

**ANNUAL EDUCATION RESULTS REPORT 2016-2017
and
SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)**

Blessed Cardinal Newman School

Alberta Education requires all schools to maintain an education plan that reflects and aligns with the district’s 3 Year Plan. These plans are cyclical and fluid and are to be considered “living documents”.

- The **Annual Education Results Reports (AERR)** is the evaluation for all the desired and specific outcomes identified in the school plan. It is in the AERR that schools report their assessment of progress as it relates to the school’s past performance and achievement of targets. The AERR appears first followed by the 3 Year Plan to reflect the cyclical planning process. There should be a strong connection between the AERR and the School Education Plan.
- The **School Education Plans** are to reflect the adjustment of strategies and targets for each year.
- **Target setting** means establishing **outcomes** that arise from the analysis of current measures and performance at the school and district level and are expressed qualitatively.
- **Outcomes** are measurable statements of what you seek to achieve. In broad terms, they answer the question, “What will this look like when we get to where we want to be?”

THE SCHOOL’S VISION/MISSION STATEMENT

Blessed Cardinal Newman School is dedicated to increasing student engagement in learning. We employ a variety of high leverage strategies intended to develop the whole child: academically, spiritually, emotionally, physically and socially. These strategies include:

1. School Spirit and Community Building
2. Faith Formation
3. Differentiation for Diverse Learners
4. Focused literacy and numeracy learning.
5. Technology & Digital Citizenship
6. Career and Technology Foundations
7. Learning of and through the fine arts

SCHOOL COUNCIL INVOLVEMENT

The school council meets on 8 occasions per year and takes part in the decision making process that impacts the life of the school. In the October School Council meeting, attendees are provided with the opportunity to review the draft of the school plan and take part in a 'placemat' activity to provide additional input. The school plan will be communicated in November via the school website. In the February newsletter the school will report on the progress achieved to date on each of the goals within the published school plan.

ANNUAL EDUCATION RESULTS REPORT 2016-2017

DISTRICT VISION STATEMENT: FAITH

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

LOCAL DESIRED OUTCOME ONE:

Catholicity is enhanced and supported within the district.

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.1: The school models the social teachings of the Catholic church by both receiving and giving mercy and engaging in the works of mercy.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	5
<u>Comment</u> on Results for Local Outcome 1.1 (The school models the social teachings of the Catholic church by both receiving and giving mercy and engaging in the works of mercy.)	
<p>This is an area that would benefit from additional focus. Our plan is to take part in a few more activities while still committing to the ones that have been traditional events</p> <p>New this year:</p> <ol style="list-style-type: none"> 1. Pass it on clothing drive (78 bags of clothing donated) 2. Veteran's Food Bank 3. Calgary Drop in Center. 4. Stewardship of the environment (horticulture program) <p>Continued projects:</p> <ol style="list-style-type: none"> 1. Terry Fox Run 2. Christmas Hamper program to support St Vincent de Paul Society of SATG Parish. 3. Free the Children Society 	

ANNUAL EDUCATION RESULTS REPORTING for:
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LOCAL OUTCOME 1.2: The school fosters faith formation of staff by increasing knowledge, understanding and practice of the faith.

Comment on Results for **Local Outcome 1.2** (The school fosters faith formation of staff by increasing knowledge, understanding and practice of the faith.)

Additional focus on prayer and opportunities to attend mass as a staff will be featured in 2017-18.

ANNUAL EDUCATION RESULTS REPORTING for:

LOCAL OUTCOME 1.3: The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

Performance Measure For AERR		Results (in percentages)		
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith. The Religion 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.) 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) 		2016	2017	Target 2018
		Statement #1	School	89
District	91.6		91.4	91.5
Statement #2	School	89	86.5	90
	District	91.0	91.2	91.3
Statement #3	School	n/a	86.5	90
	District	n/a	85.8	85.9

Comment on Results for **Local Outcome 1.2** (The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.)

Parent anecdotal comments on the last two satisfaction surveys spoke frequently to the appreciation parents have for the quality of the liturgies that are put on by staff and students. Parents are very appreciative of the effort put forward and the experience it provides for students to grow in faith.

ANNUAL EDUCATION RESULTS REPORTING for:

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.

Performance Measure For AERR	Results (in percentages)
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Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> Catholic church teachings and practices are reinforced through the culture and climate of my child's school. 		2016	2017	Target 2018
	School	88.9	89.2	90
	District	92.6	92.3	92.4

Comment on Results for **Local Outcome 1.2** (The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.)

The results indicate progress and that is good to see. We hope to continue that trend in 2017-18 with specific projects and practices targeting areas of need:

Daily prayer; environmental stewardship; digital citizenship; mentoring programs.

SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

LOCAL OUTCOME ONE: Catholicity is enhanced and supported within the district.

The Catholic Community of Caring plan is embedded in this section and focuses on the 2017-2018 faith theme, “Ask, and it will be given you.” Include how your school will engage in the theme by focusing on how we as servants of God are always called to discern His will, and through prayer we develop a closer relationship with Him who loves us.

- Continue to promote mercy and justice through social justice initiatives—[corporal and spiritual works of mercy](#) and [Catholic social teachings](#) and by permeating these teachings throughout the curriculum.
- Continue to foster faith formation of staff and students through participation in prayer and liturgy, professional learning, retreats, pilgrimages and other formation activities.
- Continue to build student wellness through school climate and culture, aligned with the Catholic Community of Caring values (faith, caring, respect, responsibility, trust and family).

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.

2017-2018 School Outcome(s): Foster the growth of student ‘sense of ownership’ for environmental stewardship and to connect that experience to their faith journey.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Daily prayer• Stewardship of the environment• Mentoring programs	<ul style="list-style-type: none">• Each week a new class leads the whole school in AM prayer. That same week the students in that class take responsibility for care of the grounds• New programs to enhance buddies and build student capacity for leadership	<ul style="list-style-type: none">• Anecdotal feedback from parents, staff and caretakers• Our school survey results coupled with AERR reports• Satisfaction Survey in 2018

LOCAL OUTCOME 1.2: The school district fosters faith formation of staff by increasing knowledge, understanding and practice of faith.

2017-2018 School Outcome(s): The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of faith.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • PD time spent in mass as a staff 	<ul style="list-style-type: none"> • Two PD days set aside for staff pilgrimage to SATG parish for 9am mass 	<ul style="list-style-type: none"> • Staff feedback during and at end of year.
<p>LOCAL OUTCOME 1.3: The school district fosters faith formation of students by increasing knowledge, understanding and practice of faith.</p>		
<p>2017-2018 School Outcome(s): The school fosters faith formation of students by increasing knowledge, understanding and practice of faith.</p>		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • CCC projects to support local causes • Participation in liturgies 	<ul style="list-style-type: none"> • CCC commits to projects in fall advent, lent and spring 	<ul style="list-style-type: none"> • Anecdotal feedback from parents, staff and parish • Our school survey results coupled with AERR reports • Satisfaction Survey in 2018 •

<p>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.</p>		
<p>2017-2018 School Outcome(s): The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.</p>		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Champions initiative: focus on mentoring • JH Drama playback activity 	<ul style="list-style-type: none"> • Formalize the buddy class program to expand on previous expectations; build in PD time to plan and deliver activity for buddy groups • JH students will present common scenarios that challenge the decision making process around issues of bullying and harassment. 	<ul style="list-style-type: none"> • Anecdotal feedback from parents, staff and parish • Our school survey results coupled with AERR reports • Satisfaction Survey in 2018

ANNUAL EDUCATION RESULTS REPORT 2016-2017

DISTRICT VISION STATEMENT: 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 is inclusive.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.1:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall 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. (Required Provincial Accountability Measure)

CURRENT MEASURES: Safe and Caring						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.8	92.2	91.5	Very High	Maintained	Excellent
CCSD	89.3	89.7	89.5	Very High	Maintained	Excellent
Province	89.5	89.5	89.3	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	School	92.8	91.2	91.1	92.2	89.8	93
	CCSD	88.9	89.8	89.1	89.7	89.3	89.5
	Province	89.0	89.1	89.2	89.5	89.5	

* Data provided by Alberta Education October 2017.

Comment on Results for Local Outcome 3.1 (All students are supported in a respectful, caring and faith-filled environment.)

While maintaining an overall rating of Excellent, results in 2017 fell below 90% for the first time in several years. This, we hope to reverse in 2018.

PROVINCIAL OUTCOME FIVE:
Alberta's education system is well governed and managed.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.1:

The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Parental Involvement						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	75.4	87.4	82.5	Intermediate	Declined	Issue
CCSD	79.6	79.7	79.8	High	Maintained	Good
Province	81.2	80.9	80.7	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	School	78.0	81	79.9	87.4	75.4	88
	CCSD	80.5	80.1	79.6	79.7	79.6	81.2
	Province	80.3	80.6	80.7	80.9	81.2	

* Data provided by Alberta Education October 2017.

- Overall 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. (Required Provincial Accountability Measure)

CURRENT MEASURES: School Improvement						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	75.1	78.8	80.5	Intermediate	Declined	Issue
CCSD	80.0	79.7	79.4	High	Improved	Good
Province	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	School	83.6	83.4	79.3	78.8	75.1	84
	CCSD	78.7	79.4	79.1	79.7	80.0	81.4
	Province	80.6	79.8	79.6	81.2	81.4	

* Data provided by Alberta Education October 2017.

- Overall teacher, parent and student satisfaction with the overall quality of basic education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Education Quality						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.2	93.7	90.6	Intermediate	Declined Significantly	Issue
CCSD	89.7	89.8	89.6	Very High	Maintained	Excellent
Province	90.1	90.1	89.6	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	School	90.1	90.5	87.7	93.7	85.2	95
	CCSD	89.3	89.8	89.2	89.8	89.7	90.1
	Province	89.8	89.2	89.5	90.1	90.1	

* Data provided by Alberta Education October 2017.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

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

Performance Measure For AERR		Results (in percentages)		
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> 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.) 		2016	2017	Target 2018
	School	88.9	92.8	93
	District	90.2	90.3	90.4
<u>Comment</u> on Results for Local Outcome 5.2 (The school strengthens engagement with parents/legal guardians and the parental role in decision-making.)				
This is an area the school has consistently performed at a very high level so it will take consistent effort to maintain this level of satisfaction. We hope to build on previous success by employing similar methods.				

SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

DISTRICT VISION STATEMENT: 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 is inclusive.

LOCAL OUTCOME 3.1: All district students are supported in a respectful, caring and faith-filled environment.

2017-2018 School Outcome(s): Students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Championing Initiative • Access to student clubs and mentoring programs • Buddy programs • Daily public prayer • stewardship 	<ul style="list-style-type: none"> • Each initiative is designed to bring older and younger grades together to give the younger students a strong connection to the older ones and to give older students opportunities to build capacity for leadership- all within the context of our faith. 	<ul style="list-style-type: none"> • Anecdotal feedback from parents, staff and parish • Our school survey results coupled with AERR reports • Satisfaction Survey in 2018 •

LOCAL OUTCOME 3.2: The district optimizes resources to meet the diverse learning needs of all students.

2017-2018 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • The Nest 	<ul style="list-style-type: none"> • Congregated DLT resources in one location for pull out and 1:1 or 1 to small group support. Coordinated SRT and access to assistive tech all coordinated by DLCT 	<ul style="list-style-type: none"> • Anecdotal records; RFS tracking • PAT results and Satisfaction Survey in 2018 •

PROVINCIAL OUTCOME FIVE:

Alberta’s education system is well governed and managed.

LOCAL OUTCOME 5.1: The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.

LOCAL OUTCOME 5.2: All district stakeholders have confidence that the district is well governed and managed.

2017-2018 School Outcome(s): Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Presence in and around school• Classroom visitation schedule	<ul style="list-style-type: none">• Constant admin presence in high leverage spaces (ie: in the drive through at the end of the day; at us loading zone; with students during lunch hour.• Each admin has the goal to visit each class once per day if possible	<ul style="list-style-type: none">• Anecdotal feedback from parents, staff and parish• Our school survey results coupled with AERR reports• Satisfaction Survey in 2018

ANNUAL EDUCATION RESULTS REPORT 2016-2017

DISTRICT VISION STATEMENT: 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.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME ONE:
Alberta's Students are successful.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall percentage of students in grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort*). (Required Provincial Accountability Measure)

Student Learning Achievement (K-9)	(Percentage)			October 2017 Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School) .	89.9	89.2	85.8	Very High	Improved	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District) .	75.7	76.8	75.8	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province) .	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School) .	37	32.5	30.3	Very High	Improved	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District) .	21.0	21.7	20.6	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province) .	19.5	19.4	18.8	Intermediate	Improved Significantly	Good

"A" = Acceptable; "E" = Excellence – the percentages achieving the Acceptable Standard include the percentages achieving the Standard of Excellence. 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) and Social Studies (grades 6, 9, 9KAE)

Grade 9 Provincial Achievement Tests were substantially impacted by the flooding of June 2013 so caution should be used when interpreting trends over time for the province and district.

Provincial Achievement Tests

Percentage of students in grade 6 and 9 who achieved the acceptable standard and the percentage who achieved the standard of excellence on Provincial Achievement Tests. <i>Results based on students who wrote the test (required by the district – see *note below).</i>					
PAT Results – By Number Writing		2017		2014-2016 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	89.7	30.8	92.3	26.5
	CCSD	95.4	25.0	95.5	24.2
	Prov.	91.5	20.9	91.1	21.2
French Language Arts 6	School	Na	Na	Na	Na
	CCSD	96.7	15.9	91.9	20.2
	Prov.	88.5	14.0	89.8	14.8
Mathematics 6	School	74.4	12.8	83.8	22.3
	CCSD	83.8	15.5	87.3	18.2
	Prov.	76.7	13.9	80.4	16.0
Science 6	School	85.9	41	86.8	37.5
	CCSD	90.3	37.0	90.2	31.8
	Prov.	85.7	32.3	84.9	28.5
Social Studies 6	School	87.2	33.3	80.8	19.9
	CCSD	88.5	27.3	86.0	23.6
	Prov.	81.0	24.1	78.5	21.0
PAT Results – By Number Writing		2017		2014-2016 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 9		(%)	(%)	(%)	(%)
English Language Arts 9	School	90.6	35.4	93.5	33.3
	CCSD	92.0	18.7	91.6	18.4
	Prov.	86.4	16.8	86.2	16.8
French Language Arts 9	School	Na	Na	Na	Na
	CCSD	84.3	14.6	87.2	10.3
	Prov.	86.4	11.7	88.1	11.1
Mathematics 9	School	84.4	38.5	85	33.2
	CCSD	82.1	22.9	79.8	21.7
	Prov.	75.5	21.3	74.7	19.7
Science 9	School	88.5	42.7	92.0	47.1
	CCSD	88.0	25.5	87.2	28.9
	Prov.	82.8	23.9	82.2	25.0
Social Studies 9	School	86.5	37.5	82.1	34.3
	CCSD	79.9	23.2	78.3	23.2
	Prov.	75.0	22.6	73.3	21.7

* For all Achievement Tests, schools complete Analysis Packages 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 set priorities for instruction.

- Annual drop out rate of students aged 14 to 18. (Required Provincial Accountability Measure)

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.0	0.0	0.0	Very High	Maintained	Excellent
CCSD	1.3	1.5	1.7	Very High	Improved Significantly	Excellent
Province	3.0	3.2	3.3	High	Improved Significantly	Good

The annual drop out rate is the 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.

Performance Measure For AERR	Results (in percentages)						Target
Drop Out Rate - annual dropout rate of students aged 14 to 18.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	0.0	0.0	0.0	0.0	0.0	0.0
	CCSD	1.6	1.6	1.8	1.5	1.3	1.2
	Province	3.6	3.3	3.5	3.2	3.0	

* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

- Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (Required Provincial Accountability Measure)

CURRENT MEASURES: Citizenship						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	78.7	84.7	85.7	High	Declined Significantly	Issue
CCSD	84.4	84.8	85.0	Very High	Declined	Good
Province	83.7	83.9	83.6	Very High	Maintained	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	85.3	86.7	85.6	84.7	78.7	88
	CCSD	83.7	85.2	84.8	84.8	84.4	84.5
	Province	83.4	83.4	83.5	83.9	83.7	

* Data provided by Alberta Education October 2017.

- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (Required Provincial Accountability Measure)

CURRENT MEASURES: Work Preparation						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	77.5	83.3	76.9	Intermediate	Maintained	Acceptable
CCSD	80.6	79.7	79.2	High	Improved	Good
Province	82.7	82.6	81.9	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	68.8	73.4	74.1	83.3	77.5	85
	CCSD	76.8	79.5	78.5	79.7	80.6	82.7
	Province	80.3	81.2	82.0	82.6	82.7	

* Data provided by Alberta Education October 2017.

Comment on Results for **Provincial Outcome One**: Alberta's students are successful.

Comment on Results for School Outcomes: Literacy and numeracy is focused on as a means to achieve success for all students.(Elementary/Junior High)

The academic results have been historically very strong at this school. The lack of correlation between that and the citizenship scores and work preparation scores give reason for concern. It makes us ask the question: "What are these students doing with their accomplishments?"

As part of the goals for 2017-18, we have communicated to our parents a commitment to literacy in grades k-3, to gaining meaning from text in grades 4-6 and to inquiry based- higher order thinking in grades 7-9. We are employing an 80-20 rule (Fullan) to ensure that best practices are complemented by innovative programs. The innovations are targeting increased student engagement as their primary goal.

We have coupled this approach with increased emphasis on leadership training and on mentoring programs. These initiatives are driven by new programming in CTF for grades 5-8. We are hopeful that these initiatives and strategies will complement each other and sustain the historically high achievement while grounding it in purposeful learning about how students can apply their new learning in pursuit of a life well lived that includes service to the community and an eye on future career paths.

PROVINCIAL DESIRED OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(FNMI data is published only when there is a sufficient population of FNMI students (more than 6 students).

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall results). (Required Provincial Accountability Measure)

Student Learning Achievement (K-9)	(Percentages)			October 2017 Evaluation		
Current Measures	Current Result	Prev Year Result	Prev 3-Yr Average	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School).	na	na	na	Choose an item.	Choose an item.	Choose an item.
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District).	54.6	60.7	54.8	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province).	51.7	52.4	52.1	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School).	na	na	na	Choose an item.	Choose an item.	Choose an item.
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District).	9.2	8.5	8.5	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	6.7	6.3	6.3	Very Low	Improved	Issue

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) and Social Studies (grades 6, 9, 9KAE)

Grade 9 Provincial Achievement Tests were substantially impacted by the flooding of June 2013 so caution should be used when interpreting trends over time for the province and district.

- Annual dropout rate of self-identified FNMI students aged 14 to 18. (Required Provincial Accountability Measure)

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	na	na	na	Choose an item.	Choose an item.	Choose an item.
CCSD	2.6	5.6	4.1	Very High	Improved	Excellent
Province	5.8	6.1	6.7	Intermediate	Improved Significantly	Good

The annual drop out rate is the 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.

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2012	2013	2014	2015	2016	2017
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	School	na	na	na	na	na	a
	CCSD	4.8	3.6	3.0	5.6	2.6	2.5
	Province	7.4	7.1	7.0	6.1	5.8	

* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

Comment on Results for **Provincial Outcome Two**: (The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.)

Less than 1% of students in this school are identified as FNMI.

PROVINCIAL DESIRED OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Program of Studies						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	80.7	87.5	87.6	High	Declined Significantly	Issue
CCSD	82.8	82.4	83.0	Very High	Maintained	Excellent
Province	81.9	81.9	81.5	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages 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.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	88.3	87.8	87.5	87.5	80.7	90
	CCSD	82.5	83.8	82.8	82.4	82.8	82.9
	Province	81.5	81.3	81.3	81.9	81.9	

* Data provided by Alberta Education October 2017.

Comment on Results for **Provincial Outcome Four** (Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.)

Comment on Results for School Outcome: A cohesive professional development plan is established.

Workplace culture is a key component of the school plan this year. Focusing on three values: collaboration; abundance energy and growth mindset. Staff development and professional development goals are focused on collaborative strategies to meet our school-wide goals. PD days are aligned with the work of those goals and intent upon giving staff members the time needed to gather and collaborate.

Feedback is frequent and transparency is featured. In February, we will report our mid-year progress toward the achievement of these objectives.

SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

DISTRICT VISION STATEMENT: 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.

2017-2018 School Outcome(s): Focusing on literacy and numeracy is a means to achieve success for all students.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> Describe your literacy focus. Div 1 learning to read Div 2 reading to learn Div 3 learning to pose good questions about what you have read	Div 1: Daily 5 Grade 4: Genius Hour Grade 5-8: Implementation of CTF programming	<ul style="list-style-type: none"> OurSCHOOL Survey PATs Anecdotal evidence gathered via observation
<ul style="list-style-type: none"> Describe your numeracy focus. All grades from 3-9: MIPI math assessment	Our students will use performance assessments to... MIPI assessment administered by Math team member with periods of time assigned to numeracy support	<ul style="list-style-type: none"> OurSCHOOL Survey PATs Anecdotal evidence gathered via observation

SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

DISTRICT VISION STATEMENT: 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 TWO:

The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

2017-2018 School Outcome(s): 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:
<ul style="list-style-type: none"> • Recognize Canada's National Aboriginal Day – June 21 • Recognize Orange Shirt Day - September 30 	<ul style="list-style-type: none"> • STAFF PD on FNMI culture April 20 , 2018 <p>Emphasis given via social studies or religious studies curriculum to feature Truth and Reconciliation</p> <p>Program to recognize Aboriginal Day on June 21 to experience aboriginal culture (smudging, song, story drum making; dance)</p> <p>Build up library collection on topics related to FNMI; Literacy Seed kits</p>	<ul style="list-style-type: none"> • Anecdotal feedback from parents and staff. • Our school survey results coupled with AERR reports • Satisfaction Survey in 2018

PROVINCIAL OUTCOME FOUR:**Alberta has excellent teachers, school and school authority leaders.****2017-2018 School Outcome(s):** A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Early morning wellness• Staff pilgrimage to mass• Building tech capacity• Literacy programs• Genius Hour• Buddy program (Champions initiative)• FNMI Culture learning	<ul style="list-style-type: none">• Time each PD day (wellness before workday begins or as a staff to 9am mass)• CLevr; Google Classroom; One Drive• Daily 5; Literacy place• Dovetailing the buddy program with student wellness; mentoring; resiliency training; pro social skills development• FNMI Blanket activity	<ul style="list-style-type: none">• Staff comments on TPGP's• Feedback gathered anecdotally via observation and conversation