**Good Shepherd School**

**Combined 3-Year Education Plan**

**2019-2022**

**and**

**Annual Education Results Report (AERR)**

**2018-2019**



**Accountability Statement**

Good Shepherd has the responsibility to provide a Catholic Education to each child who attends school so they have the opportunity to develop spiritually, morally, socially, intellectually and physically in a manner that is modeled on the life of Jesus Christ.

The school has the formal responsibility to ensure that our Catholic beliefs and traditions permeate all aspects of the school experience.

The child is the center of the education that is provided. The Catholic school community must provide students the opportunity to reach their full potential as learners.

**Vision**

Good Shepherd School provides a unique and inviting Catholic learning environment that links the home, the parish and the community. Using resources effectively and maintaining a strong well informed teaching staff, all students are successful, lifelong learners and are living the values they are taught.

**Mission**

“Student success in a Catholic community guided by Christ, our teacher.”

**Motto**

“At Good Shepherd we are Loving, Caring and Sharing”

**Our Beliefs**

**We value:**

* Excellence in performance
* Diversity
* Fostering Communities of Care
* Collaboration
* Consult, receive input and provide feedback to Stakeholders
* Ensuring appropriate and effective management of resources to support priorities

**Therefore, we believe**:

* Modeling Christ as our Guide and Teacher
* Faith will be permeated
* The student is first
* Fairness and equity for all
* Parents/guardians are the child’s primary educators
* Professional learning is most effective when it is focused, embedded, and collaborative
* Technology is a valuable tool in the learning process
* Staff is responsible and accountable for student success
* Regular student attendance increases student success

**Priorities:**

* Ensure Catholic faith permeation is evident for all stakeholders
* Enrich the relationship between the home, the parish, and the community
* Faith formation opportunities must be provided and supported for staff and students
* Support staff efficacy through personal and professional wellness
* Create celebration opportunities for staff recognition and school success
* Ensure and support teacher growth around quality core instruction, collaboration, and professional learning
* Build Catholic citizens, healthy relationships, and ethical actions
* Ensure support for a division-wide school calendar
* Bridging the achievement gap for Indigenous students
* Maintain and regularly monitor student success using baseline data
* High School Redesign and off-campus learning opportunities and partnerships
* Enhance Second Language opportunities
* Ensure infrastructure is conducive to learning
* Ensure opportunities for programming are maximized including the effective use of technology
* Ensure meaningful and transparent stakeholder engagement
* Strive for continued improvement on acceptable and excellence levels in Provincial Achievement Testing to ensure student success
* Professional learning opportunities be provided and supported for staff

**Issues:**

Issues taken into account in goal development:

* Staff and student sacramental preparation
* Indigenous student achievement
* Integration of Indigenous and second languages
* Student achievement in the Provincial Achievement Tests
* Budgeting for sustainability
* Career and Technology programs to engage our students
* Recruitment and retention of quality Catholic staff
* Maintaining infrastructure that is conducive to learning

**Trends that require consideration:**

* Dependence on schools for faith development
* Increasing dependence of students on schools for social and emotional support
* Fragmentation of the family unit
* Growing numbers of students with special needs
* Growing numbers of students who learn English as a second language
* Rapidly evolving technology and online services
* The state of economic stability and population movement in Peace River

**Promising Practices:**

* Morning assemblies
* School masses and celebrations based on the liturgical calendar
* Student support (Response to Intervention Pyramid of Intervention, Full Time Inclusive Education Teacher, Learning Support Team, Behavioural Therapist, Division Learning Coaches, Peace Regional Collaborative Services, Alberta Health Services Mental Health Capacity Project- Project PEACE)
* School wide instructional practices (DIBELS literacy screening, Grade Level Writing assessment)
* Various Co-Curricular Activities and Presentations (Telus World of Science, Alberta Opera)
* Professional Learning Communities (PLC) –scheduled Grade Level Meetings for teachers in their PLCs
* School wide, Indigenous presentations, events and visitations from Indigenous Elders
  + School wide celebration of Métis Week and Aboriginal Day

**Combined 2019 Accountability Pillar Overall Summary**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure Category** | **Measure** | **Good Shepherd School** | | | **Alberta** | | | **Measure Evaluation** | | |
| **Current Result** | **Prev Year Result** | **Prev 3 Year Average** | **Current Result** | **Prev Year Result** | **Prev 3 Year Average** | **Achievement** | **Improvement** | **Overall** |
| Safe and Caring Schools | Safe and Caring | **92.3** | 86.0 | 88.6 | **89.0** | 89.0 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | **88.1** | 83.8 | 87.5 | **82.2** | 81.8 | 81.9 | Very High | Maintained | Excellent |
| Education Quality | **91.5** | 89.2 | 91.8 | **90.2** | 90.0 | 90.1 | Very High | Maintained | Excellent |
| Drop Out Rate | **n/a** | n/a | n/a | **2.6** | 2.3 | 2.9 | n/a | n/a | n/a |
| High School Completion Rate (3 yr) | **n/a** | n/a | n/a | **79.1** | 78.0 | 77.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | **61.8** | 81.9 | 76.4 | **73.8** | 73.6 | 73.6 | Very Low | Declined | Concern |
| PAT: Excellence | **9.3** | 17.0 | 14.6 | **20.6** | 19.9 | 19.6 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | **n/a** | n/a | n/a | **83.6** | 83.7 | 83.1 | n/a | n/a | n/a |
| Diploma: Excellence | **n/a** | n/a | n/a | **24.0** | 24.2 | 22.5 | n/a | n/a | n/a |
| Diploma Exam Participation Rate (4+ Exams) | **n/a** | n/a | n/a | **56.3** | 55.7 | 55.1 | n/a | n/a | n/a |
| Rutherford Scholarship Eligibility Rate | **n/a** | n/a | n/a | **64.8** | 63.4 | 62.2 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | **n/a** | n/a | n/a | **59.0** | 58.7 | 58.7 | n/a | n/a | n/a |
| Work Preparation | **81.3** | 77.8 | 81.2 | **83.0** | 82.4 | 82.6 | High | Maintained | Good |
| Citizenship | **81.3** | 74.5 | 81.9 | **82.9** | 83.0 | 83.5 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | **83.5** | 79.4 | 79.6 | **81.3** | 81.2 | 81.1 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | **89.0** | 69.3 | 74.9 | **81.0** | 80.3 | 81.0 | Very High | Improved Significantly | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. 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 those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations 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 those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Measure Evaluation Reference**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measure** | **Very Low** | **Low** | **Intermediate** | **High** | **Very High** |
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 73.77 | 73.77 - 80.97 | 80.97 - 86.66 | 86.66 - 90.29 | 90.29 - 100.00 |
| Diploma: Excellence | 0.00 - 7.14 | 7.14 - 13.15 | 13.15 - 19.74 | 19.74 - 24.05 | 24.05 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

|  |  |
| --- | --- |
| **Evaluation Category** | **Chi-Square Range** |
| Declined Significantly | 3.84 + (current < previous 3-year average) |
| Declined | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained | less than 1.00 |
| Improved | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average) |

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Achievement** | | | | |
| **Improvement** | **Very High** | **High** | **Intermediate** | **Low** | **Very Low** |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

**OVERRIDING GOAL: Support Students and Staff on their Faith Formation Journey to build active Catholic citizens.**

*OUTCOME: Maintain and expand faith development opportunities for students.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results** | |  | **Targets** | | |
| **2016/17** | **2017/18** | **2018/19** | **2020** | **2021** | **2022** |
| Overall percentage of students who feel Religion class is helping them grow in their faith. | 87% | 85% | 94% | 90 | 90 | 90 |
| Overall percentage of students who feel Faith Day experiences are helping them grow in their faith. | 87% | 85% | 96% | 90 | 90 | 90 |

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| **Comment on Results**  *(an assessment of progress toward achieving the target)*   * The former Tell Them From Me data is used for these performance measures. * We exceeded our target goal of 85% for students who feel that religion class is helping them grow in faith for the 2018/19 school to 94%. * We increase our target goal for students who feel Faith Day experiences are helping them grow in faith. * With the support of our Faith Coordinator, activities surrounding faith formation are supported more frequently in our school. |
| **Strategies**   * Continue Building Catholic citizens * The division has created a comprehensive ‘Communities of Care’ permeation plan for building Catholic citizens * Accessing Division Faith Permeation Coordinator * Supporting grade two and three teachers on the implementation of the new religious studies curriculum * Continue providing imbedded school retreats and scheduled faith development and faith appreciation opportunities * Retreats scheduled across multiple grade levels and inter-connected school-parish activities when possible (In-School Sacramental Preparation Retreats for Reconciliation, Eucharist and Confirmation) * Division Sponsored Voice for Life Presentations for Gr. 1-6 * K-5 Face to Face Ministries * Division Sponsored Pure Witness Faith Retreats for Gr. K-6 * Net Ministries visits to our Grade 6’s * Continue embedding Parish, School and Family collaboration * Supporting Sacramental preparation instruction of Reconciliation, first Eucharist and Confirmation for students; embedded into the religious studies curriculum. * GSS staff and students host mass ministries * Student music ministry continues to participate in masses and celebrations at school * Continue grade level classroom visits from Father Nel and Father Emmanuel on a monthly basis, as well as Father Nel and Father Emmanuel celebrating reconciliation in the school twice a year (Advent and Lent) |

*OUTCOME: Maintain and expand faith development opportunities and*

*evangelization of staff.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results** | | | **Targets** | | |
| **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Number of new hires who are Catholic | 63% | 80% | 100% | 90% | 90% | 90% |
| Percentage of staff who participated in the Staff Faith Day or the Opening Mass  *(Formerly : Number of staff who participated in Division sponsored Faith Development activities.)* | 90% | 95% | 90% | 100% | 100% | 100% |
| Number of staff entering RCIA | 0 | 0 | 0 | 0 | - | - |

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| **Comment on Results**   * Hiring data refers to certified staff only * In 2019 2 certified staff were hired, both Catholic * The staff participating in Staff Faith Day and Commission Mass was a mix of both certified and non-certified staff. A majority of the absenteeism came from support staff. This fall all staff was in attendance for the mass. Faith Day in the spring had a mix of certified and non-certified staff missing. * Staff entering RCIA data is based on staff professional growth plans |
| **Strategies**   * Continue providing imbedded retreats school calendar/schedule to faith development and faith appreciation * Providing whole staff site-based retreat using a facilitator * Staff retreat opportunities for new teachers and all staff, Faith 101 opened to all staff, but mandatory for all new staff in the Division * Division Faith Day for all staff on annual basis to provide formation and faith development * Divisional support for the rotation of Administrators to attend Blueprints * Continue providing staff with opportunities for additional faith based professional development * Administrative Procedure for professional development * Two spots are centrally supported for staff to attend SPICE * Advertise and encourage staff to participate in Parish/Diocese retreats and workshops, HFCRD faith development retreats, as well as and parish events/missions. * Continue encouraging staff attend mass at least once a month, * GSS staff and students host mass ministries once every two to three months * Encourage staff to attend the sacramental celebrations and masses to support our students making their first Reconciliation, first Eucharist and Confirmation. * Continue to increase teacher understanding of mass/celebration preparation. * Continue to involve each certified teacher in attending Spiritual Formation Team meetings once a year, in preparation for the planning of the celebrations or mass their class is participating in. * Encourage staff to access Division Faith Coordinator (John Meagher) for classroom and celebration supports. * Encourage staff to welcome Father Nel into their classrooms on a monthly basis. |

**Outcome One: Alberta’s students are successful**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** | **Achievement** | **Improvement** | **Overall** | **2020** | **2021** | **2022** |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 78.0 | 77.8 | 69.6 | 81.9 | 61.8 | 84 | Very Low | Declined | Concern | 71 | 72 | 75 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 12.6 | 19.1 | 7.6 | 17.0 | 9.3 | 18.5 | Very Low | Maintained | Concern | 11 | 12 | 13 |

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| **Comment on Results**  *(an assessment of progress toward achieving the target)*   * We struggled with the staffing of our grade 6s this past year. We divided the two classes into three in November to lower the class sizes, but one of the three classes (Math and Science) had three different teachers as a result of a teacher leaving mid-year. * We had a significantly high group of students excused by either the superintendent or their parents from the PATs. 8 in total. We also had a student with chronic attendance issues not complete the remainder of his PATs. * We maintained our number of students achieving excellence in FLA. * 58 students wrote the PAT exams in 2019. * Based on the previous year’s results, I estimated an improvement not considering the multitude of new staff in grade 6, the significant increase of students requiring support, several ESL learners, and Indigenous learners that had some significant delays. Looking forward we will be setting our goals looking at the dynamics of the group, teachers, and supports provided to the grade 6’s. |
| **Strategies**   * Continue to grow with HFCRD #37 vision/goals toward Response to Intervention (RTI), with dedication toward Quality Core Instruction. * *Promote increased individual knowledge of the HFCRD #37 Continuum of Growth for Quality Core Instruction document, by encouraging all teachers to participate in classroom observations alongside Instructional Leadership Team (ILT) members.* * *Continued administration and use of Acadience literacy screening, support, and progress monitoring* * *Encourage teachers to access Division Learning Coaches for support with quality instruction.* * *Encourage teachers to access the Alberta Education Inclusive Education Electronic Library* * Continued dedicated focus for tracking/following up on student attendance. * Continue a dedicated focus for early learning and intervention. * *Full Day, Five Day Kindergarten in both English and French* * *Div. I supports/interventions for early literacy* * *ESL and Indigenous literacy supports* * Continue supports/interventions for literacy, numeracy and/or life skills programming for Div. II students. * Maintain Staffing for instructional supports * *Full time, certified, Inclusive Education Teacher and Coordinator.* * Increase Support Staffing for instructional Supports   Continue to work with the Good Shepherd Instructional Leadership Team (ILT) in examining the use of goal setting and tracking for students identified as potentially achieving academic excellence, with individual teachers, and research other methods of promoting student excellence with our division learning coaches. |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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 those school authorities affected by these events.

## Outcome One: Alberta’s students are successful (continued)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** | **Achievement** | **Improvement** | **Overall** | **2020** | **2021** | **2022** |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 80.7 | 88.1 | 83.1 | 74.5 | 81.3 | 82 | Very High | Maintained | Excellent | 80 | 82 | 83 |

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| **Comment on Results**  *(an assessment of progress toward achieving the target)*   * We are very pleased with our results. With the increased communication surrounding citizenship at the school during assemblies, the communication on “Did you know” in the newsletters, highlighting how our students are being active and responsible citizens has been very positive. * We have introduced programs with Project Peace and our behavioural therapist within the classroom that targets kindness, mindfulness, and working collaboratively together to be better Good Shepherd citizens. * We continue participating in social justice projects locally, nationally, and internationally such as We Scare Hunger (locally), The Terry Fox Run and Heart and Stroke (nationally), and Development and Peace (internationally) yearly. * All of our classes participate in Big or Little Buddies that create a caring relationship between our younger and older students. * We celebrate every morning our patriotism by singing our National Anthem together, loudly and proudly. * We highlighted through both assemblies and our celebration the importance of Remembrance Day. * We model appropriate behavior in the school and out on the playground. * Our three year rolling average for Safe and Caring exceeded that of the province. * We have exceeded the provincial standard in this measure. |
| **Strategies**  **S**  **Strategies**   * *Targets are based on maintaining and increasing our current level of satisfaction, which is above the provincial standard.* * Continue promoting and celebrating Active Citizenship that occurs at Good Shepherd, in order to establish a common language/understanding of the permeation of citizenship in our school to students, parents and staff. * *Continue to hold student grade level presentations/sessions in the courtyard for Gr. 4, prior to the Accountability Pillar Surveys, to address:* definitions of citizenship, celebrations of the events and activities of citizenship we have at GSS to promote acts of citizenship with our students. * *Encourage parents to complete their surveys through incentives (movie night draw)* * Additional announcements/celebrations of school and student involvement in the community to parents and students (via: newsletter, social media, website, assembly, local media) Ie: * *Participation in charity donations, such as food bank drives and Development and Peace Share Lent.* * *Roots of Empathy Participation* * *Project Peace* * Emphasize Religion 6 Christian Service/Social Justice component of curriculum to the whole school and parent community, not just Gr. 6. * Encourage teachers and administrators to increase parent contact/communication with the parents to share incidents of how students have helped each other or gone out of their way to support another student. (via: phone calls, notes home, post cards) * Continued Virtue awards and link language to citizenship and kindness. * Continue to prioritize promoting attitudes and behaviors for work (via: newsletter, social media), including adding a “Did you know” section to our school newsletter for attitudes and behaviours taught at GSS. Ie: * *Grade 4-5 promoting work-related experiences such as hot lunch and milk sales, and school patrol.* * *Project Peace Playground buddies,* * *Gr. 6 Leadership with Healthy Active School Team* * *School council* * *Continue Community Based, Life Skills Projects in Gr. 4-6 for life skills students (include the whole class participation when possible) Ie:* * Gr. 4 – Cooking Skills and Careers, trip to buy groceries, (food bank/hamper donations), restaurant trip. * Access the division communications co-ordinator for promotion and advertising |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful**

**(Results and evaluations for First Nations, Métis and Inuit** **measures are required for Public/Separate/Francophone schools only)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** | **Achievement** | **Improvement** | **Overall** | **2020** | **2021** | **2022** |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 72.7 | 67.9 | 46.3 | 63.4 | 57.4 | 65 | Very Low | Maintained | Concern | 56 | 57 | 60 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 15.2 | 7.5 | 0.0 | 7.3 | 9.3 | 8.8 | Very Low | Maintained | Concern | 6 | 7 | 8 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a |  | n/a | n/a | n/a |  |  |  |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a |  | n/a | n/a | n/a |  |  |  |

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| **Comment on Results**  *(an assessment of progress toward achieving the target)*   * We have had an increase in Indigenous students at our school from surrounding reservations and communities. Our Indigenous population increased from 22-25% and it continues to climb. * Often our Indigenous students are coming with significant learning challenges. * Last school year, attendance issues played a factor in the results of some of our Indigenous students as there were missed PATs and learning struggles. * We are continuing to work on building relationships with our Indigenous families and hoping to improve the attendance issues. |
| **Strategies**     * *PAT acceptable standard target for 2020 is based on the average of the past three years and on improving over the next three years.* * *PAT excellence target is based on an average of the past three years and improving over the next three years.* * Continue to grow with HFCRD #37 vision/goals toward Response to Intervention (RTI), with dedication to Quality Core Instruction. * *Promote increased individual knowledge of the HFCRD #37 Continuum of Growth for Quality Core Instruction document, by encouraging all teaches to participate in classroom observations alongside Instructional Leadership Team (ILT) members.* * *Continued administration and use of Acadience literacy screening, assessments, as well as progress monitoring data to guide classroom and student specific instruction.* * *Encourage teachers to access Division Learning Coaches for support with quality instruction.* * *Encourage teachers to access the Alberta Education Inclusive Education Electronic Library* * Continued dedicated focus for tracking/following up on student attendance. * Continue a dedicated focus for early learning and intervention. * *Full Day, Five Day Kindergarten in both English and French* * *Div. I supports/interventions for early literacy* * *Introduction of a Pre-school program* * Continue supports/interventions for literacy, numeracy and/or life skills programming for Div. II students. * Maintain Staffing for instructional supports * *Full time, certified, Inclusive Education Teacher and Coordinator.* * Part-time Indigenous Education Support Assistant * Continue to work with the Good Shepherd Instructional Leadership Team (ILT) in examining the use of goal setting and tracking for students identified as having potential of achieving academic excellence, with individual teachers, and, research other methods of promoting student excellences with our division learning coaches.   In addition to school wide strategies and supports for improving numeracy and literacy…   * Maintain close contact/communication between school and home. |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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 those school authorities affected by these events.

# Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** | **Achievement** | **Improvement** | **Overall** | **2020** | **2021** | **2022** |
| 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. | 88.9 | 91.1 | 87.7 | 83.8 | 88.1 | 90 | Very High | Maintained | Excellent | 87 | 88 | 90 |

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| **Comment on Results**  *(an assessment of progress toward achieving the target)*   * We did not meet our goal, however we are still in excellence overall * We are still achieving higher than the provincial average * We had a higher rate of parents that provided input in this year’s survey * Parent and teacher satisfaction with programs offered was very high, ranging between 90%-100%, Parents were satisfied with opportunities for learning another language, art, music, health and computers, the exception was opportunities for learning Drama which was significantly lower. * We have exceeded the provincial standard in this measure by almost 6%. |
| **Strategies**  **Strategies**   * Targets for 2018 are set toward maintaining our current overall satisfaction and incrementally achieving higher satisfaction rates * Continue to expose students to a variety of fine arts (drama, music), health, technology and physical education experiences throughout the school year (Christmas concert, music/art class, Music Festival, Alberta Opera, Ukrainian/Scottish/Indigenous dancers, Author Tours, Healthy Active Student Health Symposium, St. Isidore Carnival, Spring Music Concert and Art Show, etc.) * Continue to promote fine arts experiences to parents and our community, through newsletter, Power school, website, Facebook, twitter, and School Messenger call out system * *The creation of Did You Know in the monthly newsletter highlighting the events at the school.*   Promote integration of drama experiences integrated into core subjects such as ELA, FLA and Religion. |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Outcome Four: Alberta’s education system is well governed and managed**

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** | **Achievement** | **Improvement** | **Overall** | **2020** | **2021** | **2022** |
| 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. | 84.5 | 89.2 | 90.5 | 86.0 | 92.3 | 90 | Very High | Maintained | Excellent | 90 | 91 | 92 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 90.0 | 93.5 | 92.9 | 89.2 | 91.5 | 91 | Very High | Maintained | Excellent | 91 | 91 | 92 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 65.7 | 83.9 | 81.7 | 77.8 | 81.3 | 80 | High | Maintained | Good | 80 | 81 | 82 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.*(This measure is required for charter and private school authorities that do not have grades 10-12.)* | 50.2 | 70.0 | 64.3 | 53.4 | 63.8 |  | n/a | n/a | n/a |  |  |  |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 76.1 | 84.9 | 74.4 | 79.4 | 83.5 | 79 | Very High | Maintained | Excellent | 79 | 81 | 82 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 72.2 | 79.1 | 76.2 | 69.3 | 89.0 | 78 | Very High | Improved Significantly | Excellent | 78 | 80 | 82 |

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| **Comment on Results**  *(an assessment of progress toward achieving the target)*   * School improvement in the jurisdiction in the past 3 years. * We exceeded our target goal for safe and caring from all three stakeholders with 92.3% satisfaction. An increase of over 6% from the previous year. * 90% of students are proud of their school and say we have improved. * Our teachers have indicated that the school has improved. Our results from 52% to 88%. * Our parents have indicated an increase in school improvement by 16% over the last year. * Parental involvement * We have improved in both areas on parents’ involvement in their child’s education, however, it still fell short of the targeted goal. We had a significant increase in being involved in the decisions at the school from 64-90% * We increased in parent satisfaction surrounding Inclusive Education. * Data was shared with School Council and feedback included that members appreciate the opportunity for input in parent surveys. * 100% of our parents who completed our survey felt that their child/ren are treated fairly, safe, and cared for at our school by the adults in our building. * Quality of basic education * We exceeded the province in this measure by 1%. * There was some “disagree” responses from parents regarding student(s) finding school work challenging. Targeting areas of inclusive education such as tiered instruction and enrichment activities would be beneficial to assist in this area. * 95% of our parents felt their child is learning what they need to know. * 94% of our parents surveyed were satisfied with the quality of education their child is receiving at Good Shepherd. * Our students rated our teachers as being good or very good 94% with 6% indicating don’t know. |
| **Strategies**     * Targets for 2019 are set toward improving our current overall satisfaction and incrementally achieving higher satisfaction rates * *Feedback on results and suggestions for strategies were gathered from parents, via parent school council discussions/focus questions as well as teachers, via survey/focus questions.* * Continue with frequent parent communication and engaging parent involvement in the school. * Continue to encourage including parent volunteers in the school, both in the classroom and in the school in general, to increase parental exposure to the school and parental comfort/trust in working in the school and with staff/students * *Continue inviting parents to be in the school and help with school tasks ie: recycling with students, craft preparation for classes, parent reading buddies etc.* * *Continue inviting parents to be involved in supporting student learning in the classrooms.* * *Continue to call parents to invite them to our special events ie: virtues, celebrations, performances etc.* * Continue to encourage and promote parental engagement in school council, especially to all new parents, including ECS. (ie: circulation of brochure to all new parents, use of Facebook, PowerSchool, school webpage and School Messenger call out system) * *Encourage all parents to email School Council executive with questions and concerns. (Publish School Council Executive email addresses in newsletter.)* * Encourage teachers to continue to be proactive in reaching out to parents and promote frequent communication, and prompt follow-up, for engagement between home and school * Increase communication home * Electronic messaging such as email or use of “Dojo”, “Seesaw”, Remind app messaging * Making or returning calls promptly. * Continue to promote and encourage parents to participate in the Accountability Pillar Survey * *Offer a draw for a cash gift card prize for survey completion* * Focus communication of Good Shepherd and Jurisdiction programming toward staff, to build knowledge and confidence in the overall quality and improvement in education. Ie: * Full day ECS * Full time Inclusive Education Certified Teacher * Education and promotion of RTI Core Instruction vs. Targeted/Intensive instruction. * Promoting the effectiveness and use of division learning coaches. * Teacher’s Aide time and supports in classroom.      * Continue to promote a positive and collaborative school culture with staff. * *Participation and promotion of staff social committee, in and outside of school.(ie: monthly staff birthday celebrations, monthly staff appreciation etc.)* * *Participation and promotion in Spiritual Formation Team (SFT) (ie: promoting “One Minute Miracles” with students, collaboration on school masses etc.)* * *Embedded monthly Grade Level Meetings for PLCs* * Promote and encourage teacher to contribute to overall school improvement in the school and the jurisdiction. * *Engage in the Instructional Leadership Team* * Engage staff in individual conversations, three times throughout the school year (Fall, Winter, Spring) to attain feedback on the quality of the school and specifically address school improvement. * Promote and encourage teachers to engage in professional development opportunities with division learning coaches to support both Core Instruction and Targeted (Individual/Small Group) Instruction. * *Consider grade level training sessions for specific grade level outcomes on professional collaboration days* * *Individual sessions or grade level sessions toward working with individualized/small group student instruction and strategies for Literacy/Numeracy instruction as well as embedding technology into instruction.*   Access the Division Communications Co-ordinator for promotion and advertising. |

Notes:

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

**APPENDIX – Measure Details**

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.