.	92% of teachers believe that teachers and administration at the school assist students in developing healthy habits with cell phones/computers.
<b>Universal Regulation Supports</b> Strengthen universal regulation supports through targeted instructional support provided through professional development and the work of our occupational therapists.	Strengthening universal regulation supports through targeted professional development enhanced teachers' capacity to proactively support student well-being. Staff gained practical strategies through a trauma informed lens for helping students manage emotions, sensory needs, and classroom expectations, reducing disruptions and increasing learning time. OT-informed approaches promoted consistency across classrooms, creating predictable and supportive environments for all learners. This focus on regulation also built teacher confidence in addressing diverse student needs before they escalated. Students experienced a calmer, more responsive school

	environment that supported their readiness to learn and overall success.
EXISTING STRATEGIES	IMPACT
<b>Family School Liaison Workers (FSLWs) and Connections Workers</b> ÉGSS continues to have access to services provided by <a href="#">Family School Liaison Workers (FSLWs) and Connections Workers</a> .	Our student satisfaction is 19.1% above the provincial average for welcoming, caring, respectful and safe schools, and 18.0% above provincial average for access to supports and services.
<b><a href="#">Universal Mental Health Supports</a></b> 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.	96% of ÉGSS teachers are satisfied that staff at our school engage in actions that promote positive student mental health.
<b>Supporting Individuals through Value Attachments</b> Multiple school staff members have been trained in the implementation of <a href="#">SIVA</a> .	Leveraging the Supporting Individuals through Value Attachments (SIVA) training, multiple staff members effectively utilized de-escalation techniques throughout the year, resulting in a decrease in the severity of crises and avoiding the use of physical holds for behavioral intervention.
<b>Mental Wellness Facilitator</b> The Mental Wellness Facilitator works closely with schools and division personnel to identify and meet the complex mental health needs within ÉGSS through a partnership with McMan Youth, Family and Community Services Association. Through a facilitated process, the learner, family, and school develop and implement a plan to support the learning in continuing their participation in school and provide safety and prevention planning to address mental health concerns. This initiative will continue until the end of December 2024 when the pilot concludes.	Until the conclusion of the pilot, the partnership with McMan supported ÉGSS through in-school and in-home support for students, parents, and families. ÉGSS continued to work with McMan in the new year to offer anti-bullying presentations and workshops for students and parents.
<b>Zones of Regulations</b> Elementary school personnel have received training in the underlying principles and functional implementation of <a href="#">Zones of Regulation</a> .	This approach has been impactful for our staff by enabling them to address student needs more effectively and foster a positive, caring school culture. Staff also began to look at a new approach for conflict resolution that empowered children through choice and advocacy, called the Kelso's Choices Program.
<b>Sensory Rooms</b> Students throughout the school continue to access <a href="#">Sensory Rooms</a> on both a scheduled and as-needed basis.	These rooms continue to provide students with calming, therapeutic spaces to regulate emotions and sensory needs, promoting focus and readiness to learn.
<b>Screening and Early Intervention</b> All Kindergarten students are invited to participate in <a href="#">screening and early intervention</a> , if identified during the screening process, specifically in the areas of occupational and speech language therapy.	The early identification of students with deficiencies in the areas of occupational and speech language in kindergarten continues to provide teachers and the division therapists with information so we could begin programming to meet their needs soon after the school year began in September.
<b>Intervention Programs</b> <a href="#">Early Reading Intervention</a> (ERI), <a href="#">Enhanced Reading</a> (ER), will continue to be accessible for identified students in grades 1-6. Interventions in early numeracy skills support grades 1 to 3 students in the acquisition of strong number sense	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. The literacy and numeracy results showed a decrease in the number of students at risk in all areas of literacy and numeracy due to the early

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.	reading and enhanced reading interventions that were strategically implemented at ÉGSS throughout the school year.
<b>Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence, and Behavior Supports</b> ÉGSS continues to have access to <a href="#">specialized support services</a> including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. EGSS staff will have access to professional learning through lunch and learn PD and a catalogue of learning opportunities provided by Student Services.	Specialized supports empower us to address diverse student needs comprehensively, fostering inclusive and effective learning environments at ÉGSS.
<b>Individualized Support Plan</b> 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. ÉGSS staff will work with Student Services to refine best practices during completion of the new digital format.	Personalized plans ensure that students with Alberta Education Special Education Codes receive tailored support, maximizing their potential for success. ISPs have been successfully migrated to the Dossier platform with teachers reporting greater ease of use and simplicity for parents.
<b>Request for Support Process</b> ÉGSS has access to CTR's divisional Psychologist through the <a href="#">request for support process</a> for Psychological Assessments for students.	2 students were able to receive Psychoeducational Assessments through the request for support process. An additional 10 students were assessed privately after discussions with teachers, administration and learning support.
<b><a href="#">Attachment, Regulation, and Competency (ARC) Educational Assistants</a></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.	100% 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><a href="#">Movement and Regulation Circuits</a></b> 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.
<b>Success In School for Youth in Care</b> 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> .	Two meetings were held for each student in care to review academic progress and social-emotional development including teachers, FSLW, admin, central office staff and the care team.
<b>Nutrition Program</b> 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 were critical for students when food scarcity was a significant factor for families, or where long bus rides require a second breakfast upon arrival at school.

# PROVINCIAL DOMAIN: GOVERNANCE

## PROVINCIAL MEASURE

### PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Target
	%	%	%	%	%	%
Overall	82.8	74	82.3	89.2	90.3	92

*These satisfaction rates are based on a response to the following questions: 1) To what extent are you involved in decisions about your child's education; 2) To what extent are you involved in decisions at your child's school; 3) how satisfied or dissatisfied are you that your input into decisions at your child's school is considered; 4) how satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education; and 5) how satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school.*

#### Comment on Results:

École Good Shepherd School's results improved again this year which we were very pleased to see. Our overall results were 90.3% and the provincial result was 80.0%, so École Good Shepherd School's overall results were 10.3% higher than the province. This is an excellent result, and the difference between our result and the provincial average increased from last year. We had not only an increase in the number of responses from parents in this survey but also in parental satisfaction, which increased another 1.6% this year. We have been intentional about communicating more explicitly and often about opportunities for parents to be involved in our school community. Parents also have a school council where they meet with the administration monthly to plan events and get involved in the strong 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>Telling Our Stories</b> All leaders within ÉGSS will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.	One ÉGSS administrator shared their story with Divisional Administrators last year. At the school level, our story is shared with parents and families in several ways: through planned social media postings and campaigns designed to highlight our successes in the areas of faith, academic excellence and healthy schools, in monthly engagement topics brought forward to our School Council and shared with the broader parent community, and through monthly newsletters.
EXISTING STRATEGIES	IMPACT
<b>Ward Meeting and School Council Meetings</b> The Four-Year Education Plan is presented annually to both School Council and Ward Committees.	To ensure systemic transparency, key documents - the Division's Four-Year Education Plan and the Annual Education Results Reports (AERR) for both the division and its schools - are distributed and reviewed during Ward meetings. Furthermore, School Councils are

	actively engaged in the process, being given opportunities to provide input on the Education Plan before its finalization and are subsequently informed of the specific outcomes detailed in the school's AERR document.
<b>Superchats</b> All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.	Superchats serve as dedicated forums for ÉGSS personnel to engage with the Superintendent team. The agenda typically involves informational updates delivered by the division and the school, followed by a structured professional dialogue concerning pre-determined topics. Insights gleaned from these conversations, capturing the collective voice of our CTR teachers, are consolidated into a summary report for the benefit of Trustees and senior division administration.
<b>Joint Use Agreements</b> ÉGSS has a joint use agreement with our community.	Community groups make use of the ÉGSS facility throughout the year.
<b>Council of School Councils Meetings</b> ÉGSS School Council Chair will be invited two times per year to <i>Council of School Councils</i> (COSC) Meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan.	COSC meetings are established as essential venues for facilitating both discussion with and the collection of feedback from School Council Chairs. To ensure maximum value, the Superintendent team frames the agenda by providing strategic insights into division priorities and introducing structured topics for engagement. This process is supplemented by Trustee attendance, which ensures the direct reception of the parent perspective for governance review.

## 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**.