

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

St. Alphonsus 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

St. Alphonsus School is a Catholic Community of Caring School that promotes the five core values of Respect, Responsibility, Caring, Trust and Family in a faith-based community. Our vision is to work in a collegial setting as we journey throughout the year, to integrate our faith into the life of our community. Our core purpose is to foster a safe, creative and supportive Catholic school so that ALL can achieve their maximum potential. Celebration of our daily life, our curricular programs, and our liturgies is integral to our Catholic community.

St. Alphonsus' enriched Junior High Fine Arts program was established in 1988. While the core program covers all academic study, every grade 7 student is required to study Art, Music, French or Italian, and Drama for one year, and up to two of these programs by choice for the next two years. Student participation in various performances throughout the year is an integral part of the program. Partnering with the arts community also affords the students unique opportunities to work with visual and performing artists. Celebration of student achievement in the arts is an important aspect of the St. Alphonsus program.

The mission of St. Alphonsus School is to help ALL students discover the "the kinds of minds they wish to own" (Eisner). We strive to create a learning environment where the arts are distinct and valuable disciplines and the vehicles through which students can translate their beliefs about the world.

Celebration and assessment of integrated arts learning is a key part of our Fine Arts program.

Documentation of student learning must be visible throughout our school through dynamic displays and creative arts performances.

Fine Arts integration benefits students in the following ways:

- Children learn that problems can have more than one solution.
- Children learn that there are many ways to see and interpret the world.
- Children learn to use tools other than writing to represent their knowledge.
- Students who may not learn in a traditional way are able to increase their confidence and self-esteem.

SCHOOL COUNCIL INVOLVEMENT

School Council is involved in an advisory capacity on an on-going basis with all aspects of the operations of the school. All parents are asked to fill out a satisfaction survey in the spring of each year. The results are shared with School Council and suggestions are discussed related to the yearly plan. Annual Provincial Achievement Test scores are also shared with the School Council in October of each year, at which time plans for improvement are also discussed. Professional Development for staff is based on the goals in the school plan and these are also shared with School Council.

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.	8
<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.)	
<p>-Parent participation in the satisfaction survey has increased and resulted in data values becoming more accurate. A major priority will be to continue increasing parental participation in completing the survey to yield even more accurate results.</p> <p>- We continue to deliver a strong, pedagogically sound Religious Education instructional program that supports building of student knowledge in relation to Catholicity, Church doctrine, morals and ethics as a school priority.</p> <p>- We continue to increase the number of students who prepare and receive the Sacraments.</p> <p>- We continue to support certified staff and non-certified staff to function as “Shepherd Leaders” and Catholic role models.</p> <p>- Respect and personal accountability for individual actions have become a focus for both staff and students.</p> <p>- Focusing on positive professional relationships centered on student programs have become priority.</p>	

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.)
<p>The St. Alphonsus school community did a wonderful job building a Community of Caring with several different initiatives. Gathering information from the OurSchool survey which focused on area of improvement.</p> <p>These results are also reflected in the score from the Grade 5 and Grade 8 Religion Education Achievement</p>

- Survey Results
- Comments include “religion is strongly reinforced within the curriculum” “need to emphasize empathy more” “more cate should be taught” “it is why we send our children to this school”
- Student leadership team at JH
- Development of a junior high student advisory team
- No Involvement in WE Day activities this year but will be involved in WE DAY initiatives.
- Monthly Liturgies at the school
- Mass for Gr 9 Farewell
- Sacramental Preparation Grs 2, 3, 4 & 6 (First Communion, Reconciliation and Confirmation)
- St. Vincent De Paul food drive
- Several Social Justice projects
- adopt families at Christmas time

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	19	94.7	20	95	95.1
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	19	94.7	20	90	90.3
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	19	78.9	20	75	75.1
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.)

To know, love and serve God in a meaningful way

- WE Day – JH students learn about initiatives and following through on service projects
- Buddy classes
- Social Justice Club
- Identifying a champion, working with champion groups throughout the year
- Creative Knights club
- Community Endeavors
- Establishing a relationship with Mary, Mother of the Redeemer Parish
- Priest attending most of the St. Alphonsus liturgies
- Working with the school council parish liaison
- Faith Formation focus on Professional development day

To understand our district faith theme for our next three years – "Ask, and it will be given you; search, and you will find; knock, and the door will be opened for you" (Matthew 7:7)

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	19	89.5	20	100	100
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.)

St. Alphonsus will promote a climate of caring and respect for all members and guests to our school community. We've created a guest teacher binder where we hope to receive feedback from each of our guests.

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.

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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"> • Catholic Community of Caring • School/Parent/Parish Involvement 	<ul style="list-style-type: none"> • WE Day group promoting social justice projects and Leadership group promoting Spirit Days and Random Acts of Kindness • Buddy classes • Expanding social justice projects to include student project called WE give Christmas • St. Vincent De Paul food drive • Enforcement of school motto WALK HUMBLY WITH GOD • Have Priest attend St. Alphonsus for monthly liturgies • Sacramental recognition at closing mass • Sacramental preparation with Students for first communion, reconciliation, and confirmation 	<ul style="list-style-type: none"> • Number of students participating in social justice projects • Morning announcements reflecting faith theme • Feedback from parent communication • Parental attendance at school liturgies and masses at the church • Number of students completing their sacraments and being recognized • Parent feedback regarding the initiatives

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"> During our November 2nd PD Day we will do a workshop on what it means to be to growth as a faith community. We explore what faith looks like at St. Alphonsus and what does our new district theme mean. 	<ul style="list-style-type: none"> To develop a Faith filled philosophy for the school. Where student and staff will participate on what it means to demonstrate Faith and live Catholic Values. 	<ul style="list-style-type: none"> Parent satisfaction survey's School wide projects that demonstrate what is means to be faith filled Teacher led initiatives that involve students

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"> Catholic Community of Caring Act of Mercy Social Justice Projects Champion groups CCC block and Period X block for Junior high 	<ul style="list-style-type: none"> Letter writing to the Pope Participation and Attendance in school Liturgies and parish events 	<ul style="list-style-type: none"> Information shared with the Home, Parish and School Student participation in the sacraments Monitoring of social justice projects for success Feedback from parents, staff, students and community members

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"> Community of Caring/Leadership Club Implementation of Inclusive Communities Initiatives 	Use of flex time in JH for buddy class activities, Period X and CCC block <ul style="list-style-type: none"> Speakers in to address resiliency issues for both elementary and junior high Teaching resiliency and self-advocacy strategies Fireside chats to reinforce 	Actions of students <ul style="list-style-type: none"> Discipline issues dealt with at the office OurSchool survey and Accountability survey

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	89	89.5	89.4	Very High	Declined Significantly	Acceptable
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	90.2	90	89	89.5	89	90
	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	19	89.5	20	100	100
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 have created a culture of openness in our school. Topics such as treating each other with dignity and respect are part of our classroom instruction as well as large group activities. We have hosted presentations which promote an awareness of bullying and strategies to try. Students are encouraged to share with an adult if they have concerns. Teachers work hard to build positive relationships with students and their families. Projects and initiatives such as: Catholic Community of Caring, S4, Safety Week, Religious Education, student Champion Initiative help to foster a culture and climate where students feel safe, welcomed and have a sense of belonging.

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 DL Team works closely with all staff to make sure our resources and students needs are being met. We have frequent meetings to discuss our concerns and we follow up with our plans. We involve families with all decision making.

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	81.2	81.2	81.0	High	Maintained	Good
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
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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	88.7	84.4	85.6	81.2	81.2	82
	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	80.3	81.4	80.7	High	Declined Significantly	Issue
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
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	School	82.0	80.3	80.7	81.7	80.3	81
	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	90.0	90.1	89.9	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	90.3	89.6	93.3	92.0	93.1	93.2

	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.)

Compared to the District our school scored higher with teachers, parents and students who are satisfied with the overall quality of basic education. With our school council we are providing more building community activities this year. Our school council now has a code of ethics we are following, and we are being all inclusive to all parties who attend.

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	19	100	20	90.0	90.1
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.)

- 100% of the respondents were satisfied with the communication they received from the school/district
- Maintained standard would like to improve to 90.0%
- Increased communication via email and school website
- Continued emphasis with parent communication via the teacher
- Family events at the school – Community wide events, Family Nights, etc.
- Encouraging parents to attend school activities – Kindergarten show and share, concerts, liturgies, etc.
- LSP feedback sheets at Oral Interviews
- Areas for improvement include: timely follow up on issues from teachers and admin

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"> • Championing Initiative <p>Activities/presentations about topics of concern – anxiety, mental wellness, positive choices about drugs and alcohol, goal setting etc..</p>	<p>Students trace and cutout their hand. On each finger each student identifies five champions in their lives – at least one from school. Those that struggle to find a school champion are identified.</p> <ul style="list-style-type: none"> • Those deemed at-risk are “taken under the wings” of staff members. • “10 times 2” method is implemented – the adult connects with those at risk 10 times for 2 minutes at a time to develop connection at school. Process is re-evaluated as the year progresses. • Counsellor researches and books monthly presentations from the Distress Centre, 7th step program, MADD, etc <p>Staff gain awareness and knowledge about Growth Mindset and transfer knowledge and attitudes toward students</p>	<ul style="list-style-type: none"> • number of visits to our Counsellor • number of times the student goes to their “go to” person • overall attitude shown by student – actions that indicate well-adjusted, settled feelings while at school, seeking help when needed. <p>Feedback and reflective post-activities to indicate effectiveness of programs, number of incidences of visits to Counsellor for a given amount of time after the presentations/sessions.</p> <p>Qualitative evidence on anxiety levels, attitude about choices and ability to learn</p>

LOCAL OUTCOME 3.2: The district staff will be champions for each 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"> World café is done at the beginning of the year Champions are picked, and groups are created 	<ul style="list-style-type: none"> Monthly champion sessions occur Leadership opportunities for students are created Relationships are genuine and purposeful. 	<ul style="list-style-type: none"> Every student feels connected with a staff member or staff members

LOCAL OUTCOME 3.3: The district optimizes resources to meet the diverse learning needs of all students.		
2018-2019 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> Professional development opportunities in diverse learning for staff <p>Focus on Instructional Leadership and teaching excellence</p> <ul style="list-style-type: none"> Access to our Instructional Services team to support individual student needs and professional learning and development of staff <p>Focus on literacy and numeracy development and permeation</p> <p>Focus on assessment (formative; assessment as learning)</p> <p>Focus on Junior High math and science instruction techniques</p> <p>Focus on integration of the Competencies, cross curricular opportunities</p> <ul style="list-style-type: none"> Revamp our SRT process 	<p>School Resource Team (SRT)</p> <p>Career Technology Foundations (CTF) in grades 4 through 9</p> <p>Literacy portfolios in grade 1 – 6.</p> <ul style="list-style-type: none"> Leveled Literacy Initiative (LLI) Junior High Learning Strategies option class Math teachers to work with Math consultant regarding assessment practices <p>School wide use of Mathletics</p>	<p>Pat analysis</p> <ul style="list-style-type: none"> AERR results and participation Literacy portfolios Data collected and assessed from LLI groups Student learning center being utilized? – was it utilized and how much?

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:
<p>Strengthen communication with parents/legal guardians in all aspects of school and student learning.</p> <ul style="list-style-type: none"> • Ensure that provincial, district and school visions are communicated and aligned in all aspects of the school. • Administrative team is involved in regular opportunities to be informed of provincial and district initiatives through DLC, VP Council and APCC Council etc. which are then shared with staff and families • Work collaboratively with school council in the role of advisory committee 	<p>Ongoing communication with families linking provincial, district and school initiatives</p> <ul style="list-style-type: none"> • Utilize philosophy of ICE to engage parents/legal guardians, staff and students in school decision making • Reference IS Weekly Publication/district and provincial information in staff communication, staff meetings, Knightly News • Regularly update website Regularly update website and distribute Knightly Weekly newsletter for families • Ensure HPOF communication and implementation is transparent <p>Be transparent with School council and school community</p>	<p>Overall parent satisfaction with parental involvement in decision about their child's education</p> <ul style="list-style-type: none"> • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three year • Overall teacher, parent and student satisfaction with the overall quality of basic education

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"> • Weekly emails to parents • Monthly schedule School council meetings • Surveys sent to parents and students asking for feedback 	<ul style="list-style-type: none"> • Be open and honest, transparent with our parent community • Establish open door policy • Post information on our website 	<ul style="list-style-type: none"> • Survey results • Meetings and discussions with our parent community

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

Student Learning Achievement (K-9)	(Percentage)			October 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).	63.5	68.2	71.6	Very Low	Declined	Concern
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).	13.4	17.1	19.1	Low	Declined	Issue
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 and 9 who achieved the acceptable standard and the percentage who achieved the standard of excellence on Provincial Achievement Tests. <i>Results based on students who wrote the test (required by the district – see *note below).</i>					
PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	100	20	100	26.4
	CCSD	96.0	22.9	95.5	25.1
	Prov.	92.2	19.7	91.4	21.7
French Language Arts 6	School	NA	NA	NA	NA
	CCSD	96.5	14.3	93.6	17.0
	Prov.	88.9	12.9	89.3	14.1
Mathematics 6	School	100	23.3	89.0	8.3
	CCSD	87.1	17.3	86.1	17.1
	Prov.	80.1	15.3	78.9	14.9
Science 6	School	90.3	38.7	93.7	31.0
	CCSD	92.5	40.0	90.4	34.1
	Prov.	86.7	33.6	85.4	30.1
Social Studies 6	School	77.4	22.6	87.9	33.5
	CCSD	89.7	28.8	87.0	25.8
	Prov.	82.8	25.6	79.3	22.9
PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 9		(%)	(%)	(%)	(%)
English Language Arts 9	School	100	14.7	94.4	29.3
	CCSD	89.5	15.9	91.6	18.0
	Prov.	85.6	16.5	86.2	16.7
French Language Arts 9	School	NA	NA	NA	NA
	CCSD	82.2	7.0	84.9	10.8
	Prov.	84.9	10.2	87.2	11.1
Mathematics 9	School	71.9	3.1	73.8	12.3
	CCSD	74.2	18.3	80.7	22.3
	Prov.	66.7	16.9	74.8	20.3
Science 9	School	96.9	18.8	84.3	22
	CCSD	89.6	31.5	87.8	28.2
	Prov.	84.4	27.2	82.6	24.7
Social Studies 9	School	82.4	11.8	78.4	25.2
	CCSD	80.9	25.4	78.8	23.3
	Prov.	74.6	24.0	73.7	21.8

* For all Achievement Tests, schools complete Analysis Packages to address specific strategies and outcomes based on results. The Analysis Packages provide opportunities for individual teachers and divisional groups to reflect on achievement data and set priorities for instruction.

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

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.5	0	0	Very High	Maintained	Excellent
CCSD	1.0	1.3	1.6	Very High	Improved Significantly	Excellent
Province	2.3	3.0	3.3	Very High	Improved Significantly	Excellent

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)	2013	2014	2015	2016	2017	2018
	School	2.4	0.0	0.0	0.0	0.5	0.0
	CCSD	1.6	1.8	1.5	1.3	1.0	0.9
	Province	3.3	3.5	3.2	3.0	2.3	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

- 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	79.1	83.9	85.3	High	Declined	Acceptable
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	84.0	86.1	85.8	83.9	79.1	80
	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)

83.0

CURRENT MEASURES: Work Preparation

3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	79.2	64.3	78.2	High	Maintained	Good
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	91.6	81.1	89.4	64.3	79.2	79.3
	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)

We are pleased to see how well our children in grades 6 and 9 did on their PATs this school year. The dedication and hard work put into the curriculum by the students and teachers was reflected in the results. With continued hard work, we hope to have our students continue to achieve academic success and reach their potential. We continue to be life-long learners and work towards the future success for our students.

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).	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).	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).	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).	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.

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	NA	NA	NA	n/a	n/a	n/a
CCSD	1.0	2.6	3.7	Very High	Improved Significantly	Excellent
Province	4.8	5.8	6.3	Intermediate	Improved Significantly	Good

The annual dropout 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)	2013	2014	2015	2016	2017	2018
	School	NA	NA	NA	NA	NA	NA
	CCSD	3.6	3.0	5.6	2.6	1.0	0.9
	Province	7.1	7.0	6.1	5.8	4.8	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

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.)

We increased our student's understanding of FNMI culture and history, we recognized Orange Shirt Day, and National Aboriginal Day. We had a guest presenter come into our school on National Aboriginal Day.

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	85.3	85.5	85.3	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
	Overall (required)	2014	2015	2016	2017	2018	2019
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	87.3	84.7	85.7	85.5	85.3	85.4
	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 an organized and detailed professional development plan for this year with our entire staff input. Our grade 6 class is taking part of Jude School for a week. This is an entire week spent on concept-based learning.

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

Our staff filled out a survey and plan for Professional Development. This was worked on in the Spring of 2018 for the upcoming school year.
Staff consensus is: focus on Faith Formation, because we have a new district theme, focus on the Fine Arts and Ed Technology. Guest speakers and consultants were booked for all of these different areas. A PD committee was also created in our school and often consulted for planning and organizing our days.

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"> • Describe your literacy focus. 	<ul style="list-style-type: none"> - PAT Analysis -Learning commons development -Use of assistive technology for students <ul style="list-style-type: none"> - Use of chomebooks and Smart technology and IPADS - Students will utilize Google Drive - Google Read and Write -Use of read and Write for google -School wide assessment -Fountas and Pinnell -Use of consultants - Jump Math -Professional Development (School & District) 	<ul style="list-style-type: none"> • e.g., OurSCHOOL Survey • PATs • Classroom scores and test results
<ul style="list-style-type: none"> • Describe your numeracy focus. 	<p>Our students will use performance assessments to...</p> <ul style="list-style-type: none"> - PAT Analysis -Learning commons development -Use of assistive technology for students <ul style="list-style-type: none"> - Use of chomebooks and Smart technology and IPADS - Students will utilize Google Drive -School wide assessment -Use of consultants - Mathletics -Professional Development (School & District) 	<ul style="list-style-type: none"> • e.g., OurSCHOOL Survey • PATs • Classroom score and test results

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 TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.		
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.		
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"> • We have and will continue to invite Aboriginal speakers and presenters in to speak with students and staff to increase or knowledge and respect for the FNMI culture. • We have promoted Orange Shirt Day and encourage students to wear Orange. We also speak to the significance of Orange Shirt Day and what it represents. • Diversity club will be established and will focus on bringing awareness to different cultures 	<ul style="list-style-type: none"> • To have students and staff speak more to the culture of our FNMI population in a meaningful and knowledgeable way.

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"> • To focus on students with anxiety issues related to success in school • Fine Arts Focus • Continue to grow our relationship with Mary, Mother of the Redeemer Parish • Focus on Educational Technology 	<ul style="list-style-type: none"> • We have set up a number of guest speakers to come and deliver information with respect to school related anxieties to improve staff knowledge and climate and culture. Professional Development for our staff is scheduled into our day 6 timetable. • PD sessions to enhance our knowledge of Fine Arts perspective. • To visit with the Parish and have a more delivered and intentional approach to faith Formation 	<ul style="list-style-type: none"> • A noticeable difference on students where they have an increased positive attitude toward school. Fewer referrals to the counsellor. • To deliver meaningful Fine Arts curriculum with the FNMI cultural perspective. • To improve of Faith Formation and permeation for our faith