

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

Guardian Angel School

Alberta Education requires all schools to maintain an education plan that reflects and aligns with the district's 3 Year Plan. These plans are cyclical and fluid and are to be considered "living documents".

- The **Annual Education Results Reports (AERR)** is the evaluation for all the desired and specific outcomes identified in the school plan. It is in the AERR that schools report their assessment of progress as it relates to the school's past performance and achievement of targets. The AERR appears first followed by the 3 Year Plan to reflect the cyclical planning process. There should be a strong connection between the AERR and the School Education Plan.
- The **School Education Plans** are to reflect the adjustment of strategies and targets for each year.
- **Target setting** means establishing **outcomes** that arise from the analysis of current measures and performance at the school and district level and are expressed qualitatively.
- **Outcomes** are measurable statements of what you seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

THE SCHOOL'S VISION/MISSION STATEMENT

Mission Statement:

At Guardian Angel School, our Catholic faith permeates everything we do. Each child is loved and respected as they engage in the process of becoming all that God desires for them. An angel accompanies and guides each of us as we journey together.

Motto:

"Grow, Guard, Guide."

SCHOOL COUNCIL INVOLVEMENT

In guiding the direction for Guardian Angel School our administrative team met with our School Council in September and October setting out our ideas for the direction of the school and asking for input. We focused on the 4 priorities of the District and how we would focus on them in building a new school community. Additions to our plan were shared at the Nov. 15th, 2018 School Council Meeting. We also shared our vision with parents at Volunteer Orientation sessions.

Monthly newsletters to the community asked for individual parent input in looking at what they would like to see as areas to focus on. During our monthly volunteer orientations, input was requested from parents on the direction of the school.

ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.1: The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	8
<u>Comment</u> on Results for Local Outcome 1.1 (The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.)	
<p>As we worked through our opening year the social justice projects we selected were embraced by our students and parent community. The evidence supporting this was the degree of student involvement in the events. During events that involved defined goals, such as financial contributions, we continually surpassed our goals. Projects that involved the donation of items were also embraced by the community and feedback from the recipients indicated our generosity was more than expected.</p> <p>Our weekly hymn sings turned into assemblies and we used them not only for preparing students for the musical parts of our liturgies, but also for providing us an opportunity to encourage school initiatives such as Growth Mindset, the establishment of connections with adults, Champions and buddy group activities and celebrating student success and participation in community.</p> <p>We worked closely with St. Michael's parish, have representation from the church for all our liturgies, reconciliation and special events. In meeting with the parish, the goal is to increase visibility and interaction with the parish and the Net Team will help to provide some of this connection this year.</p>	

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.2: The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.	
<u>Comment</u> on Results for Local Outcome 1.2 (The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.)	
<p>One focus was on prayer with our staff. In having a different staff member lead our prayer at all our meetings people shared their individual way of praying with the staff. This was very rewarding as we are not always aware of the different ways we can pray. Students also wrote prayers and shared them over the intercom often with a specific focus i.e. Remembrance Day, Advent and Lent. Our staff has a strong</p>	

belief in the power of prayer and we gathered whenever a staff member or member in our community had an occasion where they could use support. These were attended by staff members.

We discussed the document “The Excellent Catholic Teacher”. It helped to set a tone of what makes Catholic Education different and as leaders in our school how should we be using our role to guide our students. Staff embraced all activities that focused on building and sharing our faith with the school community. We celebrated a weekday mass with the parish community during one of our professional days.

ANNUAL EDUCATION RESULTS REPORTING for:

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

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	n/a	n/a	n/a	n/a	91.0
District	4,946	91.4	3,744	91.1	91.2

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	n/a	n/a	n/a	n/a	91.0
District	4,946	91.2	3,744	90.2	90.3

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	n/a	n/a	n/a	n/a	85.0
District	4,946	85.8	3,744	84.5	84.6

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

We did not receive enough District Satisfaction Surveys to be statistically significant to report the data. Our goal for this school year is to increase participation in completing the District Satisfaction Survey so we can accurately report on our progress and work on identified areas for growth.

In working with the data, it has been noted that satisfaction with providing a safe and caring environment, building on citizenship skills and providing high quality of education is at a very high level. We also looked at the attendance of our community members at school liturgies and events which were very well attended. In using this information as our data, it is clear we are supporting faith formation in our student as faith permeates all our work in the school. Our achievement on the Grade 5 Religion test was high which also indicates we are supporting faith formation.

Supporting the sacraments is a key part of faith formation and we would like to further encourage our parents to have their children receive their sacraments. Building on our religious theme we bring artifacts to our prayer tables to provide symbols of our faith such as rosaries blessed by our parish priest and magnifying glasses this year as our theme is, "Seek and you will find".

We would like to increase the level of excellence in our Religion Achievement exam but the overall average on the exam was 77.5%.

ANNUAL EDUCATION RESULTS REPORTING for:

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

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	n/a	n/a	n/a	n/a	91.0
District	4,946	92.3	3,744	91.1	91.2

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

We did not receive enough District Satisfaction Surveys to be statistically significant to report the data. Our goal for this school year is to increase participation in completing the District Satisfaction Survey so we can accurately report on our progress and work on identified areas for growth.

Our focus with Community of Caring was working with Pope Francis 5 Finger Prayer. It was well received by staff and students, but we felt we would like to involve the community with our Community of Caring undertakings and will look at moving towards better informing parents of the activities we undertake. Students met with their buddy classes 5 times to create the 5 prayers. Classes also met with buddy classes for other events to establish a community of caring often sharing gifts and talents with each other. Our goal was to have students actively involved in their faith life while increasing their knowledge.

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

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

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

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

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

Initiatives/Projects:	Strategies:	Measure:
Catholic Community of Caring	<ul style="list-style-type: none"> • Social Justice projects for students including: St. Vincent de Paul, Terry Fox Run, Veterans Poppy Fund, ... • Focus on building Champions into our culture through getting to know each other better. • Daily Led Student Prayers • Exploring Parables as buddy groups and connecting with parents • Providing meaningful symbols of our faith journey 	<ul style="list-style-type: none"> • Results of parent satisfaction survey • Our School Survey • Participation in Fundraising and Guardian Angel activities • Prayer books
Weekly Hymn Sings	<ul style="list-style-type: none"> • Preparation for school liturgies – focus on the music ministry • Review of current needs of the school and teaching each other modeling our faith • Sharing information on school activities that model our faith • Focusing on special themes such as Champions, Growth Mindset, Anti-Bully 	<ul style="list-style-type: none"> • Results of parent satisfaction survey • Our School Survey • Student participation in liturgical choir

Parish Connections	<p>Awareness, Aboriginal Week, meanings of Advent and Lent</p> <ul style="list-style-type: none"> • Developing a working relationship with the Parish Net Team • Supporting Parish events and assisting with communication to the community • Joint retreats with the parish for Sacramental Preparation • Confirmation social justice project for candidates 	<ul style="list-style-type: none"> • Feedback from teachers and parish • School Satisfaction Survey
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LOCAL OUTCOME 1.2: The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith.

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

Initiatives/Projects:	Strategies:	Measure:
Staff Faith Formation	<ul style="list-style-type: none"> • District Opening Mass and Faith Day • School Liturgical Preparations and Masses • Staff representation at district CCC meetings • Staff sharing what prayer means to them – staff led prayer at staff meetings • Attending Mass at St. Michael’s Parish as staff • A staff retreat with the parish NET Team • Magnifying glasses to support the District Faith Theme 	<ul style="list-style-type: none"> • Teacher feedback and participation •

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

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

Initiatives/Projects:	Strategies:	Measure:
Catholic Community of Caring	<ul style="list-style-type: none"> • Social Justice projects for students including: St. Vincent de Paul, Terry Fox Run, Veterans Poppy Fund, ... • Daily Led Student Prayers 	<ul style="list-style-type: none"> • Our School Survey results • Number of activities • Buddy Participation

	<ul style="list-style-type: none"> • Regular visits with the Parish Priest • Buddy Groups • Student Spirit Team • Student input into social justice projects. • CCC Buddy Activities: Parables • Student participation in liturgies (expand to choir and a closer format representing a mass at church) • Retreats planned in conjunction with St. Michaels for Sacraments • Grade 6 retreat with Michael Chaisson • Living Rosary involving entire school in May • Staff modeling liturgy for students – Responsible for opening liturgy • Recognition of students who receive Sacraments 	
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LOCAL OUTCOME 1.4: The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

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

• Initiatives/Projects:	Strategies:	Measure:
Catholic Community of Caring	<ul style="list-style-type: none"> • Social Justice projects for students including: St. Vincent de Paul, Terry Fox Run, Veterans Poppy Fund, Mission Mexico • Daily Led Student Prayers • Regular visits with the Parish Priest • Buddy Groups • Student Spirit Team • Student input into social justice projects. • Exploration of the Parables with Buddy Classed 	<ul style="list-style-type: none"> • Number of activities • Parent Satisfaction Survey • Our School Survey results
School Liturgies	<ul style="list-style-type: none"> • Student participation in liturgies 	<ul style="list-style-type: none"> • Student and parent participation in liturgies

ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: RELATIONSHIPS

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

PROVINCIAL OUTCOME THREE:

Alberta's education system is inclusive.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.1:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Safe and Caring						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	95.2	n/a	n/a	Very High	n/a	n/a
CCSD	87.8	89.3	89.4	High	Declined Significantly	Issue
Province	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	95.2	94.0
	CCSD	89.8	89.1	89.7	89.3	87.8	89.0
	Province	89.1	89.2	89.5	89.5	89.0	

* Data provided by Alberta Education October 2018.

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	n/a	n/a	n/a	n/a	92.0
District	4,946	91.6	3,744	91.1	91.2

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

We feel we provide a very supportive school environment for our students and staff. Evidence of this was highlighted in our Annual Education Results Report in which parents and students highlighted how much they feel our staff care for students and treat them fairly. This is also demonstrated through our survey about “Champion Relationships”. It demonstrated over 99% of our students felt a connection with a staff member who they could go to for support and genuine caring. Most students had more than 4 staff members they felt connections with. We wish to build on this in the coming school year as we feel strongly that all our students need to have connections with an adult.

We also feel that our focus on a growth mindset has assisted in building a caring environment. Students are looking at continual improvement of their abilities with a “not yet attitude” rather than a “I can’t attitude”.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.2:

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

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

Our neighborhood is becoming increasingly culturally diverse and we see a greater need in bridging a gap as students arrive from other areas of the world. WE are very proud of the way our students invite new families into our community. If there are learning gaps that we see, we are quick to look at modifications we can make for students, so their needs are best met. This is accomplished by using the talent of our staff on our School Resource Team. If required referrals to district specialists and directly involving parents in discussions of instructional planning.

Our diverse learning teacher provides individual assistance to students in a clinic model when required. Our staff work “out of the box” in planning activities that look at the current functioning levels of students and building on these.

PROVINCIAL OUTCOME FIVE:

Alberta’s education system is well governed and managed.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.1:

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

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Parental Involvement						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	86.8	n/a	n/a	Very High	n/a	n/a
CCSD	80.9	79.6	79.6	High	Improved	Good
Province	81.2	81.2	81.0	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	86.8	87.0
	CCSD	80.1	79.6	79.7	79.6	80.9	81.2
	Province	80.6	80.7	80.9	81.2	81.2	

* Data provided by Alberta Education October 2018.

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

CURRENT MEASURES: School Improvement						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	77.5	n/a	n/a	High	n/a	n/a
CCSD	76.7	80.0	79.6	High	Declined Significantly	Issue
Province	80.3	81.4	80.7	High	Declined Significantly	Issue

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	77.5	80.0
	CCSD	79.4	79.1	79.7	80.0	76.7	80.3
	Province	79.8	79.6	81.2	81.4	80.3	

* Data provided by Alberta Education October 2018.

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

CURRENT MEASURES: Education Quality						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	95.2	n/a	n/a	Very High	n/a	n/a
CCSD	89.4	89.7	89.6	High	Maintained	Good
Province	90.0	90.1	89.9	Very High	Improved	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	95.2	95.0
	CCSD	89.8	89.2	89.8	89.7	89.4	90.0
	Province	89.2	89.5	90.1	90.1	90.0	

* Data provided by Alberta Education October 2018.

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

In reviewing our results of survey data relating to parent feedback on the management of the school we are very pleased with our results in comparison to other benchmarks. A lower rating in the area of school improvement overtime is directly related to the fact that it was our first year and many parents identified it is to early to talk about improvement over time.

We would like parents to know that their feedback at the school is heard and followed up on when possible. We provide many opportunities for feedback through surveys, feedback forms, school council, visibility around the building and during pick-up and drop-off times. This feedback has been very positive when we talk with parents in person, but feedback forms, surveys and School Council meeting often do not provide the volume of feedback we would like.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.3:

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

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	n/a	n/a	n/a	n/a	90.0
District	4,946	90.3	3,744	89.7	89.8

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

We are hoping to increase parent feedback this year. We are looking at more opportunities for parents to gather with the community as it seems we get a greater amount of feedback through in person meetings as opposed to surveys and forms. We have many parents who volunteer in the school and we need to spend more time dialoging with them to get their opinions and input into school workings and direction.

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

DISTRICT VISION STATEMENT: RELATIONSHIPS

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

PROVINCIAL OUTCOME THREE:

Alberta’s education system respects diversity and promotes inclusion.

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

2018-2019 School Outcome(s): All students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure:
<p>Observation of Bullying Awareness and Prevention week</p> <p>Students are recognized for their individuality</p> <p>Start Smart Stay Safe (S4) program Intramural Programs</p> <p>Recognizing diversity in student interests</p> <p>Parish Involvement</p>	<ul style="list-style-type: none"> • School assemble and fire side chats with individual classes • Students recognized at assemblies for contributions to school community • Each class takes time to recognize individual students through some type of “student of the week” program • Connections with constable visible in the school and with patrols • Individual class visits • Dementia Leaders, Patrols, Spirit Club, Choir, Liturgical Choir, Handbells, Maker Space, Art Club, Homework Club, Milk Maids, Dance... • Visibility in the school • Attendance at liturgies and school events • Involvement of the NET Team • Confirmation Leadership Project 	<ul style="list-style-type: none"> • Impact on student behavior • ARR survey • Student Involvement • Our School Survey

Dementia Leadership	<ul style="list-style-type: none"> • Training of student leaders to work with local seniors with dementia • Training of school community by student leaders • Hosting events for people with early dementia 	
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LOCAL OUTCOME 3.2: The district staff will be champions for each and every student in the school district.		
2018-2019 School Outcome(s): The school staff will be champions for each and every student in the school.		
Initiatives/Projects:	Strategies:	Measure:
<p>Establishing connections with adults in the building</p> <p>Survey of students identifying connections</p> <p>Community building activities like class sharing and buddy groups to give time to build relationships</p> <p>Establishing Champions as part of our culture</p>	<ul style="list-style-type: none"> • Speed meeting – staff sharing their interests with students • Student use a computer program twice through year having them identify their champions and sharing the results with staff to build on relationships • Visible display of staff and their interests • Buddy groups, class presentations of learning • Language used throughout school year and references to Champions • Staff purposefully meeting with students outside regular instructional time to build on relationships • Regular discussion about Champions at School Council and in school communications 	<ul style="list-style-type: none"> • Number of students with Champions and how many each child has • Parent feedback • Our School Survey

LOCAL OUTCOME 3.3: The district optimizes resources to meet the diverse learning needs of all students.		
2018-2019 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.		
Initiatives/Projects:	Strategies:	Measure:
<p>Professional development opportunities in diverse learning for staff</p> <p>Organizing the availability of resources for easy student access</p>	<ul style="list-style-type: none"> • Housing district Instructional Service Team members providing easy access for staff to access support • Use of ePD site to advance knowledge in areas identified as need • Use of technology team to provide inservicing on using technology as a teaching and learning tool • Setting up of an inventory and sign out system for use of shared resources for use with to advance learning • Ordering of materials that would assist diverse learners such as chrome books, fidget toys, flexible seating and noise cancelling headphones 	<ul style="list-style-type: none"> • Teacher Feedback • Staff Growth Plans • Use of materials and student feedback

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

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

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

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

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Frequent communication of school happenings keeping parents informed • Educational component at all School Council Meetings • Community Building Activities • Timely communication with parents, involving occurrences that have a direct impact on a student 	<ul style="list-style-type: none"> • Angel Notes (weekly heads up as to what is happening and summary of what has taken place at school) • Monthly Newsletter highlighting longer term projects and goals as well as reports on projects • Twitter "Tweets" • Lobby display (LCD) • School Website • Principal Report updates school performance or reports on school and district initiatives • Teacher representative reports on student activities • Family Dance, Gala Evening for Parents, Math Night, Book Fair, Christmas Craft Night • Hymn Sing Celebrations for special events (Halloween, Remembrance Day, Christmas, Easter...) • Calls home for any injury that we feel may have a more serious nature or involve the head or blood • Call home for concerns with discipline or friendships • Informing childcare provider if injury occurs to ensure continual monitoring 	<ul style="list-style-type: none"> • Feedback forms • Attendance at meetings and parent feedback at the meetings • Satisfaction Surveys • Feedback at event • Event specific feedback forms • Parent Feedback

<ul style="list-style-type: none"> • Rigorous Occupational Health and Safety Program 	<ul style="list-style-type: none"> • Training of staff in relation to what their roles are • Establishment of a committee to meet monthly to examine areas of concern and prevention • Working closely with appropriate authorities to develop plans for emergency situations • Vigorous supervision schedule to ensure students safety 	<ul style="list-style-type: none"> • Staff confidence in performing their jobs • Timely reporting of incidents • Feedback from specialist i.e. CPS and fire department • Number of student safety incidents and follow through
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<p>LOCAL OUTCOME 5.3: The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.</p>		
<p>2018-2019 School Outcome(s): The school strengthens engagement with parents/legal guardians and the parental role in decision-making.</p>		
<p>Initiatives/Projects:</p>	<p>Strategies:</p>	<p>Measure:</p>
<ul style="list-style-type: none"> • Establishing an active volunteer program • Inviting parents to become actively involved in school activities and providing advice to administration • Parent involvement in student learning and school operation 	<ul style="list-style-type: none"> • Hold monthly volunteer sessions to encourage parent involvement • Include as part of the volunteer orientation information on key initiatives in the school • Actively seek parents to become more involved in school activities • Establish a building committee to construct our playground • Each class holds an event to invite parents in to the class to showcase student learning 	<ul style="list-style-type: none"> • Number of volunteers • Feedback at orientation sessions • Number of parents taking on active role in school events • Satisfaction surveys • Parent attendance at class events

ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME ONE: Alberta's students are successful.

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

Student Learning Achievement (K-9)	(Percentage)			October 2017 Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School).	95.2	n/a	n/a	Very High	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District).	76.2	75.7	75.9	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province).	73.6	73.4	73.3	Intermediate	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School).	39.3	n/a	n/a	Very High	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District).	21.6	21.0	20.9	High	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	19.9	19.5	19.2	High	Improved Significantly	Good

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

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

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

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

Provincial Achievement Tests

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

PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	100.0	20.0	n/a	n/a
	CCSD	96.0	22.9	95.5	25.1
	Prov.	92.2	19.7	91.4	21.7
French Language Arts 6	School	n/a	n/a	n/a	n/a
	CCSD	96.5	14.3	93.6	17.0
	Prov.	88.9	12.9	89.3	14.1
Mathematics 6	School	100.0	25.0	n/a	n/a
	CCSD	87.1	17.3	86.1	17.1
	Prov.	80.1	15.3	78.9	14.9
Science 6	School	100.0	60.0	n/a	n/a
	CCSD	92.5	40.0	90.4	34.1
	Prov.	86.7	33.6	85.4	30.1
Social Studies 6	School	100.0	60.0	n/a	n/a
	CCSD	89.7	28.8	87.0	25.8
	Prov.	82.8	25.6	79.3	22.9
	CCSD	80.9	25.4	78.8	23.3
	Prov.	74.6	24.0	73.7	21.8

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

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

CURRENT MEASURES: Citizenship						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	90.5	n/a	n/a	Very High	n/a	n/a
CCSD	82.5	84.4	84.7	Very High	Declined Significantly	Acceptable
Province	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	90.5	90.5
	CCSD	85.2	84.8	84.8	84.4	82.5	83.0
	Province	83.4	83.5	83.9	83.7	83.0	

* Data provided by Alberta Education October 2018.

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

CURRENT MEASURES: Work Preparation						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.1	n/a	n/a	Very High	n/a	n/a
CCSD	79.9	80.6	79.6	High	Maintained	Good
Province	82.4	82.7	82.4	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	87.1	88.0
	CCSD	79.5	78.5	79.7	80.6	79.9	82.4
	Province	81.2	82.0	82.6	82.7	82.4	

* Data provided by Alberta Education October 2018.

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

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

At Guardian Angel School we feel there are many components that lead to providing a success in academics for all students. We are extremely pleased with the results that have been reported on the achievement of all our students. In growing as a school, we see the achievement that is measured by looking at our grade 6 students needs to be worked on in all grades of the school as learning scaffolds and builds from year to year. We are working at creating a communication process with our staff sharing learning success stories and challenges from grade to grade to ensure we can work as a team building on the needs identified each year by teachers.

While our achievement test results for acceptable standards and standards of excellence are very high, we hope to continue to meet each child's needs to be successful. This cannot always be measured by averages as we need to look at each individual child and have them each achieve at their full potential. We are working on building a framework of formative assessment to guide teaching and learning to meet student needs. This should continue to lead us to high academic achievement and student success in areas not measured through summative academic testing.

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

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

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

PROVINCIAL PERFORMANCE MEASURES AND DATA

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

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

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

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

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

As a result of the low population of FNMI students in our school the results are not published. It is our intent that all students have their learning needs met as well as their cultural needs. Students with learning needs are all assessed and provided supports where needed.

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

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

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

CURRENT MEASURES: Program of Studies						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	92.2	n/a	n/a	Very High	n/a	n/a
CCSD	82.8	82.8	82.7	Very High	Maintained	Excellent
Province	81.8	81.9	81.7	Very High	Maintained	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	n/a	n/a	n/a	n/a	92.2	92.5
	CCSD	83.8	82.8	82.4	82.8	82.8	82.9
	Province	81.3	81.3	81.9	81.9	81.8	

* Data provided by Alberta Education October 2018.

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

In taking a close look at the individual measures used for determining this evaluation we found that there was a very high level of satisfaction. This is a result of our school taking advantage of the opportunities presented to us through maximizing the facilities we have available to us and the skills that our staff have. We are reviewing how we can better communicate how drama is handled in the elementary school environment. Drama is not taught as an individual subject but through many of the subjects they are given opportunities to present material through skits, reader's theatre, presentations and similar projects. CTF option added – Theatre Mash Up (available to students in grades 4 – 6)

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

We have developed a comprehensive professional development plan focusing on: increased understanding of the FNMI needs and the impact on our culture, faith development of staff and students and increasing parish/school interactions, student wellness and meeting their individual needs and student achievement. We are also preparing for possible future changes in curriculum design and changes in technology.

<p>Use of Google Chrome Books</p>	<p>done before the First Progress Report</p> <ul style="list-style-type: none"> • Students with Diverse Learning needs will have an LSP completed by the First Progress Report • ELL students will have benchmarks assessments completed before the First Progress Report • Staff will continue to examine assessment formats to make the Language portfolio meaningful to all current and future teachers <ul style="list-style-type: none"> • Students will have regular access to Google Read and Write • Division teachers will meet to discuss/review students in each division identified as diverse learners, mental health issues, behavior concerns or other impacts on their learning 	<ul style="list-style-type: none"> • Amount of usage by sign-out of Chrome books • Number of students assigned assistive tech
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SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME TWO: Alberta’s education system supports First Nations, Métis and Inuit students’ success.		
2018-2019 School Outcome(s): All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.		
Initiatives/Projects:	Strategies:	Measure:
<p>Recognize Canada’s National Aboriginal Day – June 21 (Week)</p> <p>First Nations, Metis and Inuit perspectives and experiences, treaties and the history of the legacy of residential schools are taught.</p> <p>Provision of quality education meeting the need of our First Nations, Metis and Inuit students.</p> <p>Recognize Orange Shirt Day - September 30 (recognized on Oct. 30 as it conflicted with Terry Fox Run)</p>	<ul style="list-style-type: none"> • Bringing in FNMI team during Oct. 5 PD Day to inservice staff on culture and traditions • School wide project during the week of June 21st recognizing First Nations Culture • Focus on storytelling for teaching concepts to students • Acknowledgement of treaty lands • Use of district resources to supplement curriculum in all subject areas • Administration contacts the families of each identified First Nations, Metis and Inuit families to inquire what additional assistance they may require • All students and staff wear orange shirts recognizing every child matters • Morning announcement describing the background of Orange Shirt Day, website link 	<ul style="list-style-type: none"> • Staff feedback on PD activity • Student involvement and feedback on FNMI activities • At all staff meetings begin with territorial acknowledgement • Student exposure to the First Nations, Metis and Inuit people, their traditions and contributions • Individual feedback by families and needs • Student and staff involvement.

	from District used in classrooms	
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PROVINCIAL OUTCOME FOUR: Alberta has excellent teachers, school leaders and school authority leaders.		
2018-2019 School Outcome(s): A cohesive professional development plan is established.		
Initiatives/Projects:	Strategies:	Measure:
Neuroscience	<ul style="list-style-type: none"> Professional Reading provided to staff, focus on best practice. (base resource Neuroteach: Brain Science and the Future of Education) 	<ul style="list-style-type: none"> Dialogue during staff meetings and feedback on articles shared Adjustment in teaching practices
Concept-based curriculum	<ul style="list-style-type: none"> Introduction of the proposed new curriculum Introduction of Lynn Erickson's book Concept Based Curriculum and Instruction Using the ideas of Concept Based Instruction in Making our Champions Program Cultural 	<ul style="list-style-type: none"> Parent Feedback and the success of the Champion Program at Guardian Angel School. Student Surveys on Champions.
TQS/LQS competency areas.	<ul style="list-style-type: none"> Introduction of new TQS to staff Designing a PD program with a focus on new TQS requirements 	<ul style="list-style-type: none"> Staff Feedback
School and District Based Professional Growth	<ul style="list-style-type: none"> PD days, lunch and learns on I-pads and the LOFT Tv's Work on Faith formation with parish, and staff with the NET Team 	<ul style="list-style-type: none"> Increased use of technology in school by staff Staff reflections on PD