

SCHOOL-BASED

ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School: **Blessed Cardinal Newman School**

In meeting Alberta Education requirements, all schools report on their results and maintain an education plan that aligns with the [Calgary Catholic School District's Combined Annual Education Results Report and Three-Year Plan \(Combined AERR/3YEP\)](#).

These cyclical plans are living documents.

The **Annual Education Results Reports (AERR)** is the evaluation of the outcomes identified in the previous year's school-based AERR. In the AERR, schools report their assessment of past performance and achievement of targets. The AERR outlines what the school planned for the previous school year and indicates the success of its initiatives/projects and of the strategies used.

Based on the analysis of the previous year's school-based AERR, the **Three-Year Education Plan (3YEP)** reflects the adjustment of strategies and targets for the current school year.

The **AERR** and **Three-Year Education Plan** reflect a three-year cycle: "as one year is completed another is added, rolling the plan forward" as identified by [Alberta Education](#) in its *School Authority Planning and Reporting* document. In other words, schools reflect on the *previous* school year, review outcomes for the *current* school year, and collect data to be reviewed for the *next* school year.

A **target** is a desired level of performance to be obtained by the end of the current school year. The goal is to maintain or better the previous year's level of performance at the school level. Alberta Education requires schools to report on the targets they set in the previous year.

Outcomes are measurable statements to be achieved. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Strategies are actions that schools undertake to achieve the desired outcomes.

Measures, such as surveys and provincial exams, are used to assess the strategies employed and determine whether the outcome has been met.

CCSD Faith Theme: "Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you." (Matthew 7:7)

CCSD Academic Theme: Champions of Students

Calgary Catholic School District Vision Statements

The district has developed the following overall focus to guide decision-making and activities.

FAITH:

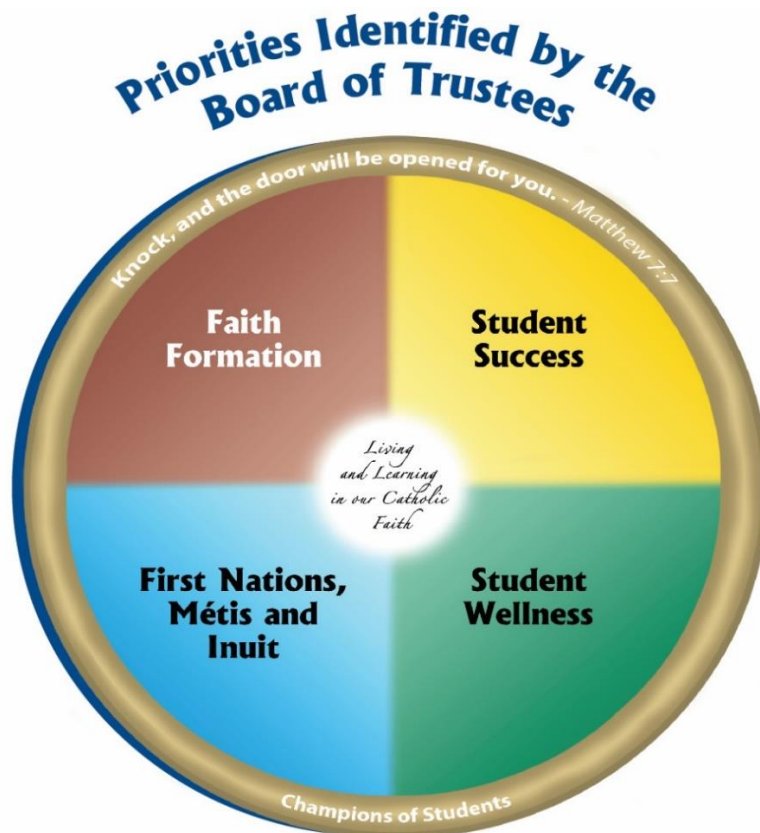
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

RELATIONSHIPS:

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

EXCELLENCE IN TEACHING AND LEARNING:

Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.



THE SCHOOL'S VISION STATEMENT

The school has developed the following overall focus to guide decision-making and activities.

Blessed Cardinal Newman School is dedicated to optimizing student success in a safe, faith-filled, welcoming environment. We employ a variety of high leverage strategies intended to develop the whole child: academically; spiritually; emotionally; physically and socially. These strategies include but are not limited to:

1. School spirit and community building.
2. Championing all students.
3. Faith Formation.
4. Differentiating to meet the needs of diverse learners.
5. Focused literacy and numeracy learning.
6. Technology and digital citizenship.
7. Career and technology foundational learning.
8. Fine arts learning.
9. Social justice work driven by our Catholic Community of Caring program.

SCHOOL COUNCIL INVOLVEMENT

School Council has assisted in reviewing the previous year's results and preparing the current plan. This involvement is provided in the following summary.

On October 16, the pre planning tool used with staff is presented to the School Council for their input. The placemat activity tool is gathered and any new input is assimilated into the school plan where applicable.

ANNUAL EDUCATION RESULTS REPORT 2018-2019

FAITH

Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

District Faith Theme:

*“Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you.”
(Matthew 7:7)*

DISTRICT LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

DISTRICT LOCAL OUTCOME 1.1:

The school district models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

School Local Outcome 1.1:

The school models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

Total number of Service Learning Projects
as reported in the Catholic Community of Caring
(CCC) survey under *Social Justice: Faith-in-Action*
Service-based Learning Opportunities:

5

The service learning projects described below have been reported to the district through the CCC survey.

Terry Fox Run
Jacket Racket
Food Hampers (November effort to support Canada’s Veterans)
St Vincent De Paul Society
Me to We school Easter Baskets

Parent feedback was gathered through the District Satisfaction Survey.
Student feedback was collected through the OurSCHOOL survey.
This feedback is summarized below with comments on the ways (e.g. projects) that the school has supported the social teachings of the Catholic Church.

5 Social Justice projects were successfully conducted and the general response from the community was positive. (92% agree or strongly agree with the statement that school programs positively influence their child in moral decision making)
However, the bulk of anecdotal feedback from the parent satisfaction survey steered away from this topic and raised questions about the role of the school in sacramental preparation.

In a grand total of twelve anecdotal comments, ten comments were critical of the decision to locate responsibility for sacramental preparation solely on the parish, one comment favored the decision and one comment was indifferent to the decision.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith

School Local Outcome 1.2:

The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

A summary of staff participation in prayer and liturgy, professional learning, retreats, pilgrimages and/or other faith formation activities is provided below.

Regular prayer on a daily basis where we lead our students.

Staff attends mass together at least once per year on a PD day.

Liturgy planning is a shared responsibility between all homeroom teachers, each who team up for one of our scheduled celebrations

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

School Local Outcome 1.3:

The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

The annual District Satisfaction Survey results provide the percentage of parents/legal guardians who strongly agree and agree with the following statements.

The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith.

	2018		2019		2020
	N	%	N	%	Target %
School	62	87	41	93	95
CCSD	3,744	91.1	3,995	88.0	88.1

The Religious Education program, and the Catholic perspective across the curriculum, has positively influenced my child's moral decision-making. (e.g. citizenship, social justice, environmental stewardship, etc.)

	2018		2019		2020
	N	%	N	%	Target %
School	64	90	41	92	95
CCSD	3,744	90.2	3,995	88.0	88.1

I am satisfied with the collaboration between my child's school, parish and home in preparing my child to receive the sacraments of the Catholic Church. (i.e. baptism, First Holy Communion, first reconciliation and confirmation)

	2018		2019		2020
	N	%	N	%	Target %
School	57	80	41	73	80
CCSD	3,744	84.5	3,995	82.0	82.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

A summary of student faith formation activities (e.g. prayers, liturgies, sacraments, retreats etc.) is provided below.

In addition to a summary of activities, a review of the school's results in comparison to the previous year's results (as shown in the previous tables from the OurSCHOOL survey, the District Satisfaction Survey, the Catholic Community of Caring survey, and Religious Education Assessment) is provided below.

Student engagement in faith formation activities remains fairly consistent over the past two school years. However, parent dissatisfaction with the lack of a role being played by the school in sacramental preparation is growing. The school response to this is to continue to share this feedback when asked by the parish and to seek new ways to engage our community in faith formation. Our plan for 2019-20 includes efforts to support Sacramental completion in ways that we can be involved. A newly formed Alpha Club will play a role in this effort.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.4:

The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

School Local Outcome 1.4:

The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

The annual District Satisfaction Survey results provide the percentage of parents/legal guardians who strongly agree and agree with the following statements.

Catholic Church teachings and practices are reinforced through the culture and climate of my child's school.

	2018		2019		2020 Target
	N	%	N	%	%
School	62	87	41	88	90
CCSD	3,744	91.1	3,995	87.0	87.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

A summary of activities that support student wellness (e.g. presentations, guest speakers, etc.) is provided below. These initiatives and strategies build student wellness through school climate and culture, aligned with the Catholic Community of Caring values (faith, caring, respect, responsibility, trust and family).

Also included is a review of the following measures:

1. OurSCHOOL survey data;
2. District Satisfaction Survey - parents/legal guardians' response;
3. Catholic Community of Caring survey faith exemplars.

Data gathered via the Our School Survey revealed alarming increases in student reported anxiety. (44% among grade 8 females)

This data was shared with staff, parents and students. The students were involved in a half day workshop to learn about and reflect on this data. Their feedback was gathered to add to the body of information on this topic. This process culminated in the development of new strategies to address the concern in the upcoming school plan.

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

FAITH

Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation, and modeling of our faith.

District Faith Theme:

*“Ask and it will be given you;
search, and you will find;*

knock, and the door will be opened for you.”

(Matthew 7:7)

DISTRICT LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

DISTRICT LOCAL OUTCOME 1.1:

The school district models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

School Local Outcome 1.1:

The school models the social teachings of the Catholic Church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.

Initiatives/Projects:	Strategies:	Measure(s):
<p>Buddy program engaged in acts of kindness</p> <p>Celebrated through various communications, email, social media, website</p> <p>Priest visits tied to Canonization theme</p> <p>Religion focus on parts of the mass</p>	<p>Targeted recipients include the food bank, ST Vincent De Paul, ME TO WE program schools and Canadian Cancer Foundation</p> <p>Include the choir in am prayer once in awhile (AUDIO FILE)</p> <p>Use of Knocking Door Display to celebrate kindness deeds</p> <p>Coordinated by Alpha club.</p> <p>Topics Covered on Period X time</p>	<p>Student satisfaction survey, open thought exchange questions</p> <p>Feedback from members of Alpha Club</p>

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith.

School Local Outcome 1.2:

The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure(s):
Faith formation at staff meetings, pd days IS opportunities	Liturgy of the hours Development of Daily Affirmation Exercise	Open Survey question on Thought Exchange

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

School Local Outcome 1.3:

The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure(s):
Daily Affirmation Made possible through daily inclusion in morning prayer Student led events to celebrate the canonization	Student conference on inclusion in the them of being part of God's Counsels Priest visit to focus on this theme Poster contest	Open Survey question on Thought Exchange

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.4:

The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

School Local Outcome 1.4:

The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Initiatives/Projects:	Strategies:	Measure(s):
Connection the teachings of St John Henry Newman to our school based faith formation and the role faith plays in wellness.	Daily Affirmation Made possible through daily inclusion in morning prayer Student conference on inclusion in the them of being part of God's Counsels	Open Survey question on Thought Exchange

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.5:

The school district celebrates and advocates for Catholic education.

School Local Outcome 1.5:

The school celebrates and advocates for Catholic education.

Initiatives/Projects:	Strategies:	Measure(s):
<p>GrACE: Grace club Knocking Door Recognize sacramental completion throughout the year</p>	<p>Alpha Club tied to recognition of student completion of sacraments Student club formed and tasked with seeking meaning full ways to recognize younger students who have completed their sacraments</p>	<p>Parents anecdotal response to initiative- open question survey</p>

AERR 2018-2019 RELATIONSHIPS

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

PROVINCIAL OUTCOME THREE:

Alberta's education system respects diversity and promotes inclusion.

DISTRICT LOCAL OUTCOME 3.1:

All district students are supported in a respectful, caring and faith-filled environment.

School Local Outcome 3.1:

All students are supported in a respectful, caring and faith-filled environment.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Safe and Caring

Safe and Caring – Accountability Pillar Overall Summary

Percentage of teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, learning respect for others, and are treated fairly at school:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	86.0	89.7	90.5	High	Declined Significantly	Issue
CCSD	87.8	87.8	88.9	High	Declined Significantly	Issue
Province	89.0	89.0	89.3	Very High	Declined Significantly	Acceptable

Safe and Caring – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	91.1	92.2	89.9	89.7	86.0	90
CCSD	89.1	89.7	89.3	87.8	87.8	89.0
Province	89.2	89.5	89.5	89.0	89.0	

Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

The school is a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

	2018		2019		2020
	N	%	N	%	Target %
School	65	91.5	41	90	93
CCSD	3,744	91.1	3,995	89.0	89.1

Comments on the results for Outcome 3.1 and a review of the success of its initiatives/projects and of strategies used are provided below. Included are strategies related to the observance of Bullying Awareness and Prevention Week as well as other special events/days supported by the school community.

Very disappointed in the response rate, especially considering the effort made to generate more responses.
 Our School data that exposed high levels of anxiety among students was met with a concentrated effort to address the concerns by engaging the students in problem solving activities. This effort appears to have raised awareness at the expense of confidence and contributed to the negative scores reported.

AERR 2018-2019 RELATIONSHIPS (continued)

DISTRICT LOCAL OUTCOME 3.2:

The district staff will be champions for each and every student in the school district.

School Local Outcome 3.2:

The school staff will be champions for each and every student in the school.

Student responses from the OurSCHOOL survey question in support of the district Champions initiative:			
* Do you have an adult at your school whom you can go to for help or support? (Select all that apply: a teacher, a support staff, other.)			
	2018-2019		2019-2020 Target
	Yes		Yes
<u>Elementary:</u>	N	%	%
School	180	70	90
CCSD	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
School	260	70	90
CCSD	15,825	80.3	80.4

* Given there was a change in the question from 2017-2018, the data is not directly comparable to 2018-2019.

Comments on the results for this outcome and a review of the success of initiatives/projects and strategies used are provided below.

This data was collected on paper at the same session that students completed the OUR school Survey. Data was compiled and shared with staff to enable additional follow up for students who did not claim to have a champion. Additionally, follow up digital surveys were conducted to 'check pulse' of our students mental wellbeing. This approach to data management enabled us to create an intervention strategy to support students suspected to be at risk.

DISTRICT LOCAL OUTCOME 3.3:

The district optimizes resources to meet the diverse learning needs of all students.

School Local Outcome 3.3:

The school optimizes resources to meet the diverse learning needs of all students.

A review of the success of initiatives/projects and of the strategies used for this outcome is provided below. Included are initiatives/projects related to professional development opportunities in diverse learning for staff.

Continued use of the “The Nest” as an area of centralized supports was successful and has since undergone a complete changeover in staff.

Collaboration on LSP writing, Cum File review, SRT and exam preparation continue to be priorities in this regard.

AERR 2018-2019 RELATIONSHIPS

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

The Board of Trustees provides visionary leadership to ensure the district is well governed and managed. (Outcome 5.1 is reviewed at the district level. See the [Combined AERR/3YEP](#) for details.)

DISTRICT LOCAL OUTCOME 5.2:

All district stakeholders have confidence that the district is well managed.

School Local Outcome 5.2:

Parents/legal guardians have confidence that the school is well managed.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Parental Involvement

Parental Involvement – Accountability Pillar Overall Summary

Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	78.4	85.0	82.6	Intermediate	Maintained	Acceptable
CCSD	80.1	80.9	80.1	High	Maintained	Good
Province	81.3	81.2	81.1	High	Maintained	Good

Parental Involvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	79.9	87.4	75.4	85.0	78.4	85
CCSD	79.6	79.7	79.6	80.9	80.1	81.3
Province	80.7	80.9	81.2	81.2	81.3	

MEASURE: School Improvement

School Improvement – Accountability Pillar Overall Summary

Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	74.4	79.5	77.8	Intermediate	Declined	Issue
CCSD	76.8	76.7	78.8	High	Declined Significantly	Issue
Province	81.0	80.3	81.0	Very High	Maintained	Excellent

School Improvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	79.3	78.8	75.1	79.5	74.4	80
CCSD	79.1	79.7	80.0	76.7	76.8	81.0
Province	79.6	81.2	81.4	80.3	81.0	

MEASURE: Education Quality

Education Quality – Accountability Pillar Overall Summary

Percentage of teachers, parents and students satisfied with the overall quality of basic education:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	86.1	89.8	89.5	Intermediate	Declined	Issue
CCSD	89.2	89.4	89.6	High	Declined	Acceptable
Province	90.2	90.0	90.1	Very High	Improved	Excellent

Education Quality – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	87.7	93.7	85.2	89.8	86.1	90
CCSD	89.2	89.8	89.7	89.4	89.2	90.2
Province	89.5	90.1	90.1	90.0	90.2	

Comments on the results for Outcome 5.2 and a review of the success of initiatives/projects and of the strategies used are provided below. Reference to collaboration with school council and their involvement is also included. (e.g. school-based projects/initiatives, participation in district-sponsored events, community/parish events, etc.).

A great deal of work and effort was placed in this area with respect to literacy programs; meeting the needs of at-risk students and creating more engaging learning opportunities. The results are, to say the least: disappointing. More effort can't be the answer here. Hopefully, the existing effort can be celebrated more and any attempt to increase the sample size of parent respondents is valued in order to generate a data profile that paints a more favorable picture of the great work that is being undertaken on a daily basis.

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.

School Local Outcome 5.3:

The school strengthens engagement with parents/legal guardians and the parental role in decision-making.

Parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

I am satisfied with information received from the district informing me about opportunities which allow me to be informed about my child's education. (Connections newsletter, website, social media, Parent/Trustee forums, etc.)

	2018		2019		2020 Target
	N	%	N	%	%
School	63	88.7	41	88	90
CCSD	3,744	89.7	3,995	89.0	89.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

Comments on the table of results for this Outcome 5.3. Included is a review of the success of initiatives/projects and of the strategies used (e.g. community-building activities, parent education opportunities, etc.).

Our results indicate that we maintained our existing level of satisfaction amongst parents. This occurred despite continued efforts to increase the scope and depth of communications to families:

- Weekly bulletin (SCREAM)
- School twitter
- School Council FB page
- Recognition of Students completing Sacraments

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

RELATIONSHIPS

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

PROVINCIAL OUTCOME THREE:

Alberta's education system respects diversity and promotes inclusion.

DISTRICT LOCAL OUTCOME 3.1:

All district students are supported in a respectful, caring and faith-filled environment.

School Local Outcome 3.1:

All students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure(s):
Create Student Wellness topics and presentations/workshops (8 total) <ul style="list-style-type: none"> • S4 program initiatives • Social Media acumen • Bullyproofing • Resiliency Building • Healthy Body Image/Hygiene • Reducing Test Anxiety • LET's Talk program • Mindfulness • Zones of Regulation • Kelso Choices 	Assemblies Group discussions, online response activity supported by Tech Buddy Activities that are more purposeful and have greater focus to the time spent Make use of all community resources	Students and Parents Satisfaction Survey Anecdotal discipline data Case Study interviews with select students Feedback from Grade 9 Advisory group

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.2:

The district staff will be champions for each and every student in the school district.

School Local Outcome 3.2:

The school staff will be champions for each and every student in the school.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Engage students in a larger number of opportunities to reflect and discuss issues that affect them all 	Bell- Let’s Talk Day Champions initiative: re-implement the pulse check strategy for identifying at risk students Buddies program emphasis on Student wellness Pink Shirt Day Kindness day Connect Cardinal Newman daily affirmation to resiliency development Grade 9 student advisory council	<ul style="list-style-type: none"> • Pulse checks • Thought exchange •

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.3:

The district optimizes resources to meet the diverse learning needs of all students.

School Local Outcome 3.3:

The school optimizes resources to meet the diverse learning needs of all students.

Initiatives/Projects:	Strategies:	Measure(s):
<p>Long Range Plan for DLT's embedded in planning</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Scheduled SRTs' monthly • September review of all CUM files • Scheduled LSP updates and Benchmarks 	<p>Track the number of completed Referrals to IS</p> <p>Thought exchange survey completed by DL team</p>

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta’s education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

The Board of Trustees provides visionary leadership to ensure the district is well governed and managed. (Details are provided in the district’s [Combined AERR/3YEP](#).)

DISTRICT LOCAL OUTCOME 5.2:

All district stakeholders have confidence that the district is well governed and managed.

School Local Outcome 5.2:

Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • School goals of Literacy, numeracy • Indigenous Culture/Earth Day • Life Skills program for all grades • Thought Exchange platform • St. John Henry Newman Daily Affirmation program • Field Trip program long range planning 	<ul style="list-style-type: none"> • SC involved in finalization of goals • Mid-year review of progress • October is Field Trip Notification month. 	<p>AB Ed. Accountability Pillar Survey, District Satisfaction Survey Thought Exchange</p>

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.

School Local Outcome 5.3:

The school strengthens engagement with parents/legal guardians and the parental role in decision-making.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Thought Exchange 	<ul style="list-style-type: none"> • Topical questions will be shared and discussed digitally. IE use of cell phone by students at school 	<ul style="list-style-type: none"> • A thought exchange on thought exchange?

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

*Our Catholic schools develop students who reflect the image of God
and are successful contributors to a global society.*

PROVINCIAL OUTCOME ONE:

Alberta's students are successful.

DISTRICT LOCAL OUTCOME:

The district's students are successful.

School Local Outcome:

Focusing on literacy and numeracy is a means to achieve success for all students. (Elem./Jr.)

Students achieve student learning outcomes. (High School)

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

% achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

Data values have been suppressed where the number of respondents/students is fewer than 6.

Alberta Education requires jurisdictions and schools to report results for Provincial Achievement Test data on the basis of the cohort (**) group. This form of reporting accounts for all students enrolled at a grade level. For example, **the number of students in the cohort is determined as the total of number of students who write, the number of students who are absent, and the number of students who are excused from writing by the Superintendent for valid reasons as determined by Alberta Education (because participation would be harmful to the student or the student could not respond to the test instrument)**. When the percentage of students meeting Standards is calculated, students who are absent or excused are considered to have not demonstrated the Acceptable Standard for a given achievement test as their achievement is not known.

Aggregated PAT results are based upon a weighted average of per cent meeting Standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 6, 9, 9KAE), Français (grades 6 and 9), French Language Arts (grades 6 and 9), Mathematics (grades 6, 9, 9KAE), Science (grades 6, 9, 9KAE), Social Studies (grades 6, 9, 9KAE).

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and to Mathematics 9 in 2017/2018.

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and district.

Student participation in the Accountability Pillar survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Provincial Achievement Tests (PATs)

2018-2019

Based on cohort**

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Overall percentage of grades 6 and 9 students provided below						
<u>Acceptable Standard:</u>						
School	83.2	88.1	88.0	High	Declined	Acceptable
CCSD	75.8	76.2	76.2	Intermediate	Maintained	Acceptable
Province	73.8	73.6	73.6	Intermediate	Improved	Good
<u>Standard of Excellence:</u>						
School	31.5	37.1	36.2	Very High	Maintained	Excellent
CCSD	21.8	21.6	21.4	High	Maintained	Good
Province	20.6	19.9	19.6	High	Improved Significantly	Good

Results provided by Alberta Education Accountability Pillar Report October 2019 – Overall Summary page

**Provincial Achievement Tests
2018-2019**
Based on students who wrote the test

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
English Language Arts	School	95.6	22.1	98.7	40.3
	CCSD	96.0	22.4	89.6	17.4
	Prov.	91.9	19.6	84.9	16.7
English Mathematics	School	87.5	20.8	85.2	24.7
	CCSD	86.8	16.6	72.8	22.5
	Prov.	79.4	16.4	66.5	20.8
English Science	School	93.2	44.6	86.4	38.3
	CCSD	91.9	36.8	87.5	31.7
	Prov.	85.9	32.4	84.1	29.7
English Social Studies	School	90.3	34.7	82.7	34.7
	CCSD	90.4	29.0	81.4	24.3
	Prov.	84.5	27.9	76.9	23.1

Results provided by Alberta Education Provincial Achievement Tests Multiyear Report 2019 – Written in English tables

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
French Language Arts	School				
	CCSD	96.9	21.6	90.7	17.8
	Prov.	89.7	16.1	85.6	12.8
French Mathematics	School				
	CCSD	93.5	29.9	86.2	35.8
	Prov.	84.4	18.4	80.8	28.8
French Science	School				
	CCSD	90.1	36.6	90.6	25.5
	Prov.	81.9	22.6	88.9	28.2
French Social Studies	School				
	CCSD	85.6	22.3	83.3	19.3
	Prov.	79.1	17.0	79.2	23.2

Results provided by Alberta Education Provincial Achievement Tests Multiyear Report 2019 – Written in French tables

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary						
Percentage of students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year:						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	0	0	0	Very High	Maintained	Excellent
CCSD	1.2	1.0	1.3	Very High	Maintained	Excellent
Province	2.6	2.3	2.9	Very High	Improved Significantly	Excellent

Drop Out Rate – Measure History						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	0	0	0	0	0	0
CCSD	1.8	1.5	1.3	1.0	1.2	1.1
Province	3.5	3.2	3.0	2.3	2.6	

MEASURE: Citizenship

Citizenship – Accountability Pillar Overall Summary						
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship:						
	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	75.8	77.6	81.2	Intermediate	Declined	Issue
CCSD	81.9	82.5	83.9	Very High	Declined Significantly	Acceptable
Province	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable

Citizenship – Measure History						
	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	85.6	84.7	78.7	80.2	75.8	80
CCSD	84.8	84.8	84.4	82.5	81.9	82.9
Province	83.5	83.9	83.7	83.0	82.9	

MEASURE: Work Preparation

Work Preparation – Accountability Pillar Overall Summary

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	70.0	77.6	79.5	Low	Declined	Issue
CCSD	81.0	79.9	80.1	High	Improved	Good
Province	83.0	82.4	82.6	High	Improved	Good

Work Preparation – Measure History

Overall	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	74.1	83.3	77.5	77.6	70.0	75
CCSD	78.5	79.7	80.6	79.9	81.0	83.0
Province	82.0	82.6	82.7	82.4	83.0	

School Local Outcome: (Elementary/Junior High)

Focusing on literacy and numeracy is a means to achieve success for all students.

Comments on the results for this outcome and a review of the success of initiatives/projects and of the strategies used are provided below.

Schools have completed Analysis Packages for all Provincial Achievement Tests to address specific strategies and outcomes based on results. The Analysis Packages provide opportunities for individual teachers and divisional groups to reflect on achievement data and to set priorities for instruction.

BCN Students continue to achieve scores higher than the provincial average in all categories. We have observed a modest decline in the overall performance of grade 6 students between 2018 and 2019. Grade 9 student performance is very strong in all categories, especially ELA 9 where the students meeting the acceptable level reached 98% (one student did not make the standard) Analysis of subject data has revealed a few areas for growth including the students ability to perform on the 'no calculator' assessments. We also observed a decrease in grade 6 acceptable performance in math but this decline did not reach the depths that were anticipated based on initial assessments of the grade 6 group at the beginning of the 2018-2019 year.

Specific Subject area conclusions include but are not limited to the following:

Science 9: Questions of concern in Electrical principles are a possible indication to focus on this area of content.

Math 9: Students struggle with both the problem solving portion and the no calculator portion.

ELA 9: Concerns: - rhetorical techniques and use of quotation marks in articles

Social Studies 9: An area for growth is definitely in the area of knowledge surrounding the Indian Act and legislation pertaining to Indigenous Peoples in Canada. Areas of strength include knowledge and skills and processes pertaining to Canadian Governmental Systems and Economic

Systems. Grade 6 Math: We declined in points on the outcome regarding Transformations, Order of Operations, Area of a Rectangle and Improper fractions. Strengths were Volume of a rectangular prism, triangles, angles, and number sense.

Grade 6 Science: The lowest result in science was an inferencing questions regarding Trees & Forests growth patterns. Areas of growth in science would be more inquiry, inferring and problem solving questions. The strengths in Science were Evidence & Investigation as a whole.

Grade 6 ELA: Identifying humor or interpreting cartoons was a challenge along with recognizing the apostrophe in a cartoon. Strengths in LA were identifying metaphors, using context to determine the meaning of a phrase, and determining meaning from an informational article.

Grade 6 Social Studies: Areas of growth are identifying affective ways to influence decision making at provincial and local government level. Strengths in Social Studies were understanding the gender roles in the Iroquois Confederacy

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

Alberta's education system supports First Nations, Métis and Inuit students' success.

DISTRICT LOCAL OUTCOME 2:

The district supports First Nations, Métis and Inuit students' success.

School Local Outcome 2:

All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

% achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

Data values have been suppressed where the number of respondents/students is fewer than 6.

Alberta Education requires jurisdictions and schools to report results for Provincial Achievement Test data on the basis of the cohort (**) group. This form of reporting accounts for all students enrolled at a grade level. For example, **the number of students in the cohort is determined as the total of number of students who write, the number of students who are absent, and the number of students who are excused from writing by the Superintendent for valid reasons as determined by Alberta Education (because participation would be harmful to the student or the student could not respond to the test instrument)**. When the percentage of students meeting Standards is calculated, students who are absent or excused are considered to have not demonstrated the Acceptable Standard for a given achievement test as their achievement is not known.

Aggregated PAT results are based upon a weighted average of per cent meeting Standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 6, 9, 9KAE), Français (grades 6 and 9), French Language Arts (grades 6 and 9), Mathematics (grades 6, 9, 9KAE), Science (grades 6, 9, 9KAE), Social Studies (grades 6, 9, 9KAE).

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and to Mathematics 9 in 2017/2018.

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and district.

Student participation in the Accountability Pillar survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**First Nations, Métis and Inuit
Provincial Achievement Tests**

The overall percentage of self-identified First Nations, Métis and Inuit students in grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (overall results):

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Acceptable Standard:						
School	na	na	na	n/a	n/a	n/a
CCSD	51.2	54.2	56.5	Very Low	Declined	Concern
Province	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
Standard of Excellence:						
School	na	na	na	n/a	n/a	n/a
CCSD	8.3	5.3	7.6	Very Low	Maintained	Concern
Province	7.4	6.6	6.5	Very Low	Improved Significantly	Acceptable

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary						
Percentage of self-identified First Nations, Métis and Inuit students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year:						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	na	na	na	n/a	n/a	n/a
CCSD	3.3	1.0	3.0	High	Maintained	Good
Province	5.4	4.8	5.6	Intermediate	Maintained	Acceptable

Drop Out Rate – Measure History						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	na	na	na	na	na	na
CCSD	3.0	5.6	2.6	1.0	3.3	3.2
Province	7.0	6.1	5.8	4.8	5.4	

Comments on the results for Outcome 2 and a review of the success of its initiatives/projects and of the strategies used are provided below. These initiatives/projects and strategies include recognizing the following:

- Orange Shirt Day – September 30
- Métis Week – November 12-18, 2020
- Indigenous Peoples Day – June 21

Activities planned in 2018-19 were all carried out including the expansion of our FNMI literacy library, indigenous cultural crafts learning, and a JH student visit to Blackfoot Crossing. Many of these projects are being rolled forward to join our goals for 2019-2020:

1. Parents share expertise on FNMI project from last year
2. Increase collaboration with IS team
3. Increased PD on FNMI culture and issues

4. Orange Shirt day program developed across the school.
5. Incorporate FNMI literature into regular classroom experience

6. Indigenous Day (like Science Fair)
7. Bring in speakers (elders) and presentations tied to Earth Day
8. Develop Div FNMI library storybook resources

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school leaders and school authority leaders.

DISTRICT LOCAL OUTCOME 4:

School authority leaders, school leaders and teachers will be prepared, and their professional growth focus will be on the competencies needed to help students perform their best, and effective learning and teaching are achieved through collaborative leadership.

School Local Outcome 4:

A cohesive professional development plan is established.

MEASURE: Program of Studies

Program of Studies – Accountability Pillar Overall Summary

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education:

3-Year Plan	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	79.3	84.3	84.2	High	Declined	Acceptable
CCSD	81.9	82.8	82.7	Very High	Declined	Good
Province	82.2	81.8	81.9	Very High	Improved Significantly	Excellent

Program of Studies – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	87.5	87.5	80.7	84.3	79.3	85
CCSD	82.8	82.4	82.8	82.8	81.9	82.2
Province	81.3	81.9	81.9	81.8	82.2	

Comments on the results for Outcome 4 as well as a review of the success of initiatives/projects and of the strategies used are provided below. These include the following initiatives/projects:

- Neuroscience
- Concept-based pedagogy
- TQS/LQS competency areas

This data is troubling as it occurs in a year in which the school offered the greatest number of CTF related electives ever programed at this school. It also does not correlate with the school's performance in PAT's that exceeded the provincial average on every measure.

During the 2018-2019, several preliminary steps were taken during staff Pd to introduce and grow capacity on the topics of Neuroscience, Concept Based pedagogy and the New TQS. Impact of that work on student success is foreseeable but not yet measurable.

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.

PROVINCIAL OUTCOME ONE:

Alberta's students are successful.

DISTRICT LOCAL OUTCOME:

District students are successful.

School Local Outcome (Elementary/Junior High):

Focusing on literacy and numeracy is a means to achieve success for all students.

Initiatives/Projects:	Strategies:	Measure(s):
<p>Improving communication about academic progress: google classroom; fresh grade; work habits rubrics Identify systemic barriers to meeting the needs of ELL learners in the classroom Build capacity for independent reading</p>	<p>Staff shared strategies to online communication tools Grade level Math strategies shared between grades Discuss more effective use of DLT/ EA/ Nest Support Focus on strategies to develop even greater love of reading Team time dedicated to each topic led by individual staff leaders and /or DLTs. Time spent reviewing literature, developing ideas and creating learning strategies with intent to implement.</p>	<p>Staff success survey Student surveys Student Voice survey AERR results in 2020</p>
<p>Lunch and learns for student support Math programming collaboration between divisions</p>	<p>Staff shared strategies to online communication tools Grade level Math strategies shared between grades Discuss more effective use of DLT/ EA/ Nest Support Focus on strategies to develop even greater love of reading Team time dedicated to each topic led by individual staff leaders and</p>	<p>Staff success survey Student surveys Student Voice survey AERR results in 2020</p>

	/or DLTs. Time spent reviewing literature, developing ideas and creating learning strategies with intent to implement.	
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3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

Alberta's education system supports First Nations, Métis and Inuit students' success.

DISTRICT LOCAL OUTCOME 2:

The district supports First Nations, Métis and Inuit students' success.

School Local Outcome 2:

All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Initiatives/Projects:	Strategies:	Measure(s):
<p>Parents share expertise on FNMI project from last year Increase collaboration with IS team Increased PD on FNMI culture and issues</p> <p>Orange Shirt day program Develop Div FNMI library storybook resources Incorporate FNMI literature into regular classroom experience</p> <p>Indigenous Day (like Science Fair) Bring in speakers (elders) and presentations tied to Tie Earth Day</p>	<p>Get a book per month on Indigenous culture aimed at Div 1 and young Div. 2 students Feature Indigenous Literature during Learning Common Time in collaboration with Learning Common Librarian Div 1 activity for Orange Shirt Day</p> <p>Parent Engagement with Arts/ Crafts program.</p> <p>Bring in elders. K-2 teachers will make this a common growth plan exercise Stage an Indigenous Learning day from k-9 Literature activities Additions to holdings supported by School Council Home discussion starters included in student agenda</p> <p>Lesson and units planned for the class in advance of theme day</p> <p>Use model of EARTH DAY previously established</p>	<p>Event staged, twitter photos and SCREAM submissions Student survey questions Staff TPGP completion on Indigenous Learning Parent response survey to gage home response</p>

3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school leaders and school authority leaders.

DISTRICT LOCAL OUTCOME 4:

School authority leaders, school leaders and teachers will be prepared, and their professional growth focus will be on the competencies needed to help students perform their best, and effective learning and teaching are achieved through collaborative leadership.

School Local Outcome 4:

A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Team Time (period X) 	<p>Period X format to create PLC time that mirrors student activities designed around emergent topics:(Test Anxiety; resiliency; citizenship; Healthy choices; mindfulness, etc</p> <p>Staff PLC time spent on PD topics: ACE's and the adolescent brain Concept based assessment; Blueprinting exams, etc.</p>	<p>Students and Parents Satisfaction Survey</p> <p>Anecdotal discipline data</p> <p>Case Study interviews with select students</p> <p>Feedback from Grade 9 Advisory group</p> <p>Thought Exchange</p>