

# Annual Education Results Report

2023-2024

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# RDCRS ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Red Deer Catholic Regional Schools for the 2023/2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 26, 2024.

*ORIGINAL SIGNED*

\_\_\_\_\_  
Murray Hollman, Chair  
Red Deer Catholic Regional Schools

November 26, 2024

\_\_\_\_\_  
Date

*ORIGINAL SIGNED*

\_\_\_\_\_  
Dr. Kathleen Finnigan, Superintendent  
Red Deer Catholic Regional Schools

November 26, 2024

\_\_\_\_\_  
Date

# Vision

Making Christ known to children.

# Mission

INSPIRED BY CHRIST. ASPIRING TO EXCELLENCE.

Called to continue Jesus' mission as prophet, priest and servant, we are guided by His life and teachings in all that we do.

We focus on the education of the whole child, helping students develop spiritually, intellectually, emotionally, socially and physically.

## Principals of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.



# ASSURANCE OVERVIEW

This document is the Division’s Annual Education Results Report (AERR) for 2023-2024. Red Deer Catholic Regional Schools (RDCRS) develops our AERR in alignment with the new Assurance Framework and planning/reporting requirements as outlined by Alberta Education. The “assurance” aspect of our planning and reporting means that we utilize a cyclical planning process and engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence our stakeholders have in our actionable plan.

The Assurance Framework shifts from an accountability model to a model that promotes an increased level of local autonomy and responsibility to all stakeholders. It moves school jurisdictions from being accountable for outcomes to engaging stakeholders on jurisdiction priorities throughout the decision-making process.

Our assurance model is a part of our engagement process. This process is highly collaborative, in-depth, and long-term, involving school and parish communities, and our parents.

Evidence-based, decision-making is central to the Division’s assurance model, where data is used to reflect on what has been accomplished and to help inform the direction and the use of resources. Red Deer Catholic Regional Schools’ AERR presents the Division’s accomplishments and results for the 2023-2024 school year. It provides an overview of how the Division has advanced its priorities and the priorities of the province over the previous year. The AERR compliments the other reporting available to our stakeholders including quarterly and Board Meeting Reports.

This report provides an overview of the Division’s accomplishments from the 2023-2024 school year as set out in the 2023-2025 Three Year Education Plan brought to public Board meeting on June 8, 2021. The development of the Education Plan was informed by the voice of stakeholders and implications of previous results.



# Who We Are...The RDCRS Family

Red Deer Catholic Regional Schools proudly served over 10,000 students in the 2023-2024 school year. As stated in the Education Act, the Board of Trustees' responsibility is to provide "a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging." This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. For more information about the RDCRS Board of Trustees, please click [here](#).

## The Board of Trustees is comprised of:

**Murray Hollman,**  
Board Chair

**Anne Marie Watson,**  
Vice-Chair

**Sharla Heistad,**  
Trustee

**Cynthia Leyson,**  
Trustee

**Kim Pasula,**  
Trustee

**Dorraine Lonsdale,**  
Trustee



The Superintendent, with the support of the Senior Leadership Team, provides advice and support to the Board, ensures the Division meets expectations set out in Board policy and Alberta Education legislation and works toward the goals and outcomes of the Division's Strategic Plan.

## The Senior Leadership Team is comprised of:

**Ryan Ledene,**  
Associate Superintendent of  
System Services

**Dr. Kathleen Finnigan,**  
Superintendent of Schools

**Dr. Ryan Sawula,**  
Associate Superintendent of  
Curriculum and Inclusion

**Jodi Smith,**  
Associate Superintendent of  
Personnel

**Laurel Latka,**  
Secretary Treasurer



# RDCRS DIVISION OVERVIEW

Being the third largest Catholic school division in Alberta, Red Deer Catholic Regional Schools celebrates a rich tradition of excellence and faith-filled learning.

The Division excels in academic achievement, parent, student, and teacher satisfaction results, and is a leader in Catholic education.



NUMBER OF SCHOOLS  
21

Elementary Schools

7

Pre-Kindergarten to Grade 9

7

Middle Schools

3

High Schools

4

RDCRS prides itself on the diversity of program choices in all 21 schools: fifteen within The City of Red Deer, including an outreach school; two schools in Rocky Mountain House; two schools in Sylvan Lake; one school in Innisfail; one school in Olds; one school in Blackfalds and a Division-supervised Home Education Program.

# RDCRS DIVISION OVERVIEW

## 2023/24 Student Population by School

### School/(Population):

#### **Blackfalds, AB**

[St. Gregory the Great Catholic School](#) (695)

#### **Innisfail, AB**

[St. Marguerite Bourgeois Catholic School](#) (314)

#### **Olds, AB**

[Holy Trinity Catholic School](#) (285)

#### **Red Deer, AB**

[École Camille J. Lerouge School](#) (609)

[École Secondaire Notre Dame High School](#) (1,331)

[Father Henri Voisin School](#) (406)

[Holy Family School](#) (379)

[Maryview School](#) (242)

[St. Elizabeth Seton School](#) (357)

[St. Francis of Assisi Middle School](#) (717)

[St. John Paul II Outreach School](#) (35)

[St. John Paul II - Home Education Program](#) (960)

[St. Joseph High School](#) (838)

[St. Lorenzo Ruiz Middle School](#) (326)

[St. Martin de Porres School](#) (261)

[St. Patrick's Community School](#) (603)

[St. Teresa of Avila School](#) (371)

[St. Thomas Aquinas Middle School](#) (628)

#### **Rocky Mountain House, AB**

[St. Dominic Catholic High School](#) (197)

[St. Matthew Catholic School](#) (559)

#### **Sylvan Lake, AB**

[École Mother Teresa School](#) (369)

[École Our Lady of the Rosary School](#) (380)

In total, the  
Division serves  
10,716 students  
from Pre-  
Kindergarten to  
Grade 12.





# WE ASKED. \_\_\_\_\_ YOU TOLD US. \_\_\_\_\_ WE LISTENED.

## RDCRS promotes the involvement of stakeholders by:

- Engaging our families and community stakeholders in an Assurance Survey to help identify and understand emerging Division priorities.
- **Annual Division Survey (Schollie):** Conducted every year for staff, students and families, this quantitative and qualitative survey provides perspective on how the Division is doing regarding the Strategic and Education Plans. The survey provides both system-wide and school-level results that are used to inform planning at both levels.
- **Teacher Think Tanks:** Teachers are provided the opportunity to come together from across the Division around a strategic topic. Feedback from the conversation helps to inform the next steps in support of students and set Division direction. Examples of recent topics include draft curriculum and counseling.
- **School Councils:** Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans, and budget, as well as ongoing dialogue regarding student growth and achievement.
- **Community Consultations:** The Division brings members of the community together around key topics and programming areas. These discussions use data to support the conversation and gather stakeholder feedback around such areas as school boundaries and mature community enrolment challenges.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school-level surveys.



# ALBERTA EDUCATION ASSURANCE MEASURE **OVERALL SUMMARY**

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The Alberta government continually examines success and progress using measures that show communities how schools and school authorities are performing each year.

# Alberta Education Assurance (AEA) Measure Results:

The results, shared alongside local measures, help to identify areas for improvement and continued growth in the Division's Assurance Plan. Red Deer Catholic Regional Schools carefully analyzes the provincial results alongside our local measures; RDCRS Assurance Survey, and school context.

## Alberta Education Assurance Measures: RDCRS Overall Summary Fall 2024

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA			MEASURE EVALUATION		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT	IMPROVMENT	OVERALL
STUDENT GROWTH AND ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT	88.2	88.1	89.4	83.7	84.4	84.8	N/A	DECLINED	N/A
	CITIZENSHIP	86.9	87.7	88.7	79.4	80.3	80.9	VERY HIGH	DECLINED SIGNIFICANTLY	ACCEPTABLE
	3 YEAR HIGH SCHOOL COMPLETION	85.0	86.6	86.4	80.4	80.7	82.4	HIGH	MAINTAINED	GOOD
	5 YEAR HIGH SCHOOL COMPLETION	88.9	91.3	91.0	88.1	88.6	87.3	INTERMEDIATE	DECLINED	ISSUE
	PAT 6 ACCEPTABLE	74.4	79.8	79.8	68.5	66.2	66.2	INTERMEDIATE	DECLINED SIGNIFICANTLY	ISSUE
	PAT 6 EXCELLENCE	17.0	21.5	21.5	19.8	18.0	18.0	INTERMEDIATE	DECLINED SIGNIFICANTLY	ISSUE
	PAT 9 ACCEPTABLE	73.9	71.7	71.7	62.5	62.6	62.6	INTERMEDIATE	MAINTAINED	ACCEPTABLE
	PAT 9 EXCELLENCE	15.4	13.5	13.5	15.4	15.5	15.5	INTERMEDIATE	IMPROVED	GOOD
	DIPLOMA ACCEPTABLE	77.7	76.2	76.2	81.5	80.3	80.3	LOW	MAINTAINED	ISSUE
	DIPLOMA EXCELLENCE	14.1	15.6	15.6	22.6	21.2	21.2	INTERMEDIATE	MAINTAINED	ACCEPTABLE
TEACHING & LEADING	EDUCATION QUALITY	91.7	92.8	93.1	87.6	88.1	88.6	VERY HIGH	DECLINED SIGNIFICANTLY	ACCEPTABLE
LEARNING SUPPORTS	WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS	91.0	90.8	93.1	84.0	84.7	85.4	N/A	MAINTAINED	N/A
	ACCESS TO SUPPORTS AND SERVICES	88.7	89.1	90.3	79.9	80.6	81.1	N/A	DECLINED SIGNIFICANTLY	N/A
GOVERNANCE	PARENTAL INVOLVEMENT	85.6	85.5	85.3	79.5	79.1	78.9	VERY HIGH	MAINTAINED	EXCELLENT

# Alberta Education Assurance Measure Overall Summary:

In examining the most recent results, RDCRS is pleased with the results reported, specifically, the Assurance Measures of Success where our achievement outperforms the province which include:

- Student Learning Engagement 88.2 % compared to provincial rate of 83.7%
- Citizenship 86.9% compared to provincial rate of 79.4%
- 85 % of RDCRS students graduate in three years compared to the provincial average of 80.4% while 88.9% of RDCRS students graduate in five years compared to the provincial average of 88.1%
- 74.4% and 73.9 % of students received Acceptable on the Provincial Achievement Exams in grades 6 and 9 compared to the provincial averages of 68.5% and 62.5% respectively.
- Education Quality 91.7% compared to provincial rate of 87.6 %
- Welcoming, Caring, Respectful and Safe Learning Environments 91 % compared to 84 %
- Access to student supports and services 88.7% compared to 79.9 %
- Parental Involvement 85.6% compared to 79.5 %

**10 OUT OF 14 MEASURES**

**RDCRS SCORED HIGHER THAN THE PROVINCIAL AVERAGE.**

## Notes:

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

# RDCRS Key Strategies and Actions:

The results, shared alongside local measures, help to identify areas for improvement and continued growth in the Division's Assurance Plan. Red Deer Catholic Regional Schools carefully analyzes the provincial results alongside our local measures; RDCRS Assurance Survey, and school context to target key actions for continued improvement.

- Enhance the student support model by streamlining support processes, identifying efficiencies across the division, and prioritizing frontline classroom support to better address student needs.
- Optimize programs and operations to ensure efficiency, effectiveness, and alignment with government-provided funding, maximizing resources to support student success and organizational sustainability.
- Foster open, two-way communication by implementing regular engagement sessions, surveys, and feedback loops to gather input, establishing accessible communication channels like online portals, newsletters, and social media.
- Host collaborative sessions with teachers, administrators, students, and families to realign culture with the division's mission, vision, and values. Communicate this work regularly through newsletters, meetings, and professional development.
- Implement a Catholic professional learning curriculum rooted in foundational practices.
- Increase student support through initiatives such as Indigenous education transition camps and targeted support services that promote high school completion, resilience, and overall indigenous student success.
- Continue refining the school improvement plan template and process to enhance efficiency in planning, target setting, and the effective execution of improvement strategies. Expand the leadership coaching model to align with the school improvement process, providing school leaders with enhanced support and guidance through dedicated accountability partnerships.
- Foster increased professional development and optimal instruction in foundational skills within literacy (phonic/phonemic awareness, vocabulary acquisition, and the mechanics of writing) and numeracy (foundational number sense and mental math) to increase student competency in curricular outcomes.
- Through a collective leadership model, staff will utilize high-impact, data-driven, and evidence-based teaching practices to improve student learning and implement the new curriculum.
- Key initiatives for the school division include increasing student participation in off-campus programs and paid internships, enhancing dual credit grant programs, and continuing to implement a collegiate model that creates pathways to post-secondary education and workforce opportunities.

# RDCRS' **FOCUS ON** FAITH

## Faith Measures:

Our annual Schollie Satisfaction Survey results continue to be very strong. Our students, parents, and staff members all strongly indicated that we are a faith-based educational system that does an excellent job of meeting the needs of students. Our key objective remained a four-year focus on intentional faith permeation. We will continue to help students see the world through a 'Catholic lens.' As they are immersed in curricular content, we will strive to challenge our students to critically examine their learning with these core characteristics as the filter.



As a Catholic School Division, we are called to share our Catholic Faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ.

## Student Survey Results:

MEASURE	2023/24	2022/23	2022/21
I BELIEVE THAT THE CATHOLIC FAITH TEACHES ME A GOOD WAY TO LIVE.	91	88	91
I LEARN ABOUT GOD IN CLASSES OTHER THAN RELIGION CLASSES.	77	75	80
CATHOLIC VIEWPOINTS AND CONNECTIONS ARE INTEGRATED INTO MY SCHOOL SUBJECTS AND ACTIVITIES. (GRADE 7 & 10 STUDENTS)	82	78	88
I LEARN THE IMPORTANCE OF THE TRADITIONS OF OUR FAITH SUCH AS SCRIPTURE READING, LITURGIES, SACRAMENTS, AND CELEBRATIONS.	91	89	93
I ENJOY LEARNING ABOUT FAITH IN MY SCHOOL	83	80	N/A
MY SCHOOL ENCOURAGES ME TO LEARN MORE ABOUT FAITH.	96	95	N/A
I LEARN ABOUT THE PATRON SAINT AT MY SCHOOL.	86	78	N/A
I AM INSPIRED BY THE CATHOLIC FAITH AT MY SCHOOL.	82	77	N/A
MY SCHOOL PRAYS TOGETHER AS A COMMUNITY OF BELIEVERS.	95	95	N/A
I AM PROVIDED OPPORTUNITIES TO PRAY AT MY SCHOOL.	96	96	N/A
I UNDERSTAND HOW HELPING OTHERS IS WHAT GOD TEACHES ME TO DO.	95	93	N/A
I UNDERSTAND WHAT IT MEANS TO LOVE AND HELP MY NEIGHBOUR AS A CATHOLIC MEMBER OF OUR COMMUNITY.	95	93	N/A
I LEARN THAT WE ALL NEED TO PLAY A PART IN HELPING MAKE OUR WORLD A BETTER PLACE FOR EVERYONE.	97	96	N/A
I FEEL A PART OF OUR CHURCH COMMUNITY.	84	78	N/A
MY SCHOOL HELPS ME BE INSPIRED BY JESUS.	88	84	N/A

# Comments:

In total, 2,120 students, 291 parents, and 445 teachers completed the survey in line with previous years numbers, providing a strong indication of performance across Division improvement goals and developing a clear picture of achievement and future areas of focus.

The Schollie results for 2023-2024 indicate a high level of satisfaction in our faith outcomes from all stakeholder groups. Student survey results either stayed about the same or improved from last year. Agreement with “I learn about the patron saint at my school” increased by 8% from last year to 86% agreement this year. - Agreement that “I feel a part of our church community” also increased by 6% from last year to 84% this year.

Our Division worked to enrich our Catholicity, focusing theme of Inspired by Christ on a Journey to Encounter, Nurture and Serve.

The Schollie questions aimed specifically at these faith characteristics scored high with students, staff, and parents all indicating in the high 80th or 90th percentile.

## Area of Focus:

Strengthen faith development across the school division by fostering an inclusive, judgment-free environment rooted in the spirit of growing together in Christ, through meaningful dialogue, shared learning opportunities, and collaborative spiritual practices that support the variety of faith development needs of the community while deepening an understanding of catholic social teachings.

## Parent Survey Results:

MEASURE	2023/24	2022/23	2022/21
I CAN SEE EVIDENCE THAT MY CHILD LEARNS ABOUT THE CATHOLIC FAITH IN SCHOOL	97	98	N/A
OUR FAMILY IS INVITED AND WELCOMED TO ATTEND FAITH CELEBRATIONS / LITURGIES / MASSES AT MY CHILD'S SCHOOL	96	92	80
MY CHILD SEEMS INTERESTED TO LEARN MORE ABOUT THEIR FAITH BECAUSE THEY ATTEND OUR CATHOLIC SCHOOL	87	85	88
OUR SCHOOL ENCOURAGES STUDENTS TO UNDERSTAND THE CHURCH'S MISSION TO HELP THE COMMON GOOD AND STUDENTS' PERSONAL RESPONSIBILITY TO ACTIVELY PARTICIPATE IN SOCIETY - THROUGH SERVICE TO OTHERS	97	96	93
OUR SCHOOL CREATES OPPORTUNITIES FOR STUDENTS TO ENCOUNTER AND MAKE CONNECTIONS WITH OUR FAITH THROUGH VARIOUS EXPERIENCES SUCH AS SCRIPTURE READING, LITURGIES, SACRAMENTS, AND CELEBRATIONS.	97	97	97

## Staff Survey Results:

MEASURE	2023/24	2022/23	2022/21
MEMBERS OF OUR COMMUNITY ARE PROVIDED OPPORTUNITIES TO LEARN ABOUT THE CATHOLIC FAITH	98	99	100
I AM INSPIRED BY THE HOLY SPIRIT IN THE WORK THAT WE DO AT MY SCHOOL	91	98	N/A
I AM SAFE TO SHARE, REFLECT, AND EXAMINE MY FAITH	96	98	N/A
I AM SUPPORTED IN MY FAITH DEVELOPMENT	95	98	N/A
I AM CONNECTED TO A PARISH AS PART OF MY FAITH DEVELOPMENT	94	96	N/A
THE SCHOOL DIVISION WANTS TO SUPPORT MY FAITH DEVELOPMENT WITHOUT JUDGMENT AND IN THE SPIRIT OF ALL OF GROWING TOGETHER IN CHRIST	78	92	N/A
THAT OUR SCHOOL ENCOURAGES STUDENTS AND STAFF TO UNDERSTAND THE CHURCH'S MISSION TO HELP OUR COMMUNITY AND THEIR PERSONAL RESPONSIBILITY TO ACTIVELY PARTICIPATE IN OUR COMMUNITY THROUGH SOCIAL JUSTICE.	98	99	100
OUR SCHOOL CREATES OPPORTUNITIES FOR STUDENTS TO ENCOUNTER AND MAKE CONNECTIONS WITH OUR FAITH THROUGH VARIOUS EXPERIENCES SUCH AS SCRIPTURE READING, LITURGIES, SACRAMENTS, AND CELEBRATIONS	99	100	100

# LOCAL MEASURES

# EXAMINING OUR CULTURE

## AT RDCRS

In addition to the required Alberta Education measures, RDCRS has engaged our stakeholders in survey questions related to the overall culture in the school division for the past three years.

Following the 2021/22 survey the Board of Trustees asked administration to examine new questions based on the stability of the longitudinal data. A Think Tank was held to help develop new questions that would help provide the school more direction in planning. Additionally the staff survey was anonymous for the first time in six years in order to help staff feel they could provide authentic feedback.

### Parent Survey Results:

MEASURE	2023/24	2022/23	2022/21
I BELIEVE OUR SCHOOL PROVIDES A WELCOMING, SAFE, CARING ENVIRONMENT FOR OUR CHILDREN	97	96	100
I HAVE THE OPPORTUNITY TO BE HEARD IF I HAVE A QUESTION OR CONCERN	96	95	N/A
MY SCHOOL PROVIDES OPPORTUNITIES FOR ME TO BE INVOLVED AT THE SCHOOL (SURVEYS, SCHOOL COUNCIL, CELEBRATIONS, OPEN HOUSES, INFORMATION NIGHTS)	98	97	N/A
PARENT/STAKEHOLDER COMMENTS AND FEEDBACK OFTEN LEAD TO CHANGES OR IMPROVEMENTS AT RDCRS	93	89	89
I BELIEVE THERE IS A CULTURE OF INNOVATION AT MY CHILD'S SCHOOL AND THROUGHOUT THE SCHOOL DIVISION.	95	94	N/A
I BELIEVE RDCRS HAS ADEQUATE PROCEDURES FOR SHARING INFORMATION.	95	94	96
I BELIEVE MY CHILD'S SCHOOL HAS ADEQUATE PROCEDURES FOR SHARING INFORMATION.	96	95	100
I WOULD RECOMMEND RDCRS AS A GREAT PLACE FOR STUDENTS TO ATTEND	98	97	99





# LOCAL MEASURES

# EXAMINING OUR CULTURE

## AT RDCRS

### Staff Responses:

MEASURE	2023/24	2022/23	2022/21
WITH THE SUPPORT YOU HAVE BEEN GIVEN TO CREATE AND IMPLEMENT YOUR PERSONAL PROFESSIONAL GROWTH PLAN?	96	95	98
WITH OPPORTUNITIES FOR INPUT IN DETERMINING THE PROFESSIONAL DEVELOPMENT ACTIVITIES IN YOUR SCHOOL.	93	93	97
IS YOUR SCHOOL'S PROFESSIONAL DEVELOPMENT PLAN ASSISTING YOU AS A TEACHER IN IMPROVING YOUR INSTRUCTIONAL STRATEGIES?	90	89	N/A
DOES YOUR SCHOOL PROFESSIONAL DEVELOPMENT PLAN PROVIDE YOU WITH OPPORTUNITIES TO COLLABORATE WITH TEACHER COLLEAGUES ON STUDENT LEARNING?	90	88	N/A
I FEEL SUPPORTED BY RDCRS WHEN IT COMES TO MY WELLNESS	67	86	95
I AM PROUD TO TELL OTHERS I WORK AT RDCRS	62	93	98
I AM OPTIMISTIC ABOUT THE FUTURE AT RDCRS	60	91	96
I AM INSPIRED BY RDCRS TO DO MY BEST WORK	71	93	97
INFORMATION IS WIDELY SHARED	84	93	98
RDCRS HAS ADEQUATE PROCEDURES FOR SHARING INFORMATION	85	94	98
IN GENERAL, INFORMATION IN RDCRS IS COMMUNICATED WELL.	82	93	99
MY SCHOOL LEADERSHIP TEAM INVOLVES ME IN DECISIONS THAT AFFECT MY WORK	92	92	97
MY SCHOOL LEADERSHIP TEAM ENCOURAGES ME TO OFFER MY OPINIONS AND IDEAS	94	93	99
MY SCHOOL LEADERSHIP TEAM SEEMS TO CARE ABOUT ME AS A PERSON	95	95	99
MY SCHOOL LEADERSHIP TEAM SETS CLEAR AND MANAGEABLE GOAL, SUTILIZING MY INPUT	94	93	98
MY SCHOOL LEADERSHIP TEAM ACTS CONSISTENTLY; THEY DO AS THEY SAY	93	91	96
I AM ABLE TO BRING UP PROBLEMS AND TOUGH ISSUES	94	93	N/A
IT IS SAFE TO TAKE A RISK	92	94	N/A
NO ONE ON MY TEAM WOULD DELIBERATELY ACT IN A WAY THAT UNDERMINES MY EFFORTS	89	92	N/A
WORKING WITH MEMBERS OF THIS TEAM, MY UNIQUE SKILLS AND TALENTS ARE VALUED AND UTILIZED	94	94	N/A
OVERALL OUR SENIOR LEADERSHIP TEAM CLEARLY COMMUNICATES THEIR GOALS	80	92	96
OVERALL OUR SENIOR LEADERSHIP TEAM IS VISIBLE AND APPROACHABLE	65	83	93
OVERALL OUR SENIOR LEADERSHIP TEAM ACTS CONSISTENTLY; THEY DO AS THEY SAY	68	90	97
OVERALL OUR SENIOR LEADERSHIP TEAM HAS MY TRUST AND CONFIDENCE TO ACHIEVE OUR RDCRS GOALS	67	91	97
OVERALL OUR SENIOR LEADERSHIP TEAM SETS AMBITIOUS, BUT REALISTIC GOALS	79	93	96
OVERALL OUR SENIOR LEADERSHIP TEAM HAS A LONG TERM PURPOSE AND DIRECTION FOR RDCRS	79	95	97
OVERALL OUR SENIOR LEADERSHIP TEAM HAS PAINTED A COMPELLING VISION FOR RDCRS	67	92	96
I FEEL ACCEPTED, COMFORTABLE AND SAFE WITHIN RDCRS	79	94	98
RDCRS HAS A CLEAR DEFINITION OF WHAT IS CONSIDERED A RESPECTFUL WORKPLACE	82	97	98
MY WORKPLACE FEELS RESPECTFUL OVERALL	92	96	99
RDCRS EFFECTIVELY HANDLES "PEOPLE PROBLEMS" THAT EXIST BETWEEN STAFF	75	86	94
RDCRS OFFERS BENEFITS AND SERVICES THAT ADEQUATELY ADDRESS MY MENTAL HEALTH	81	91	98
I FEEL SUPPORTED IN MY WORKPLACE WHEN I AM DEALING WITH PERSONAL OR FAMILY ISSUE	89	94	97
I AM COMMITTED TO CONTRIBUTING TO AN ENVIRONMENT THAT SUPPORTS MENTAL HEALTH AND WELLNESS IN THE WORKPLACE	96	99	100
I FEEL THAT MY VOICE AND INPUT IS VALUED IN DECISION MAKING	92	91	N/A
I FEEL EMPOWERED TO LEAD IN MY CLASSROOM AND IN MY SCHOOL	97	97	N/A
I AM SUPPORTED IN TAKING RISKS AND INNOVATING	96	96	N/A
I WOULD RECOMMEND RDCRS AS A GREAT PLACE TO WORK	66	92	98
I CAN SEE A LINK BETWEEN MY WORK AND RDCRS'S LONG TERM OBJECTIVES	79	93	97
I HAVE CONTINUOUS OPPORTUNITIES TO LEARN AND GROW PROFESSIONALLY	90	96	99
THERE IS A STRONG FEELING OF TEAM SPIRIT AND COOPERATION IN RDCRS	72	89	96
MY CAREER ASPIRATIONS CAN BE ACHIEVED AT RDCRS	82	92	97
I CAN MAKE A POSITIVE IMPACT AT WORK	98	99	100

# LOCAL MEASURES

# EXAMINING OUR CULTURE

## AT RDCRS

Parent survey results at the jurisdiction level remain strong, with 83% or higher agreement on all questions, showing consistency with last year's outcomes. However, agreement on the statement, "I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS," declined by 6% to 83%. All other results showed variations of 4% or less compared to the previous year.

The teacher survey results show several notable decreases, particularly in statements related to RDCRS, the division, and senior leadership. These declines may be influenced by the 2023/24 labor negotiations or unrest. Specifically, agreement with "I feel supported by RDCRS when it comes to my wellness" fell by 19%, down to 67%. The statement "I am proud to tell others I work at RDCRS" dropped significantly to 62%, compared to 93% in 2023 and 98% in 2022. Additionally, agreement with "I am optimistic about the future at RDCRS" also decreased to 60%, down from results in the 90s over the past two years. One exception is the agreement that "RDCRS has adequate procedures for sharing information," which increased by 5% from last year to 84% this year.

Student survey results either remained stable or improved compared to last year. Agreement with the statement "I learn about the patron saint at my school" increased by 8%, reaching 86% this year. Similarly, agreement that "I feel a part of our church community" rose by 6%, reaching 84%.

## Survey Summary

Surveys were conducted online from January 22nd to March 28th, 2024. In alignment with the Alberta Education Assurance survey, students in grades 4, 7, and 10, as well as parents of students in these grades, participated. The student, parent, and teacher surveys were integrated with the Alberta Education Assurance surveys, while support staff surveys were administered by the jurisdiction.

This year marked the first time parent surveys were primarily conducted online, integrated with the Alberta Education Assurance survey. However, paper surveys in Tagalog, Spanish, and Ukrainian were provided to parents whose first language is not English, with an option to complete the survey online via a link or QR code. Paper surveys for grade 10 parents were mailed on February 23rd, 2024, while surveys for grades 4 and 7 were hand-delivered by students. All surveys had a return deadline of March 15, 2024.



# FOCUS ON

## LITERACY & NUMERACY

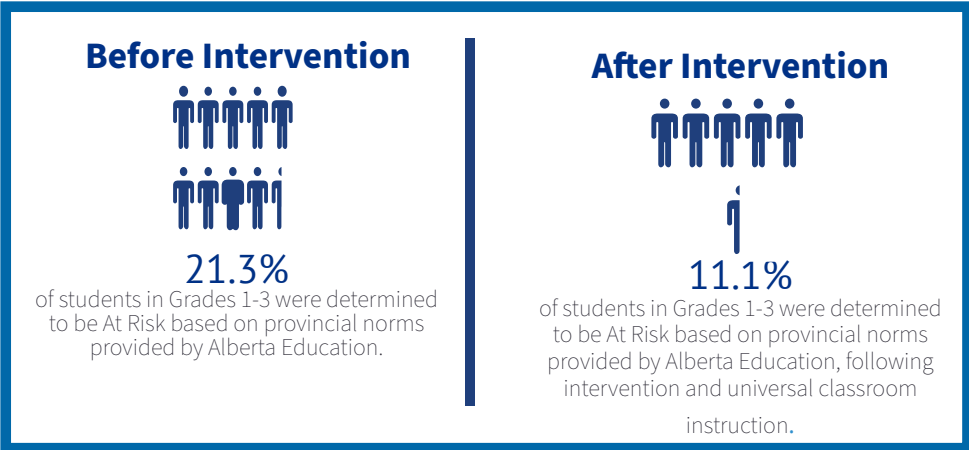
Assessments were conducted for all students in Grades 2 and 3 in September 2023 and Grade 1 students in January 2024. This data was utilized to direct reading instruction and interventions in our schools. Schools made use of other literacy interventions to supplement this in the universal classroom setting, paying careful attention not to duplicate interventions, but rather supplement the program with students. The Division continued our a research partnership with the Reading Research Lab at the University of Alberta. Kindergarten to Grade 6 English Language Arts teachers and administrators participated in three, two-hour sessions on professional development days focused on how to teach phonological awareness, phonics, and fluency. Sessions unpackaged each component, and the rationale behind this approach. Further, the teachers also explored how to assess and then interpret data using both the Alberta Education reading screens (LeNS, CC3) as well as other screens for students in Grades 4 to 6. Teachers then learned how to use this data to inform reading instruction.

LITERACY RESULTS: CASTLES & COLTHEART 3 (CC3) ASSESSMENT					
GRADE	STUDENT POPULATION	AT RISK SEPTEMBER/ JANUARY	AT RISK JUNE	INITIAL AVG MONTHS BEHIND	FINAL AVG MONTHS BEHIND
ONE	579	99	60	10.6	8.6
ONE FRENCH IMMERSION	90	30	11		
TWO	613	128	52		
TWO FRENCH IMMERSION	101	15	7		
THREE	642	157	90		
THREE FRENCH IMMERSION	75	18	15		

In total, 212 students moved from at-risk through the intervention programming and focus on reading instruction.

### Area of Focus:

The division is developing a Numeracy Framework to enhance student learning and achievement in numeracy by strengthening instructional practices. The framework aims to create a shared understanding of numeracy and its components, support teacher pedagogy through guided discussions and improved teaching strategies, and promote research-based approaches to numeracy instruction.



Overall, the results on Numeracy screening assessments show improvement however this improvement is less than we would like to see as a school division. In total, 165 students moved from at-risk through our focus on foundational numeracy instruction.

NUMERACY RESULTS			
GRADE	STUDENT POPULATION	AT RISK SEPTEMBER/ JANUARY	AT RISK JUNE
ONE	543	162	122
ONE FRENCH IMMERSION	70	24	16
TWO	505	143	87
TWO FRENCH IMMERSION	101	22	16
THREE	557	156	108
THREE FRENCH IMMERSION	74	21	14

# RDCRS

# STUDENT GROWTH AND ACHIEVEMENT

As a Division, we are very pleased with our assurance measures in this category, with comparable measures seeing maintained achievement when compared to the provincial average on most measures.

To achieve this success as a Division, we continued to expose students to rich learning environments focused on high-yielding instructional strategies that increased student achievement. Using data, our schools identified class profiles that informed individualized and small-group instruction to assist students in the areas of numeracy and literacy.

Supporting all students in their pathway to graduation and beyond continues to be a priority for all students in RDCRS. We were pleased to see increases in the area of High School Completion, as this had been a target for improvement.

To help address these challenges, in addition to targeted support, our high schools developed interventions to better support students in jeopardy of not completing one or more courses that would negatively impact their pathway to high school completion. Processes have also been developed to identify students requiring this level

of intervention, and teaching support has been allocated for the learning needs of these students. All high schools are focusing on engagement and connection of students, staff and parents. Our hope is that these interventions will increase student attendance, as well as course completion.

## Area of Focus

Improve Provincial Achievement Exam excellence levels and Diploma Exam acceptable standard and excellence levels by utilizing collaborative staff time to analyze student data, identify trends, and ensure vertical curriculum alignment of key learning outcomes across grade levels. This collaborative approach will drive targeted instructional strategies and enhance student performance.

## Student Growth and Achievement:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
STUDENT GROWTH AND ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT	88.2	88.1	89.4	83.7	84.4	84.8
	CITIZENSHIP	86.9	87.7	88.7	79.4	80.3	80.9
	3 YEAR HIGH SCHOOL COMPLETION	85.0	86.6	86.4	80.4	80.7	82.4
	5 YEAR HIGH SCHOOL COMPLETION	88.9	91.3	91.0	88.1	88.6	87.3
	PAT 6 ACCEPTABLE	74.4	79.8	79.8	68.5	66.2	66.2
	PAT 6 EXCELLENCE	17.0	21.5	21.5	19.8	18.0	18.0
	PAT 9 ACCEPTABLE	73.9	71.7	71.7	62.5	62.6	62.6
	PAT 9 EXCELLENCE	15.4	13.5	13.5	15.4	15.5	15.5
	DIPLOMA ACCEPTABLE	77.7	76.2	76.2	81.5	80.3	80.3
	DIPLOMA EXCELLENCE	14.1	15.6	15.6	22.6	21.2	21.2

**84.5% PARENTS**  
**81.7% STUDENTS**  
**94.6% STAFF**

ARE SATISFIED THAT STUDENTS MODEL THE CHARACTERISTICS OF ACTIVE CITIZENSHIP

**90.9% PARENTS**  
**75.9% STUDENTS**  
**97.8% TEACHERS**

AGREE STUDENTS ARE ENGAGED IN LEARNING AT THEIR SCHOOL

# PROVINCIAL ACHIEVEMENT TESTS SUBJECT BREAKDOWN

The following data describes the results achieved by students who were in Grades 6 and 9 last school year. As noted in the Guide to Education Planning and Results Reporting, RDCRS utilizes the analysis of results achieved to identify improvement strategies, as part of our ongoing planning, reporting, and budgeting processes.

12/12

Subjects, RDCRS students exceeded the provincial average on the Acceptable Standard.

5/12

Subjects, RDCRS students exceeded the provincial average in regards to Standard of Excellence.

## Provincial Achievement Tests Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
FRENCH LANGUAGE ARTS 6	85.9	0	69.9	9.3
SCIENCE 6	78.4	22.8	68.8	24.8
SOCIAL STUIDES 6	74.4	17.0	68.5	19.8
ENGLISH LANGAUGE ARTS 9	87	15.2	69.5	11.8
FRENCH LANGUAGE ARTS 9	80.6	11.3	76.6	10.6
K & E ENGLISH LANGAUGE ARTS 9	63.8	8.5	49.6	5.6
MATHEMATICS 9	61.2	12.9	52.7	14.0
K & E MATHEMATICS 9	62.5	14.6	52.2	9.9
SCIENCE 9	76.4	17.7	67.6	20.8
K & E SCIENCE 9	63.9	2.8	52.3	8.9
SOCIAL STUDIES 9	72.8	17.7	60.5	15.8
K & E SOCIAL STUDIES 9	67.6	8.1	50.4	11.3

The decline in division PAT scores had been a key area of focus for our school division. All schools have analyzed the results, and teachers and administrators are using collaborative planning time and professional development to create strategies for improvement. We are pleased to see that in the acceptable standard, these results have improved following this work. We will continue to monitor the results and work to improve the standard of excellence

These strategies have included implementing high-yield teaching methods, strengthening vertical curriculum alignment, incorporating gradual release techniques to foster higher-level thinking throughout the year, and focusing on source-based examples in classrooms.

# DIPLOMA EXAM SUBJECT BREAKDOWN

BOTH DIPLOMA EXAM AND SCHOOL AWARDED MARK

As outlined by Alberta Education, provincial assessments are meant to complement day-to-day classroom assessment.

As such, diploma exam results provide only part of the overall picture of the performance of the province, our school authority, and schools.

## Diploma Exam Mark Subject Breakdown: **Area of Focus**

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 30-1	83.3	3.2	84.2	10.1
ENGLISH LANGAUGE ARTS 30-2	84.1	7.4	85.7	12.9
FRENCH LANGUAGE ARTS 30-1	90.9	3.0	95.3	8.6
MATHEMATICS 30-1	67.4	20.8	75.4	34.9
MATHEMATICS 30-2	64.2	11.3	70.9	15.4
SOCIAL STUDIES 30-1	77.1	9.4	85.2	18.7
SOCIAL STUDIES 30-2	77.8	10.4	77.6	12.7
BIOLOGY 30	80.4	25.9	83.1	33.7
CHEMISTRY 30	78.3	23.3	82.9	38.0
PHYSICS 30	84.4	24	85.1	43.1
SCIENCE 30	67.1	7.6	81.3	24.6

The decline in division Diploma Exam scores is an area of focus for our school division. All schools have conducted analysis of the results and teachers and administrators are using collaborative blocks and professional development to analyze the data and develop strategies for improvement. Some of these are elements like utilizing more high-yield teaching strategies, in-reach programs for chronic attendance problems, and differentiated instruction techniques.

## Diploma Exam Blended Mark Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 30-1	100	24.9	97.9	25.5
ENGLISH LANGAUGE ARTS 30-2	100	7.5	96.3	11.9
FRENCH LANGUAGE ARTS 30-1	100	12.1	99.3	44.4
MATHEMATICS 30-1	100	36.7	92.6	39.5
MATHEMATICS 30-2	95.3	15.5	91.4	21.3
SOCIAL STUDIES 30-1	100	35.5	99.0	33.3
SOCIAL STUDIES 30-2	98.3	11.7	95.1	15.5
BIOLOGY 30	95.9	38.6	96.5	42.6
CHEMISTRY 30	99.5	43.2	96.2	48.1
PHYSICS 30	100	36.1	96.7	50.0
SCIENCE 30	94.7	22.8	95.8	27.3

# 9/11

Subjects, RDCRS students exceeded the provincial average on the Acceptable Standard in their blended mark.

# RDCRS TEACHING AND LEADING

The school division focused on implementing the new curriculum through collective leadership, empowering teachers, and supporting instructional practices. Efforts included a collective plan for curriculum implementation, with a strong emphasis on assessing student learning in literacy and numeracy to inform programming and interventions. All RDCRS students were expected to improve their reading proficiency.

The division promoted innovative practices in teaching, learning resources, and student engagement, with a focus on personalized learning to meet individual needs through various programs. Additionally, the division developed and implemented increased access to career pathways through hands-on learning experiences in trades and vocational education, and prioritized safety and well-being, particularly in the area of trauma-informed schools. Data-driven interventions, professional learning, and resources were continuously reviewed to maximize student growth, with a focus on literacy and reading achievement. A teacher leadership team was also established to analyze numeracy data and develop a strategy for student instruction and intervention.

Our Division leadership team explored, defined and implemented the Four Pillars of Instructional Leadership as a catalyst for school improvement. This work had administrators expand their professional knowledge and formulate school-based plans centered on Setting Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership.

Overall, our achievement in this measure remains very high with the Division results maintaining a significant increase when compared to the provincial average.

**87.6%**   **90.4%**   **97.2%**

Of parents

Of students

Of teachers

**were satisfied with the quality of education in our communities.**

## Teaching and Leading:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
TEACHING & LEADING	EDUCATION QUALITY	91.7	92.8	93.1	87.6	88.1	88.6



## Working with the whole child and staff; mind, body and soul:

Our schools continue to be diverse learning environments, rich in well-developed structural and instructional strategies that support differentiation of instruction and student self-regulation, which yields student success.

Divisionally, a comprehensive model has been established to support schools in meeting the diverse learning needs and supporting a responsive allocation of resources. This support model includes allocations for Inclusion Lead Teachers, Literacy Teachers, Counsellors and Family School Enhancement Counsellors, and Educational Assistants in our school communities. Schools have developed a Continuum of Supports and Services document highlighting learners to target and guide supports to be allocated responsively. In addition, our Model of Student Support (MS2) Team works at supporting staff and students who are identified in the Tier II and Tier III pyramid of interventions.

They work in the schools to provide programming and intervention strategies to ensure success for all learners. In addition to the Continuum of Support and Services document, Dossier, our data management system, helps us reflect on meaningful data to inform our instructional practice, to better meet the needs of all learners.

## Area of Focus

Using focused areas of improvement within elementary, middle and high school classrooms, all teachers are required to design classroom opportunities that address individual learning needs, which will ultimately move the Division away from a 'one-size-fits-all' pedagogical approach. Starting with the student's learning needs first, then building towards addressing subject and grade curriculum outcomes in the provincial Program of Studies, will develop a student-first approach to learning that will lead to optimized student success.





## Inclusion:

The school division’s data indicates an increased population of students in our classes who require interventions at the targeted and specialized level in inclusive settings. To meet the needs of all of our students, and to build capacity with staff, we will provide:

- Ongoing assessments, such as classroom data, LeNS and CC3, MIPI (Math Intervention Programming Instrument), Level B, and educational psychological testing to identify when students are in need of additional supports, interventions and services;
- Professional development around understanding the importance of self-regulation and executive functioning; a focus on differentiated instruction, effective instructional practices, and assessment strategies;
- Positive behavior supports embedded in classroom and school-wide routines to support learning and social participation (Soft Starts);
- A means for school staff to identify and work toward reducing barriers to participation and learning;
- Access to consultation and support from specialists to help teachers meet the diverse needs of all students;
- Access to assistive technologies, including communication devices, that are used to support individual students;
- Dossier as the data management system to complete Student Learner Profiles and Instructional Support Plans (ISP);
- A focus on building capacity of staff, students and parents to support mental health through Health Champions, School Counsellors, and Family School Enhancement Counsellors.

## Learning Supports:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
LEARNING SUPPORTS	WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS	91.0	90.8	93.1	84.0	84.7	85.4
	ACCESS TO SUPPORTS AND SERVICES	88.7	89.1	90.3	79.9	80.6	81.1

90%

Of parents

86.6%

Of students

96.3%

Of teachers

Agree that their learning environments are welcoming, caring, respectful, and safe.

# As A Division:

We are very pleased with our Assurance Measures in this category, as all comparable measures are above the provincial average. This success reflects our ongoing commitment to meeting the needs of all learners. However, we will continue to monitor the support provided, given the decline observed when comparing our results to previous years.

Our inclusive school communities have adopted a three-pronged approach: knowing, understanding, and responding to the learner. By utilizing assessment tools and data, staff are able to implement responsive interventions, allowing teachers to address student needs in a timely, targeted, and meaningful way.

The data suggests that the educational and mental wellness supports implemented have been effective in creating safer and more caring school environments.

82.9%

Of parents

90.0%

Of students

93.2%

Of teachers

Agree that students have access to the appropriate supports and services at school.



# RDCRS GOVERNANCE

As a Division, we are pleased with our Assurance Measures in this category, however, we recognize that despite our result remaining higher than the provincial average, we continue to want to promote more opportunities for stakeholder engagement.

**Despite this, stakeholders in our community appear to be satisfied with the overall opportunity for parental involvement, based on the result of 85.6% on this measure.**

The division focused on reviewing programs, services, and supports to assess their effectiveness, efficiency, and alignment with provincially allocated funding. School utilization rates were maintained to maximize program and operational efficiencies. The boundaries and program locations for 20 schools were reviewed, and targeted investments were made to enhance learning spaces. Efforts were made to improve access to learning environments and optimize resource use through school accommodation and program reviews.

Operational practices were enhanced to effectively manage human and financial resources in support of students, while resources and technology were optimized to modernize pedagogical and administrative processes. The district increased opportunities for engagement with students, staff, families, and the broader community, leveraging student voice to inform decisions. Focused stakeholder engagement surveys were developed to gather feedback.

In leadership development, the division created a professional learning program to enhance personal, team, and organizational leadership skills, offering opportunities for staff to explore formal leadership roles or enhance their leadership knowledge in their current positions.

## Governance:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
GOVERNANCE	PARENTAL INVOLVEMENT	85.6	85.5	85.3	79.5	79.1	78.9

79.5%

Of parents

91.6%

Of teachers

Are satisfied with parental involvement in decisions about their child's education.



# Supporting Indigenous Students at RDCRS

The integration of First Nation, Metis and Inuit components to the Alberta Education Professional Practice Standards has provided us the opportunity and responsibility to provide the knowledge, experience and expertise to our teachers to successfully embrace these provincial expectations.

## Supporting Indigenous Students at RDCRS:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
STUDENT GROWTH AND ACHIEVEMENT	3 YEAR HIGH SCHOOL COMPLETION	73.3	79.6	78.3	58.6	57.0	59.5
	5 YEAR HIGH SCHOOL COMPLETION	84.1	80.3	82.6	69.4	71.3	69.1
	PAT 6 ACCEPTABLE	70.9	71.2	71.2	48.7	45.3	45.3
	PAT 6 EXCELLENCE	14.5	11.5	11.5	7.3	6.5	6.5
	PAT 9 ACCEPTABLE	63.0	55.7	55.7	41.4	39.4	39.4
	PAT 9 EXCELLENCE	16.3	5.8	5.8	6.1	5.3	5.3
	DIPLOMA ACCEPTABLE	77.5	78.0	78.0	76.9	74.8	74.8
	DIPLOMA EXCELLENCE	7.1	13.3	13.3	11.8	11.3	11.3

The Indigenous Education Lead Team provided regular professional development sessions for district staff, focusing on instruction, foundational knowledge, restorative practices, trauma-informed instruction, and school initiatives. Support for Indigenous students was increased through one-on-one assistance from the family school enhancement counselor, peer mentorship, transition supports academic interventions, and land-based learning tied to the curriculum and Indigenous ways of knowing. Additionally, Indigenous education transition camps and support programs were offered to help students focus on high school completion, resiliency, and success.

Despite our results remaining higher than the provincial average, we saw declines compared to our own previous results. A critical step will be to expand the supported targeted for our indigenous learners to ensure they have culturally appropriate support in their social emotional and academic learning.



# Supporting Indigenous Students at RDCRS

The integration of First Nation, Metis and Inuit components to the Alberta Education Professional Practice Standards has provided us the opportunity and responsibility to provide the knowledge, experience and expertise to our teachers to successfully embrace these provincial expectations.

## Indigenous Student Provincial Achievement Tests Subject Breakdown:

SUBJECT		RDCRS	PROVINCE
SCIENCE 6	ACCEPTABLE STANDARD	70.6	51.4
	STANDARD OF EXCELLENCE	13.7	12.3
SOCIAL STUDIES 6	ACCEPTABLE STANDARD	70.9	48.7
	STANDARD OF EXCELLENCE	14.5	7.3
ENGLISH LANGUAGE ARTS 9	ACCEPTABLE STANDARD	80.0	49.5
	STANDARD OF EXCELLENCE	16.4	4.7
MATHEMATICS 9	ACCEPTABLE STANDARD	45.5	28.7
	STANDARD OF EXCELLENCE	18.2	4.8
K&E MATHEMATICS 9	ACCEPTABLE STANDARD	66.7	43.7
	STANDARD OF EXCELLENCE	16.7	6.2
SCIENCE 9	ACCEPTABLE STANDARD	63.2	46.0
	STANDARD OF EXCELLENCE	15.8	8.5
SOCIAL STUDIES 9	ACCEPTABLE STANDARD	59.6	39.0
	STANDARD OF EXCELLENCE	17.5	6.3

## Indigenous Student Diploma Exam Mark Subject Breakdown:

SUBJECT		RDCRS	PROVINCE
ENGLISH LANG ARTS 30-1	ACCEPTABLE STANDARD	90.0	81.7
	STANDARD OF EXCELLENCE	0.0	6.9
ENGLISH LANG ARTS 30-2	ACCEPTABLE STANDARD	86.7	86.0
	STANDARD OF EXCELLENCE	3.3	10.8
MATHEMATICS 30-1	ACCEPTABLE STANDARD	57.1	64.4
	STANDARD OF EXCELLENCE	14.3	17.0
MATHEMATICS 30-2	ACCEPTABLE STANDARD	72.7	64.8
	STANDARD OF EXCELLENCE	9.1	10.1
SOCIAL STUDIES 30-1	ACCEPTABLE STANDARD	63.6	79.1
	STANDARD OF EXCELLENCE	0.0	10.6
SOCIAL STUDIES 30-2	ACCEPTABLE STANDARD	70.0	72.9
	STANDARD OF EXCELLENCE	2.5	6.6
BIOLOGY 30	ACCEPTABLE STANDARD	85.7	72.8
	STANDARD OF EXCELLENCE	19.0	17.0
CHEMISTRY 30	ACCEPTABLE STANDARD	80.0	78.2
	STANDARD OF EXCELLENCE	30.0	23.5

We were pleased to see that our students' results in 7 out of 8 PAT courses were above the provincial average, and our Diploma exam results surpassed the provincial average in 5 out of 8 subjects. This subject-level breakdown offers valuable insights into student performance, showing that overall, our students are performing well compared to the provincial results. However, we remain committed to exploring further ways to increase student success. This will involve expanding learning interventions, with a particular focus on targeted supports for Indigenous students and their families. These supports will include increased one-on-one assistance from our family school enhancement counselor, peer mentorship, transition supports, academic interventions, and land-based learning tied to the curriculum and Indigenous ways of knowing.

# Supporting English Language Learners (EAL) at RDCRS:

RDCRS continues to move forward in using the Alberta Education English as a Second Language (ESL) Proficiency Benchmarks to assess English Language Learners (EAL), and use this information to better inform language acquisition instruction in all classrooms.

As a school division, we are focused on building teacher capacity in supporting English language learners (EALs) by enhancing understanding of language development, cultural competencies, and effective teaching practices. Special attention has been given to exploring effective EAL strategies in math classrooms. We are also committed to fostering a multicultural environment that celebrates the diverse languages and cultures within our Division. Our efforts include refining the EAL coding process and tracking system, while school inclusion teams regularly collaborate with classroom teachers to address the needs of our growing EAL population. Additionally, partnerships with Central Alberta Refugee Effort and Catholic Social Services are key to further supporting our English language learners.

## Supporting English Language Learners at RDCRS:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
STUDENT GROWTH AND ACHIEVEMENT	3 YEAR HIGH SCHOOL COMPLETION	85.3	84.7	84.8	72.0	72.8	76.7
	5 YEAR HIGH SCHOOL COMPLETION	92.1	96.9	94.8	88.1	88.7	87.2
	PAT 6 ACCEPTABLE	60.0	75.0	75.0	64.6	65.4	65.4
	PAT 6 EXCELLENCE	9.3	17.6	17.6	16.5	15.7	15.7
	PAT 9 ACCEPTABLE	64.8	68.2	68.2	52.7	55.3	55.3
	PAT 9 EXCELLENCE	8.8	8.1	8.1	10.1	11.0	11.0
	DIPLOMA ACCEPTABLE	65.5	65.6	65.6	66.3	67.1	67.1
	DIPLOMA EXCELLENCE	7.3	8.5	8.5	14.0	13.8	13.8

Recognizing that Central Alberta and RDCRS has experienced significant increases in the number of new Canadians as a result of global conflicts, our schools experienced increased demands in supporting English Language Learners (EALs) as more families joined our community throughout the year. Even though several of our measures are higher than the provincial average this year, we have experienced a slight improvement decline in our results compared to ourselves in the previous year. Schools continue to focus on targeted interventions to support EALs, particularly in achieving excellence on PATs and Diploma exams. Additionally, it is encouraging that our graduation rates have increased and remain significantly higher than the provincial average.

## Supporting English Language Learners (EAL) at RDCRS: EAL Provincial Achievement Tests Subject Breakdown:

SUBJECT		RDCRS	PROVINCE
SCIENCE 6	ACCEPTABLE STANDARD	78.6	63.8
	STANDARD OF EXCELLENCE	12.5	18.4
SOCIAL STUDIES 6	ACCEPTABLE STANDARD	60.0	64.6
	STANDARD OF EXCELLENCE	9.3	16.5
ENGLISH LANGUAGE ARTS 9	ACCEPTABLE STANDARD	76.1	56.9
	STANDARD OF EXCELLENCE	7.5	5.4
MATHEMATICS 9	ACCEPTABLE STANDARD	53.7	46.7
	STANDARD OF EXCELLENCE	9.0	11.5
SCIENCE 9	ACCEPTABLE STANDARD	66.7	57.7
	STANDARD OF EXCELLENCE	11.6	14.2
SOCIAL STUDIES 9	ACCEPTABLE STANDARD	60.3	49.4
	STANDARD OF EXCELLENCE	8.8	9.6

In examining the breakdown of PAT results we were pleased to see that our results in 5 of 6 courses were above the provincial average. Given that these exams rely heavily on source based questions, reading is a required skill for all exams. Our EAL students appear to be well served by our approach to helping support them in their language development based on the results on these exams.

We will continue to explore how to increase student success, with increased learning interventions, this work will include a focus on raising excellence results. In examining the breakdown of Diploma results we overall we recognize that our EAL students are not performing as well as we would like to see. Given that these exams rely heavily on source based questions, reading is a required skill for all exams. We will continue to explore how to increase student success, with increased learning interventions, this work will include a focus on foundational reading skills and build on our division's work with our literacy framework in an age appropriate context.

### EAL Diploma Exam Mark Subject Breakdown:

SUBJECT		RDCRS	PROVINCE
ENGLISH LANG ARTS 30-1	ACCEPTABLE STANDARD	70.2	61.3
	STANDARD OF EXCELLENCE	0.0	2.7
ENGLISH LANG ARTS 30-2	ACCEPTABLE STANDARD	71.7	70.0
	STANDARD OF EXCELLENCE	1.7	5.2
MATHEMATICS 30-1	ACCEPTABLE STANDARD	50.0	64.0
	STANDARD OF EXCELLENCE	8.3	27.6
MATHEMATICS 30-2	ACCEPTABLE STANDARD	44.0	57.7
	STANDARD OF EXCELLENCE	4.0	9.0
SOCIAL STUDIES 30-1	ACCEPTABLE STANDARD	70.4	70.5
	STANDARD OF EXCELLENCE	3.7	10.7
SOCIAL STUDIES 30-2	ACCEPTABLE STANDARD	72.0	63.2
	STANDARD OF EXCELLENCE	6.7	8.3
BIOLOGY 30	ACCEPTABLE STANDARD	64.7	69.7
	STANDARD OF EXCELLENCE	13.7	23.6
CHEMISTRY 30	ACCEPTABLE STANDARD	63.2	73.2
	STANDARD OF EXCELLENCE	15.8	29.6
PHYSICS 30	ACCEPTABLE STANDARD	82.4	71.3
	STANDARD OF EXCELLENCE	29.4	32.9
SCIENCE 30	ACCEPTABLE STANDARD	83.3	69.0
	STANDARD OF EXCELLENCE	8.3	16.2

# RDCRS

# FINANCIAL RESULTS:

## SUMMARY

### Summary of Financial Results:

SCHOOL BOARD STATEMENT OF RESERVES	
	2023-2024
OPERATING RESERVES	\$2,113,163
CAPITAL RESERVES	\$509,417
<b>TOTAL RESERVES</b>	<b>\$2,622,580</b>

SCHOOL BOARD EXPENDITURES 2023-2024			
PROGRAM	TOTAL REVENUE	FTE STUDENTS	REVENUE PER STUDENT
REVEUNE	\$117,536,755	10139	\$11,593
PROGRAM	TOTAL EXPENDITURE		SPENDING PER STUDENT
STUDENT INSTRUCTION	\$97,305,856		\$9,597
SUPPORT EXPEDITURES			
OPERATIONS & MAINTENANCE	\$14,747,983		\$1,441
TRANSPORTATION	\$6,510,026	4640	\$642
GOVERNANCE & SYSTEM	\$3,745,328		\$369
SUPPORT (SUB TOTAL)	\$25,003,337		\$2,466
DEFICIT	-\$4,772,438		-\$471

SCHOOL BOARD EXPENDITURES PLAN 2024-2025			
PROGRAM	TOTAL REVENUE	FTE STUDENTS	REVENUE PER STUDENT
REVEUNE	\$119,403,813	10145	\$11,770
PROGRAM	TOTAL EXPENDITURE		SPENDING PER STUDENT
STUDENT INSTRUCTION	\$92,365,190		\$9,105
SUPPORT EXPEDITURES			
OPERATIONS & MAINTENANCE	\$16,164,248		\$1,593
TRANSPORTATION	\$7,549,537	3984	\$744
GOVERNANCE & SYSTEM	\$3,324,838		\$328
SUPPORT (SUB TOTAL)	\$27,038,623		\$2,665
DEFICIT	\$0		\$0

For more information on the Division budget, visit our website by clicking [here](#) or call 403-343-1055.

For more information on the Audited statements and source and use of School Generated Funds, visit our website by clicking [here](#).

For more information on the provincial roll-up of Audited Financial Statements in the province, visit the Alberta Education website by clicking [here](#).



## Variance analysis:

Budgeted Expenditures: \$118,628,622

Actual Expenditures: \$122,309,193

\$3,680,571 additional expenditures (3%)

### **Instruction**

An additional \$2,858,630 (3%) was spent in student instruction, primarily in hiring additional certificated staff and educational assistants to address classroom needs.

### **Maintenance**

An additional \$749,671 (5%) was spent in Operations and Maintenance, primarily for amortization, utilities and custodial costs for the new school which were not included in the budget.

### **Administration**

An additional \$127,941 (4%) was spent in administration costs, primarily in additional legal expenses.

In addition, revenues were under budget by \$1,091,867 (-1%), primarily due to not meeting projected enrolments.

## Communicating Our Results:

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Red Deer Catholic Regional Schools. Information is shared with our parents and the greater community through a variety of means:

- The Annual Education Results Report was approved at the November 26, 2024 meeting of the Board of Trustees.
- The Annual Education Results Report is posted on the Division website and can be viewed by clicking [here](#). Copies of the Annual Education Results Report are available for the public at our Division Office.

## Whistleblower Protection Report:

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Red Deer Catholic Regional Schools did not receive any disclosures during the 2023/24 school year.

### Summary:

This Annual Education Results Report is intended to provide a snapshot of our Division's strengths and opportunities for growth. Comprehensive and targeted planning for jurisdiction and school improvement is outlined in our school improvement plans and Division Education Plan located on our websites.

Through our collaborative leadership process, senior administration and school-based leadership meet at regular intervals throughout the school year to discuss their school assurance plan milestones and next steps. Subsequently, school-based leadership mirrors this process with their staff and parents.

In summary, RDCRS continues to be committed to providing excellence in publicly-funded, Catholic education with an emphasis on quality instruction and faith-based learning that supports student success.

# Appendix A: Assurance Measures Evaluation Reference:

## Achievement Evaluation

Achievement evaluation is based upon a comparison of current year data to a set of standards which remain consistent over time. The standards are calculated by taking the three-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 five 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:

1) 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 Evaluation

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 five 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)