



Combined Three Year Education Plan (3 YEP) 2016 - 2017 to 2018 - 2019 & Annual Education Results Report 2015 - 2016



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Principal's Message

Bonjour! Notre Dame School has a strong tradition of Catholic education, and community support of the school is truly one of our greatest blessings. Our mission is to nurture a Christ-Centered environment for all; together we are called to believe, achieve and serve. Students do well academically at Notre Dame School, rating very high on provincial achievement tests and performing excellently at each grade level.

As a school of St. Thomas Aquinas Roman Catholic Schools, we join a larger Catholic Community of Caring. Through our interactions with each other, we emphasize the virtues of caring, respect, responsibility, trust and family through our religion programs, school Masses, and in our special community projects.

We have a deep sense of social justice here at Notre Dame School as well. Jesus' example of servant leadership is alive and well.

À votre service !

Monique Tellier-Phillips
Principal

School Profile



Principal:	Monique Tellier-Phillips	Vice Principal(s):	Colette Chamulka
Phone:	780.986.9300	Student Population: K - 6:	419
Fax:	780.986.9322	Number of Teachers:	22.8
Email:	monique.phillips@starcatholic.ab.ca	Number of Support Staff:	12.01
Webpage:	http://nd.starcatholic.ab.ca	Grades Served:	Preschool, K-6

Emerging Issues and Trends

- Notre Dame is operating, for the first four months of the school year, with Father Leduc School within our school. If all goes as planned, STAR Catholic's newest school Father Leduc will open its doors in January, 2017. The school within a school model is going well, with the majority of Father Leduc School being operated within our former chapel area.
- Because many of our students last year were from Father Leduc's catchment area and thus registered with Father Leduc this year, our enrolment has declined from 490 last year to 419 this year. We have approximately one fewer class per grade level, but are seeing promise of growth with four kindergarten classes this year (2 French Immersion; 2 English stream).
- The chapel area of the school will be vacant after Father Leduc leaves. As well, two classrooms in the main area of the building will be vacant. Some parents have voiced that they would like the chapel area, which has been converted to classrooms, to be reverted back to a chapel and lunchroom when Father Leduc leaves.
- A new aspect of our school we were excited to introduce in the 2016-17 school year is French Immersion at the kindergarten and grade one level. Increasing our breadth of programming allows for greater choice within our school community.
- It has been the experience of schools offering French Immersion, that staffing can be challenging. Notre Dame School will be looking at hiring a new teacher each year as we move up grade by grade each year.
- Athletic Excellence, a program which mainly focuses on soccer and hockey, is run off-site at our local recreation center. The program also offers athletic development programs such as rock climbing, downhill skiing, baseball, curling, and swimming.
- Our school and school division has continued its Response to Intervention (RTI) journey. The teachers, in addition to their traditional prep periods, receive one period per week to meet with their grade level partners in order to communicate about providing high quality instruction and student interventions.
- RTI Professional development took place at our division Learning Day and also at the subsequent day. RTI continues to be an area of focus at some of our school-based PD Days.
- We have created a school leadership team. Its function is to guide the RTI process. On the team is the Principal, two division one teachers, one division two teacher, and the school counsellor.
- We continue to experience students who need assistance with mental health.

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- With regard to the Accountability Pillar, in Outcomes One (Alberta's students are successful), Three (Alberta's education is inclusive) and Five (Alberta has excellent teachers, schools, and school authority leaders), our level of achievement was either high or very high and has been maintained or improved.
 - In Outcome Five (The education system is well governed and managed), we scored high / maintained in two of the performance measures. However, we declined in improvement on the percentage of teachers, parents and students satisfied with the overall quality of education.
 - In our divisional goal of growing catholic identity, on every single measure from parents, teachers, and students, we were within the 80's and 90's for percent satisfied, with the exception of one area which was at 77%. This specific area was on the student survey relating to how satisfied students are on what they are taught in Religion class.

Strategies to Address Issues and Trends

- Discussions with the school community and Central Office will need to take place in regards to what to do with the space left open when Father Leduc vacates Notre Dame School.
- To be proactive in hiring for French Immersion teachers, we will actively pursue candidates to come in for interviews well in advance of the upcoming school year. As well, Faculte St Jean Career Fair happens in January each year. We would attend this in order to recruit French Immersion teachers.
- RTI Team and School Leadership Teams to meet frequently, on opposite weeks, so as to keep our pulse on what is happening at the school and be of assistance.
- We have begun work with the Mind-Up Program which is offered at all grade levels. It is based on neuroscience and its goal is to help children understand how their brain works – how it is always with them and influences their thoughts, feelings and behavior.
- Our FSLW continues to offer programs like TALK and Rainbows.
- A new Religious Studies program is being gradually implemented from year to year. It is already being well-received by both the teachers and the students, which will translate into improved outcomes on the student's views about what they are taught in Religion class.

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Notre Dame 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	Excellent	Safe and Caring	91.0	92.0	91.4	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	84.5	90.8	83.6	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.2	96.8	95.6	90.1	89.5	89.5	Very High	Declined	Good
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	84.6	89.9	83.2	73.6	72.9	73.4	High	Maintained	Good
		PAT: Excellence	28.1	20.3	17.8	19.4	18.8	18.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	83.3	81.1	79.7	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	86.5	87.8	88.2	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.8	87.5	81.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.6	96.2	88.3	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

Improvement	Achievement				
	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)

Divisional Goal: Growing Catholic Identity

STAFF SURVEY	Strongly Agree/Agree			
Performance Measure	2014-2015	2015-2016		
Staff at school uphold the dignity of every student as a child of God.	89%	94%		
The school provides students with opportunities to pray and to grow in their faith.	97%	100%		
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	89%	86%		
Staff at the school, through their words and actions, help students to better know Christ.	94%	92%		
The school helps those less fortunate. Examples: Charity, Good works, and Social justice	91%	100%		

PARENT SURVEY	Strongly Agree/Agree			
Performance Measure	2014-2015	2015-2016		
My Child's school upholds the dignity of every student as a child of God.	91%	91%		
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	86%	95%		
My child learns about faith throughout the school day, not just in religion class.	67%	88%		
The staff at the school, through their words and actions, help students to better know Christ.	84%	83%		
The school helps those less fortunate. Examples: Charity, Good works, and Social justice	78%	83%		

STUDENT SURVEY	Strongly Agree/Agree			
Performance Measure	2014-2015	2015-2016		
The school treats me with dignity and as a child of God.	78%	85%		
I have the opportunity to pray in school each day.	87%	92%		
What I learn in religion class is important and valuable to me.	72%	77%		
The adults at the school encourage me to grow in my relationship with God.	85%	91%		
My school helps those less fortunate through charity, good works and social justice.	82%	91%		

Divisional Goal: Growing Catholic Identity Continued

Faith Strategy Example #1:

The social justice and charity projects that take place at Notre Dame School always have as their central focus a Catholic rationale. The “why” of what we are doing, which is centered on God, Jesus Christ, and the Holy Spirit, is continually shared with the students in all that we do for and with others. As a whole school we are involved in a Terry Fox cancer research fundraising drive, Food Bank initiatives (Drive Away Hunger), assisting with the collection of clothing items for the Marian Center, and our Christmas scarf, mittens, socks and toques Tree of Warmth drive, amongst other projects. The school also has a “Pray for Peace” Club which utilizes a Multiple Intelligences Approach, presenting to children various ways they can pray for peace in our world. Mother Mary is a focal point. In addition, a new initiative this year includes visits by our Grade 5 students, in groups of four each time, to Salem Manor Nursing Home where they spend time with the elderly. This happens every second Tuesday afternoon.

Link to Board Priority – Key Indicator:

Deepen understanding of the Catholic rationale that guides whole-school and grade-level social justice and charity projects.

Faith Strategy Example #2:

We have several staff that are involved in the district mentorship program. This program is designed for new staff as well as staff that are new to the district. In addition, one of our staff members is part of the EXCEL Academy which is offered by our district in partnership with Newman Theological College. Another staff member is taking advantage of the program at St. Joseph’s College called “Dinner and a Course” which is a four-evening course on issues of faith.

At the school level, we are continuing to introduce the new Religious Education Program *Growing in Faith, Growing in Christ* which is currently available to our Grade 1 and 2 students. As well, we have a teacher who represents the school as a member of the district’s Religious Education Committee. Each year there are staff members who attend the SPICE Conference and the Blueprints Conference, both of which allow participants to grow in their faith. We also have an annual staff retreat which is taking place this year on January 31st.

Link to Board Priority – Key Indicator:

Mentor and encourage ongoing faith formation, study and practice in the Catholic faith.

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Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.0	82.8	76.8	89.9	84.6		High	Maintained	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	27.1	14.2	18.9	20.3	28.1		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

There was a drop of 5.3 percent in overall students who achieved the acceptable standard on Provincial Achievement tests in Grade 6. However, this level was still rated as high. In comparison to the province, Notre Dame School is still above provincial average, even with this drop.

With regard to the percentage of students who achieved standard of excellence, we rate very high, an improvement of 7.8% since last year.

Strategies

We will continue to offer professional development opportunities for our teachers at all grade levels so they stay up to date with pedagogy. The work of the Grade 6 teachers is part of why we do well on achievement tests; however, the students are well prepared academically as they enter grade 6. Staff will continue to work to familiarize themselves with the “big rocks” of the curriculum. This will come as a team approach whereby the Grade 5 teachers, for example, will ensure that students have the stepping stones needed to prepare them for the next grade level. This vertical approach will be applied to all grade levels. We will have a vertical planning day part day through the year so teachers have time to examine “big rocks” with teachers in the grade level before them and after them.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.8	89.5	87.3	87.8	86.5		Very High	Maintained	Excellent			
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.	70.8	82.9	75.0	81.1	83.3		High	Maintained	Good			

Comment on Results*(an assessment of progress toward achieving the target)*

We are extremely pleased with the consistent very high achievement in the area of active citizenship. As well, with regard to attitudes and behaviours being taught that will make students successful at work when they finish school, Notre Dame School was at its highest percentage in five years.

Strategies

Students are encouraged to be active citizens. When they model the characteristics of active citizenship (i.e. helpfulness, kindness, service, etc.) their name is written on a “bucket filler” slip and deposited into one of the buckets placed on a bulletin board in the hallway. Names are then drawn from the buckets to receive prizes at our spirit day assemblies. Other ways in which students are active citizens is in their involvement with the liturgical ministry during our celebrations and Masses. Examples of clubs that students get involved in are the Social Justice Club and Playground Pals.

Our Social Justice Club meets regularly and consists of a group of students from Grade 4 to 6 and three teachers. They strive to make positive changes both in the community and the world. Their initiatives entail a variety of local charitable donations and global awareness with the help of Development and Peace.

Our Playground Pals program is a peer-led playground leadership program that encourages all children to participate in activities regardless of their gender, size, or ability. Bins of playground items, such as balls and Frisbees, are brought out to the playground at recess by students who monitor signing out of the equipment. Playground Pals also play with younger children. The Playground Pals program benefits students by increasing their physical activity, decreasing conflict, and providing leadership opportunities.

Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	89.4	93.8	88.2	92.0	91.0		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

This is another area in which Notre Dame School excels. We are proud of the many activities and programs that take place at our school which contribute to this positive statistic.

Strategies

Notre Dame School is a safe and caring environment where students are learning the importance of caring for others, are learning respect for others and are treated fairly in school. When students need behavioral support, we have a Positive Transitions program which ensures them to receive the assistance they require if they were "off track." This program helps students to realize that we want everyone to be treated with respect and that caring and respecting others is expected. Other programs include *Be Cool* (Conflict Resolution) and Mind Up (Thought processes; Behaviour).

Clubs and programs in which students can demonstrate care for others is the Rainbow Club, the Soup for the Soul initiative, the Terry Fox Walk fundraiser, Food Bank Drives, Marian Center Drives, and the Tree of Warmth Drive.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	79.4	79.8	80.2	90.8	84.5		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

At Notre Dame School we have a broad program of studies which incorporates all components. As a result, our statistics in this area remain very high, with an overall evaluation of excellent.

Strategies

Music is a very popular program at our school. Supplementary to this subject is a choir which all students are invited to be a part of. The school also hosts a Dance Club and a Musical Theatre Club. Another optional program which is in addition to Physical Education is our Athletics Excellence program which allows students to participate in a variety of off campus activities. Also popular is our intramurals program which allows students to participate, at lunch hour, in activities such as basketball, floor hockey, soccer and track. In addition, the school has boys' and girls' basketball teams. Plus, for four evenings throughout the winter, we have a ski / snowboard club to Rabbit Hill. Finally, in June we run a Sport Fun Day.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	84.5	81.9	86.7	96.2	90.6		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.6	84.2	71.5	87.5	88.8		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	97.3	92.8	96.8	91.2		Very High	Declined	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Interestingly, we declined in the area of improvement in the percentage of teachers, parents and students satisfied with the overall quality of education. At the same time, though, we still were rated as very high in achievement and good overall.

Strategies

When this statistic was brought forth to parents and teachers, some of the strategies to improve this area were as follows:

- Make more use of technology
- Create clear outcomes for both students and parents and share these outcomes with both parties
- Share with parents via e-mail weekly updates of what students are learning
- Because education isn't just about academics, parents indicated that they liked the opportunity students had to participate in service projects, sports programs, fine arts programs, and groups such as Rainbows.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

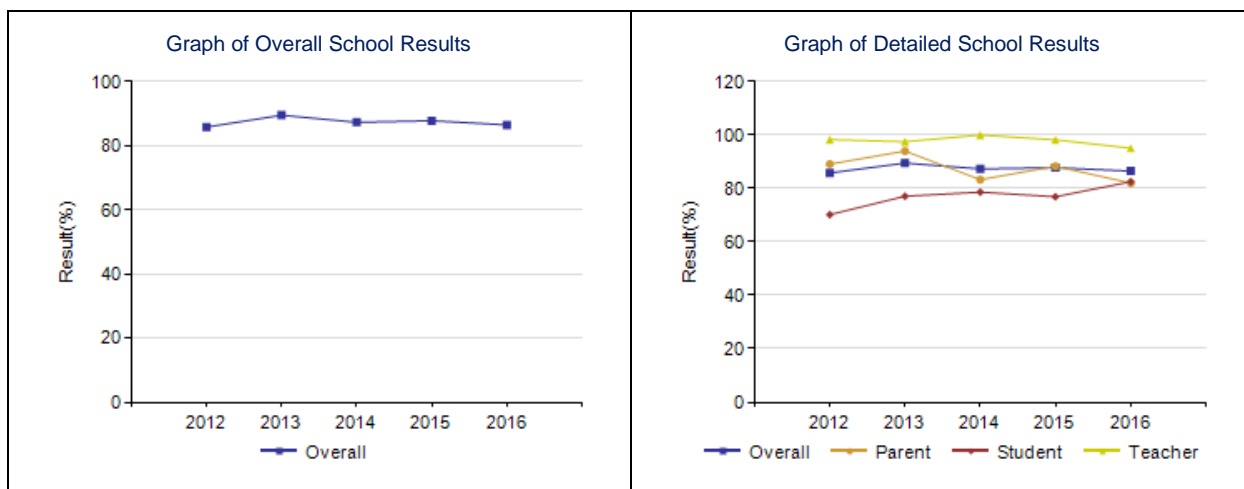
APPENDIX – Measure Details

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.

Citizenship – Measure Details

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.8	89.5	87.3	87.8	86.5	85.9	85.3	86.7	85.4	85.3	82.5	83.4	83.4	83.5	83.9
Teacher	98.3	97.5	100.0	98.2	95.1	97.8	96.8	96.8	98.2	96.8	93.1	93.6	93.8	94.2	94.5
Parent	89.1	94.0	83.3	88.3	82.0	83.4	84.8	83.8	81.6	84.1	79.4	80.3	81.9	82.1	82.9
Student	70.2	77.1	78.6	76.9	82.5	76.5	74.4	79.5	76.5	75.1	75.0	76.2	74.5	74.2	74.5



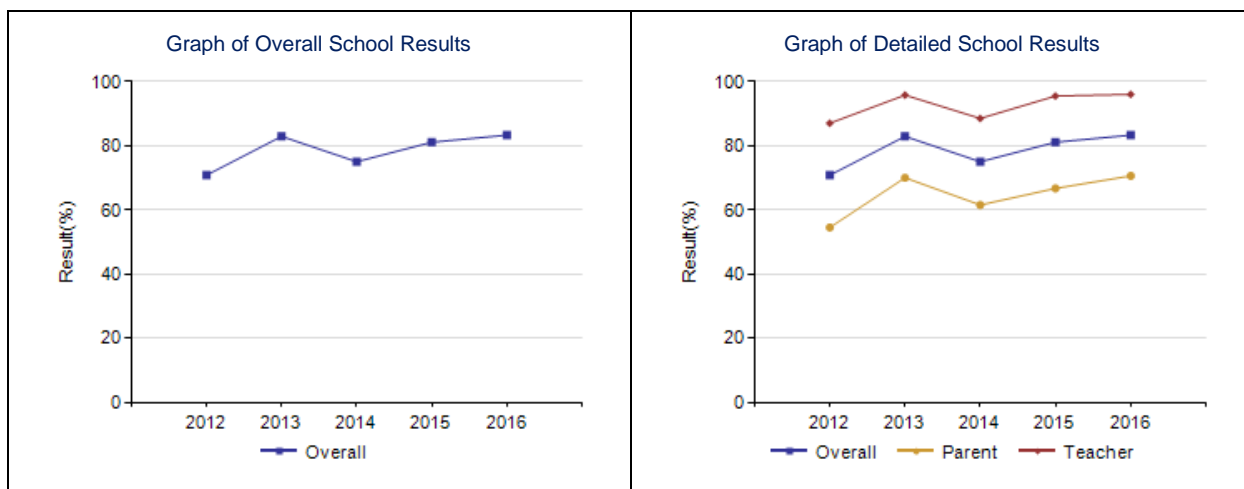
Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	70.8	82.9	75.0	81.1	83.3	84.0	81.7	82.2	85.6	85.2	79.7	80.3	81.2	82.0	82.6
Teacher	87.0	95.8	88.5	95.5	96.0	94.5	92.8	89.6	93.6	93.9	89.5	89.4	89.3	89.7	90.5
Parent	54.5	70.0	61.5	66.7	70.6	73.4	70.7	74.8	77.6	76.5	69.9	71.1	73.1	74.2	74.8



Notes:

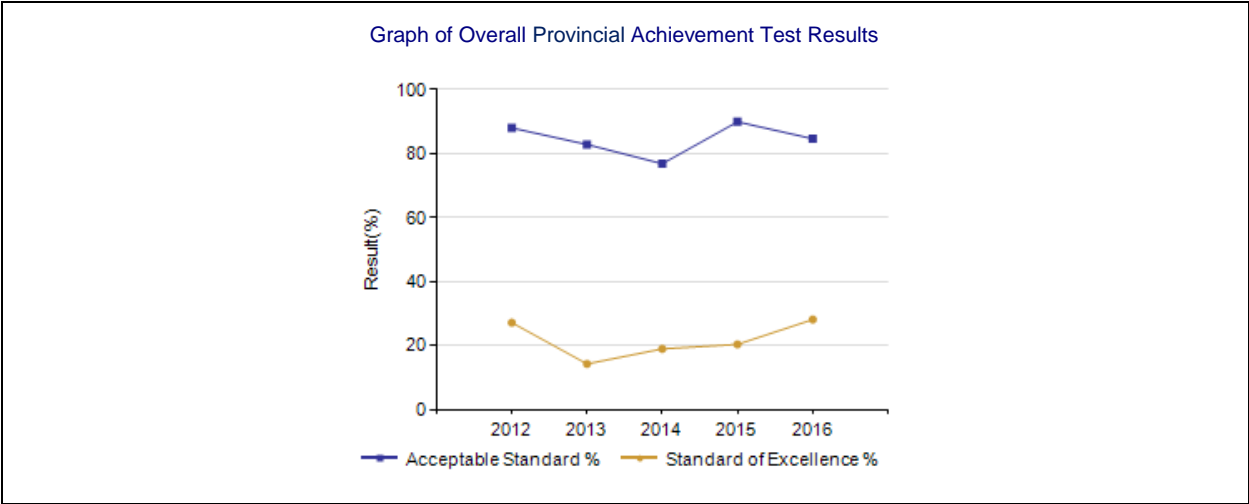
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.6	14.6	88.2	11.8	83.8	24.2	91.9	20.3	88.9	27.2		
	Authority	87.4	16.5	83.9	13.3	79.7	18.7	87.4	21.9	88.1	22.6		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100.0	27.3		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	School	85.4	22.9	76.5	8.8	71.7	10.1	85.1	10.8	81.5	14.8		
	Authority	77.4	18.7	73.9	12.9	71.1	13.4	78.1	13.3	76.5	12.6		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	91.7	41.7	86.3	20.6	81.8	28.3	97.3	35.1	85.2	38.3		
	Authority	83.9	38.7	81.5	26.5	78.5	30.1	86.4	28.9	84.2	29.0		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	84.4	29.2	80.4	15.7	69.7	13.1	85.1	14.9	82.7	32.1		
	Authority	76.1	22.2	74.3	15.7	68.3	13.8	79.7	17.6	72.6	21.3		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.2	12.4	82.6	12.7	84.6	15.9	82.6	15.6	83.3	12.4		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.8	12.5	57.1	0.0	58.3	12.5	*	*	50.0	10.0		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.0	21.4	79.9	19.6	74.8	15.9	76.6	19.8	78.3	17.0		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	61.5	23.1	87.0	30.4	44.0	12.0	66.7	33.3	64.3	7.1		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.5	26.1	83.3	20.5	79.0	21.0	83.9	26.5	76.9	19.7		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	52.9	5.9	83.3	16.7	54.2	20.8	*	*	60.0	10.0		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	74.7	24.2	70.2	17.7	69.0	22.2	81.2	30.5	71.4	20.9		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	6.3	66.7	0.0	43.5	13.0	*	*	60.0	20.0		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

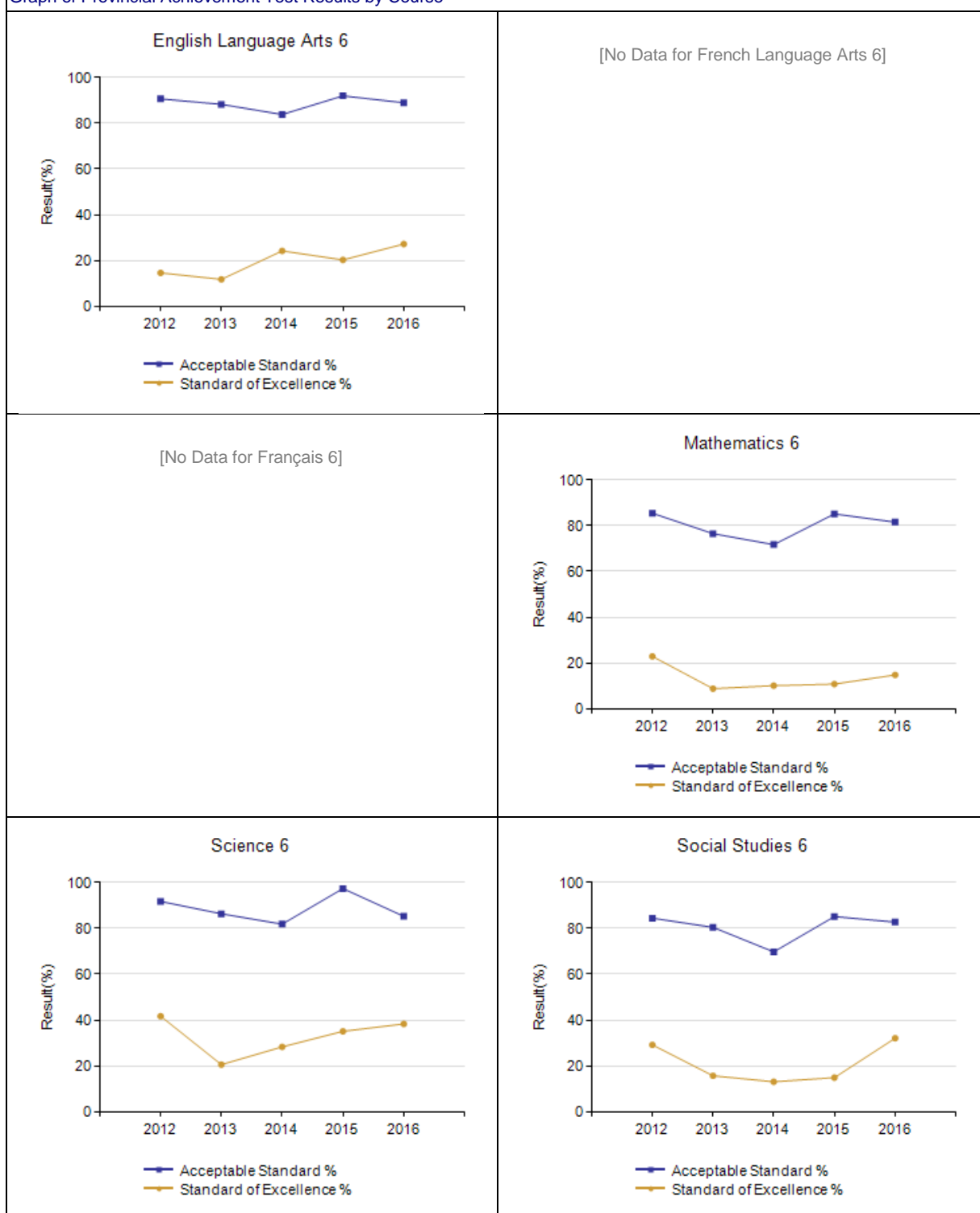
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



- Notes:
- 1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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Graph of Provincial Achievement Test Results by Course



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Notre Dame School							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	81	88.9	92	88.0	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Improved	Excellent	81	27.2	92	18.8	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	High	Maintained	Good	81	81.5	92	77.8	47,512	72.2	45,774	73.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	81	14.8	92	9.9	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	81	85.2	92	88.5	47,543	78.0	45,788	76.6
	Standard of Excellence	Very High	Improved	Excellent	81	38.3	92	28.0	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	High	Maintained	Good	81	82.7	92	78.4	47,522	71.4	45,710	71.0
	Standard of Excellence	Very High	Improved Significantly	Excellent	81	32.1	92	14.6	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,780	77.0	38,487	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,253	67.8	38,217	66.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,834	74.2	38,760	73.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,775	64.7	38,759	65.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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)

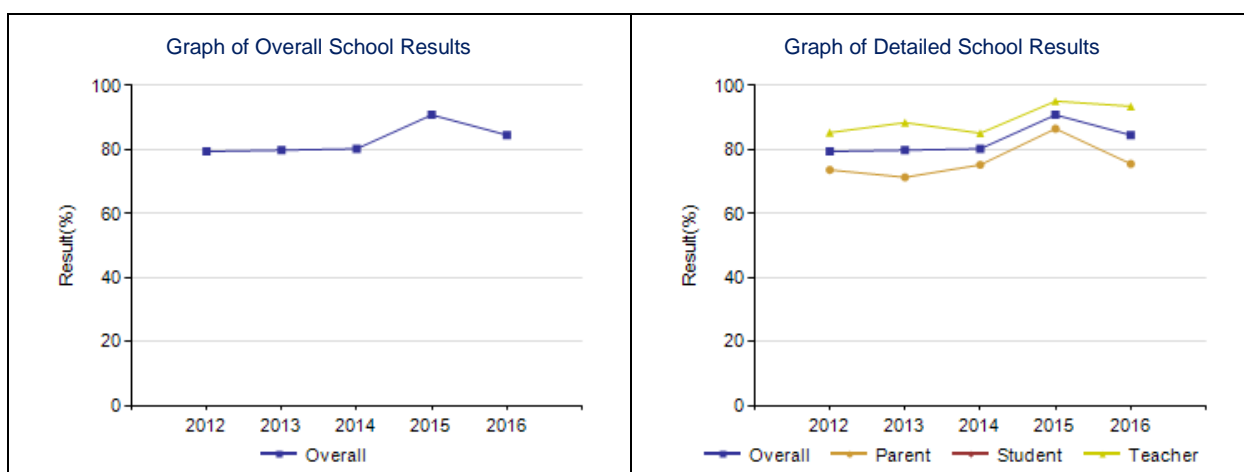
Overall Evaluation Table

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				
	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

Program of Studies – Measure Details

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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	79.4	79.8	80.2	90.8	84.5	77.0	78.6	78.4	76.3	77.8	80.7	81.5	81.3	81.3	81.9
Teacher	85.3	88.4	85.1	95.1	93.5	86.0	85.8	84.8	86.3	87.6	87.3	87.9	87.5	87.2	88.1
Parent	73.6	71.3	75.2	86.5	75.5	75.1	76.9	78.1	72.5	77.1	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	70.0	73.1	72.2	70.0	68.6	76.9	77.8	76.6	76.9	77.5

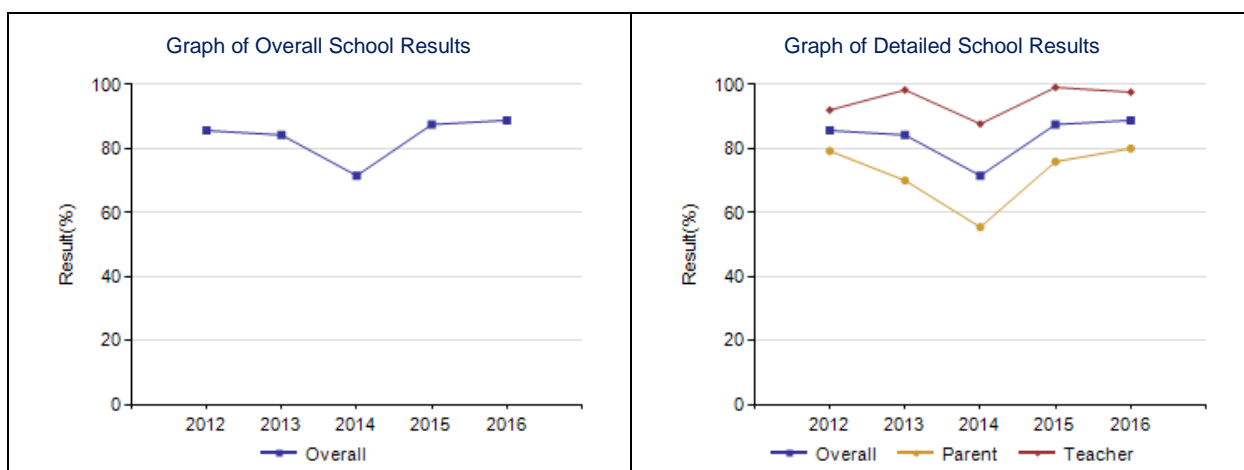


Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.6	84.2	71.5	87.5	88.8	82.9	82.3	79.3	80.0	82.4	79.7	80.3	80.6	80.7	80.9
Teacher	92.0	98.3	87.7	99.1	97.6	90.1	88.6	86.6	90.9	90.2	88.0	88.5	88.0	88.1	88.4
Parent	79.2	70.0	55.4	75.9	80.0	75.7	76.0	71.9	69.1	74.7	71.4	72.2	73.1	73.4	73.5

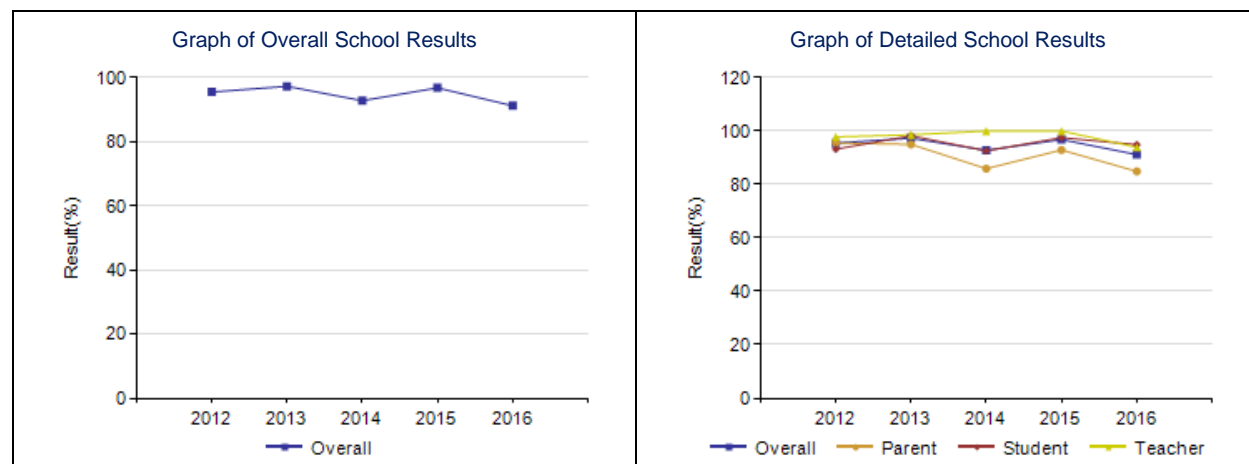


Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.5	97.3	92.8	96.8	91.2	92.2	92.5	90.9	91.2	90.5	89.4	89.8	89.2	89.5	90.1
Teacher	97.8	98.6	100.0	100.0	93.9	98.9	98.6	97.7	97.6	96.3	95.4	95.7	95.5	95.9	96.0
Parent	95.5	95.0	85.9	92.9	84.9	87.4	89.8	85.3	86.3	87.4	84.2	84.9	84.7	85.4	86.1
Student	93.2	98.2	92.6	97.5	94.9	90.3	89.1	89.6	89.8	87.8	88.6	88.7	87.3	87.4	88.0

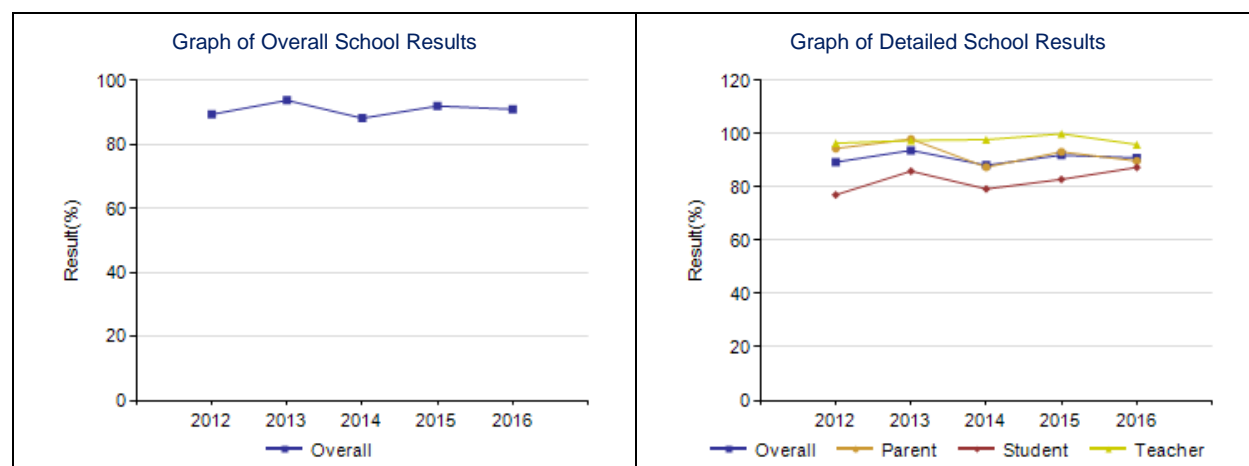


Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
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Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.4	93.8	88.2	92.0	91.0	89.5	90.2	90.5	91.0	89.7	88.6	89.0	89.1	89.2	89.5
Teacher	96.5	97.5	97.8	100.0	96.0	96.4	96.9	97.1	97.4	96.4	94.8	95.0	95.3	95.4	95.4
Parent	94.5	98.0	87.5	93.2	89.8	87.4	90.5	88.4	89.0	88.8	87.4	87.8	88.9	89.3	89.8
Student	77.1	86.0	79.3	82.9	87.4	84.6	83.3	86.0	86.5	84.0	83.7	84.2	83.1	83.0	83.4



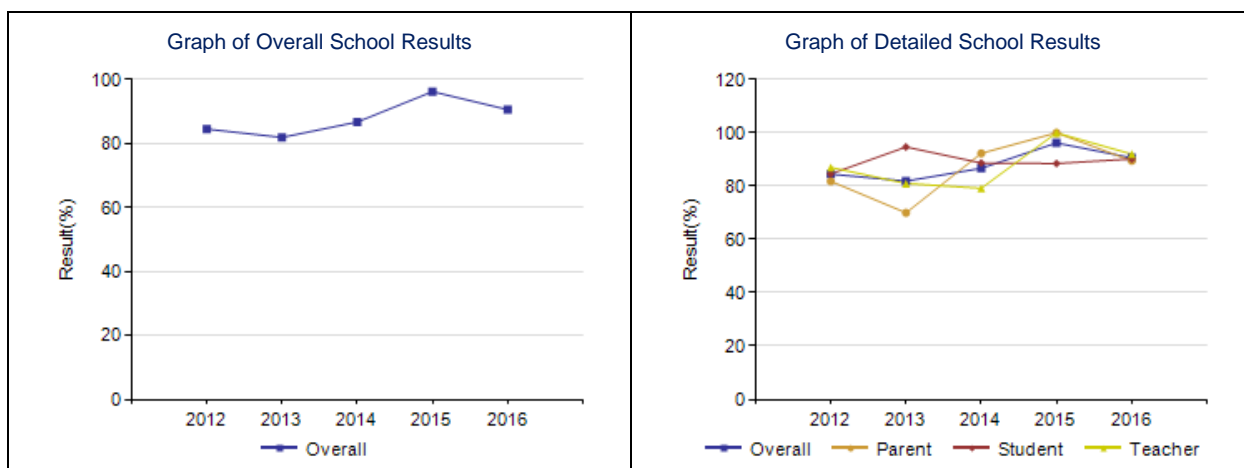
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.5	81.9	86.7	96.2	90.6	86.4	85.7	83.3	82.9	82.4	80.0	80.6	79.8	79.6	81.2
Teacher	87.0	81.0	79.2	100.0	92.0	89.1	88.8	83.2	86.5	87.6	81.1	80.9	81.3	79.8	82.3
Parent	81.8	70.0	92.3	100.0	89.5	84.1	84.0	78.9	79.9	78.8	76.2	77.9	77.0	78.5	79.7
Student	84.6	94.7	88.7	88.5	90.2	86.0	84.3	87.9	82.4	80.7	82.7	82.9	81.2	80.7	81.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
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Calendar of School Professional Development 2016-2017

Date	Professional Development Activity	Rationale
Aug 29th	Reflection Day - Dr. Troy Davies; Breakout Sessions; Archbishop Richard Smith	Evangelization
Sept 16th	Mass - Leduc Schools Meet the Teachers Long Range Plans TPGP Timetables Staff Meeting	Understanding the TPGP - Teacher Quality Standard.
Oct 20th	Division Learning Day	RTI / PLC's - Tom Hierck
Oct 21st	Maplewood (9:00 - 10:00) Division Day Follow Up (10:15 - 11:45) Mind-Up Inservice (1:00 - 2:00) - Johanna Barron	Familiarize staff with report card and outcomes in new Maplewood system. Review teachings from Learning Day. Introduction of Mind-Up program being implemented
Nov 1st	Chris Kish - Tier One Folder (9:30 - Noon) 1:00 Staff Meeting	Chris will walk the teachers through the tier one folder. Will also examine the tool staff filled in to show what tier one strategies they currently have in place.
Dec 2nd	Teacher's Institute	Teachers' choose their own learning.
Jan 31st	Chris Kish - 9:15 - 11:30 Session on Student/Staff Relationship Piece Retreat (Clare) - 1:00 - 3:00	At Lions Campground Hall Session One - With all staff, will do an activity which looks at which students staff have a relationship which the student feels comfortable going to see them. Session Two – Retreat facilitated by Clare
Feb 9th/10th	Teacher's Convention	Plethora of sessions to choose from at Shaw Convention Center
March 3rd	TTFM Analysis Staff Meeting	Use TTFM data to aid in school improvement

March 24th	New TQS	Familiarizing staff with upcoming TQS.
April 18th	Learning with the Brain in Mind	Jensen, 2005 reminds us that teachers must be experts on the organ they teach—the brain! The more we as educators understand the brain, the better able we are to design instruction to match how our students learn best. Knowledge about brain development and function allows teachers to make informed decisions about teaching practice related to learning—is testing good for the brain?; how should a lesson be structured in order to achieve maximum learning and recall?; what affect does physical activity have on learning?; and, how are diet, gender, music training, sleep and stress connected to learning? Participants will explore a range of topics related to the brain and learning, and discover how to develop teaching strategies that engage our students’ brains.
May 18th	Understanding Histories, Cultures, and World Views of Alberta’s FNMI Peoples	Provides foundational information that examines First Nations, Métis, and Inuit cultures, histories, and world views. The workshop will model appropriate local protocols and provide opportunities to experience learning strategies that work effectively with aboriginal learners. Participants will receive Education is Our Buffalo – A Teacher’s Resource for First Nations, Métis and Inuit Education.” “This initial workshop provides foundational information that examines First Nations, Métis, and Inuit cultures, histories, and world views. The workshop will model appropriate local protocols and provide opportunities to experience learning strategies that work effectively with aboriginal learners. Participants will receive Education is Our Buffalo – A Teacher’s Resource for First Nations, Métis and Inuit Education.”

Liturgies and Masses for 2016-2017

Friday, September 13th – Opening Mass @ 9:30 a.m.
Friday, October 7th – Grade 4 Teaching Mass and Bible distribution @ 1:30 p.m.
Thursday, October 13th – Thanksgiving Mass @ 9:30 a.m.
Wednesday, October 19th – Living Rosary @ 9:30 a.m.
Wednesday, November 9th – Remembrance Day Ceremony @ 10:00 a.m.
Monday, November 28th – Advent Celebration – Week One @ 8:45 a.m.
Monday, December 5th – Advent Celebration – Week Two @ 8:45 a.m.
Tuesday, December 13th – Advent Mass @ 9:30 a.m.
Monday, December 19th – Advent Celebration – Week Four @ 8:45 a.m.
Wednesday, March 1st – Ash Wednesday – Liturgy of the Word @ 8:45 a.m.
Friday, April 21st – Easter Mass @ 10:00 a.m.
Thursday, June 15th – Year End Mass @ 9:30 a.m.

Budget Report

St. Thomas Aquinas Roman Catholic Schools
2016-2017 Working Revised Budget

Notre Dame

Revenue And Allocations To Budget Center

Instruction Program Allocations	2016-2017 Working Revised Budget	
Total Instruction Program Allocations	\$2,861,268	
% of Revenue And Allocations To Budget Center	94%	

Local Revenues & Fees	2016-2017 Working Revised Budget	
Total Local Revenues & Fees	\$173,000	
% of Revenue And Allocations To Budget Center	6%	

Total Revenue And Allocations To Budget Center	\$3,034,268
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Expenditures

Certificated Staff	2016-2017 Working Revised Budget	
Total Certificated Staff	\$2,361,242	
% of Expenditures	78%	

Uncertificated Staff	2016-2017 Working Revised Budget	
Total Uncertificated Staff	\$543,411	
% of Expenditures	18%	

Services Contracts and Supplies	2016-2017 Working Revised Budget	
Total Services Contracts and Supplies	\$129,615	
% of Expenditures	4%	

Total Expenditures	\$3,034,268
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Summary

	2016-2017 Working Revised Budget	
Total Revenues and Allocations To Budget	\$3,034,268	\$0
Total Expenditures	\$3,034,268	\$0
Variance	\$0	\$0

Notes