

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

## St. Damien 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**

We are living and learning in our Catholic Faith. Together with parents and guardians, we are educating our children to reach their full potential spiritually, intellectually, physically, and emotionally in a climate and culture that are permeated by respect, responsibility and safety. Our school's motto is: "Celebrating Diversity and Inspiring Creativity." Our academic focus continues to be Champions of All Students, and our faith theme, 'Ask and it will be given you' is reinforced in our daily interactions with one another.

### **SCHOOL COUNCIL INVOLVEMENT**

September 26, 2017: Administration discussed the continuation of programs from last year (Bridge Foundation after school program on Thursdays, the S4 program, BFGs and SPARK for Learning, district initiative of Champions for all students and Scientists in Schools) and the new programs for this year (after school program run by Access 3-6 through the City of Calgary).

November 14, 2017: Administration reviewed the outline of the School Plan for 2017-2018. Principal has previously sent a copy of the School Plan to the members of the Council and received feedback which was incorporated.

# ANNUAL EDUCATION RESULTS REPORT 2016-2017

## DISTRICT VISION STATEMENT: FAITH

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

### **LOCAL DESIRED OUTCOME ONE:**

**Catholicity is enhanced and supported within the district.**

<b>ANNUAL EDUCATION RESULTS REPORTING for:</b>	
<b>LOCAL OUTCOME 1.1:</b> The school models the social teachings of the Catholic church by both receiving and giving mercy and engaging in the works of mercy.	
<b>Performance Measure For AERR</b>	<b>Number of projects</b>
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	8
<u>Comment</u> on Results for <b>Local Outcome 1.1</b> (The school models the social teachings of the Catholic church by both receiving and giving mercy and engaging in the works of mercy.)	
<ol style="list-style-type: none"><li>1. Terry Fox Run for Cancer and fundraising drive (total amount raised \$400.00--\$324.71 from donations and \$75.29 from bottle and can recycling).</li><li>2. Weekly Food drive (Veteran's Food Drive from October 13-November 13--150 items collected). We will be giving the November 14-December 21 collection to the St. Vincent de Paul Society to be used in Christmas hampers. We will continue to collect food each Friday and send home with needy families throughout the year.</li><li>3. Christmas Hampers for St. Damien Families. Student leadership: hot chocolate, candy grams and a bake sale.</li><li>4. Mission Mexico collection at our Christmas Concert.</li><li>5. Donations to the Women in Need Society.</li></ol> <p>We are working hard to promote Catholicity throughout the school. We keep symbols of our faith prominent in our building and we use our new altar, cross, candle holders and podium at every liturgy. This year we added the Stations of the Cross in our foyer area. We have a strong relationship with our parish priests and we have a good connection to the parish. Recently, Michelle came to explain the sacrament preparation information.</p> <p>Daily prayer is a priority. Each class takes turns in having a representative recite a prayer over the intercom.</p> <p>The Grade 5s participate in the District religion exam and they have been successful in demonstrating what they know in the various formats.</p> <p>We plan to have a bottle drive at the first Parent Teacher interviews to raise money for gift cards for families in need at Christmas. We are also selling hot chocolate and having a bake sale to support our families in need.</p>	

**ANNUAL EDUCATION RESULTS REPORTING for:**

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

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

Faith Formation is a priority at St. Damien. On the October 6 PD day we attended St. Francis Retreat centre for a full day retreat. We hope to have guest speakers focused on our Catholic faith, morning prayer with staff one day per week, and this year we are having Eucharistic Adoration for our students three times over the course of the year.  
We are also going to do a book study on the book Prayer-Our Deepest Longing in the new year.

**ANNUAL EDUCATION RESULTS REPORTING for:**

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

Performance Measure For AERR		Results (in percentages)			
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:			<b>2016</b>	<b>2017</b>	<b>Target 2018</b>
		<b>Statement #1</b>	<b>School</b>	<b>95.8</b>	<b>97.2</b>
<ul style="list-style-type: none"> <li>The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith.</li> </ul>	<b>District</b>	<b>91.6</b>	<b>91.4</b>	<b>91.5</b>	
	<b>Statement #2</b>	<b>School</b>	<b>91.7</b>	<b>95.8</b>	<b>95.9</b>
<ul style="list-style-type: none"> <li>The Religion program, and the Catholic perspective across the curriculum, has positively influenced my child's moral decision-making. (e.g. citizenship, social justice, environmental stewardship, etc.)</li> </ul>	<b>District</b>	<b>91.0</b>	<b>91.2</b>	<b>91.3</b>	
	<b>Statement #3</b>	<b>School</b>	<b>n/a</b>	<b>88.9</b>	<b>89.0</b>
<b>District</b>		<b>n/a</b>	<b>85.8</b>	<b>85.9</b>	

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

The students will participate in Eucharistic Adoration three times this year. On a weekly basis, classes oversee prayer on the intercom. Most classes write their own personal prayers. Sacramental preparation is encouraged and is recognized at the end of the year with a celebration with Father. Sister Madeleine, an FCJ (Faithful Companion of Jesus) nun will visit for a half a day, twice this year. She will meet with pairs of classes to discuss a liturgical theme and sing with the students.

## ANNUAL EDUCATION RESULTS REPORTING for:

**LOCAL OUTCOME 1.4:** The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Performance Measure For AERR		Results (in percentages)		
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> <li>Catholic church teachings and practices are reinforced through the culture and climate of my child's school.</li> </ul>		2016	2017	Target 2018
	<b>School</b>	91.7	97.2	97.3
	<b>District</b>	92.6	92.3	92.4

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

Our Grade 5 students participated in the Religion Assessment exam. We are very proud of our results, with 5% of students achieving the Exceptional level, 52.5% achieving Above Acceptable, and 40% achieving the Acceptable and only 2.5% achieving Not Yet on the standard on the Demonstration of Learning. On the Personal Reflection component, 8% achieved the Exceptional level, 51% achieved Above Acceptable and 41% achieved the Acceptable standard. Only 1 student was exempted from this assessment, even though over 60% of our students are English Language Learners.

We believe our Breakfast Club and lunch program have contributed to helping students who face challenges at home with a lack of food.

Our Student/Family Support worker facilitates programs to support students who are struggling. This program reduces the interpersonal conflicts among the students and gives them tools to interact positively with one another. Her first group for this year is called 'Blossom' and is focused on low self-esteem, confidence issues and limited self-advocacy skills.

We are having a boys group starting in November to focus on building relationships among peers who struggle with Social Skills.

Our Big Family Groups (BFGs) are a great way for the staff and students to get to know one another. We meet 5 times each year in a K-6 grouping. There are 4 teachers on a team who determine an activity that the group completes during the BFG. Students look forward to connecting with their BFG grouping and those positive connections have carried over to other social situations.

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

## DISTRICT VISION STATEMENT: FAITH

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

### **LOCAL OUTCOME ONE:**

**Catholicity is enhanced and supported within the district.**

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

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

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

**LOCAL OUTCOME 1.1:** The school district models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.

**2017-2018 School Outcome(s):** St. Damien School will demonstrate compassion and generosity to members of our school and neighborhood communities through various initiatives.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Weekly Food Bank Friday</li> <li>• Grade 6 Paper Recycling Project</li> <li>• Juice box, Water bottle, can recycling</li> <li>• Composting</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of non-perishable food items.</li> <li>• Grade 6 students will collect paper recycling every Friday.</li> <li>• Collection of boxes, cans, bottles twice a week. Pick up by Manchester Bottle Depot every two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Count items before delivery.</li> <li>• Number of families supported this year.</li> <li>• Less garbage generated (less calls for emptying of large bin). Number of bags of paper collected.</li> <li>• Reduction of garbage. Increase in money collected.</li> </ul>

<ul style="list-style-type: none"> <li>• Bottle drive to purchase gift cards for families in need at Christmas</li> <li>• Champion Program</li> </ul>	<ul style="list-style-type: none"> <li>• Bake sales, stress ball sales, bottle drive</li> <li>• Teachers and students will work together to find a 'Champion' for each student in our school.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of bottles collected and money totaled.</li> <li>• Students can identify at least one 'Champion' adult in the building.</li> </ul>
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**LOCAL OUTCOME 1.2:** The school district fosters faith formation of staff by increasing knowledge, understanding and practice of faith.

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

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Daily prayer on the intercom</li> <li>• Begin every meeting with a prayer.</li> <li>• New initiative of having a prayer group meet one day each week in the morning before school.</li> </ul>	<ul style="list-style-type: none"> <li>• Information advertised for Faith Formation at the FCJ Centre.</li> <li>• Invitation to participate in Spiritual Direction with Sister Madeleine.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff participating in the Faith Formation sessions at the FCJ Centre.</li> <li>• Number of staff receiving Spiritual Direction.</li> <li>• Number of staff attending the prayer group.</li> </ul>

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

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

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Daily prayer on the intercom</li> <li>• Prayer corner in all classes</li> <li>• Regular liturgies</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to the priests from Holy Trinity to participate in our masses and liturgies.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students receiving a sacrament this year.</li> <li>• Unites the students in their understanding and practice of faith.</li> </ul>

<ul style="list-style-type: none"> <li>Regular hymn sing practices</li> <li>Champion Initiative</li> </ul>	<ul style="list-style-type: none"> <li>Publication of the Sacrament preparation information in our newsletter.</li> <li>Invitation to the Holy Trinity Sacramental preparation liaison to visit classrooms.</li> <li>Students to participate in hymn sing once in a 6-day cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the learning outcomes in music are taught through the use of sacred songs.</li> <li>Results from the OurSchool survey with regard to the question on 'Champions'.</li> </ul>
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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.

**2017-2018 School Outcome(s):** The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> <li>Bridge home, school and church to strengthen positive relationships and open communication among the stakeholders</li> <li>Free programs after school for our students.</li> </ul>	<ul style="list-style-type: none"> <li>Include Holy Trinity Church happenings in the monthly newsletter <ul style="list-style-type: none"> <li>--Have sacramental preparation program leader speak to the students in Grades 2-6 about sacraments</li> <li>--Have a sacramental recognition celebration as part of our year-end activities.</li> <li>--Send thank you notes to our priests after they attend celebrations and invite them to school events (BBQ's, Spring Fling, concerts, etc.)</li> </ul> </li> <li>Soccer for Grades 3-6 students</li> <li>Basketball for Grades 3-6 students</li> <li>Floor Hockey Club</li> <li>Bridge Club for K-6 ELL students</li> </ul>	<ul style="list-style-type: none"> <li>Emails from Father Minh <ul style="list-style-type: none"> <li>o Phone calls to the church</li> <li>o Increased number of students participating.</li> <li>o Priests will be more visible and comfortable in our school; parents and students will know priests' names.</li> </ul> </li> <li>Full programs will reflect the need for reaching out to our students who cannot access extra-curricular programs. <ul style="list-style-type: none"> <li>o Written evaluations at the end of the program.</li> <li>o Parent night for Bridge Club</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Kids up Front Tickets and tickets from Youth singers of Calgary.</li> <li>• Targeted groups with concerns are identified by staff (first one is a self-esteem/advocacy group).</li> <li>• S4 program.</li> </ul>	<ul style="list-style-type: none"> <li>• Access 3-6 Program on Monday and Wednesdays (30 students participating)</li> <li>• Distribute tickets to Calgary events to our families who would not typically attend events that cost money.</li> <li>• Eight-week session with our Student/Family Support worker Karla Eskerod.</li> <li>• Continued implementation of S4 program (info to teachers, guest speakers, use of lesson plans and info generated by S4 program facilitators).</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students and their families that attend events.</li> <li>• Improved behaviour and reduced admin contact with groups that have worked in these groups.</li> <li>• Number of visits from our S4 police officer—Constable Don Johnson.</li> <li>• Ask for parental feedback after the events, School Council feedback at meetings.</li> </ul>
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# ANNUAL EDUCATION RESULTS REPORT 2016-2017

## DISTRICT VISION STATEMENT: RELATIONSHIPS

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

**PROVINCIAL OUTCOME THREE:**  
Alberta's education system is inclusive.

### ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.1:

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

#### REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, learning respect for others, and are treated fairly at school. (Required Provincial Accountability Measure)

CURRENT MEASURES: Safe and Caring						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.8	90.3	91.5	High	Maintained	Good
CCSD	89.3	89.7	89.5	Very High	Maintained	Excellent
Province	89.5	89.5	89.3	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
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)	2013	2014	2015	2016	2017	2018
	School	91.9	91.2	92.9	90.3	87.8	89.5
	CCSD	88.9	89.8	89.1	89.7	89.3	89.5
	Province	89.0	89.1	89.2	89.5	89.5	

\* Data provided by Alberta Education October 2017.

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

Our staff works tirelessly to make our school a respectful environment for all. Our faith is evident in many ways—from how people are greeted upon their arrival, to classroom displays (PAX program—what do we want to see more of, less of, etc.) and our religious themed displays (showcase and classroom displays).

## PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

### ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.1:

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

#### REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Parental Involvement						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.3	92.5	92.4	Very High	Maintained	Excellent
CCSD	79.6	79.7	79.8	High	Maintained	Good
Province	81.2	80.9	80.7	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	82.4	91.4	93.3	92.5	85.3	85.4
	CCSD	80.5	80.1	79.6	79.7	79.6	81.2
	Province	80.3	80.6	80.7	80.9	81.2	

\* Data provided by Alberta Education October 2017.

- Overall percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years. (Required Provincial Accountability Measure)

CURRENT MEASURES: School Improvement						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	86.4	84.2	86.2	Very High	Maintained	Excellent
CCSD	80.0	79.7	79.4	High	Improved	Good
Province	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	School	68.3	88.4	86.0	84.2	86.4	86.5
	CCSD	78.7	79.4	79.1	79.7	80.0	81.4
	Province	80.6	79.8	79.6	81.2	81.4	

\* Data provided by Alberta Education October 2017.

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

CURRENT MEASURES: Education Quality						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	92.0	94.4	94.1	Very High	Maintained	Excellent
CCSD	89.7	89.8	89.6	Very High	Maintained	Excellent
Province	90.1	90.1	89.6	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	School	89.9	93.6	94.5	94.4	92.0	92.1
	CCSD	89.3	89.8	89.2	89.8	89.7	90.1
	Province	89.8	89.2	89.5	90.1	90.1	

\* Data provided by Alberta Education October 2017.

**ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:**

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

Performance Measure For AERR		Results (in percentages)		
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> <li>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.)</li> </ul>		2016	2017	Target 2018
	School	91.0	94.4	94.5
	District	90.2	90.3	90.4

**Comment on Results for Local Outcome 5.2** (The school strengthens engagement with parents/legal guardians and the parental role in decision-making.)

This result continues to be strong as we continuously ask for the input from our students' parents to help us make decisions about their education. For many students who are coded, the Learner Support Profile (LSP) development is a key to this sustained contact and our teachers work hard to maintain positive relationships with the parents. We strongly encourage parents to attend Parent Teacher interviews (September, December and March). Our teachers follow-up with phone calls if required.

Time is made for informal parent visits and phone calls.

Parent volunteers are an important part of the success of our school. They come in regularly to help support students and they also take an active role in our recycling program.

We had 72 respondents for 2016-17 school year (up from 24 the year before—yeah). We hope to have as many or more respondents for this year.

Further, we support School Council and school sponsored family events including dances, movie nights, BBQ's, concerts and a Family Science night to encourage parents/families to come out to the school. This strengthens our home-school connection. We also purchased School Connects which we use to send out important notices to parents' phones.

For close to 60% of our families, English is their second language. We have decided to invite parents to call the school to book interpreters for interviews. We will use Google translate to invite parents on Conference Manager in multiple languages.

We are building an awareness in our community by having Leadership students determine the range of countries of origin and languages spoken with our families. They will build a visual display to honour our multi-cultural community.

We have an open-door policy at St. Damien School and we encourage parents to drop by to discuss any concerns, however small they may seem.

We send out our monthly newsletter near the first of each month and keep our website up to date with information and photos to keep parents apprised of what is going on.

This year, we are increasing the number of out-of-school field trips for students. This means we have increased the amount of parental involvement significantly since parents volunteer for all the field trips. We believe exposing children to a variety of environments beyond the school walls will have a positive effect on their learning.

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

### DISTRICT VISION STATEMENT: RELATIONSHIPS

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

#### **PROVINCIAL OUTCOME THREE:**

**Alberta's education system is inclusive.**

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

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

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Championing Initiative.</li>   <li>• Regular liturgies and masses.</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK on Fridays implemented in a different way so all teachers interact with all students. BFGs related to the idea of a Champion. School Yearbook with the 'Champion' theme.</li>   <li>• Each class to 'host' a liturgy/mass over the course of the year. Student participation in all areas of 'putting on' the mass.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of students that each teacher knows.</li>   <li>• Parent attendance at liturgies is increased.</li> </ul>

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

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

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Lively Letters program.</li>   <li>• Daily 5 Program.</li>   <li>• Request for the DDLT to come and support our teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of required items, implementation for weak students.</li>   <li>• Purchase of required items.</li>   <li>• Implement new ideas into daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Change in F and P reading level from September - September.</li>   <li>• Change in F and P reading level from September - September.</li>   <li>• Improved behaviour and student engagement of students in those classes.</li> </ul>

<ul style="list-style-type: none"> <li>• Use of IMC resources to support the music program, CTF program, P.E. program, etc.</li> <li>• Collaborative planning and teaching with Grade partners and DLCT. With a focus on Math achievement and incorporating curriculum driven planning, we will use Mathematics Scope and Sequence 2017 and new approaches to support students.</li> </ul>	<ul style="list-style-type: none"> <li>• Year-long P.E. plan for all grades, implementation of CTF for grades 5 and 6.</li> <li>• Google Classroom and Google Read and Write will support differentiation. Alberta Benchmarks will address acquisition of the English Language.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved academics in those areas of the curriculum.</li> <li>• Improved MIPI results.</li> <li>• Improved PAT results.</li> </ul>
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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.

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

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Engaging parents/guardians by including district information on a regular basis.</li>   <li>• Triple P Parenting seminars and one-on-one Triple P Primary Care to be facilitated by Family Support Worker and DLCT teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter submissions regarding district initiatives.</li> <li>• Connections newsletter as part of the monthly newsletter.</li> <li>• Newsletter sent electronically (for some families) and a paper copy for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent engagement and attendance at school related events.</li> <li>• Number of newsletter draw submissions each month.</li>   <li>• Number of families attending the seminars and number of families receiving the one-on-one help.</li> </ul>

## ANNUAL EDUCATION RESULTS REPORT 2016-2017

### DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

**PROVINCIAL OUTCOME ONE: Alberta's students are successful.**

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

#### REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

Student Learning Achievement (K-9)	(Percentage)			October 2017 Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students in Grade 6 who achieved the <b>acceptable standard</b> on Provincial Achievement Tests <b>(School)</b> .	70.9	70.7	72.1	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable standard</b> on Provincial Achievement Tests <b>(District)</b> .	75.7	76.8	75.8	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable standard</b> on Provincial Achievement Tests <b>(Province)</b> .	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
Overall percentage of students in Grade 6 who achieved the <b>standard of excellence</b> on Provincial Achievement Tests <b>(School)</b> .	8.7	3.7	9.5	Very Low	Maintained	Concern
Overall percentage of students in Grades 6 and 9 who achieved the <b>standard of excellence</b> on Provincial Achievement Tests <b>(District)</b> .	21.0	21.7	20.6	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the <b>standard of excellence</b> on Provincial Achievement Tests <b>(Province)</b> .	19.5	19.4	18.8	Intermediate	Improved Significantly	Good



"A" = Acceptable; "E" = Excellence – the percentages achieving the Acceptable Standard include the percentages achieving the Standard of Excellence. Alberta Education requires jurisdictions and schools to report results for Provincial Achievement Test data on the basis of the cohort group.

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

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

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

## Provincial Achievement Tests

Percentage of students in grade 6 and 9 who achieved the acceptable standard and the percentage who achieved the standard of excellence on Provincial Achievement Tests. *Results based on students who wrote the test (required by the district – see \*note below).*

PAT Results – By Number Writing		2017		2014-2016 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	<b>94.6</b>	<b>16.2</b>	<b>94.5</b>	<b>10.8</b>
	CCSD	95.4	25.0	95.5	24.2
	Prov.	91.5	20.9	91.1	21.2
Mathematics 6	School	<b>67.6</b>	<b>2.7</b>	<b>77.2</b>	<b>12.8</b>
	CCSD	83.8	15.5	87.3	18.2
	Prov.	76.7	13.9	80.4	16.0
Science 6	School	<b>88.9</b>	<b>11.1</b>	<b>84.1</b>	<b>15.3</b>
	CCSD	90.3	37.0	90.2	31.8
	Prov.	85.7	32.3	84.9	28.5
Social Studies 6	School	<b>83.3</b>	<b>11.1</b>	<b>71.5</b>	<b>4.8</b>
	CCSD	88.5	27.3	86.0	23.6
	Prov.	81.0	24.1	78.5	21.0

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

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

<b>CURRENT MEASURES: Citizenship</b>						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.8	84.7	89.0	Very High	Maintained	Excellent
CCSD	84.4	84.8	85.0	Very High	Declined	Good
Province	83.7	83.9	83.6	Very High	Maintained	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	78.4	93.1	89.3	84.7	85.8	85.9
	CCSD	83.7	85.2	84.8	84.8	84.4	84.5
	Province	83.4	83.4	83.5	83.9	83.7	

\* Data provided by Alberta Education October 2017.

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

<b>CURRENT MEASURES: Work Preparation</b>						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	71.7	82.6	84.2	Low	Maintained	Issue
CCSD	80.6	79.7	79.2	High	Improved	Good
Province	82.7	82.6	81.9	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	71.8	79.2	90.9	82.6	71.7	82.8
	CCSD	76.8	79.5	78.5	79.7	80.6	82.7
	Province	80.3	81.2	82.0	82.6	82.7	

\* Data provided by Alberta Education October 2017.

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

Comment on Results for School Outcomes: Literacy and numeracy is focused on as a means to achieve success for all students.

During the 2016-17 school year, we targeted at-risk readers in each grade level. Teachers used the Leveled Literacy Intervention program to support all readers, specifically struggling students. Improvement was very noticeable for those targeted students.

Every class offered the Daily 5 Program to improve literacy and offer the opportunity for teachers to listen to students read one-on-one on a regular basis.

Our DLCT, DLT and Educational Assistants support specific small groups/individuals who are struggling. Extra resources were made available to support literacy and numeracy.

A volunteer (retired teacher) supported 3 groups of Grade 6 students with a prescriptive program called 'Rewards' to support reading and reading comprehension.

For the 2017-18 school year, we will continue to have scheduled Language Arts blocks at the same time for all Div. 1 students and for all Div. 2 students as much as possible. This allows for flexible reading groups. At present, in addition to guided reading groups in all classes, our DLTs plan to run additional groups focused on literacy. Reading levels and ELL levels were recorded in September from June's assessments. Growth will be determined by the increase in reading levels in each grade. Students were assessed using the Fountas And Pinnell program in September/October of this school year. These results are used to program for instruction. The DLCT and DLT provided coverage so the teachers could complete this testing.

We are having Professional Development with Suzanne Toth, English Language Learner Consultant, to help support the change to the ELL benchmarks at the November 17, 2017 PD Day.

We 'sourced' a collection of books to use as part of the Daily 5 program two years ago. We will continue to monitor whether we need to purchase more books of various reading levels for this program.

This year we are going to focus on Math instruction. Our PAT results indicate that some areas of the math curriculum need attention. Our DLCT and DLT will be supporting teachers in their planning and implementation of the math curriculum. They also may make groups that need additional support. We are having the math consultant, Erika Kittleson, come for two hymn sings and a half PD day in the new year to help promote solid math instruction.

Regular SRT meetings and implemented strategies are utilized for struggling students. We SRT 4 students every two weeks.

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

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

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

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

We have 12 identified FNMI students in Kindergarten-Grade 6.

Due to such a small population, a separate FNMI report was not generated for the PAT exams.

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

### ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

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

CURRENT MEASURES: Program of Studies						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
<b>School</b>	<b>78.3</b>	<b>85.1</b>	<b>87.3</b>	<b>Intermediate</b>	<b>Maintained</b>	<b>Acceptable</b>
<b>CCSD</b>	82.8	82.4	83.0	Very High	Maintained	Excellent
<b>Province</b>	81.9	81.9	81.5	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	School	81.1	86.6	90.4	85.1	78.3	79.0
	CCSD	82.5	83.8	82.8	82.4	82.8	82.9
	Province	81.5	81.3	81.3	81.9	81.9	

\* Data provided by Alberta Education October 2017.

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

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

Capacity is built when teachers take on leadership opportunities in the school. All teachers have decided on a Growth Plan for the year that incorporates KSAs and we have met to discuss. Opportunities for individual teachers to have a guest teacher so they can meet with consultants, observe other teachers within or outside of our school, or team plan. The PD plan for the year has been shared, with a focus on the district's four main areas—FNMI, Student Success, Student Wellness and Faith Formation.

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

### DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

**PROVINCIAL OUTCOME ONE:**  
Alberta's students are successful.

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

Initiatives/Projects:	Strategies:	Measure:
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Literacy is blocked at the same time for Div. 1 and for Div. 2 so teachers can share students who are at the same reading levels.</li> <li>• Leveled Literacy Intervention training for all teachers.</li> <li>• Library deemed a Learning Commons.</li> <li>• Continuation of the Daily 5 program for all grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Our students are grouped homogenously in LLI groups and guided reading groups are run at the same time so students can access programming at the appropriate level.</li> <li>• Our teachers access LLI for any struggling students.</li> <li>• Our teachers, support staff and students will use the ever-evolving Learning Commons for collaboration, enrichment, resources and extra help.</li> <li>• Our teachers are continuing to learn the components of the Daily 5 program including the café model. Accessing books for each student's 'book bag'.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading levels from June or September assessment recorded.</li> <li>• Teachers given time in September to administer Fountas and Pinnell reading level assessments.</li> <li>• Improved reading scores in all grade levels.</li> <li>• OurSchool survey results.</li> <li>• Results of PATs for Grade 6 to show improvement.</li> <li>• Number of students accessing this space.</li> <li>• Number of teachers participating in the program. Student reading level changes.</li> </ul>

<ul style="list-style-type: none"> <li>• Purchase of Reading A-Z for all students.</li> <li>• Lively Letters Program for targeted groups.</li> <li>• It's a Crime Not to Read program for Grades 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will allow for Reading A-Z time during class time. Students will be trained to use the program and user name and password will be shared with the child to be used at home.</li> <li>• Teachers will identify students who are significantly below grade level. DLCT will provide small group instruction to identified students who are struggling.</li> <li>• Monthly visits by a public library representative and a police officer to encourage reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher tracking of usage.</li> <li>• Monitor reading levels.</li> <li>• Strand by strand assessments to show growth and improvement in Math by students who are involved in the program.</li> <li>• Results of PATs for Grade 6 to show improvement.</li> </ul>
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Use of the MIPI to determine Math level (all grade 2-6 students completed it in September 2017). Review of results to decide a plan for instruction.</li> <li>• Have teachers identify struggling students and group for instruction by DLCT.</li> <li>• Increase the use of Math manipulatives in classroom.</li> <li>• Purchase Mathletics for all students in Grades 1-6.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will encourage the use of math manipulatives during regular math classes and ensure the underused materials are available for student use.</li> <li>• Teachers will strategize the use of the on-line program and share the password with parents for at-home usage. Students will practice math skills using the program.</li> <li>• Math club.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher tracking of usage and teacher narrowing parameters to have students working at their level.</li> <li>• Monitor math levels.</li> </ul>



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

### DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

#### **PROVINCIAL OUTCOME TWO:**

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

**2017-2018 School Outcome(s):** All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Orange Shirt Day participation.</li>   <li>• Recognize Canada's National Aboriginal Day – June 21, 2018.</li>   <li>• Identified FNMI group to work with the Community Liaison worker several times each year on projects (mini moccasins, tipis, etc.)</li>   <li>• Invitation to First Nation dancers to come for a demonstration of various aboriginal dances.</li>   <li>• Invitation to Community Liaison worker to teach in</li> </ul>	<ul style="list-style-type: none"> <li>• Announcements regarding school participation</li>   <li>• Promote and encourage teacher/student involvement to inform about activities occurring that day (dancer and singer/drummer).</li>   <li>• Contact with Ashley Ruben (FNMI District Teacher) to connect us with support workers to come and complete projects/activities/games with our 12 FNMI students.</li>   <li>• Make teachers aware of lesson plans with FNMI content that go side-by-side with curriculum. Involve FNMI teacher with planning.</li>   <li>• Professional Development sessions to inform staff of St. Damien. March 23, 2018 'Blanket Exercise' has been booked.</li>   <li>• Over the course of this year, we will have CTF activity</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who wore an orange shirt (or anything orange).</li> <li>• Increased awareness through school-wide activity on Orange shirt Day.</li>   <li>• Recognition of this special day.</li>   <li>• Number of visits by Community Liaisons and number of students participating.</li>   <li>• Results of the Parent Satisfaction survey.</li> <li>• Number of referrals for FNMI support.</li>   <li>• Number of students signed up for these sessions.</li> </ul>

<p>the two grade 4 classes regarding indigenous heritage.</p> <ul style="list-style-type: none"> <li>• Invitation to Hal Eagletail to have a Powwow at St. Damien in the spring of 2018.</li> <li>• Participation of FNMI District Teacher and Community Liaison workers at our CTF (Career and Technology Foundations) sessions.</li> <li>• Territorial Acknowledgement at all District meetings including School Council meetings.</li> </ul>	<p>days. Students in grades 5 and 6 will choose an area of interest including one offered by Wanda FirstRider and Ashley Ruben.</p>	
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## PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

**2017-2018 School Outcome(s):** A cohesive professional development plan is established.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"><li>• Feedback from staff regarding PD ideas/opportunities. Look through the IS document to determine the focus for this year.</li><li>• Regularly scheduled Professional Development and SRTs.</li><li>• Fountas and Pinnell assessments given school-wide once a year.</li></ul>	<ul style="list-style-type: none"><li>• Contact with other administrators to determine their needs and amalgamate PD when possible (plan is for ELL PD with Our Lady of the Rosary and Good Shepherd). We have Dr. Carrington booked for Nov. 17. We had a full day retreat at Mount St. Francis retreat centre.</li><li>• Staff meets to engage in relevant PD activities and to collaborate about struggling students.</li><li>• Administration or DLCTs will cover teachers' classes so they can assess the students.</li></ul>	<ul style="list-style-type: none"><li>• Feedback from teachers and support staff after the PD sessions.</li><li>• An increase in the number of referrals to Instructional Services.</li><li>• Student improvement as determined by PAT results and teacher assessments.</li><li>• Parent Satisfaction Survey results.</li><li>• Differentiated instruction will result in improved learning.</li></ul>