

ANNUAL EDUCATION RESULTS REPORT 2017-2018 and SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

Our Lady of the Rosary 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

TOGETHER IN FAITH, WITH EXTRAORDINARY RESPECT, WE INSPIRE EXCELLENCE.

SCHOOL COUNCIL INVOLVEMENT

The School Education plan was developed collaboratively with school staff and OLR School Council.

The School Council's involvement includes reviewing the school's survey and accountability results and discussions regarding school goals.

School Council members were advised of the district's faith and academic themes and how they will be incorporated into our school plans.

Parents are involved continuously by participating in surveys such as the accountability survey and through regular communications with administration and teachers.

Results of surveys are shared via the website and at school council meetings.

The School Council is involved in an advisory capacity on an on-going basis with the aspects of the operation of the school.

ANNUAL EDUCATION RESULTS REPORT 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.

ANNUAL EDUCATION RESULTS REPORTING for:	
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.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	7
<u>Comment</u> on Results for 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.)	
Throughout the school year, our school community was able to bring alive the works of mercy through our actions as a Catholic community of caring and many service projects and activities. These include the Terry Fox Run (donations to support), St. Vincent de Paul food hampers, and Milk for Moms supporting the Children's Cottage. In addition, our students engaged in writing and sending messages to veterans.	
With each service project, we invited guests from each organization to visit and be part of an assembly to share "impact" of student action.	
Our Champions program was a great success. We worked with students on understanding the concept of a 'Champion'. We called it "everyday heroes" and students took some time to identify their champion/everyday hero.	
There were several classroom visits from parish priests who focused on faith development with students.	
Opportunities to ground our decisions and discipline with students in our faith.	

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.2: The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.	
<u>Comment</u> on Results for Local Outcome 1.2 (The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.)	

This year was a success in this area as we increased opportunities for our staff to journey in faith.

During the year, we came together as a staff on a weekly basis and established a staff prayer and coffee on Friday mornings. It was a great opportunity to pray for the needs within our school community.

Throughout the year, we had opportunities to support several members of our school community who were in need of our support. This included families in our school and staff members who were experiencing personal struggles.

On an annual basis, our staff engage in a charity fundraiser that also builds community called “Lenten soup”. Annually, we participate in the district Faith Day.

Throughout the year, we discussed one “mark of a Catholic teacher” at staff meetings.

At the end of the year, we had a staff retreat. One component of our retreat was about prayer and in particular, we looked at different ways of praying. We brought the Examen prayer to the staff which is part of the Ignatian spirituality. Feedback from staff members was positive with many saying that they have incorporated the examen into daily prayer.

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.

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	18	94.4	7	85.7	92.0
District	4,946	91.4	3,744	91.1	91.2

- 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.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	18	94.4	7	57.2	80.0
District	4,946	91.2	3,744	90.2	90.3

- 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)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	18	94.4	7	57.2	80.0
District	4,946	85.8	3,744	84.5	84.6

Comment on Results for **Local Outcome 1.3** (The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.)

We did not meet our target from last year. In fact, the results were significantly lower. This was due to the fact that only had 7 responses. We will need to examine our methods of collecting survey responses in order to increase participation.

Throughout the day, our students experience prayer in many ways including morning announcements, before meals and for other opportunities as deemed fitting. Our school community formally celebrates our faith on a monthly basis through liturgies or Mass.

We celebrated and recognized the students who prepared and received sacraments throughout this school year. There were 21 students who were baptized, 11 students who received first Communion and 7 students who received the sacrament of Reconciliation.

Religious Education assessments completed by grade 5 – 32.9 % of students achieved acceptable, 44 % of students achieved above acceptable and 20.2 % achieved Excellence. Only 2.6 % of students are not yet meeting expectations.

Results from Our School Survey in the area of “growth in faith” – Students identify predominantly prayer and Religion classes as a means to “feel closer to God”.

Bringing student faith development alive throughout the year with our Parish connection. We had connection via classroom visits by the priests as well as a kindergarten pilgrimage to the church.

Outside of the regular classroom programs, students also had opportunities to connect with other supporters of our faith journey including a visit from Sister Madeleine Gregg from the FCJ centre, Chris Bray (music) and a faith based theatre presentation.

During hymn-sing, students received instruction on how to pray the rosary and the power of our collective prayers.

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.

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

- Catholic church teachings and practices are reinforced through the culture and climate of my child’s school.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	18	94.4	7	85.7	88.0
District	4,946	92.3	3,744	91.1	91.2

Comment on Results 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.)

Our results on the district satisfaction survey were lower than expected. This is likely due to the low participation rate of 7 survey respondents. We will discuss ways to increase participation. We are confident that, with increased participation, our results will improve in this area.

As a Catholic Community of Caring school we focus on Family, Trust, Caring, Respect, Responsibility all connected within our Faith. Ensuring that students have a clear understanding of the CCC values is important. We did this through lessons, BFG activities, daily conversations regarding our school motto “In Your Hands, you Hold the Power” as well as reinforcing the concept of “extraordinary respect”.

We introduced a school-wide CCC initiative to reinforce key positive behaviours. The initiative is called ‘high five lemurs’. Students respond well and consistently demonstrate “extraordinary respect”.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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.

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.

2018-2019 School Outcome(s): 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:
<ul style="list-style-type: none"> • Parish Relationship • Community building and support • “Stewards of creation” - Service Projects/works of mercy 	<ul style="list-style-type: none"> • Parish: <ul style="list-style-type: none"> • Attend planning meetings at St. Albert the Great • Work with parish liaison to connect school and parish • Celebrate students receiving sacraments • Attend opening Mass at church • Service projects to include: <ul style="list-style-type: none"> • Terry Fox run – champion fundraising • St. Vincent de Paul food and gift hampers • Blanket Drive – homeless in Calgary • Diapers for Dad – diaper collection • FNMI Lenten project • Agency/organization visits: Representatives to visit students to share impact of their contributions 	<ul style="list-style-type: none"> • Service projects completed • Food collected for hampers • Visits from agencies completed • Our School Survey results • Number of occasions to mentor/champion younger students • Satisfaction survey results – increase participation • Satisfaction survey results – improve

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

2018-2019 School Outcome(s): The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Staff prayer and reflection • Parish involvement • School-based inservices and opportunities for faith development 	<ul style="list-style-type: none"> • Weekly morning prayer/rosary prayer • Lenten Soup project - Service through soup days in Lent. Money collected to support selected charity. • Participation in district opening Mass, Faith Day and school-based prayer & faith development opportunities • Consultant support as needed • Opportunities for staff learning include examining the district book Busy Lives and Restless Souls on prayer. • Based on community needs, bring staff together for authentic prayer. 	<ul style="list-style-type: none"> • Completion of initiatives • Numbers of opportunities to come together as a faith community • Feedback from staff

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

2018-2019 School Outcome(s): The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Daily prayers • Parish presence/Mass & Liturgies • Faith based presentations and activities • Service • Hymn-sing • Rosary Club • Sacraments • Mass Responses 	<ul style="list-style-type: none"> • Effective and engaging delivery of Religious Education program • Parish connection – visits from priest <ul style="list-style-type: none"> • Promote and celebrate sacraments • Pilgrimage to St. Albert the Great (grade one) • Faith based presentations and visits: <ul style="list-style-type: none"> • Pulse ministry day • Sister Madeleine – 4 visits throughout the year • Participation in Masses and liturgies • Rosary club – make and pray the rosary • Teach to pray rosary • Living Rosary celebration (May) 	<ul style="list-style-type: none"> • Number of opportunities for priest visits to class • Attendance of students to Parish pilgrimage • # of sacraments received • Our School Survey results • # of faith based activities • School Satisfaction survey • Our School Survey results

	<ul style="list-style-type: none"> • Find opportunities to teach students the responses to the Mass and have increased participation • Hymnsing – practice hymns for liturgies 	
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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.

2018-2019 School Outcome(s): 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:
<ul style="list-style-type: none"> • CCC plan (Champion opportunities through activities): <ul style="list-style-type: none"> • buddy classes • Service projects • School Climate - <i>Extraordinary Respect</i> <i>In your hands, you hold the power</i> • Lemur High Fives 	<ul style="list-style-type: none"> • Development of year-at-a-glance CCC plan • Highlight CCC values • Incorporate values within progressive discipline • Incorporate district theme of “Search and you will find” • Develop Search and you will Find theme • Connect service projects to the CCC values • Continue to Develop school wide “Lemur High Fives” to reinforce extraordinary respect • Build community and spirit through house points – “lemur cup” 	<ul style="list-style-type: none"> • Successful development and implementation of CCC plan • Successful development and implementation of Lemur High Fives project – feedback from teachers and students • # of opportunities for buddy class activities • # of service projects and visit from agencies to share impact of projects • Successful implementation of virtues project • Overall – commentary on degree to which projects were implemented successfully

ANNUAL EDUCATION RESULTS REPORT 2017-2018

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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	90.1	90.7	90.7	Very High	Maintained	Excellent
CCSD	87.8	89.3	89.4	High	Declined Significantly	Issue
Province	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable

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)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	90.7	90.1	92.0
	CCSD	89.8	89.1	89.7	89.3	87.8	89.0
	Province	89.1	89.2	89.5	89.5	89.0	

* Data provided by Alberta Education October 2018.

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.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	15	94.4	7	85.7	90.0
District	4,946	91.6	3,744	91.1	91.2

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

We are concerned about our participation rates on our surveys and we will examine strategies to increase participation.

Our school has well-established procedures within the school to ensure safety of all who attend. We have established a progressive discipline plan which is aligned with the district's Administrative procedures and the School act and is shared with parents annually. It is also posted on our website in our handbook.

OHS practices and policies are established and followed diligently.

Teachers engage in regular conversation to continuously improve procedures for supervision and safety. Teachers are committed to reviewing practice and strive to create positive, Christ-centred learning environments.

The CCC values permeate our school, in classroom, during lunch, recess and school events, promoting the idea of "extraordinary respect" and sharing a common language.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.2:

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

Comment on Results for **Local Outcome 3.2** (The school optimizes resources to meet the diverse learning needs of all students.)

Our school has a full time diverse learning teacher who supports the students with diverse learners and their families. In addition, it is the DLCT's role to support and mentor teachers to complete LSPs, ELL benchmarks and to differentiate to meet the needs of all students.

We have well-established SRT meetings with established teams of teachers supporting each other.

The DLCT is heavily involved in identifying needs and working with consultants and other experts to support needs. The DLCT works closely with families and supports them with accessing community resources and other supports. She is an advocate for students.

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.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

Parents/legal guardians have confidence that the school 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.1	75.6	75.6	Very High	Maintained	Excellent
CCSD	80.9	79.6	79.6	High	Improved	Good
Province	81.2	81.2	81.0	High	Maintained	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)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	75.6	85.1	88.0
	CCSD	80.1	79.6	79.7	79.6	80.9	81.2
	Province	80.6	80.7	80.9	81.2	81.2	

* Data provided by Alberta Education October 2018.

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	83.9	87.0	87.0	Very High	Maintained	Excellent
CCSD	76.7	80.0	79.6	High	Declined Significantly	Issue
Province	80.3	81.4	80.7	High	Declined Significantly	Issue

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)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	87.0	83.9	87.0
	CCSD	79.4	79.1	79.7	80.0	76.7	80.3
	Province	79.8	79.6	81.2	81.4	80.3	

* Data provided by Alberta Education October 2018.

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall

School	97.8	94.0	94.0	Very High	Improved	Excellent
CCSD	89.4	89.7	89.6	High	Maintained	Good
Province	90.0	90.1	89.9	Very High	Improved	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	School	n/a	n/a	n/a	94.0	97.8	98.0
	CCSD	89.8	89.2	89.8	89.7	89.4	90.0
	Province	89.2	89.5	90.1	90.1	90.0	

* Data provided by Alberta Education October 2018.

Comment on Results for Local Outcome 5.2: (Parents/legal guardians have confidence that the school is well governed and managed.)

We are satisfied with our response rate to the Accountability pillar survey this year. We will continue to promote the survey with our community, as it is an excellent measure.

Our school council is a very active part of our school. They have worked hard to support the school in building community, completing the playground last year and have planned/held many successful school events. The school council chair works with the parent community to gather information, set goals, engage parent voice and is very invitational. School Council Chair is active and attends trustee forums.

We continue to have an active volunteer base at our school. This is due to the commitment of a devoted parent volunteer coordinator. Administration help several volunteer orientations throughout the school year.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.3:

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

Percentage of 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.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	18	94.4	7	71.5	90.0
District	4,946	90.3	3,744	89.7	89.8

Comment on Results for Local Outcome 5.3 (The school strengthens engagement with parents/legal guardians and the parental role in decision-making.)

Our survey results of 71.5 % are well-below our target of 94.5 %. This is in part due to our skewed results with only 7 respondents on our survey.

We have established many means of communication with our parent community to ensure that they are receiving information related to opportunity about their child's education. These have included the sharing of district communications, the use of School Connects, social media, school newsletters and invitations to both school council meetings and parent/trustee forums.

The development of LSPs and the identification of students who may need extra support has been handled with respect towards parent input. We work collaboratively by listening to parents, gathering information and determining what is best for individual children.

Our teachers continue to maintain a classroom blog thereby informing parents about the classroom activities. As needed, teachers communicate through phone calls, notes and emails with specific parents.

We have established some excellent communication tools. We have now assessed their effectiveness and are continuing to improve on them. We continue to use a weekly newsletter for parents and have received positive feedback. It is a struggle to know if parents are reading all of the information.

Based upon survey results, we need to look at ways to increase participation by parents to complete the survey so our results will help us to plan in the future.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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 respects diversity and promotes inclusion.

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

2018-2019 School Outcome(s): All students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Observation of Bullying Awareness and Prevention week • Lemur High Fives • Lemur Cup • Service Projects 	<ul style="list-style-type: none"> • Bullying Awareness Week: <ul style="list-style-type: none"> • Parent Awareness campaign and education based on the “Mean, Rude and Bullying” article by Signe Whitson” • Student awareness – all teachers teach same lesson and incorporate “mean, rude, bullying” into daily language • Student poster contest – hang posters around school for awareness week • Lemur High Fives and Lemur Cup <ul style="list-style-type: none"> • Student recognition program for “extraordinary behavior” and demonstrating gospel values around the school 	<ul style="list-style-type: none"> • Our School Survey results • District survey results • Anecdotal information collected from staff, students

LOCAL OUTCOME 3.2: The district staff will be champions for each and every student in the school district.

2018-2019 School Outcome(s): The school staff will be champions for each and every student in the school.

Initiatives/Projects:	Strategies:	Measure:

<ul style="list-style-type: none"> Championing Initiative 	<ul style="list-style-type: none"> What is a champion? <ul style="list-style-type: none"> Assemblies and CCC time Opportunities to connect Students – wordle – qualities of a champion identified in CCC by students. Identifying “champions” <ul style="list-style-type: none"> Velveteen Rabbit – illustrating concept of a champion – read by Principal and VP Choosing your champion <ul style="list-style-type: none"> Students – individually identify champion(s) Postcard Campaign <ul style="list-style-type: none"> Students write postcards to champions Champions write postcards back and mail them. 	<ul style="list-style-type: none"> Our School Survey results # of students who have a champion School satisfaction survey
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<p>LOCAL OUTCOME 3.3: The district optimizes resources to meet the diverse learning needs of all students.</p>		
<p>2018-2019 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.</p>		
<p>Initiatives/Projects:</p>	<p>Strategies:</p>	<p>Measure:</p>
<ul style="list-style-type: none"> Professional development opportunities in diverse learning for staff SRT processes and student support 	<ul style="list-style-type: none"> Continue with established SRT processes – assess processes and continue to improve DLCT – work closely with parents and staff members to identify students with diverse learning needs DLCT – work closely with parents and staff members to develop support plans for our diverse learners PD – consultants/experts to provide specific inservices related to needs within our school District consultants available on an as-needed basis to support teachers in planning and instruction for diverse learners. DLCT to work with education assistants to support ELL students 	<ul style="list-style-type: none"> Accountability survey results PAT results Satisfaction survey results Our School survey Fountas & Pinnell results in September MIPI results

	<ul style="list-style-type: none">• Parent education – provide topics as needed and selected through collaboration with parents• Principles of Inclusive Education: https://education.alberta.ca/inclusive-education/what-is-inclusion/• Provide universal supports and technology to support all learners	
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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.**2018-2019 School Outcome(s):** Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> School/Home communication 	<ul style="list-style-type: none"> Continue to strengthen school home communications via weekly newsletters, school messenger, social media, phone calls, website, parent meetings and parent education sessions Gather feedback from parents through invitation in newsletter 	<ul style="list-style-type: none"> School Satisfaction survey Parent feedback Parent comments on classroom blogs

LOCAL OUTCOME 5.3: The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.**2018-2019 School Outcome(s):** The school strengthens engagement with parents/legal guardians and the parental role in decision-making.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> School Council Volunteer Opportunities 	<ul style="list-style-type: none"> Continue to develop and implement effective school council practices School council – increase parent engagement and participation Streamline volunteer orientation processes Increase parent volunteerism within the school 	<ul style="list-style-type: none"> # of volunteers receiving orientation Attendance at school council meetings Accountability survey results

ANNUAL EDUCATION RESULTS REPORT 2017-2018

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 grade 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 2018 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).	82.7	n/a	n/a	High	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District).	76.2	75.7	75.9	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province).	73.6	73.4	73.3	Intermediate	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School).	21.2	n/a	n/a	High	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District).	21.6	21.0	20.9	High	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	19.9	19.5	19.2	High	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)

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

Provincial Achievement Tests

Percentage of students in Grade 6 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		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	100.0	8.7	n/a	n/a
	CCSD	96.0	22.9	95.5	25.1
	Prov.	92.2	19.7	91.4	21.7
French Language Arts 6	School	n/a	n/a	n/a	n/a
	CCSD	96.5	14.3	93.6	17.0
	Prov.	88.9	12.9	89.3	14.1
Mathematics 6	School	82.6	21.7	n/a	n/a
	CCSD	87.1	17.3	86.1	17.1
	Prov.	80.1	15.3	78.9	14.9
Science 6	School	95.7	34.8	n/a	n/a
	CCSD	92.5	40.0	90.4	34.1
	Prov.	86.7	33.6	85.4	30.1
Social Studies 6	School	100.00	31.8	n/a	n/a
	CCSD	89.7	28.8	87.0	25.8
	Prov.	82.8	25.6	79.3	22.9

*** 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.**

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	84.5	83.7	83.7	Very High	Maintained	Excellent
CCSD	82.5	84.4	84.7	Very High	Declined Significantly	Acceptable
Province	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable

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)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	83.7	84.5	85.0
	CCSD	85.2	84.8	84.8	84.4	82.5	83.0
	Province	83.4	83.5	83.9	83.7	83.0	

* Data provided by Alberta Education October 2018.

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	90.6	75.0	75.0	Very High	Improved	Excellent
CCSD	79.9	80.6	79.6	High	Maintained	Good
Province	82.4	82.7	82.4	High	Maintained	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)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	75.0	90.6	92.0
	CCSD	79.5	78.5	79.7	80.6	79.9	82.4
	Province	81.2	82.0	82.6	82.7	82.4	

* Data provided by Alberta Education October 2018.

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)

Our first provincial achievement test results were good.
We are pleased with our 100% acceptable on Language Arts.
We feel that we need to shift focus to the mathematics results as the results were lower than expected.

Last year, we hosted a very successful family literacy night with the goal of engaging families in activities to support literacy at home. It was a great success.

Our teachers continue to follow procedures to develop and maintain learning portfolios and establish processes for assessing students as well as identifying struggling students and provide support.
We have utilized a rich variety of resources to develop teacher competencies which will impact student growth in the areas of literacy and numeracy.

This year, we will target Math by incorporating MIPI into our assessment practices and hosting a family math night to increase engagement and improve student basic math skills through games.

PROVINCIAL OUTCOME TWO: The systemic education 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 systemic education 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 2018 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).	n/a	n/a	n/a	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).	54.2	54.6	55.7	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	51.7	52.0	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).	n/a	n/a	n/a	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).	5.3	9.2	8.8	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	6.6	6.7	6.5	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)

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

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

During the school year, we participated in several cultural and awareness campaigns/activities. In October, we acknowledged Orange Shirt Day as a way of coming together in the spirit of reconciliation.

The FNMI consultants visited our school and made moccasins and did activities with our kindergarten students.

We planned a PD day to visit Blackfoot Crossing but it was cancelled due to flooding.

PROVINCIAL 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	84.8	81.1	81.1	Very High	Maintained	Excellent
CCSD	82.8	82.8	82.7	Very High	Maintained	Excellent
Province	81.8	81.9	81.7	Very High	Maintained	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)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	81.1	84.8	87.0
	CCSD	83.8	82.8	82.4	82.8	82.8	82.9
	Province	81.3	81.3	81.9	81.9	81.8	

* Data provided by Alberta Education October 2018.

Comment on Results for Provincial Outcome Four (Alberta has excellent teachers, school and school authority leaders.)

We have maintained our high results on the survey, maintaining high achievement. Teachers work collaboratively to build programs and we have frequent discussions about assessment. We have very productive and informative SRT teams as well.

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

A challenge to developing a PD plan within the school is ensuring that we meet the needs of the variety of teachers in the school. Each teacher has established their own professional growth plan and will work through various ways of achieving growth in their chosen area. As a school, we examined a variety of topics on our PD days as well as during after school sessions provided by consultants and administration. For the upcoming year, we have consulted with the staff to determine our school needs and will engage experts as needed.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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.

2018-2019 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"> Making literacy learning accessible to all learners through a variety of resources, PD, supportive tools and technologies. 	<p>Continue to gather information and assess students literacy skills through:</p> <ul style="list-style-type: none"> Fountas and Pinnell – writing samples and reading assessments San Diego Schonell Other as needed <p>Our students will continue to use Google Read & Write to enhance their learning in reading and writing in language arts and content areas.</p> <p>Our students will continue to engage in Daily Five to improve reading and comprehension skills.</p> <p>Students will continue to use a variety of resources to support their learning including:</p> <ul style="list-style-type: none"> Tumblebooks Raz Kids Visual Journals Vocabulary Walls Google Read and Write LLI groups 	<ul style="list-style-type: none"> Our School Survey PAT results Formative and summative assessments Accountability pillar results
<ul style="list-style-type: none"> Improving Numeracy skills across grades Focus on building and expanding math foundations through problem solving Making mathematics accessible to all learners of all levels 	<ul style="list-style-type: none"> Math Assessment MIPI as a diagnostic measure to support instructional planning in grades 2 – 6. Mathletics for grades 3 – 6 students. 	<ul style="list-style-type: none"> Our School Survey PAT results Formative and summative assessments Accountability pillar results MIPI results Feedback on success of family math night

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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.

<p>PROVINCIAL OUTCOME TWO: Alberta’s education system supports First Nations, Métis and Inuit students’ success.</p>		
<p>2018-2019 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.</p>		
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"> • Planning committee to plan activity day for Aboriginal Day on June 21. It will be included as part of our Rainbow Run. • Student centred activities related to Orange shirt day • Members of school community wore orange shirts as a symbol of respect and unity 	<ul style="list-style-type: none"> • Did we host aboriginal day activity? • Did we recognize Orange Shirt day?

PROVINCIAL OUTCOME FOUR:

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

2018-2019 School Outcome(s): A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Neuroscience• Concept-based curriculum• TQS/LQS competency areas	<ul style="list-style-type: none">• Creating Calming spaces• Professional Development for staff members related to neuroscience• Learning sprints at staff meetings – concept based curriculum• Direction and inservicing from district• Engage consultants with PD	<ul style="list-style-type: none">• # of opportunities for PD related to neuroscience, concept-based curriculum and TQS/LQS• # of opportunities for staff-led PD sessions and leadership• # of opportunities for consultant led PD• Staff satisfaction and feedback gathered