

**ANNUAL EDUCATION RESULTS REPORT 2015-2016
and
SCHOOL EDUCATION PLAN (2016-2017 - 2018-2019)**

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 schools 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?"

Some guiding questions are:

- How can the school build on its current practice in empowering every student to be an engaged thinker and an ethical citizen with an entrepreneurial spirit? What needs to be enhanced? What is less effective and can therefore be decreased?
- Is the school participating in new initiatives that may positively impact future school results?
- What measures are collected to indicate that we are being successful?
- Have strategies been developed to address the academic theme "Success for all students" with the focus on assessment and student wellness? Do the strategies encompass the Board priorities of academic excellence (diploma results in humanities), student wellness (mental health/resiliency) and FNMI (eliminating the gap between FNMI and non-FNMI student results)?
- Have strategies been developed to address the faith theme, "Be merciful, just as your Father is merciful." with a focus on the Board's priority of faith formation (staff and students)?
- Have strategies been developed to address any issues or concerns as indicated on the Accountability Pillar report?
- Will the identified strategies meet the targets in a systematic and timely manner?
- What learnings can be included based on the 2016-2017 district focus books:
 - Small Things – Dr. Gerry Turcotte
 - A Year of Mercy with Pope Francis: Daily Reflections
 - Dear Pope Francis

THE SCHOOL'S VISION/MISSION STATEMENT

Blessed Cardinal Newman School is a Catholic Community of Caring that, together with the home and parish, strives to provide excellence in teaching and learning.

SCHOOL COUNCIL INVOLVEMENT

Describe how the School Council was involved in the updating of the plan.

We have a very active and Involved School council with an average of 35 attendees every month. At each meeting there is an Administration Report which provides information on such topics as academics, technology updates, performance results, district initiatives, staffing updates and daily operations.

School Council will have an opportunity to view and provide feedback at the regular meeting on November 17, 2016.

School Educations Plans will be posted on our school website November 18, 2016.

ANNUAL EDUCATION RESULTS REPORT 2015-2016

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 SPECIFIC OUTCOME 1.1: The school district models the social teachings of the Catholic church by promoting justice, loving kindness and walking humbly with God.				
Performance Measure For AERR	Number of projects			
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	16			
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:		2015	2016	Target 2017
<ul style="list-style-type: none"> The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith. 	Statement #1	School 93	School 89	School 90
<ul style="list-style-type: none"> 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.) 	District	District 89.4	District 91.6	District 91.7
	Statement #2	School 95	School 89	School 90
	District	District 93.6	District 91.0	District 91.1
<p><u>Comment</u> on Results for Local Specific Outcome 1.1 (The school district models the social teachings of the Catholic church by promoting justice, loving kindness and walking humbly with God.)</p> <p><i>(Contextual information, factors affecting results, analysis of results). Include service learning projects, their success, and how they promoted justice, kindness and walking humbly with God, percentage of students achieving the acceptable standard on district-developed Religious Education assessment instruments at grades 5, 8 and 12 levels as applicable to your school, Tell Them From Me survey data, faith exemplars, etc.)</i></p> <ul style="list-style-type: none"> As there were only 9 responses to our survey due to a later survey release date, analysis is difficult. Additional questions for how involved the families are within the Catholic Church (guided towards our non-Catholic families and non-practicing families). Teachers model Catholic teachings and daily prayer regularly. (Morning prayer, thankfulness, liturgies, school Masses, visits from the priest, preparation for sacraments, sung 'Parts of the Mass'.) Parents are invited to attend Masses and liturgies (put into school newsletter, and agenda/D2L) Outstanding PAT results in grade 5 & 8 (religion) 				

ANNUAL EDUCATION RESULTS REPORTING for:

LOCAL SPECIFIC OUTCOME 1.2: The school district 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)		
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. 		2015	2016	Target 2017
	School	95	89	90
	District	93.4	92.6	92.7

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

(Contextual information, factors affecting results, analysis of results). Include Catholic Community of Caring Plan; Tell Them From Me survey regarding how students face problems and life's challenges; student wellness initiatives/projects, etc.)

- Rosary in the mornings and lunches
- Groups that students can be a part of
- Communication between home and school
- School has initiated a program where students have a 'champion'. (Someone who mentors a student, so they go through the year feeling accepted, encouraged and welcome.)
- Buddy classes to encourage friendships outside of the classroom.
- Div I is using new religion curriculum and resources which will help better support and engage learners in the religious curriculum
- As a school, continue to use the District faith theme as a guideline for our practices
- We will continue various school initiatives which will help enhance our Catholic Community of Caring such as Rosary Club, Spectrum Club, December Jacket drive, etc.

SCHOOL EDUCATION PLAN (2015-2016 – 2017-2018)

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 2016-2017 faith theme, “Be merciful, just as your Father is merciful.” Include how your school will:

- Engage in the theme, “Be merciful, just as your Father is merciful”, by focusing on how mercy is both received from God and how we give mercy to others.
- Continue to promote mercy and justice through social justice initiatives—[corporal and spiritual works of mercy](#) and [Catholic social teachings](#).
- 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 both receiving and giving mercy and engaging in works of mercy.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Door of Mercy • We Day • Food drives • Charitable works for local and global • Long term Catholic Community of Caring (Building a school, Adopt-a-child) • St. Vincent de Paul • Free the Children 	<ul style="list-style-type: none"> • Food Drive • Promote in newsletter and religion classes • Regularly refer to faith theme in school assemblies & liturgies • Guest speakers selected on themes of caring and respect • “WE Day” assemblies • Christmas hampers • Food drives • Daily welcome of guest teachers • Birthday pencils • Frequent communication with electronic newsletter, websites, and school sign 	<ul style="list-style-type: none"> • Amount collected • Observation of strategies in place • Tracking of guest speakers • Informal feedback from students, parents, and school council • Results in “Our School” Survey & “Accountability Pillar” Surveys • Results from District Religion Achievement tests at grade 5 and 8

	<ul style="list-style-type: none"> • Junior high retreats • Kindergarten and junior high orientation • Art displays in the school and at the parish • Terry Fox Run • Poppy Collection • Hymn Sing • We Day initiative to build schools in developing countries 	
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LOCAL OUTCOME 1.2: The school district fosters faith formation of staff by increasing knowledge, understanding and practice of faith.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Faith Day • Prayers and intentions shared through email 	<ul style="list-style-type: none"> • All staff attend • Read and recite 	<ul style="list-style-type: none"> • Sharing and discussion at staff meeting • Attendance

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

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Priest just came to school to discuss the sacraments, parts of the mass, liturgies • Weekly rosary • Teaching Sacraments • Daily Catholic teachings • Continue to focus on building a respectful climate and culture at Blessed Cardinal Newman through the Catholic Community of Caring and Religious Education Programs. • Junior High leadership students promote a culture of Catholicity and caring with the recognition projects that they take on throughout the year. 	<ul style="list-style-type: none"> • Use the Accountability Pillar results along with our K-9 parent survey results and feedback from students, parents and staff to continuously enhance programming and learning needs of Blessed Cardinal Newman students. • Promote School Identity and Community around the components of a Catholic Community of Caring. • Student participation during liturgical services and celebrations. 	<ul style="list-style-type: none"> • Outcomes and assessment • Grade 5 and 8 district Religion exams

<ul style="list-style-type: none"> • Continue to provide a positive learning environment for children by: respecting individual differences, celebrating individual and group accomplishments (including 'personal best'), and by reinforcing the District theme: "Be Merciful, just as your heavenly Father is merciful" (Luke 6:36) • Specifics • WHAT WE CURRENTLY DO: • "WE Day" Initiative • Advent celebrations • Liturgies and retreats • Presentation of student achievements on school entry screen • Class recognition for accomplishments • Staff team building and recognition • Random acts of kindness • Birthday announcements/pencil • Volunteer tea • Social committee events • After school support • School beautification projects/environmental awareness • Buddy classes • Food drives • Welcoming guest teachers • Mentorship of staff • Special theme days • Extracurricular programs • Barbeques • Shrove Tuesday • Staff lunches • Leadership pins • Special events (Terry Fox Run,) Service projects 	<ul style="list-style-type: none"> • Planning session with the parish every spring. • Regular lunch meetings with parish and principals. • Regular classroom visits from parish priests. • Displaying of Sacramental banners. • Reviewing parts of the Mass during hymn sing • Utilize information provided by the PAT analysis, indicating strengths and areas of growth, to provide focus for instruction. • Participation in social justice projects—Terry Fox, St. Vincent de Paul Hampers, Free the Children • Retreats—for each sacrament, kindergarten church visits • Motivational speakers on sharing/caring/respect for all divisions • Recognition of school team accomplishments • Foyer monitor of class activities/group/club activities • School Twitter Account • Grade 5 and 8 students write District religion test 	
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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.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Door of Mercy • We Day • Food drives • Charitable works for local and global • Long term Catholic Community of Caring (Building a school, Adopt-a-child) • Teaching Resiliency 	<ul style="list-style-type: none"> • Lessons and discussions • Buddy class • Community helper • Leadership 	<ul style="list-style-type: none"> • Data analysis as charted

ANNUAL EDUCATION RESULTS REPORT 2015-2016

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 DESIRED OUTCOME THREE:

Alberta’s education system is governed effectively.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL SPECIFIC OUTCOME 3.1:

The school district strengthens communication 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.) 		2015	2016	Target 2017
	School	91	89	90
	District	90.5	90.2	90.3

Comment on Results for Local Specific Outcome 3.1 (The school district strengthens communication with parents/legal guardians and the parental role in decision-making.)

(Contextual information, factors affecting results, analysis of results). Indicate ways in which your school strengthened communication with parents/legal guardians and the parental role in decision-making.

We will continue to encourage parent feedback. We electronically send a newsletter which reaches almost every family. To those families who it does not we have the option of a paper newsletter. Junior High teachers use email and D2L as a way to communicate student progress to parents. Elementary uses eBoard, Edmodo, Remind 101 and email to communicate with parents. Progress Reports are sent home 3 times with Parent Conference scheduled three times throughout the year. Our school also uses School Connects in order to more effectively notify parents. We actively encourage involvement in our School Council. We utilize our website to share important dates and notices and update it regularly to encourage parents to check there often. We also highlight important events, such as liturgies, sacramental celebrations, fine arts performances, on our school sign outside to ensure it reaches the maximum number of people.

- D2L
- E-board
- Newsletters
- Emails for updates
- One-on-one connections

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 3.1:

The education system demonstrates collaboration and engagement.

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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.4	79.9	79.6	Very High	Improved	Excellent
CCSD	79.7	79.6	80.1	High	Maintained	Good
Province	80.9	80.7	80.5	High	Improved	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	84	78	81	79.9	87.4	88
	CCSD	80.1	80.5	80.1	79.6	79.7	80.9
	Province	79.7	80.3	80.6	80.7	80.9	

* Data provided by Alberta Education October 2016.

- 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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	93.7	87.7	89.4	Very High	Improved Significantly	Excellent
CCSD	89.8	89.2	89.4	Very High	Improved	Excellent
Province	90.1	89.5	89.5	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	92.9	90.1	90.5	87.7	93.7	94
	CCSD	89.2	89.3	89.8	89.2	89.8	90.1
	Province	89.4	89.8	89.2	89.5	90.1	

* Data provided by Alberta Education October 2016.

Comment on Results for Provincial Specific Outcome 3.1 (The education system demonstrates collaboration and engagement.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or school) that may have contributed to this improvement.

- Dedicated teachers that care about the well-being of their students.
- Collaboration among teachers rather than individual teaching
- Class sizes are acceptable for effective teaching and learning
- Parent volunteers in and out of the classroom has created a climate of open-ness between parents and school.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 3.2:

Students and communities have access to safe and healthy learning environments.

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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	92.2	91.1	91.7	Very High	Maintained	Excellent
CCSD	89.7	89.1	89.3	Very High	Improved	Excellent
Province	89.5	89.2	89.1	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
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.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	91.6	92.8	91.2	91.1	92.2	92.5
	CCSD	89.1	88.9	89.8	89.1	89.7	
	Province	88.6	89.0	89.1	89.2	89.5	

* Data provided by Alberta Education October 2016.

- 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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	78.8	79.3	82.1	High	Declined	Acceptable
CCSD	79.7	79.1	79.0	High	Improved	Good
Province	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
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.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	83.2	83.6	83.4	79.3	78.8	80
	CCSD	80.3	78.7	79.4	79.1	79.7	81.2
	Province	80.0	80.6	79.8	79.6	81.2	

* Data provided by Alberta Education October 2016.

Comment on Results for Provincial Specific Outcome 3.2 (Students and communities have access to safe and healthy learning environments.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Results indicated that students and parents believe that our school is a safe and healthy learning environment. In order to continue this we will ensure that our concession menu meets all District required nutrition guidelines. We only allow healthy treats as snacks in classrooms for special events and birthdays. As well last year our K-9 students took part in the NSTEP program to encourage a healthy and active lifestyle. We are also utilizing the S4 program at the elementary level to promote a safe learning community. We also have a strong relationship with our school nurse, who is a valued resource for students and parents.

Social media – regulations within bring your own device, blocking certain sites

- No Bullying and 'Champion' initiatives at the school level.
- Focus on resiliency
- Healthy Hunger 'Fun Lunches'
- Vending machines have healthy snacks
- Allergy aware staff

SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

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.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Dignity and respect for all students regardless of gender, sexuality, cultural background• We have a Spectrum Club• Active Catholic Community of Caring	<ul style="list-style-type: none">• No Bullying and 'Champion' initiatives at the school level.• Focus on resiliency• Healthy Hunger 'Fun Lunches'• Vending machines has healthy snacks• Allergy aware staff	<ul style="list-style-type: none">• Data analysis• Attendance• Email information• Participation numbers

**PROVINCIAL OUTCOME FIVE:
The education system is well governed and managed.**

LOCAL OUTCOME 5.1: The school district strengthens communication with parents/legal guardians and the parental role in decision-making.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Eboard, D2I • Presentations – Anxiety and Stress • Workshops on time management /transition to High School (Jr and Sr) 	<ul style="list-style-type: none"> • Making kids more accountable for their own learning by checking D2I • Agendas 	

PROVINCIAL OUTCOME 5.1: The education system is well governed and managed.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Following the curriculum as created Alberta Education • Ethics within ATA 		

ANNUAL EDUCATION RESULTS REPORT 2015-2016

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 DESIRED OUTCOME ONE: Every student is successful.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 1.1:

Students achieve student learning outcomes. (For High Schools only and Junior High Schools with data.)

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

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0	0	0	Very High	Maintained	Excellent
CCSD	1.5	1.8	1.7	Very High	Improved	Excellent
Province	3.2	3.5	3.5	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)	2011	2012	2013	2014	2015	2016
	School	0	0	0	0	0	0
	CCSD	2.1	1.6	1.6	1.8	1.5	
	Province	3.8	3.6	3.3	3.5	3.2	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

- 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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	84.7	85.6	85.9	Very High	Maintained	Excellent
CCSD	84.8	84.8	84.6	Very High	Maintained	Excellent
Province	83.9	83.5	83.4	Very High	Improved Significantly	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)	2012	2013	2014	2015	2016	2017
	School	85.1	85.3	86.7	85.6	84.7	85
	CCSD	83.7	83.7	85.2	84.8	84.8	
	Province	82.5	83.4	83.4	83.5	83.9	

* Data provided by Alberta Education October 2016.

- 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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	83.3	74.1	72.1	High	Improved	Good
CCSD	79.7	78.5	78.3	High	Improved	Good
Province	82.6	82.0	81.1	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)	2012	2013	2014	2015	2016	2017
	School	72.7	68.8	73.4	74.1	83.3	84
	CCSD	77.9	76.8	79.5	78.5	79.7	82.6
	Province	79.7	80.3	81.2	82.0	82.6	

* Data provided by Alberta Education October 2016.

Comment on Results for Provincial Specific Outcome 1.1: Students achieve student learning outcomes.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

We have a Kindergarten Orientation in the spring of every year. We encourage all parents and students to attend. Throughout the year we have 3 parent evenings where students demonstrate their learning. Our kindergarten teachers meet with parents for individual conference to communicate growth as well as they send out a Progress Report 3 times during the year. We work closely with outside organizations, like Renfrew, to identify at risk students. Kindergarten teachers develop long range plans which they submit for approval, in order to indicate that all outcomes will be covered.

- Monitoring attendance
- Active citizenship
- Life skills / social emotional skills
- Accountable for their actions
- Responsible for their own learning
- Accommodate diverse learners
- Gifted learners

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 1.2: Students demonstrate a strong foundation in literacy and numeracy.

- 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 (overall cohort* results). (Required Provincial Accountability Measure)

Student Learning Achievement (K-9)	(Percentage)			October 2016 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).	76.7	75.2	75.3	Intermediate	Improved Significantly	Good
Overall percentage of students in Grades 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (Province).	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (School).	37.0	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).	21.7	20.1	20.0	High	Improved Significantly	Good
Overall percentage of students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (Province).	19.4	18.8	18.6	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. *Results based on students who wrote the test (required by the district – see *note below).*

PAT Results – By Number Writing		2016		2013-2015 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	98.8	40.2	97.8	21.4
	CCSD	96.0	26.3	95.5	22.8
	Prov.	91.5	22.6	90.9	19.7
French Language Arts 6	School	NA	NA	NA	NA
	CCSD	96.5	20.8	90.6	20.4
	Prov.	89.6	14.5	90.0	15.5
Mathematics 6	School	88.9	28.4	88.7	20.5
	CCSD	87.4	18.5	86.9	19.1
	Prov.	79.3	15.4	80.7	16.9
Science 6	School	95.1	44.4	93.2	37.1
	CCSD	91.0	34.7	90.1	31.4
	Prov.	86.1	29.9	84.7	28.0
Social Studies 6	School	85.2	29.6	89.8	18.3
	CCSD	87.4	28.7	86.1	22.8
	Prov.	79.2	24.4	79.0	19.9

PAT Results – By Number Writing		2016		2013-2015 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 9		(%)	(%)	(%)	(%)
English Language Arts 9	School	95.1	35.9	97.3	33.6
	CCSD	91.9	17.8	91.4	18.7
	Prov.	86.7	17.1	86.4	16.7
French Language Arts 9	School	NA	NA	NA	NA
	CCSD	82.7	7.7	89.4	11.6
	Prov.	85.9	11.2	89.5	12.1
Mathematics 9	School	91.2	37.3	85.5	32.7
	CCSD	81.1	21.8	79.2	21.7
	Prov.	75.8	19.5	74.5	20.0
Science 9	School	92.2	45.6	96.0	49.9
	CCSD	87.9	29.4	86.9	28.6
	Prov.	82.6	24.9	81.9	24.1
Social Studies 9	School	87.4	38.8	84.2	34
	CCSD	77.3	22.6	78.8	23.6
	Prov.	72.7	20.3	73.8	22.0

* 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.

Comment on Results for Provincial Specific Outcome 1.2: Students demonstrate a strong foundation in literacy and numeracy.

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Literacy and numeracy are integral to student success. As a school we are focusing on how the Alberta Education Framework for Learning centralizes literacy and numeracy. Using our DLT Team we are focusing on improving numeracy skills in all divisions, and incorporating such initiatives as Jump Math at the elementary level and Marian Small's Leaps and Bounds at the JH Level to target struggling learners. We also are utilizing leveled literacy groups at the Division 1 level to improve reading levels. Our JH Language Arts team are working closely together to increase student reading levels by taking on a reading challenge initiative to encourage our JH students to read more.

- Collaborative teachers working together to maintain consistently from K-9
- Fountas and Pinnell (reading levels, levelled literacy programs has worked well in the past)
- This is going to be challenging without that intervention which was so effective
- Both grade 6 and 9 results are above the Provincial average in all subjects.
- Level of excellence improved in most subjects.

PROVINCIAL DESIRED OUTCOME TWO: Alberta has quality teaching and school leadership.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 2.1:

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

- 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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.5	87.5	87.9	Very High	Maintained	Excellent
CCSD	82.4	82.8	83.0	Very High	Declined	Good
Province	81.9	81.3	81.4	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2012	2013	2014	2015	2016	2017
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.	School	90.6	88.3	87.8	87.5	87.5	87.8
	CCSD	82.1	82.5	83.8	82.8	82.4	82.5
	Province	80.7	81.5	81.3	81.3	81.9	

* Data provided by Alberta Education October 2016.

Comment on Results for **Provincial Specific Outcome 2.1** (Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

- BCN is effective with collaboration amongst its teachers
- Each teacher does a TPGP.
- New teachers are observed and evaluated by administration for teaching standard.
- Teacher mentorship programs.
- Teacher in-services and committees
- Peer/collaborative planning and teaching.
- Teacher involvement with project based learning.

PROVINCIAL DESIRED OUTCOME 4.1: First Nations, Métis and Inuit (FNMI) students are successful.

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

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 4.1: The achievement gap between First Nations, Métis and Inuit 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 2016 Evaluation		
	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	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (District).	60.4	51.9	51.9	High	Improved Significantly	Good
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (Province).	52.4	52.1	52.8	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	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (District).	8.4	8.6	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).	6.3	6.5	6.2	Very Low	Maintained	Concern

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 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	NA	NA	NA	n/a	n/a	n/a
CCSD	5.6	3.0	3.8	Intermediate	Declined	Issue
Province	6.1	7.0	7.2	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
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	NA	NA	NA	NA	NA	NA
	CCSD	5.1	4.8	3.6	3.0	5.6	5.5
	Province	8.2	7.4	7.1	7.0	6.1	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

<p>Comment on Results for Provincial Specific Outcome 4.1: (The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.)</p> <p><i>(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.</i></p> <p>N/A</p>
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SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

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.

2016-2017 School Outcome(s): Focusing on literacy and numeracy is a means to achieve success for all students. (Elementary/Junior high)

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Describe your literacy focus. • Vocabulary development and enrichment, reading fluency, comprehension skills being addressed, peer teaching and reading, direct whole class, and small group lessons, daily reading for 30 minutes, parent volunteers and encouragement with daily reading. • Include a variety of different writing genres and activities in the classroom. • Describe your numeracy focus. • Direct and small group teaching of Alberta outcomes. • Focus on problem solving, number sense, operations, mental math, and application of skills taught. 	<ul style="list-style-type: none"> • (List your action plans with a focus on achieving success for all students. e.g., our students will use Google Read & Write to... • Assessment for Learning with: • Fontas and Pinnell for baseline reading levels. • Blue literacy folders to track individual student growth. • ELL benchmarks • Teaching narrative and expository writing using approved resources in the school and online. ie: Daily 5, Barbara Mariconda, class libraries, learning commons, • Use of manipulatives and a variety of District approved resources to teach outcomes. • Utilizing ePd and District consultants to enhance program. • Our students will use performance assessments to set individual growth and work habit goals for success with the focus on a 'growth mindset'. • Assessment will be given 	<ul style="list-style-type: none"> • e.g., Our SCHOOL (TTFM) Survey • PATs • LSPs • ELL folders • Blue Folders • Student exemplars • Formative and Summative, self-evaluation, observations - assessments using Curriculum outcomes.

SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

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 achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Note: If there are no FNMI students in your school, focus on reducing the gap between diverse learners and the regular population of students.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">Recognize Canada's National Aboriginal Day – June 21		

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

2016-2017 School Outcome(s): A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Clear focus on a topic for the entire school, every grade (literacy)• PD relevant for teachers	<ul style="list-style-type: none">• PD Committee• Collaborative planning time for grade/subject teams	<ul style="list-style-type: none">• TPGP