

SCHOOL-BASED

ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School:

In meeting Alberta Education requirements, all schools report on their results and maintain an education plan that aligns with the [Calgary Catholic School District's Combined Annual Education Results Report and Three-Year Plan \(Combined AERR/3YEP\)](#).

These cyclical plans are living documents.

The **Annual Education Results Reports (AERR)** is the evaluation of the outcomes identified in the previous year's school-based AERR. In the AERR, schools report their assessment of past performance and achievement of targets. The AERR outlines what the school planned for the previous school year and indicates the success of its initiatives/projects and of the strategies used.

Based on the analysis of the previous year's school-based AERR, the **Three-Year Education Plan (3YEP)** reflects the adjustment of strategies and targets for the current school year.

The **AERR** and **Three-Year Education Plan** reflect a three-year cycle: "as one year is completed another is added, rolling the plan forward" as identified by [Alberta Education](#) in its *School Authority Planning and Reporting* document. In other words, schools reflect on the *previous* school year, review outcomes for the *current* school year, and collect data to be reviewed for the *next* school year.

A **target** is a desired level of performance to be obtained by the end of the current school year. The goal is to maintain or better the previous year's level of performance at the school level. Alberta Education requires schools to report on the targets they set in the previous year.

Outcomes are measurable statements to be achieved. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Strategies are actions that schools undertake to achieve the desired outcomes.

Measures, such as surveys and provincial exams, are used to assess the strategies employed and determine whether the outcome has been met.

CCSD Faith Theme: "Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you." (Matthew 7:7)

CCSD Academic Theme: Champions of Students

Calgary Catholic School District Vision Statements

The district has developed the following overall focus to guide decision-making and activities.

FAITH:

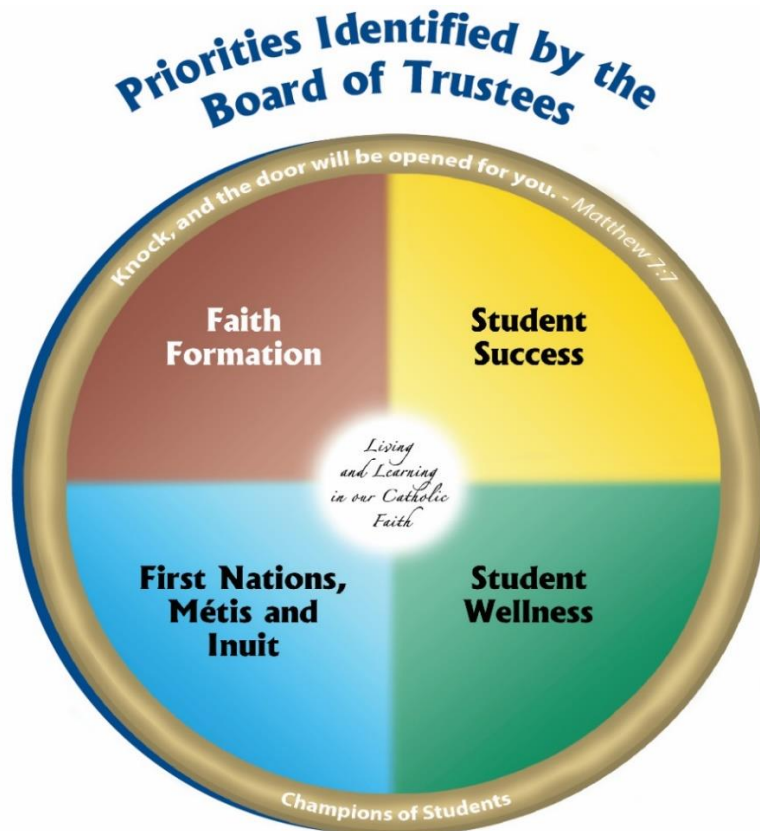
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

RELATIONSHIPS:

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

EXCELLENCE IN TEACHING AND LEARNING:

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



THE SCHOOL'S VISION STATEMENT

The school has developed the following overall focus to guide decision-making and activities.

The core purpose of the staff at St. Matthew School is to empower each student to become a faith-filled, positive and productive decision maker and problem solver and an independent motivated advocate and leader who follows the example and teachings of Jesus Christ, by providing an education that is Christ-centered and that promotes life long learning.

Within the context of the Catholic Faith, all members of our school community will be encouraged to strive towards their potential - spiritually, physically, intellectually, creatively, emotionally, and socially.

SCHOOL COUNCIL INVOLVEMENT

School council has assisted in reviewing the previous year's results and preparing the current plan. This involvement is provided in the following summary.

The **2019/2020 – 2021/2022** Education Plan was developed collaboratively between school, staff and our Council. Highlights from the 2018 - 2019 *Annual Education Results Report* (AERR) were shared with both staff (Oct & Nov. 2019 staff meetings and PD days) and school council (Oct & Nov. 2019) and areas for improvement with strategies for success were discussed.

Both parties reviewed results from the **Provincial Achievement Tests**, the Provincial Accountability Pillar (AERR), **"OURSCHOOL" survey results** as well as the school-based **Parent Satisfaction Surveys**.

The previous year's School Plans are reviewed with the School Council, and updated plans are shared in October and November. Progress is reviewed throughout the year and Council is involved in an advisory capacity on an on-going basis.

Professional development for staff is based on the initiatives and goals in the school plan. Additionally, School Plans are reviewed regularly throughout the year during staff meetings.

ANNUAL EDUCATION RESULTS REPORT 2018-2019

FAITH

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

District Faith Theme:

“Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you.”
(Matthew 7:7)

DISTRICT LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

DISTRICT LOCAL OUTCOME 1.1:

The school district models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

School 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.

Total number of Service Learning Projects
as reported in the Catholic Community of Caring
(CCC) survey under *Social Justice: Faith-in-Action*
Service-based Learning Opportunities:

10

The service learning projects described below have been reported to the district through the CCC survey.

2018-2019 Service Projects: Canadian Cancer Society (Terry Fox Run), Holy Childhood, Jacket Racket, Mustard Seed, Service to support Seniors, St. Vincent de Paul Society (St. Cecilia Parish), Staff-a-Gift Contributions (for our own families in need), Linkages, Boys and Girls Club, Ryan’s Well Foundation.

Parent feedback was gathered through the District Satisfaction Survey.
Student feedback was collected through the OurSCHOOL survey.
This feedback is summarized below with comments on the ways (e.g. projects) that the school has supported the social teachings of the Catholic Church.

Parents and students support and appreciate the fact that we teach our students to serve beyond our school walls into the community by supporting charities and organizations in our city and beyond. Families are given a choice on which social justice projects they want to support. We make a conscious effort to make connections of scripture readings, Jesus’ teachings and how in 2019, we are still called to feed the poor, love one another and do as Jesus taught us years ago.

All of our social justice projects are led by our Student Leadership Club and some are led by individual classes, since we strive to be a student-centered school. Parents appreciate these initiatives and students understand that “by our actions” we must live out our faith by reaching out to those in need and pointing them to Christ.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith

School Local Outcome 1.2:

The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

A summary of staff participation in prayer and liturgy, professional learning, retreats, pilgrimages and/or other faith formation activities is provided below.

Last year, we started our year with an inspiration faith talk about our theme “Search and you will find” by Michael Chiasson, CCSD Shepherd Leadership Winner in 2016. Through PD during staff meetings and on PD days, we had several faith formation sessions for both teachers and support staff. Opening the chapel regularly for staff and students, inviting students to pray a decade of the rosary daily (Elementary students before lunch and JH before end of day dismissal) and starting each day reading the gospel and a student prayer are examples of activities we did to encourage and foster the permeation of faith. Staff appreciated the prayer cards and the bible quotes written on mini white boards throughout the school. Saying the rosary together during Lent and celebrating our own St. Matthew Student Faith Day brought staff and students closer to God. Every couple of weeks, I would send an email to all staff called “Faith Formation Champion Chat” with prayers, scripture, reflection and a sharing of my own personal stories or experiences in my faith journey. Staff enjoyed reading “Glimpses of heaven” emails I also send regularly to parents and students. Gr. 6, 8 and 9 all had retreats last year: Gr. 6 and 9 at St. Cecilia with the DYRT team and Gr. 8 in Cochrane at Mount St. Francis. Together, we have embraced our faith theme and have put Jesus first in this school, as one Catholic Community of Caring. This year, our focus is to embrace the new faith theme “Knock, and the door will be opened for you” by deepening and strengthening our relationship and prayer life with Jesus Christ. All staff received a copy of True Devotion to the blessed Virgin Mary by St. Louis de Montfort and will be able to use his teachings to support themselves and our students on their faith journey. They each have a copy of Jesus Calling (2 years ago) a daily devotional with prayers to use with students and Breakthrough by Father Rob Galea.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

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

School Local Outcome 1.3:

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

The annual District Satisfaction Survey results provide the percentage of parents/legal guardians who strongly agree and agree with the following statements.

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

	2018		2019		2020
	N	%	N	%	Target %
School	49	95.9	54	83.0	88.1
CCSD	3,744	91.1	3,995	88.0	88.1

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.)

	2018		2019		2020
	N	%	N	%	Target %
School	49	87.8	54	85.0	88.0
CCSD	3,744	90.2	3,995	88.0	88.1

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)

	2018		2019		2020
	N	%	N	%	Target %
School	49	79.6	54	76.0	82.0
CCSD	3,744	84.5	3,995	82.0	82.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

A summary of student faith formation activities (e.g. prayers, liturgies, sacraments, retreats etc.) is provided below.

In addition to a summary of activities, a review of the school's results in comparison to the previous year's results (as shown in the previous tables from the OurSCHOOL survey, the District Satisfaction Survey, the Catholic Community of Caring survey, and Religious Education Assessment) is provided below.

We are very pleased with our results in supporting our families in teaching their children the Catholic faith. As a staff, we put our faith first and put in place several new activities, strategies and opportunities for students to grow in their faith. Students know by the modelling of staff, hearing morning prayer, reading bible quotes around the school, receive faith cards to place on their locker doors and seeing our main bulletin board "Who is Jesus? Your Champion: your Saviour, your Redeemer, your Teacher, your Helper, your Fortress, your Refuge" on the main floor teaches our students how to put Jesus first in everything we do. "Seek the kingdom of God above all else and live righteously and he will give you everything you need." This bible verse remains alive at St. Matthew School, as all staff, students and parents grow in their faith journey. In the above parent satisfaction survey results, our results went down due to parents wanting the sacraments to be taught in the schools rather than in parishes. Some parents also answered "non applicable" when answering these questions. We are hoping next year these surveys could be offered in multiple languages to ensure that our parents understand the questions thoroughly. We will continue to work with our families encouraging them to seek sacramental preparation in their parish, as we are not allowed to offer this in schools.

AERR 2018-2019

FAITH

(continued)

DISTRICT 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.

School 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.

The annual District Satisfaction Survey results provide the percentage of parents/legal guardians who strongly agree and agree with the following statements.

Catholic Church teachings and practices are reinforced through the culture and climate of my child's school.

	2018		2019		2020 Target
	N	%	N	%	%
School	49	87.8	54	87.0	87.1
CCSD	3,744	91.1	3,995	87.0	87.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

A summary of activities that support student wellness (e.g. presentations, guest speakers, etc.) is provided below. These initiatives and strategies build student wellness through school climate and culture, aligned with the Catholic Community of Caring values (faith, caring, respect, responsibility, trust and family).

Also included is a review of the following measures:

1. OurSCHOOL survey data;
2. District Satisfaction Survey - parents/legal guardians' response;
3. Catholic Community of Caring survey faith exemplars.

Our results above are a celebration of the faith-filled work and effort from all staff, permeating our faith in the walls of our school on a daily basis. Last year, our Catholic Community of Caring put together a list of over 40 activities that we did together to share our Catholic teachings and practices through the culture and climate of our school: Rosary Club, Saints Club, Chapel open for students to pray at lunch and before dismissal, Student Faith Day, Jesus our Champion poster, prayer cards, liturgies, visits from Father Paul (Classroom visits, Liturgies, Adoration and Confession), Student retreats, Chris Bray, Michael Chiasson, Joe Melendez concerts and Sisters of the Seed of the Word school visits, etc. Once again, our results dropped slightly because parents have expressed their disappointment with sacraments not being offered in the schools. They want sacramental preparation in the schools and not in their parish, due to lack of time to attend preparation classes in their parish. They would prefer the convenience of preparation classes offered during the school day at school. Students feel that they are deepening and growing in their faith and are asking their parents to take them to church on Sunday.

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

FAITH

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

District Faith Theme:

*“Ask and it will be given you;
search, and you will find;*

knock, and the door will be opened for you.”

(Matthew 7:7)

DISTRICT LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

DISTRICT LOCAL OUTCOME 1.1:

The school district models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

School 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.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Increase student awareness and participation of being responsible stewards of God’s creation by protecting and respecting the earth and serving his people 	<ul style="list-style-type: none"> • “Champion Composting Gr. 2 students” from Ms. Champion’s class continue to take the lead, organize and execute our composting initiative for the entire school • Gr. 2 “How to compost” video shared with all classes • Composting plan shared at school council meeting and posted on website and in newsletter • Inclusion of ESII students supporting our recycling program- they replace bags weekly. • Offering a CTF B course for JH students reflecting “Up-cycling” • Purchase of more bins for hallways, washrooms and staff room to encourage 	<ul style="list-style-type: none"> • Decrease in the amount of garbage picked up weekly and less paper wasting • Amount of students and staff using composting bins • Feedback from Champion Composters (what needs improvement, what is working well) • Informal feedback from all stakeholders: parents, students, staff • Amount of composting bags used monthly • Raised knowledge of protecting and respecting our earth when we all get involved in composting • Feedback from caretakers on the effectiveness and cleanliness of implementing this new program • Amount of funds raised for various charities

	<p>recycling by all</p> <ul style="list-style-type: none"> • Gr. 2 class and their “Marker/Pens Recycling Program” • Weekly Playground Clean-up Schedule done weekly (one week per class) • Student leadership students taking the leading in informing and encouraging staff, parents and students in participating in the several social justice projects this year such as: The BIG BRAVE (Kids Cancer Care Shave Event in May 2020), Canadian Red Cross Society (Terry Fox), Pass-it-on Clothing Drive, St. Vincent de Paul, Jacket Racket, Ryan’s Well, Secret Santa Seniors, Mission Mexico etc. • LINKAGES: a program this year, where our JH students visit the Chinook Care Centre every two weeks to work with and build relationships with seniors. • Gr. 5 School-wide paper recycling program • Mme Davidson’s JH composting team who drop off/pick up carts for paper towel recycling • Continuing to be a “Dare to Care” School-- teaching our students to “care” about our earth, environment, school and all people in our community 	<ul style="list-style-type: none"> • Parental feedback • Student Voice student survey feedback <ul style="list-style-type: none"> • Raised knowledge of charities and how our funds help others • Thank you letters, cards and presentations (visiting our school) from associations that we have helped • Number of students who receive a “KINDNESS” virtue of the month certificate for serving our community and getting involved in social justice projects
--	--	--

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

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

School Local Outcome 1.2:

The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Deepening staff prayer life by focusing on the horizontal and vertical benefits of prayer- praying to God and coming together in prayer 	<ul style="list-style-type: none"> • Beginning each staff meeting with prayer intentions and prayer • Writing a verse from the bible in each Staff and Parent Weekly Newsletter and a prayer corner in every Monthly newsletter • August 28 First day back for teachers- Morning Mass at St. Cecilia Church • Spiritual Growth Mindset PD (April 2020) • Indigenous PD- September with Chantal Chagnon for staff • St. Matthew 4th Annual Student Faith Day “Knock and the door will be opened for you”: Chris Bray, Michael Chiasson and Tony Melendrez presentations, Father Paul and Sisters of the Seed of the Word (school-wide rosary) for students, staff and parents • Soup Wednesday (during Lent) inviting Father Paul to break bread together • Gospel reading every morning in announcements followed by student prayer, Our Father and Hail Mary • Prayer cards and prayer poster for staff and students • Father Paul monthly visits, opportunities for 	<ul style="list-style-type: none"> • Feedback from staff about faith formation PD • Fellowship, relationships and camaraderie breaking bread together as a staff (staff wellness) • Parent satisfaction survey results (faith permeation in climate and culture of school) • Modelling of a deepened prayer life for parents and students- students asking to participate in prayer • Increase in students reporting to teachers about bullying happening in the school (Dare to Care School)

	<p>reconciliation and adoration</p> <ul style="list-style-type: none"> • True Devotion to the Blessed Virgin Mary by St. Louis de Montfort (book study for staff) and “Jesus Calling” for new staff • Glimpses of heaven emails • Virtue of the Month: staff are nominating one another for each virtue, to celebrate the qualities of Jesus we see in one another • CCC Committee (planning CCC activities for staff, students and parents throughout the year)- CCC Scavenger Hunt for Teachers (EPD) • As shared to us by Father Rob Galea, we now place an empty chair at all staff meetings for Jesus. • Dare to Care Continuation- We are a Dare to Care School (staff, students, parents- training Sept. 2018) • Mindfulness session for staff (Oct. PD Day) 	
--	--	--

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

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

School Local Outcome 1.3:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Increase student awareness of the need and benefit of prayer through “Knock and the door will be opened for you” (Matthew 7:7) CCC activities and knowledge of the saints 	<ul style="list-style-type: none"> • Chapel: praying a decade of the rosary daily with students and the Divine Mercy Chaplet (Elementary 11:50pm and JH 3:00pm) • Classroom blessing prayer with holy water- Father Paul (in September) • JESUS STAMP: all students were stamped with the face of Christ on Student Faith Day- moving forward, all teachers will now catch students being like Jesus “Caught you being like Jesus” and will give each child a card with the JESUS STAMP (bulletin board to display all Jesus stamped cards) to encourage our community to be more like Christ, and live out our faith. • Adoration in the Chapel with Father Paul (during Lent) • Confession in the Chapel with Father Paul (once a month) • Water font with holy water in the Chapel for students when they arrive to pray and when they leave • Rosary club and Saint club at lunch • Student morning prayer (read over the intercom) and Daily Gratitude 	<ul style="list-style-type: none"> • Informal observations of students praying together, sharing prayers, writing • prayers • Student Voice survey results • Parent satisfaction survey results • Among of students who come to the chapel to pray the rosary • Number of students who participate in the rosary club • Number of students who get nominated by a teacher for a virtue of the month certificate

	<p>Announcement (end of day dismissal) each class has a week of gratitude where they share what they are grateful for, for all- ending each day with Gratitude</p> <ul style="list-style-type: none"> • Lunch prayer before we eat, and announcement of the “Saint of the Day” and how they became one. • All Saints Day activities and contest led by our learning commons librarian • Prayer card for each student (to put in agenda, pencil case or locker) • Father Paul and other clergy visits to classrooms • Student Faith Day • Linkages program with Chinook Care Centre seniors and JH students • Daily scripture readings • Catholic Education Sunday Elementary Student Bookmarks (all student received the winner faith bookmark) • Buddy group activities (JH paired up with Elem) • Student retreats (Gr. 6, 8 and 9) at St. Cecilia and Mount St. Francis in Cochrane and visits to churches • Virtue of the Month Certificates/Character Building Culture:(September: MINDFULNESS, October- & November- MODESTY, December- PIETY, etc.) • Sacramental recognition- all students receive a pin and are recognized at our year end mass. 	
--	--	--

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT 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.

School 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.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Improve student adaptability and resilience in the face of daily challenges with mindfulness as a school-wide focus • Improve attendance in JH- lates 	<ul style="list-style-type: none"> • Presentations about mental health and anxiety for K-9 • Mindfulness Presentation for students and parents • Mindfulness Virtue of the Year- our school counselor is providing teachers with mindfulness activities, videos, resources to add mindful moments into their classrooms daily • School-wide meditation on prayer over intercom (Student Faith Days in October and during Advent and Lent) • The BIG BRAVE (Kids Cancer Care Shave Event) -Guest speakers about Resilience, Adaptability, Courage in their own lives and how they coped with cancer. • *NEW* Bridges program Gr. 1-6 to help support our ELL students (homework, language, relationships, positive choices, problem-solving, field trips, etc.) • "Success in Schools" ELL 1 & 2 parent evening (Oct.) • AHS EMS presentation "Choices" for Gr. 7-9 • Calgary Police Social Media Presentation (Sept. Gr. 5-9) • Champion JH & Elem Groups- Teambuilding activities on 1st day of 	<ul style="list-style-type: none"> • Monitoring of attendance every 2 weeks by homeroom teacher (improvement in seeing less students absent or late for class) • Number of students seeing counselor on a regular basis • Number of requests for support for mental health • Number of champion check ins and visits • Students coping with anxiety and stress through verbal discussions • Student Voice survey results (students experiencing anxiety, student relieved that all phones are to remain in lockers during instruction) • Parent satisfaction surveys • Number of student writings in Champion mailbox • Weekly and monthly improvements in completing homework, studying for exams and attendance in school • Informal regular feedback from parents and students • Less students reporting to school counselor and admin about social media issues (with phones in lockers and no longer in classrooms)

	<p>school and throughout the year (Buddy groups)</p> <ul style="list-style-type: none"> • Father Paul monthly visits (confession, adoration, classroom talks) • Yoga & meditation club at lunch and Yoga CTF B course • Virtues of the month (practiced each month in the school) • Students choosing 2 champions (homeroom teacher being their 1st champion) in September, regular meetings, activities/lunches, check-ins with their champion • Attendance reports given to homeroom teachers at every 2 weeks at staff meeting, regular communication with parents • St. Matthew Attendance Guidelines- shared with staff, students, parents in September. Attendance contract signed by students/parents in September K-9. • Phone call homes when attendance issue arises, support from School Counselor and DLTs to put an attendance plan in place to support our students. • Support from full-time K-9 School Counselor to address anxiety issues among students • Homework club, teachers opening their classrooms at lunch for support and for rewrites • New phone policy implemented 2 years ago: all phones stay in their locker- issues arising from phone use lessened this year, as phones are to remain in the lockers (positive feedback from students, staff and 	
--	---	--

	<p>parents) as technology/social media is often a large cause of their anxiety</p> <ul style="list-style-type: none">• School dances and teachers vs student pep rallies in the gym to build relationships and have fun!	
--	--	--

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.5:

The school district celebrates and advocates for Catholic education.

School Local Outcome 1.5:

The school celebrates and advocates for Catholic education.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • School-based GrACE committee as part of the provincial GrACE advocacy initiative to share the good news of Catholic education 	<ul style="list-style-type: none"> • Created a grassroots GrACE committee at the School level: teachers, support staff, admin, parents, parish priest, CWL and Knight of Columbus representatives and Sacramental coordinator of St. Cecilia. • Partnership with 2 other Catholic Schools GrACE committees (St. Cecilia and St. Gerard) to plan GrACE parent evenings together for our communities to share, learn and discuss the gift of Catholic Education • Grace-a-gram: we started an Instagram account at the school where we share the permeation of faith that happens daily in our school. All parents have been invited to follow our Grace-a-gram and all staff are encouraged to send their activities to our Gr. 2 teacher who creates the posts. We currently have 191 followers and growing! • Monthly school newsletters, school website and classroom bulletin boards: sharing the good news of Catholic education and all of our CCC activities. • Informing students and parents of the Catholic lens we use when participating in social 	<ul style="list-style-type: none"> • Amount of Grace-a-gram followers (staff, parents and students) • Amount of parents who attend GrACE parent evening presentations • District Parent Satisfaction Survey results • Informal feedback from parents and students • Student Voice surveys • AERR surveys

<ul style="list-style-type: none"> • Participation in special days including the following: Extraordinary Missionary Month, Catholic Education Sunday, Red Wednesday, Mission Mexico, World Catholic Education Week, and World Catholic Education Day 	<p>justice projects, always making that connection to our faith</p> <ul style="list-style-type: none"> • Participated in making a provincial GrACE video where admin, students were filmed and art displays, prayer corners and other faith-filled aspects of our school were recorded and highlighted. • Information provided in Weekly and Monthly newsletters about the special Catholic days • Information provided to parents through Weekly and Monthly newsletter with encouragement on wearing Red to support those persecuted for their faith. • Bulletin boards for Education Week and posts on school website • World Catholic Education Day- prayers for our community read over the intercom and including in Weeklies. • All prayers and classroom activities posted on Grace-a-gram for our community to enjoy and celebrate. 	
---	--	--

AERR 2018-2019 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.

DISTRICT LOCAL OUTCOME 3.1:

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

School Local Outcome 3.1:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Safe and Caring

Safe and Caring – Accountability Pillar Overall Summary

Percentage of 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:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.0	85.3	88.8	High	Declined	Acceptable
CCSD	87.8	87.8	88.9	High	Declined Significantly	Issue
Province	89.0	89.0	89.3	Very High	Declined Significantly	Acceptable

Safe and Caring – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	90.9	91.5	89.5	85.3	85.0	87.8
CCSD	89.1	89.7	89.3	87.8	87.8	89.0
Province	89.2	89.5	89.5	89.0	89.0	

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.

	2018		2019		2020
	N	%	N	%	Target %
School	49	87.8	54	85.0	89.0
CCSD	3,744	91.1	3,995	89.0	89.1

Comments on the results for Outcome 3.1 and a review of the success of its initiatives/projects and of strategies used are provided below. Included are strategies related to the observance of Bullying Awareness and Prevention Week as well as other special events/days supported by the school community.

We will continue to find creative ways to get more parents to respond to our surveys (ex: placing chrome books around the school during parent teacher interviews, encouraging parents to fill them out as they wait to see their child's teacher). We are pleased that 54 parents, up from 30 parents, have responded a few years ago. We continue to be a "Dare to Care" School where students, parents and staff received training two years ago. "The Silent Majority" that is now "The Caring Majority" are reporting when bullying is seen or felt in the school whether physically at the school or on social media. Students have reported feeling unsafe on city transit (city buses and c-trains) to and from school. We do not have yellow buses at our school. We plan on inviting our SRO to do a Safety Presentation for all students who take public transit, to give them tools on what they should do to be and feel safer. We will continue to educate our students and parents on appropriate usage of social media, this has greatly improved since our new cell phone policy we implemented two years ago, of cell phones that remain in student lockers during instruction time.

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.2:

The district staff will be champions for each and every student in the school district.

School Local Outcome 3.2:

The school staff will be champions for each and every student in the school.

Student responses from the OurSCHOOL survey question in support of the district Champions initiative:			
* Do you have an adult at your school whom you can go to for help or support? (Select all that apply: a teacher, a support staff, other.)			
	2018-2019		2019-2020 Target
	Yes		Yes
<u>Elementary:</u>	N	%	%
School	86	85.8	88.6
CCSD	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
School	123	76.9	80.3
CCSD	15,825	80.3	80.4

* Given there was a change in the question from 2017-2018, the data is not directly comparable to 2018-2019.

Comments on the results for this outcome and a review of the success of initiatives/projects and strategies used are provided below.

All students chose two adult champions in the school in the fall. These champions meet with the students who chose them on a regular basis, inviting them to Champion meetings to do fun activities or to Champion lunches to get to know each other and touch base on how they can further support. In all SRT meetings, if a child is struggling, we inform their Champion and provide time for the two of them to meet, to help each student. We are also encouraging students champion each other by creating Buddy groups and have the JH students work with our Elementary students. Staff also champion each other, creating a caring and compassionate climate and culture among staff, modelling for our students what it means to champion each other. Some students did not want to choose a champion last year. This year, they have all chosen someone, so this should help improve our results, so we meet the district's target.

DISTRICT LOCAL OUTCOME 3.3:

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

School Local Outcome 3.3:

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

A review of the success of initiatives/projects and of the strategies used for this outcome is provided below. Included are initiatives/projects related to professional development opportunities in diverse learning for staff.

Our DLT team (we have 3 diverse learning teachers) work collaboratively with admin and teachers to ensure the needs of all our students are being met. Teachers are given time to review cum files at the beginning of the year, so they can get a better understanding on what their students need to be successful and read transition plans and goals that their students had last year, that need to continue this year in their new grade. We have grade level meetings, where for example all Gr. 7 teachers come together for a meeting with DLT team and admin, to review LSPs, ELL and coded students and to discuss which students need support. SRT meetings are scheduled on a regular basis with admin and teachers to develop strategies and goals for students who are needing support, parents are brought in for meetings to have their input on LSPs and instructional services personnel are contacted on a regular basis to ensure that families are receiving supports from our district, to better support their child at home. We also provide professional development for teachers on how to best support our ELL and French immersion students to assist our teachers in supporting their students.

ESII early dismissal Wednesday 2nd year implementation- an excellent opportunity to engage parents in their child’s learning, meeting regularly with parents, teachers, and IS personnel, revisiting goals and providing parents and their children with supports both at school and at home. This program has enabled us to provide more open, regular communication with parents, more meetings with parents to discuss student need and opportunity for staff to take part in rich, meaningful PD to improve their practice.

AERR 2018-2019 RELATIONSHIPS

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

The Board of Trustees provides visionary leadership to ensure the district is well governed and managed. (Outcome 5.1 is reviewed at the district level. See the [Combined AERR/3YEP](#) for details.)

DISTRICT LOCAL OUTCOME 5.2:

All district stakeholders have confidence that the district is well managed.

School Local Outcome 5.2:

Parents/legal guardians have confidence that the school is well managed.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Parental Involvement

Parental Involvement – Accountability Pillar Overall Summary

Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	71.9	80.0	79.3	Low	Maintained	Issue
CCSD	80.1	80.9	80.1	High	Maintained	Good
Province	81.3	81.2	81.1	High	Maintained	Good

Parental Involvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	77.6	84.7	73.1	80.0	71.9	80.1
CCSD	79.6	79.7	79.6	80.9	80.1	81.3
Province	80.7	80.9	81.2	81.2	81.3	

MEASURE: School Improvement

School Improvement – Accountability Pillar Overall Summary

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:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	73.3	75.6	79.2	Intermediate	Declined	Issue
CCSD	76.8	76.7	78.8	High	Declined Significantly	Issue
Province	81.0	80.3	81.0	Very High	Maintained	Excellent

School Improvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	93.2	85.1	76.9	75.6	73.3	76.8
CCSD	79.1	79.7	80.0	76.7	76.8	81.0
Province	79.6	81.2	81.4	80.3	81.0	

MEASURE: Education Quality

Education Quality – Accountability Pillar Overall Summary

Percentage of teachers, parents and students satisfied with the overall quality of basic education:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	88.4	85.4	89.0	High	Maintained	Good
CCSD	89.2	89.4	89.6	High	Declined	Acceptable
Province	90.2	90.0	90.1	Very High	Improved	Excellent

Education Quality – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	93.9	93.1	88.4	85.4	88.4	89.2
CCSD	89.2	89.8	89.7	89.4	89.2	90.2
Province	89.5	90.1	90.1	90.0	90.2	

Comments on the results for Outcome 5.2 and a review of the success of initiatives/projects and of the strategies used are provided below. Reference to collaboration with school council and their involvement is also included. (e.g. school-based projects/initiatives, participation in district-sponsored events, community/parish events, etc.).

We continue to try different ways to encourage more parents to fill out the AERR surveys. Few parents were “not satisfied” with school improvement and education quality, but since very few parents completed the survey, this significantly dropped our results. We will continue to provide excellent communication to parents through our website, Brightspace, Elementary blogs, weekly and monthly newsletters, and regular emails to ensure that our parents are informed and feel welcomed and invited to share feedback with us. We will also continue to invite parents to school council meetings and parent evenings (ex: Mindfulness parent presentation, GrACE evening presentations, Literacy Luau for Division 1 and Numeracy Evening for Div 2, Success in Schools presentation for JH ELL families, etc.) After analyzing our AERR results, the decrease in school improvement is coming mostly from Gr. 4-6 students, and not parents or teachers. We will meet with this age group to ask them how they would like to see the school improve and find out areas of concern from their point of view. When we looked at “Education Quality” the negative results came from Gr. 7 teachers, feeling that Gr. 6 students coming into Gr. 7 are not learning what they need to know, or understand what is expected of them. It is quite a steep learning curve for our new students to go from Elementary to JH and we accept students from over 10 different schools (those who enter the French immersion program are coming from all across the SE of Calgary). A PD session with Gr. 6 and 7 teachers would be beneficial, so teachers could talk about how to make the transition from Elementary to JH more streamlined and less stressful for our students.

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

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

School Local Outcome 5.3:

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

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.)

	2018		2019		2020 Target
	N	%	N	%	%
School	49	87.8	54	87.0	89.0
CCSD	3,744	89.7	3,995	89.0	89.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

Comments on the table of results for this Outcome 5.3. Included is a review of the success of initiatives/projects and of the strategies used (e.g. community-building activities, parent education opportunities, etc.).

Last year, St. Matthew parents/guardians were well-informed on a regular basis: weekly newsletter, monthly newsletter, website updates, Elementary blogs, JH Brightspace updates, twitter messages and Facebook, emails, phone calls and School Messenger messages. With our results above, we are very pleased to see that the parents feel engaged in the decision-making and informed about their child's academics, school events and activities, and that our results are very close to those of the district. We will continue to keep them informed and invite them to be a part of our school culture and community.

ES II Early Dismissal Wednesdays: ESII early dismissal 2nd year implementation- an excellent opportunity to engage parents in their child's learning, meeting regular with parents, teachers, and IS personnel, revisiting goals and providing parents and their children with supports both at school and at home. This program has enabled us to provide more open, regular communication with parents, more meetings with parents to discuss student need and opportunity for staff to take part in rich, meaningful PD to improve their practice. This program will most definitely serve the needs of our families with students in the ESII program, allowing them to be informed in great detail about their child's education.

	<ul style="list-style-type: none"> • Continuation of tools learned, language and knowledge in our school, with posters in classrooms and a re-fresher presentation for our students and staff in early 2020. • Teachers continue to implement the strategies and tools the Dare to Care program has provided us when dealing with conflict and bullying situations at school • The words “dare to care” is part of our language and used regularly with our students, as we continue to educate the “caring majority” to be part of the solution and report the mistreatment of others to an adult 	
--	---	--

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.2:

The district staff will be champions for each and every student in the school district.

School Local Outcome 3.2:

The school staff will be champions for each and every student in the school.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Building a Champion Culture- ensuring every child has a trusted adult by increasing student connections in the school community between students and staff 	<ul style="list-style-type: none"> • First day of school: more scheduled time in Homeroom classes to build relationships, talk about Champions, review procedures, play games and do fun ice breaker activities to make students feel welcome and to build a first initial rapport with homeroom teacher (1st Day Champion Time-Activities in homeroom) • In September, we posted “All about me” write-ups of staff on a bulletin board, made a powerpoint and a booklet with these staff introduction write-ups to allow our students to choose who they wanted as their champion • Student filled out a Champion form and chose 2 adults as their Champions (1 adult being their homeroom teacher) • Champion teambuilding activities will continue throughout the year. • Champion Mailbox- we will be installing a Champion mailbox, so students can write to their Champion at any time, if they need to see them • When admin is having concerns with students, we will connect them to their Champion when developing a plan to meet their needs 	<ul style="list-style-type: none"> • Student Voice surveys, student will report on if they feel they have trusted adult at school they can turn to. • Parent satisfaction surveys and AERR reports • Informal parental and student feedback • Amount of times student seek out their Champion in times of need • Amount of activities put into place to build student Champion relationships throughout the year • Student sense of belonging and safe and caring culture results improve from last year on surveys • Seeing student grow in their behavior and character in school (following student code of conduct on a consistent basis) • Improvement of community relationships • Amount of Virtue of the month certificates each month

	<ul style="list-style-type: none"> • Post Champion poster in each classroom (District Champion Poster and our own St. Matthew Champion Poster) • Character Building- Virtue of the month and Essential 55 rules that accompany each virtue • Students are encouraged to see their Champion when struggling in a subject. Together they can approach subject teacher and come up with a plan to help them succeed (rewrite, redo, extra homework help) • CTF B: these courses have allowed students to work with different teachers in the school, which has created some new strong “Champion” relationships between students and teachers • The Dare to Care Program (in 2nd year) is helping our school to develop a Champion Culture where students are looking out for one another. • K-2 team building activities • Gr. 7 and 9 champion buddies to support new Gr. 7 students adapt to JH 	
--	---	--

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.3:

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

School Local Outcome 3.3:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Professional development (PD) opportunities in Diverse Learning in all 4 programs at St. Matthew (English, Late and Early immersion, and ESII Elem and JH) for staff 	<ul style="list-style-type: none"> • Professional development offered in a PLC during every 2nd staff meeting (ex: Dec. 9th PD Session- Learning Disabilities with Jennifer Woodward, CanLearn presentation- Feb. 24th) • Time allocated on PD days to explore EPD- “Diverse Learning” filled with teaching & learning resources for teachers (strategies, lessons and tools to support diverse learners) • Teacher support through modelling from DLT teachers on how to teach and reach our diverse learner needs • Inclusion of ESII students in regular classrooms and on field trips • DLT support for ELL/French immersion classes using Fountas & Pinnell and GB+ for struggling readers • Continue to offer a variety of clubs from K-9 based on student interests • “Study Room” open a few days a week for homework support, Learning Commons open every morning and lunch hour for group work, homework help and reading • Sentence starters for all classes for ways on 	<ul style="list-style-type: none"> • Improvement in homework completion • Improvement on Gr. 6 and 9 PAT exams • AERR reports, parent satisfaction surveys • Feedback from students Student Voice surveys • Improvement on progress reports, ELL benchmarks and meeting LSP goals • Improvement in reading levels (Fountas & Pinnell and GB+)

<p>ESII Early Dismissal Wednesdays (2nd year)</p>	<p>seeking assistance</p> <ul style="list-style-type: none"> • JH daybook brought from class to class to write down homework, exam dates and other reminders • SRT meetings, supports from IS to meet student diverse needs, collaboration on building LSP from parents, staff and students • Equal amount of field trips and opportunities for students in English and French program <p>ESII early dismissal implementation this year- an excellent opportunity to engage parents in their child's learning, meeting regular with parents, teachers, and IS personnel, revisiting goals and providing parents and their children with supports both at school and at home. This program has enabled us to provide more open, regular communication with parents, more meetings with parents to discuss student need and opportunity for staff to take part in rich, meaningful PD to improve their practice</p>	<ul style="list-style-type: none"> • Feedback from parents with students in ESII program about early dismissal Wednesdays in our 2nd year of implementation (stated on surveys or informal feedback during meetings)
--	--	--

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta’s education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

The Board of Trustees provides visionary leadership to ensure the district is well governed and managed. (Details are provided in the district’s [Combined AERR/3YEP](#).)

DISTRICT LOCAL OUTCOME 5.2:

All district stakeholders have confidence that the district is well governed and managed.

School Local Outcome 5.2:

Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Increase parent engagement in their child’s education 	<ul style="list-style-type: none"> • Provide all parents a week in advance with School Council Agenda with an invitation to attend meetings. • Email and invitation to parents to attend Parent/trustee forums, orientation and GrACE parent meetings and presentations throughout the year • Seeking input from parents at school council meeting in school plan development • JH Brightspace information, marks and homework updated regularly for students and parents • “How to” video emailed to all parents and posted on our website, with steps on how to navigate in Brightspace • Elementary blogs & google classroom information, homework and calendar events updated regularly for students and parents • Weekly newsletter emailed 	<ul style="list-style-type: none"> • AERR survey reports • Parent satisfactions surveys • Student Voice survey results • Open feedback from all stakeholders • Feedback corner in our newsletter and on our website • Number of hits on website • Informal discussions with parents (emails, meetings where feedback is given) • Feedback from parents with students in ESII program about early dismissal Wednesdays this year

	<p>to all parents every Friday</p> <ul style="list-style-type: none"> • Monthly newsletter emailed to parents and posted on our website • Website updated weekly with new important information • Phone call homes by teachers to parents, meeting and emails to inform parents when students are needing more support • Good news calls and emails • Virtue of the month- if their child is nominated, they get an email from admin congratulating their son/daughter on modelling the character of Jesus • Each Gr. 7 class trained on how to use Brightspace • School Messenger- important reminders and information sent home to parents (ex: OHS information and announcements: lockdown and fire drills practices) • ESII early dismissal implementation this year- an excellent opportunity to engage parents in their child's learning, meeting regular with parents, teachers, and IS personnel, revisiting goals and providing parents and their children with supports both at school and at home. This program has enabled us to provide more open, regular communication with parents, more meetings with parents to discuss student need and opportunity for staff to take part in rich, meaningful PD to improve their practice. 	
--	---	--

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

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

School Local Outcome 5.3:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> Creating a welcoming, collaborative school climate and culture where parents/guardians are invited to be part of our school community 	<ul style="list-style-type: none"> Welcome Back Picnic: inviting parents to meet the teacher and build new relationships with staff and St. Matthew families Parent/teacher conferences: inviting parents to book conferences with as many teachers they like, to hear how their child is doing in school CCSD Parent/Trustee Forums: informing parents well in advance about CCSD forums that all parents are encouraged to attend GrACE parent evenings Div 1 Literacy Games Parent/Child Evening Div 2 Numeracy Games Parent/Child Evening Quebec 2020 Parent/Student Information Evening (for those participating on the trip) Fundraising initiatives led by parents (Quebec trip and School-wide fundraising) Parent Volunteer Orientations (we offered 3 of them this year, encouraging parents to receive the orientation so they are able to volunteer on field trips). We also 	<ul style="list-style-type: none"> AERR survey reports Parent satisfactions surveys Student Voice survey results Open feedback from all stakeholders Feedback corner in our newsletter and on our website Informal discussions with parents (emails, meetings where feedback is given) Number of parents attending Parent/Trustee forums and School Council Meetings

	<p>provide them with an orientation outside of these scheduled times.</p> <ul style="list-style-type: none"> • Attaching the School Council Agenda to the Weekly a week prior to the meeting so parents can see the agenda and are more encouraged to attend • Providing babysitting for School Council Meetings and other Parent Evenings (certified JH student babysitter) • Advent Concert Evenings (December) and Fine Arts Evening and Family BBQ (May) • Kindergarten Orientation for new families in May 2020- meet new families and play in learning centers with their child “Welcome to Kindergarten” • Parent bulletin board with information for learning, moved TV to front foyer with comfortable chairs to make it more welcoming when parents wait for their children 	
--	--	--

AERR 2018-2019 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.

DISTRICT LOCAL OUTCOME:

The district's students are successful.

School Local Outcome:

Focusing on literacy and numeracy is a means to achieve success for all students. (Elem./Jr.)

Students achieve student learning outcomes. (High School)

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

% achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

Data values have been suppressed where the number of respondents/students is fewer than 6.

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

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and to Mathematics 9 in 2017/2018.

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and district.

Student participation in the Accountability Pillar survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Provincial Achievement Tests (PATs)

2018-2019

Based on cohort**

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Overall percentage of grades 6 and 9 students provided below						
<u>Acceptable Standard:</u>						
School	79.1	71.5	70.0	Intermediate	Improved	Good
CCSD	75.8	76.2	76.2	Intermediate	Maintained	Acceptable
Province	73.8	73.6	73.6	Intermediate	Improved	Good
<u>Standard of Excellence:</u>						
School	20.8	12.6	14.9	High	Improved	Good
CCSD	21.8	21.6	21.4	High	Maintained	Good
Province	20.6	19.9	19.6	High	Improved Significantly	Good

Results provided by Alberta Education Accountability Pillar Report October 2019 – Overall Summary page

**Provincial Achievement Tests
2018-2019**
Based on students who wrote the test

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
English Language Arts	School	90.0	10.0	92.2	27.8
	CCSD	96.0	22.4	89.6	17.4
	Prov.	91.9	19.6	84.9	16.7
English Mathematics	School	77.5	5.0	70.8	25.0
	CCSD	86.8	16.6	72.8	22.5
	Prov.	79.4	16.4	66.5	20.8
English Science	School	82.5	25.0	66.7	16.7
	CCSD	91.9	36.8	87.5	31.7
	Prov.	85.9	32.4	84.1	29.7
English Social Studies	School	82.5	15.0	79.2	16.7
	CCSD	90.4	29.0	81.4	24.3
	Prov.	84.5	27.9	76.9	23.1

Results provided by Alberta Education [Provincial Achievement Tests Multiyear Report 2019 – Written in English tables](#)

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
French Language Arts	School	n/a	n/a	98.5	13.6
	CCSD	96.9	21.6	90.7	17.8
	Prov.	89.7	16.1	85.6	12.8
French Mathematics	School	n/a	n/a	88.1	40.3
	CCSD	93.5	29.9	86.2	35.8
	Prov.	84.4	18.4	80.8	28.8
French Science	School	n/a	n/a	98.5	31.3
	CCSD	90.1	36.6	90.6	25.5
	Prov.	81.9	22.6	88.9	28.2
French Social Studies	School	n/a	n/a	90.9	27.3
	CCSD	85.6	22.3	83.3	19.3
	Prov.	79.1	17.0	79.2	23.2

Results provided by Alberta Education [Provincial Achievement Tests Multiyear Report 2019 – Written in French tables](#)

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary

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:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.0	0.0	0.0	Very High	Maintained	Excellent
CCSD	1.2	1.0	1.3	Very High	Maintained	Excellent
Province	2.6	2.3	2.9	Very High	Improved Significantly	Excellent

Drop Out Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	1.0	0.0	0.0	0.0	0.0	0.0
CCSD	1.8	1.5	1.3	1.0	1.2	1.1
Province	3.5	3.2	3.0	2.3	2.6	

MEASURE: Citizenship

Citizenship – Accountability Pillar Overall Summary

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	80.8	84.5	85.8	High	Declined	Acceptable
CCSD	81.9	82.5	83.9	Very High	Declined Significantly	Acceptable
Province	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable

Citizenship – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	87.9	88.4	84.7	84.5	80.8	81.9
CCSD	84.8	84.8	84.4	82.5	81.9	82.9
Province	83.5	83.9	83.7	83.0	82.9	

MEASURE: Work Preparation

Work Preparation – Accountability Pillar Overall Summary

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.4	84.0	81.2	High	Maintained	Good
CCSD	81.0	79.9	80.1	High	Improved	Good
Province	83.0	82.4	82.6	High	Improved	Good

Work Preparation – Measure History

Overall	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	78.5	82.1	77.4	84.0	85.4	85.5
CCSD	78.5	79.7	80.6	79.9	81.0	83.0
Province	82.0	82.6	82.7	82.4	83.0	

School Local Outcome: (Elementary/Junior High)

Focusing on literacy and numeracy is a means to achieve success for all students.

Comments on the results for this outcome and a review of the success of initiatives/projects and of the strategies used are provided below.

Schools have completed Analysis Packages for all Provincial Achievement Tests 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 to set priorities for instruction.

We are pleased with our JH and Elementary PAT results last year. Even though our high ELL Gr. 6 classes are below the district in Acceptable and Excellence, we are pleased with our results. We are very pleased with our Gr. 9 results, after our Gr. 6 students have 3 more years of English language learning, there is a lot of growth happening in their learning and understanding of the language, which is typical for our ELL students, learning a new second language. JH English Science and Math are areas we will be focusing on. Our Gr. 9 “Acceptable” results are higher than the district and the province in almost every subject area except for JH English Science which we will continue to work on providing PD opportunities for teachers to work with district consultants. After analyzing our results, our staff created the following school-wide literacy goal: Interpreting and Inferencing a variety of texts, academic vocabulary development and reading comprehension. Our school-wide numeracy goal: Understanding tables/graphs, problem-solving and applying math concepts to real life experiences.

Improving our results in “Excellence” is an area of growth for us. Working together with our grade level teachers and DLT team and with our consultants, teachers will provide opportunities to help students apply what they have learned, demonstrate higher level thinking skills, make cross curricular connections and improve their critical thinking skills in all subject areas.

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

Alberta's education system supports First Nations, Métis and Inuit students' success.

DISTRICT LOCAL OUTCOME 2:

The district supports First Nations, Métis and Inuit students' success.

School Local Outcome 2:

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.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

% achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

Data values have been suppressed where the number of respondents/students is fewer than 6.

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

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and to Mathematics 9 in 2017/2018.

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and district.

Student participation in the Accountability Pillar survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**First Nations, Métis and Inuit
Provincial Achievement Tests**

The overall percentage of self-identified First Nations, Métis and Inuit students in grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (overall results):

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Acceptable Standard:						
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	51.2	54.2	56.5	Very Low	Declined	Concern
Province	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
Standard of Excellence:						
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	8.3	5.3	7.6	Very Low	Maintained	Concern
Province	7.4	6.6	6.5	Very Low	Improved Significantly	Acceptable

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary

Percentage of self-identified First Nations, Métis and Inuit 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:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	3.3	1.0	3.0	High	Maintained	Good
Province	5.4	4.8	5.6	Intermediate	Maintained	Acceptable

Drop Out Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	3.0	5.6	2.6	1.0	3.3	3.2
Province	7.0	6.1	5.8	4.8	5.4	

Comments on the results for Outcome 2 and a review of the success of its initiatives/projects and of the strategies used are provided below. These initiatives/projects and strategies include recognizing the following:

- Orange Shirt Day – September 30
- Métis Week – November 12-18, 2020
- Indigenous Peoples Day – June 21

Last year, we didn't have a sufficient Indigenous population at St. Matthew School however we will continue to introduce our students to the rich Indigenous culture by planning activities, guest speakers and different events throughout the year (Orange Shirt Day, City Hall Orange Shirt Day Ceremony, Indigenous prayers, activities and guest speakers). We continue to support all of our diverse learners in school by doing regular SRTs (student resource meetings), developing goals for LSPs, working collaboratively with parents and meeting often to review goals and providing students with the supports and accommodations they need to be successful in their learning.

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME FOUR:

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

DISTRICT LOCAL OUTCOME 4:

School authority leaders, school leaders and teachers will be prepared, and their professional growth focus will be on the competencies needed to help students perform their best, and effective learning and teaching are achieved through collaborative leadership.

School Local Outcome 4:

A cohesive professional development plan is established.

MEASURE: Program of Studies

Program of Studies – Accountability Pillar Overall Summary

Percentage 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:

3-Year Plan	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	80.7	86.2	85.6	High	Declined	Acceptable
CCSD	81.9	82.8	82.7	Very High	Declined	Good
Province	82.2	81.8	81.9	Very High	Improved Significantly	Excellent

Program of Studies – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	84.5	87.0	83.6	86.2	80.7	81.9
CCSD	82.8	82.4	82.8	82.8	81.9	82.2
Province	81.3	81.9	81.9	81.8	82.2	

Comments on the results for Outcome 4 as well as a review of the success of initiatives/projects and of the strategies used are provided below. These include the following initiatives/projects:

- Neuroscience
- Concept-based pedagogy
- TQS/LQS competency areas

Last year, we offered a variety of opportunities for our students to get involved in fine arts, career, technology and physical education. We offer a wide variety of option classes for students to choose from. Our full year options are band, art, sports performance and drama. And we have several clubs that students are free to join at lunch and after school (art club, tech team, rosary club, science club, crochet club, guitar club, choir, drama club, etc.) Our CTF B option classes have been extraordinary for the students: everything from yoga, to jewelry making, to farming, up-cycling and photography. We are extremely pleased with our CTF Option B courses and how we have implemented over the past few years. We will continue to provide excellent teaching and learning opportunities for students during classroom instruction and a rich variety of extra-curricular activities offered at lunch and after school.

After analyzing our PAT results, and all survey reports (Accountability surveys, parent satisfaction surveys and OURSCHOOL student surveys), our staff collaboratively worked together to build a PD plan for the year, based around our school plans. Teachers created professional growth plans in order to grow in their practice and meet their students' diverse needs in their classrooms. We look forward this year to sharing in small teacher groups at our May PD day, the diversity of growth plans from each teacher. Teachers will get an opportunity to share what their growth plan was, and how they met their goals- a great opportunity to learn from each other and improve our practice.

We began our school year on Aug. 29th with a ½ day PD on the new TQS with a focus on #5 Applying Foundational Knowledge about First Nations, Métis and Inuit. We have also booked some FNMI PD sessions throughout the year to help us grow in understanding and knowledge of the Indigenous culture and how to embed this knowledge in our practice.

We continue to study the book "Neuroteach" by Whitman & Kelleher with chapter studies and book talks. A neuroscience tip of the week is included in each Weekly for parents and we are planning a few presentations on this topic for students, including some posters on how their brain works for reach classroom, including growth mindset lessons and activities. We also have the "Brain Game" booked for our March PD Day.

Concept-based learning remains an area of growth, continuing to study and share gems from the book "Concept-based curriculum and instruction" by H. Erickson and providing concept-based pedagogy PD sessions for staff throughout the school year.

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

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.

DISTRICT LOCAL OUTCOME:

District students are successful.

School Local Outcome (Elementary/Junior High):

Focusing on literacy and numeracy is a means to achieve success for all students.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Literacy Initiative/Project <p>Improve inferencing and interpreting a variety of texts, academic vocabulary development and reading comprehension skills across all subject areas</p>	<ul style="list-style-type: none"> • Utilize google read & write for students with learning/reading difficulties across the grades and programs • Improve non-fiction comprehension (poem, cartoon, comic strips) across the grades in English and French • Increase amount of non-fiction books in classrooms and learning commons • Model and direct teaching of inference and interpretation of the meaning of a variety of texts, across the grades and programs • Create cross-curricular lessons that enhance student's ability to infer information based on text and images • Use non-fiction books in reading circles • Include non-fiction examples when reading 	<ul style="list-style-type: none"> • Student Voice Surveys • PAT exams analysis Gr. 6 and 9 • AERR surveys • Improvement in Fountas & Pinnell and GB+ reading assessments • Improvement in home reading leveled books • LLI intervention reading results • Improved results on PAT exams

	<p>(current events, etc.) in ELA, FLA and Social Studies across the grades</p> <ul style="list-style-type: none"> • Imagine Language Program for ELL • Starfall program for Gr. 1 and ESII students • Division 1 Literacy Games Evening for parents to assist parents on how to encourage and practice reading skills at home • Gr. 1 and 2 Calgary Reads program • Gr. 3 It's a Crime Not to Read program (Calgary Public Library & Calgary Police Services) • Assessment of students' reading skills twice a year using Fountas & Pinnell and GB+ • LLI Language Learning Intervention • Develop Academic Vocabulary school-wide • Tumblebooks, RAZ kids and home reading programs in K-6 to encourage and develop reading skills in our ELL population of students • Public library visits in June: encouraging students to take part in summer reading programs • Encourage debate in classrooms in both English and French • Drop everything and read/Drop everything and journal built into our schedule 	
<ul style="list-style-type: none"> • Numeracy Initiative/Project Improve understanding and reading of tables and graphs, problem-solving and application of 	<ul style="list-style-type: none"> • Develop interpretation skills of tables and graphs across the grades • Regular use of manipulatives for tables/graphs, linear 	<ul style="list-style-type: none"> • Student Voice Survey • PAT exam results • Student achievement on Math Contest • Improvement of student achievement in Math on

<p>math concepts to real life experiences</p>	<p>equations, problem-solving and circle geometry</p> <ul style="list-style-type: none"> • Utilize the tool MIPI for all grades (French and English in September), analyze classroom results and build lessons/units around areas of growth in math • Create more cross-curricular lessons including math concepts (real-life application to student experiences) • Timetables to 12 in Elementary classes • Develop their basic math fluency to support problem-solving skills • Math contests (Mount Royal) participation from our Gr. 4-6 students and JH Math Competition • Math lessons without calculator to allow students to do mental math to solve problems • Learning math through games and centers in the classroom (hands-on activities and manipulatives) • Numeracy Games Div 2 Evening to teach parents how to encourage numeracy learning in the home and community 	<p>Progress reports</p> <ul style="list-style-type: none"> • Accountability survey results • Improvement in student confidence with basic facts across the grades • MIPI intervention results
---	---	--

3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

Alberta's education system supports First Nations, Métis and Inuit students' success.

DISTRICT LOCAL OUTCOME 2:

The district supports First Nations, Métis and Inuit students' success.

School Local Outcome 2:

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(s):
<ul style="list-style-type: none"> • Orange Shirt Day - September 30 • Métis Week - November 12-18, 2020 • Indigenous Peoples Day - June 21 	<ul style="list-style-type: none"> • Student participation in Indigenous Peoples' Day activities and events (ex: dancers to perform for us, buddy groups doing indigenous culture art and writing activities together) • Student participation in Orange Shirt Day invited to wear orange and attend an assembly with Indigenous guest speaker Chantal Chagnon teaching us about truth and reconciliation and indigenous culture and teachings, front display case filled with Orange Shirt Day artwork and information • Gr. 8 classes attended the official Orange Shirt Day Ceremony at City Hall (Oct. 2019) • Staff participating in FNMI PD (Blanket Exercise, Drumming, Medicine Wheel, etc.) • FNMI consultant visiting classrooms for lessons and supporting us in finding guest speakers for assemblies and other activities we can do with our students throughout 	<ul style="list-style-type: none"> • Increased knowledge and appreciation of their culture with our students, parents and staff • Informal feedback from parents • Accountability surveys • Student Voice surveys • Increased presence of the Indigenous culture in our school

	<p>the year</p> <ul style="list-style-type: none">• Sharing of Indigenous stories in ELA/FLA and Social Studies• Morning prayer over the intercom school-wide: do a week of Indigenous prayers to begin our day• *NEW* TQS to be implemented in Sept. 2019, information and support for teachers through PD and during staff meetings	
--	---	--

<ul style="list-style-type: none"> • TQS/LQS competency areas 	<p>concept-based learning we could embed in our current practice</p> <ul style="list-style-type: none"> • PD sessions offered throughout the school year advertised in the IS weekly, teachers convention and January District PD day: attendance of concept-based teaching PD sessions by teachers and admin • Share gems from book “Concept-based curriculum and instruction for the Thinking Classroom” at staff meetings and PD days (including support staff meetings) • Share best practice among teachers: concept-based lessons, projects and activities happening in classrooms K-9 during staff and school council meetings <ul style="list-style-type: none"> • TQS reviewed with all staff at August staff meeting • LQS reviewed regularly with admin and area director (growth plans and evaluation) • TQS reviewed with probationary teachers during evaluation process meeting in September <ul style="list-style-type: none"> • TQS connection to teacher growth plans with a focus on their specific area of growth tied into our school plans and the needs of our students • Every second/third staff 	<p>affects teaching and learning and improves our practice</p>
---	---	--

	<p>meeting is a PD presentation that address our school plan goals. This is how our PLCs are structured and that work for all teachers.</p> <ul style="list-style-type: none"> • PD committee made up of admin, DLTs and teachers from each of our 4 programs to develop a year plan, with a focus on our District Big Rocks: <ul style="list-style-type: none"> -Faith -Concept-based pedagogy -Assessment -Data informed practice -School Resource teams -Culturally appropriate support (ELL) -Indigenous permeation -Neuroscience -Staff Wellness 	
--	---	--