

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

St. Matthew 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

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

The **2018/2019 – 2020/2021** Education Plan was developed collaboratively between school, staff and our Council. Highlights from the 2017 - 2018 *Annual Education Results Report* (AERR) were shared with both staff (Oct & Nov. 2018 staff meetings) and school council (Oct & Nov. 2018) and areas for improvement with strategies for success were discussed.

Both parties reviewed results from the **Provincial Achievement Tests**, the Provincial Accountability Pillar (AERR), the Junior High **“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 2017-2018

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.1: The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	7
<u>Comment</u> on Results for Local Outcome 1.1 (The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.)	
<p>Last year, all staff, students and parents put in great effort and made a huge difference in the lives of others, by participating in 7 different charity fundraisers: Canadian Cancer Society (Terry Fox Run), St. Vincent de Paul, Humboldt Broncos Fund, Jacket Racket, Mission Mexico, Guide Dogs of Alberta, Hats on for Mental Health and Pass-it-on Clothing Drive.</p> <p>As our school mission is to be student-centered, our Leadership Students take the lead on our social justice initiatives and will continue to do so.</p>	

ANNUAL EDUCATION RESULTS REPORTING for:

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

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

Last year, we started our year with an inspiration faith talk about our theme “Ask and it will be given you” 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. 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 “Search and you will find” by deepening and strengthening our relationship and prayer life with Jesus Christ. All staff will be receiving a copy of Father Rob Galea’s book “Breakthrough” and will be able to use his teachings to support themselves and our students on their faith journey.

ANNUAL EDUCATION RESULTS REPORTING for:

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

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	30	93.3	49	95.9	96.2
District	4,946	91.4	3,744	91.1	91.2

- The Religious Education program, and the Catholic perspective across the curriculum, has positively influenced my child's moral decision-making. (e.g. citizenship, social justice, environmental stewardship, etc.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	30	93.3	49	87.8	90.0
District	4,946	91.2	3,744	90.2	90.3

- I am satisfied with the collaboration between my child's school, parish and home in preparing my child to receive the sacraments of the Catholic church. (i.e. baptism, first holy communion, first reconciliation and confirmation)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	30	86.7	49	79.6	81.0
District	4,946	85.8	3,744	84.5	84.6

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

We are very pleased with the increase in 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 taught our students how to put Jesus first in everything that we do. "Seek the kingdom of God above all else and live righteously and he will give you everything you need." This bible verse was alive at St. Matthew School, all staff, students and parents grew in their faith. In question #2 and #3, our results went down due to parents wanting the sacraments to be taught in the schools rather than in parishes. 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.

ANNUAL EDUCATION RESULTS REPORTING for:

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

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	30	93.3	49	87.8	89.0
District	4,946	92.3	3,744	91.1	91.2

Comment on Results for **Local Outcome 1.4** (The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.)

Our results 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, Prayer Warriors, Chapel open for students to pray at lunch, Student Faith Day, Jesus our Champion poster, prayer cards, liturgies, visits from Father Paul, Michael Chiasson 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.

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

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

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

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

2018-2019 School Outcome(s): The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • 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 will be taking the lead, organizing and executing our composting initiative for the entire school • They created a “Champion Composting” video for all classes. • They posted posters of “what goes in the compost bins and what doesn’t” • Purchase of more bins to put out all over the school at lunch time • Gr. 2 students to empty and replace bags weekly • Composting plan shared at school council meeting and posted on website and in newsletter • Inclusion of ESII students supporting our recycling program • Offering a CTF B course for JH students reflecting “up-cycling” • Purchase of more bins for hallways, washrooms and 	<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 • Parental feedback • OURSCHOOL student survey feedback

	<p>staff room to encourage recycling by all</p> <ul style="list-style-type: none"> • Gr. 3/2 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: Canadian Red Cross Society, Pass-it-on Clothing Drive, St. Vincent de Paul, Jacket Racket. Mission Mexico, etc. • LINKAGES: a new 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 recycling team who drop off/pick up carts for paper towel recycling • *NEW* Dare to Care K-9 implementation- teaching our students to “care” about our earth, environment, school and all people in our community 	<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 “CARE” virtue of the month certificate for serving our community and getting involved in social justice projects
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LOCAL OUTCOME 1.2: The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith.

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

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • 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 quote from the bible in each Staff and Parent Weekly Newsletter and a prayer corner in every Monthly newsletter • October PD Day (Teachers & Support Staff): Father Paul and Father Derek “The Answer Box” where staff wrote questions about our faith and they answered them • FNMI faith sessions on April PD Day • Michael Chiasson and Tony Melendez presentation for students/staff/parents “Search and you will find” faith formation in October • Bi-monthly potlucks (breaking bread together) with Father Paul and discussing prayer • Gospel reading every morning in announcements • Prayer cards and prayer poster for staff and students • Secret Santa (choose a person to pray for) • Father Paul monthly visits, opportunities for reconciliation and adoration • Father Rob Galea book: “Breakthrough” books for all staff and “Jesus Calling” for new staff • Glimpses of heaven emails • Catholicism Course (10 weeks) for staff- video and 	<ul style="list-style-type: none"> • Feedback from staff about faith formation PD • Amount of staff that attend Catholicism (Bishop Baron) 10-week course • Fellowship and camaraderie breaking bread together as a staff • 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>prayer group meet on a regular basis to watch video and share stories and experience of faith (teachers and support staff welcome to join, starting in December 2018 during Advent)</p> <ul style="list-style-type: none"> • Virtue of the Month: new this year, staff are nominating one another for each virtue, to celebrate the qualities of Jesus we see in one another • St. Matthew 3rd Annual Student Faith Day “Seek and you will find” (Nov. 8) planning committee- guests included: Chris Bray (Catholic singer/songwriter), Father Paul, Father Julian, Father Derek, Michael Chiasson and Wanda Firstrider • CCC Committee (planning CCC activities for staff, students and parents throughout the year) • As shared to us by Father Rob Galea, we now place an empty chair at all staff meetings for Jesus. • We are a Dare to Care School (staff, students, parents- training Sept. 2018) 	
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LOCAL OUTCOME 1.3: The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

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

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Increase student awareness of the need and benefit of prayer through “Search and you will find” CCC activities and knowledge of the saints 	<ul style="list-style-type: none"> • Chapel: praying a decade of the rosary daily with students (Elementary 11:50pm and JH 3:00pm) • *NEW* this year: Adoration in the Chapel with Father Paul (once a month) 	<ul style="list-style-type: none"> • Informal observations of students praying together, sharing prayers, writing prayers • OURSCHOOL survey results • Parent satisfaction survey results

	<ul style="list-style-type: none"> • Confession in the Chapel with Father Paul (once a month) • *NEW* Water font with holy water in the Chapel for students when they arrive to pray and when they leave • Rosary club at lunch • Student morning prayer (read over the intercom) and Daily Gratitude 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 • 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 • 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) • CCC big family group activities (Champion groups) • 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: COURAGE, October- 	<ul style="list-style-type: none"> • 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
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	<p>CARE, November- PATIENCE, December- PURITY, etc.)</p> <ul style="list-style-type: none"> • Sacramental recognition- all students receive a pin and are recognized at our year end mass. 	
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LOCAL OUTCOME 1.4: The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

2018-2019 School Outcome(s): The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Improve student adaptability and resilience in the face of daily challenges • Improve attendance in JH- lates 	<ul style="list-style-type: none"> • presentations about mental health and anxiety for K-9 • Guest speakers about Resilience, Adaptability, Courage in their own lives and how they coped • AHS EMS presentation “Choices” for Gr. 7-9 • Cybercrime Presentation for JH (Nov.), HATE HURTS (CPS) presentation (Jan.), Calgary Police Social Median Presentation (Sept.) • Champion JH Groups- Teambuilding activities • Father Paul monthly visits (confession, adoration, classroom talks) • Yoga & meditation club at lunch and Yoga CTF B course • Virtue of the month (September: COURAGE) and guest speakers to speak about the new virtue • Students choosing 2 champions (homeroom teacher being their 1st champion) in September, regular meetings, activities, check-ins with their champion 	<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 • OURSCHOOL 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

<p>Dare to Care Program (K-9)</p>	<ul style="list-style-type: none"> • 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 this year: 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 parents) as technology/social media is often a large cause of their anxiety <ul style="list-style-type: none"> • Our K-9 school adopted the Dare to Care Program this year. Training was provided to all staff (August for teachers, September student training K-9, Oct. PD for support staff and October Parent Evening for parents) • Teachers continue to implement the strategies 	<p>issues (with phones in lockers and no longer in classrooms)</p> <ul style="list-style-type: none"> • Increase in the amount of student “daring to care” and reporting mistreatment of others to a staff member • Increase of students using tools they learned through the Dare to Care program when faced with conflict or bullying in school • Increase of students reporting they feel safe and
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	<p>and tools the Dare to Care program has provided us when dealing with conflict and bullying situations at school</p> <ul style="list-style-type: none"> • We hosted a Parent Information Evening and continue to provide our community with Dare to Care tools and strategies in our monthly newsletter and on our website • 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 	<p>cared for at school (Our School Surveys)</p>
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ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: RELATIONSHIPS

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

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

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.1:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Safe and Caring						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.3	89.5	90.7	High	Declined	Acceptable
CCSD	87.8	89.3	89.4	High	Declined Significantly	Issue
Province	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	90.1	90.9	91.5	89.5	85.3	87.0
	CCSD	89.8	89.1	89.7	89.3	87.8	89.0
	Province	89.1	89.2	89.5	89.5	89.0	

* Data provided by Alberta Education October 2018.

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

- The school is a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	30	83.3	49	87.8	89.0
District	4,946	91.6	3,744	91.1	91.2

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

We 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 49 parents, up from 30 parents, have responded last year. We are pleased that we remain higher than the province in the Safe and Caring category due to the strong work we have done with Catholic permeation throughout the school this year through our CCC school-wide activities, benefitting staff, students and parents. With the implementation of the Dare to Care Program K-9 educating the "silent majority" to become the "caring majority" and report all mistreatment of others to staff, and our new cellphone policy (keeping phones in the lockers), we are confident are safe and caring results will improve. We will continue to educate our students and parents on appropriate usage of social media, based on our counselor and admin findings, this is the area that causes our students the most anxiety.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.2:

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

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

Our 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 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.

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.1:

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

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Parental Involvement						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	80.0	73.1	78.5	High	Maintained	Good
CCSD	80.9	79.6	79.6	High	Improved	Good
Province	81.2	81.2	81.0	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	76.2	77.6	84.7	73.1	80.0	82.0
	CCSD	80.1	79.6	79.7	79.6	80.9	81.2
	Province	80.6	80.7	80.9	81.2	81.2	

* Data provided by Alberta Education October 2018.

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

CURRENT MEASURES: School Improvement						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	75.6	76.9	85.1	Intermediate	Declined Significantly	Issue
CCSD	76.7	80.0	79.6	High	Declined Significantly	Issue
Province	80.3	81.4	80.7	High	Declined Significantly	Issue

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	School	82.0	93.2	85.1	76.9	75.6	77.0
	CCSD	79.4	79.1	79.7	80.0	76.7	80.3
	Province	79.8	79.6	81.2	81.4	80.3	

* Data provided by Alberta Education October 2018.

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

CURRENT MEASURES: Education Quality						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.4	88.4	91.8	Intermediate	Declined Significantly	Issue
CCSD	89.4	89.7	89.6	High	Maintained	Good
Province	90.0	90.1	89.9	Very High	Improved	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	School	92.4	93.9	93.1	88.4	85.4	87.0
	CCSD	89.8	89.2	89.8	89.7	89.4	90.0
	Province	89.2	89.5	90.1	90.1	90.0	

* Data provided by Alberta Education October 2018.

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

We 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 welcome and invited to share feedback with us. 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.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.3:

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

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

- I am satisfied with information received from the district informing me about opportunities which allow me to be informed about my child's education. (Connections newsletter, website, social media, Parent/Trustee forums, etc.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	30	90.0	49	87.8	89.0
District	4,946	90.3	3,744	89.7	89.8

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

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 and school events and activities. 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 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. 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.

	<p>continue to provide our community with Dare to Care tools and strategies in our monthly newsletter and on our website</p> <ul style="list-style-type: none"> • 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 	
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LOCAL OUTCOME 3.2: The district staff will be champions for each and every student in the school district.		
2018-2019 School Outcome(s): The school staff will be champions for each and every student in the school.		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • 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 google form and chose 2 adults as their Champions (1 adult being their homeroom teacher) • In September, we also created some JH Champion Groups of 	<ul style="list-style-type: none"> • OURSCHOOL 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

	<p>students. They got together in the Gr. 7-9 student groups to do some teambuilding activities.</p> <ul style="list-style-type: none"> • In October, Elementary Champion Student Groups did team building activities together to build relationships, Student Leadership Club organized Champion Halloween Activities for the younger students in the gym • 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. • 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" 	<ul style="list-style-type: none"> • Amount of Virtue of the month certificates each month
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	relationships between students and teachers <ul style="list-style-type: none"> • The Dare to Care Program is helping our school to develop a Champion Culture where students are looking out for one another. 	
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LOCAL OUTCOME 3.3: The district optimizes resources to meet the diverse learning needs of all students.		
2018-2019 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • To empower all students from our 4 different programs (English, Late Immersion, Early Immersion and ESII) to self-advocate for their learning and nurture self-motivation in students for the desire to succeed 	<ul style="list-style-type: none"> • 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 seeking assistance • JH daybook brought from class to class to write down homework, exam dates and other reminders • SRT meetings, supports from IS to meet student needs, collaboration on building LSP from parents, staff and students • Equal amount of field trips and opportunities for students in English and French program 	<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 OURSCHOOL surveys • Improvement on progress reports, ELL benchmarks and meeting LSP goals • Improvement in reading levels (Fountas & Pinnell and GB+)

<p>ESII Early Dismissal Wednesdays</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Feedback from parents with students in ESII program about early dismissal Wednesdays this year (stated on surveys or informal feedback during meetings)
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PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

LOCAL OUTCOME 5.1: The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.

LOCAL OUTCOME 5.2: All district stakeholders have confidence that the district is well governed and managed.

2018-2019 School Outcome(s): Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Increase parent engagement in their child's education 	<ul style="list-style-type: none"> • 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 information, homework and calendar events updated regularly for students and parents • Google Classroom Div 2 • Weekly newsletter emailed to all parents every Friday • Monthly newsletter emailed to parents and posted on our website • Website updated daily 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 	<ul style="list-style-type: none"> • AERR survey reports • Parent satisfactions surveys • OURSCHOOL 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

	<ul style="list-style-type: none"> • 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. 	
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<p>LOCAL OUTCOME 5.3: The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.</p>		
<p>2018-2019 School Outcome(s): The school strengthens engagement with parents/legal guardians and the parental role in decision-making.</p>		
<p>Initiatives/Projects:</p>	<p>Strategies:</p>	<p>Measure:</p>
<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 	<ul style="list-style-type: none"> • AERR survey reports • Parent satisfactions surveys • OURSCHOOL 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)

	<p>well in advance about CCSD forums that all parents are encouraged to attend</p> <ul style="list-style-type: none"> • Dare to Care: Parent Information Evening- to inform parents about the new program implementation and provide them with useful tools they can use at home with their children to deal with conflict and bullying situations • Gr. 1 Parent Reading Night • Quebec 2019 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 provide them with an orientation outside of these scheduled times. • 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 Dare to Care Parent Evening (certified JH student babysitter) • Advent Concert Evening (December) and Fine Arts Evening and Family BBQ (May) 	<ul style="list-style-type: none"> • Number of parents attending Parent/Trustee forums and School Council Meetings
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ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME ONE: Alberta's students are successful.

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

Student Learning Achievement (K-9)	(Percentage)			October 2018 Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School) .	71.5	71.0	72.6	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District) .	76.2	75.7	75.9	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province) .	73.6	73.4	73.3	Intermediate	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School) .	12.6	17.1	16.8	Low	Declined	Issue
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District) .	21.6	21.0	20.9	High	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on	19.9	19.5	19.2	High	Improved Significantly	Good

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

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

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

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

Provincial Achievement Tests

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

PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	100.0	6.3	91.8	17.4
	CCSD	96.0	22.9	95.5	25.1
	Prov.	92.2	19.7	91.4	21.7
French Language Arts 6	School	n/a	n/a	n/a	n/a
	CCSD	96.5	14.3	93.6	17.0
	Prov.	88.9	12.9	89.3	14.1
Mathematics 6	School	90.9	6.1	77.7	11.6
	CCSD	87.1	17.3	86.1	17.1
	Prov.	80.1	15.3	78.9	14.9
Science 6	School	93.8	37.5	80.3	21.5
	CCSD	92.5	40.0	90.4	34.1
	Prov.	86.7	33.6	85.4	30.1
Social Studies 6	School	96.9	25.0	73.3	18.4
	CCSD	89.7	28.8	87.0	25.8
	Prov.	82.8	25.6	79.3	22.9
PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 9		(%)	(%)	(%)	(%)
English Language Arts 9	School	93.3	14.3	96.5	22.7
	CCSD	89.5	15.9	91.6	18.0
	Prov.	85.6	16.5	86.2	16.7
French Language Arts 9	School	89.3	6.7	91.4	12.4
	CCSD	82.2	7.0	84.9	10.8
	Prov.	84.9	10.2	87.2	11.1
Mathematics 9	School	85.6	17.3	88.8	29.2
	CCSD	74.2	18.3	80.7	22.3
	Prov.	66.7	16.9	74.8	20.3
Science 9	School	93.3	21.2	93.3	29.1
	CCSD	89.6	31.5	87.8	28.2
	Prov.	84.4	27.2	82.6	24.7
Social Studies 9	School	76.2	13.3	73.2	9.3
	CCSD	80.9	25.4	78.8	23.3
	Prov.	74.6	24.0	73.7	21.8

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

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

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.0	0.0	0.3	Very High	Maintained	Excellent
CCSD	1.0	1.3	1.6	Very High	Improved Significantly	Excellent
Province	2.3	3.0	3.3	Very High	Improved Significantly	Excellent

The annual drop out rate is the percentage of students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year.

Performance Measure For AERR	Results (in percentages)						Target
Drop Out Rate - annual dropout rate of students aged 14 to 18.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	1.0	1.0	0.0	0.0	0.0	0.0
	CCSD	1.6	1.8	1.5	1.3	1.0	0.9
	Province	3.3	3.5	3.2	3.0	2.3	

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

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

CURRENT MEASURES: Citizenship						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	84.5	84.7	87.0	Very High	Maintained	Excellent
CCSD	82.5	84.4	84.7	Very High	Declined Significantly	Acceptable
Province	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	88.7	87.9	88.4	84.7	84.5	86.0
	CCSD	85.2	84.8	84.8	84.4	82.5	83.0
	Province	83.4	83.5	83.9	83.7	83.0	

* Data provided by Alberta Education October 2018.

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

CURRENT MEASURES: Work Preparation						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	84.0	77.4	79.3	High	Maintained	Good
CCSD	79.9	80.6	79.6	High	Maintained	Good
Province	82.4	82.7	82.4	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	80.7	78.5	82.1	77.4	84.0	86.0
	CCSD	79.5	78.5	79.7	80.6	79.9	82.4
	Province	81.2	82.0	82.6	82.7	82.4	

* Data provided by Alberta Education October 2018.

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

Comment on Results for School Outcomes: Literacy and numeracy is focused on as a means to achieve success for all students. (Elementary/Junior High)

We are extremely pleased with our JH and Elementary PAT results: our "Acceptable" is higher than the district and the province in almost every subject area except for JH Social which we will continue to work on the PLC (professional learning community) opportunities for teachers to work with district consultants. JH results are very good in all areas, higher than the province and district. Social studies, reading comprehension and vocabulary are 3 areas we will continue to focus on this year from K-9 to help better our results in Gr. 9 Social Studies and reading skills from K-9 in English and in French. We are currently working with the FLA consultant to support teaching and learning in JH reading and writing which supports all subject areas. Gr. 6 and Gr. 9 teachers are part of PAT working groups with Alberta Ed to help them improve their practice and delivery of curriculum, meeting all of our ELL students' learning needs.

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.

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

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

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

PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall results). (Required Provincial Accountability Measure)

Student Learning Achievement (K-9)	(Percentages)			October 2018 Evaluation		
	Current Result	Prev Year Result	Prev 3-Yr Average	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School).	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District).	54.2	54.6	55.7	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province).	51.7	51.7	52.0	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School).	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District).	5.3	9.2	8.8	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	6.6	6.7	6.5	Very Low	Maintained	Concern

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

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

- Annual dropout rate of self-identified FNMI students aged 14 to 18. (Required Provincial Accountability Measure)

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

The annual drop out rate is the percentage of students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year.

Performance Measure For AERR	Results (in percentages)						Target
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	n/a	n/a	n/a	n/a	n/a	n/a
	CCSD	3.6	3.0	5.6	2.6	1.0	0.9
	Province	7.1	7.0	6.1	5.8	4.8	

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

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

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

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

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

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

CURRENT MEASURES: Program of Studies						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	86.2	83.6	85.0	Very High	Maintained	Excellent
CCSD	82.8	82.8	82.7	Very High	Maintained	Excellent
Province	81.8	81.9	81.7	Very High	Maintained	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	87.7	84.5	87.0	83.6	86.2	88.0
	CCSD	83.8	82.8	82.4	82.8	82.8	82.9
	Province	81.3	81.3	81.9	81.9	81.8	

* Data provided by Alberta Education October 2018.

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

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, personal training 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.

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

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.

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

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME ONE:

Alberta's students are successful.

2018-2019 School Outcome(s): Focusing on literacy and numeracy is a means to achieve success for all students. (Elementary/Junior high)

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Improve reading comprehension skills and academic vocabulary development across all subject areas 	<ul style="list-style-type: none"> • 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 • Use non-fiction books in reading circles • Gr. 6-9: Barbara Mariconda expository manual for ELA teachers (common resource) • Include non-fiction examples when reading (current events, etc.) in ELA, FLA and Social Studies across the grades • DEAR (Drop everything and read) every day in Elementary and JH to encourage our students to read more often • Gr. 1 and 2 Literacy Evening for parents to assist parents on how to encourage and 	<ul style="list-style-type: none"> • OURSCHOOL 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>practice reading skills at home</p> <ul style="list-style-type: none"> • 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 in Division 2 (especially math vocabulary) with effective word walls and personal dictionaries of new vocabulary words learned from Gr. 4-6 • Tumblebooks, RAZ kids and home reading programs in K-6 to encourage and develop reading skills in our ELL population of students • Author visits, FLA and ELA teachers booking learning commons for weekly reading periods 	
<ul style="list-style-type: none"> • Improve basic math facts 	<ul style="list-style-type: none"> • Develop basic math fluency across the grades • Utilize the tool MIPI for all grades (French and English in September), analyze classroom results and build lessons/units around areas of weakness in 	<ul style="list-style-type: none"> • OURSCHOOL Survey • PAT exam results • Student achievement on Math Contest • Improvement of student achievement in Math on Progress reports • Accountability survey results

	<p>math (ex: Math consultant time with Gr. 4 teacher, analyzed results and tweaked long range plans to address weaknesses in math)</p> <ul style="list-style-type: none"> • Timetables to 12 in Elementary classes • Mathletics Division II and LD students to develop their basic math fluency • 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 Parent Info Evening to teach parents how to encourage numeracy learning in the home and community 	<ul style="list-style-type: none"> • Improvement in student confidence with basic facts across the grades • MIPI intervention results
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SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME TWO: Alberta’s education system supports First Nations, Métis and Inuit students’ success.		
2018-2019 School Outcome(s): All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.		
Initiatives/Projects:	Strategies:	Measure:
Recognize Canada’s National Aboriginal Day – June 21 Recognize Orange Shirt Day - September 30 Increase awareness and appreciation for our FNMI community, their history, culture and spirituality	<ul style="list-style-type: none"> • Student participation in Aboriginal Day activities and events (ex: Aboriginal dancers and singers to perform for us) • Student participation in Orange Shirt Day invited to wear orange and attend an assembly with FNMI guest speakers teaching us about truth and reconciliation of Aboriginal culture, front display case filled with Orange Shirt Day art work and information • Staff participating in FNMI PD (Blanket Exercise, Talking Circles, 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 the year • Sharing of Aboriginal stories in ELA/FLA and Social Studies • Morning prayer over the intercom school-wide: do a 	<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 • OURSCHOOL surveys • Increased presence of the Aboriginal culture in our school

	<p>week of Aboriginal prayers to begin our day</p> <ul style="list-style-type: none">• Inclusion of FNMI consultant at our Student Faith Day (culture, prayer and spiritual teachings)• *NEW* TQS to be implemented in 2019, information and support for teachers through PD and during staff meetings	
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PROVINCIAL OUTCOME FOUR:

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

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

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Neuroscience • Concept-based curriculum 	<ul style="list-style-type: none"> • Share gems from the book “Neuroteach” by Glen Whitman during staff meetings and PD days and in newsletters/website for parents • PD session for teachers booked for April PD Day on “Neuroscience” for K-9 teachers with Helmut Kaiser • DLT and admin attending conferences and workshops, bringing information back to staff during staff meetings and school council meetings for parents (including support staff meetings) • K-4 Teachers accessing and attending new curriculum PD through the IS weekly • Draft curriculum of all subject areas K-4 distributed to teachers in September • Teachers Convention and January District PD day: K-4 teachers will attend new curriculum session and continue to access sessions through Thrive on concept-based curriculum 	<ul style="list-style-type: none"> • Successful completion of growth plans where teachers have achieved their goals • Improvement in teaching and learning in classrooms based on the new knowledge of skills learned in PD sessions this year (all programs: English, French immersion and ESII) • Accountability surveys • Parent satisfactions surveys • Improvement in student achievement (PATs, progress reports) • Sharing of achieved growth plan goals at staff meeting in May by teachers • Feedback from staff with PD plan and choice of sessions this year • Improved student engagement • Achievement of school goals in school plans • Improved teacher comfort level and understanding (new TQS and concept-based curriculum) • Improved teacher knowledge on the brain, neuroscience and how it affects teaching and learning and improves our practice • Increased knowledge and a deepening of faith among staff who take the 10-week Catholicism course

<ul style="list-style-type: none"> • TQS/LQS competency areas • Address the district's priorities (faith formation, student excellence, FNMI and student wellness) in our PD school plan through meaningful PD that responds to our 4 programs: French immersion, Late immersion, English K-9 with high ELL population and ESII JH and Elementary 	<ul style="list-style-type: none"> • Share gems from book "Concept-based curriculum and instruction for the Thinking Classroom" at staff meetings and PD days (including support staff meetings) • TQS reviewed with all staff at August staff meeting • TQS reviewed with probationary teachers during evaluation process meeting in September • New TQS to be implemented Sept. 2019: we plan on reviewing with staff during staff meetings, providing teachers with documentation to support the implementation • 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 meeting is a PD presentation that address our school plan goals (ex: Nov. 28 The Power of Relationships with Judith H. mental health therapist) and staff meeting agenda items are "read only". This how our PLCs are structured and that work for all teachers. • PD committee made up of admin, DLTs and teachers from each of our 4 	
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	<p>programs to develop a year plan:</p> <p>August: Dare to Care training for teachers</p> <p>October: Faith formation with Father Paul and Father Derek “Question Box”, Dare to Care training for support staff, JH Research Assessment PD (in partnership with U of C), Faith Formation afternoon with Tony Melendez and Michael Chiasson</p> <p>November: The Power of Relationships, CCSD Faith Day with Father Rob Galea (all staff are reading his book “Breakthrough”), St. Matthew Student Faith Day (Father Paul, Father Julian, Father Derek, Michael Chiasson, Wanda Firstrider), JH Research Assessment PD (in partnership with U of C), PLC with Rachel K. FLA consultant (FLA and Social Studies)</p> <p>December: JH Research Assessment Session (in partnership with U of C)</p> <p>January- CCSD PD Day (concept-based curriculum)</p> <p>February- Teachers` Convention (concept-based curriculum)</p> <p>April- “Neuroscience” session with Helmut K., FNMI Sessions (Blanket Exercise and Talking Circles)</p> <p>May- JH Research Assessment Session (in partnership with U of C), Growth Plan presentations and sharing among teachers</p>	
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	<p>ESII programs: Early dismissal Wednesdays, ongoing PD sessions for staff lead by IS team</p> <p>ILN and ALN sessions: admin share resources and knowledge with staff on different topics connected to district priorities and goals</p> <p>Catholicism (10-week course: Bishop Baron series) starting in December for teachers and support staff</p>	
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