

**Student Faith Formation:****i) Success with Student Faith Formation:**

Our success likely stems from the commitment of teachers to make faith alive not only in religion but infused in all subjects. We also believe that the successful prayer that we do on the intercom which is aimed at our younger students reaches them and that the sincerity of the person doing the announcements comes through. We have the sacraments wall that has the pictures of each student receiving the sacraments, we mention each student by name receiving sacraments during assemblies, and many of our staff try to attend the First Communion and Reconciliation of our students to show that we are a sacramental people.

Our Garden Club and our Earth Club are both tied into the Pope's Encyclical, *Laudato Si*, a letter on the importance of caring for our environment which we as a staff have prayed upon and studied throughout the year at our meetings either on PD days or staff days. While we have great results here, we think there is always room to grow. And next year we are looking at having meaningful liturgies and each class attending the parish weekday masses where the kids are surrounded by regular parishioners. We don't want our kids thinking church is just for kids but for people of all ages; it is an intergenerational thing. As our faith review shows there is much in our school to be proud of; with the artwork and scripture passages and as well as the involvement of all staff in integrating faith into so much that we do. We also learned that we must continue to work at making our relationships with all people including staff, parents, guests and children ones that are based on respect for the dignity of each other. This is ongoing. Next year we hope to have a staff retreat as well to add to some of the initiatives that we will keep up with this year.

**ii) Students model active citizenship:**

Both the staff and students feel that there is a lot that is done to help each other, respect each other, to be involved in the community, to be their best and to follow rules. We have a choir, an Earth Club, a Garden Club, and English Language Learners Club, a Running Club, as well as intramurals which the majority of our students participated in one way or another. We have a Student Leadership Club made up of grade four students who are led by our counselor/facilitator. This staff member helps these students to further grow in their leadership capacities and take care of one another - which is the true role of the leadership.

**Quality Learning Environment:****i) Overall Quality of Basic Education:**

It is heartening to see that 100% of the students interviewed find their school work interesting, challenging and that the expectations of teachers are clear. The work we are doing for PD with literacy and numeracy seems to be helping the kids and meeting their interest levels at appropriately challenging levels as well. We will likely continue to improve as we work on collaborating together to meet the individual needs of our students and search the professional development that is required to help us to continue to do so.

**ii) Student Engagement:**

Considering that our clubs are held during the recess before lunch the 70% of student participation rate is quite good since there are students who prefer to go out at recess and play soccer and be with their friends and in less structured way.

The 60% that feel positive about homework is understandable since the main homework that we ask kids to do is the Raz-Kids reading, as well as online Mathletics at home for approximately 20 minutes. As a result most teachers don't generally assign a lot of homework. Realistically there are students who have to do some to catch up, but they are the exception and not the norm. As for the low percentage of teachers and parents who feel the Knowledge and Skills and attitudes necessary for lifelong learning or addressed here. However, as has been discussed at Admin Council meetings this may not be a question that is clearly understood. Asking the kids if they are excited about learning and hunger to learn more from what they're doing at school would show that the kids actually are quite excited and interested in learning. These skills, and the knowledge and attitudes we are teaching at the K-4 level are essential for life-long learning.

**iii) Progress from student interventions:**

We are hoping that we can have more than 91% of the parents believe that their children are benefiting from their ISPs. Despite this, we feel that 91% is excellent. With our school's focus on the Collaborative Response model and the identification of universal and tiered interventions, we expect that we will continue to improve by a few more percentage marks. One focus is to concentrate on finding universal, quick, but precise assessments that can be performed more often, but with less work for both the students and the students. Focusing on key areas such

as literacy and numeracy, will assist teachers in identifying strategies, or supports that may not have been employed and that these can be added to the lists of what is being done. As well, we are hoping to tap into both the Division ELL Literacy Consultants to assist us in meeting the needs of the children in a more efficient manner in order to see growth and improvement. With these new assessment strategies completely more efficiently and effectively we hope to can demonstrate to parents that gains, even if small, are worthwhile.

### **Innovative Program Offerings:**

#### **i) Satisfaction with broad program of studies:**

In this area, overall teachers surveyed were happy with what they're able to offer in regards to programming at the K-4 level. There are extra- curricular clubs that we use to supplement and to broaden our Alberta Based program. We will continue to improve our physical literacy are applying for a grant in order to receive support and direction in this area for the 2016-2017 school year. With the support of the APPLE Schools program, we have achieved much in the past three years. Our school goals that encouraging fitness and nutrition as well as wellness initiatives have proven success with both students, staff and parents.

#### **ii) Success with Education Transitions:**

Transitions and supports that will help the students move on to the next grade and beyond allow students to ease into their next grade or school reduce anxiety and support student success. As a staff we ensure that students who are very anxious about their next grade or classroom are able to visit their room at the end of June, as well as in August before school starts.

Kindergarten students enjoy 'staggered entry' and visit in a small group before they officially start their grade. In June, we also allow students, as a class, to visit the next grade in order to alleviate any anxiety or concerns that they have regarding their next grade to meeting the teacher. In June of 15, we also release class lists in order for students to know 'who else they knew' would be in their classroom and who their teacher would be. This has been a very successful practice, and we will be implementing it again this year.

Additionally, during our 6 week interval process of Response to Collaboration, in which we examine the current needs of all students, teachers regularly 'examine' we are offering per data and information on all students in order to examine what supports each child might need.

Grade 4 students are eased into transition of grade 5 at St Theresa school in a multitude of ways. Beginning in the spring of the year, the school principal visits and meets with all the grade 4 students to chat up their upcoming school year. As well, the students are visited by the school counselor and their facilitator to answer any questions that they might have regarding their new school. Students also visit the facility during the school day and as well in the evening with their parents during the Open House.

Our goal in regards to this outcome is to better inform parents during the year in regards to these transition events.

ii) Success with Comprehensive School Health:

We have come a long ways towards establishing a healthy school with our Apple schools program. This program has been successful due to the funding and support provided to us that has allowed us to employ a part-time school health facilitator. We will continue this role with our next school year, and hopefully in future years. As mentioned earlier, we have also applied for a grant to help with physical literacy. We hope to reach parents further and let them know the good work we're doing in this regard as well. We are also adding more mental health support with the implementation of the Division Program, the Zones of Regulation. Having our school counselor co-teach each health class will assist us in focusing on the social emotional needs of children and allow us to supplement the Zones of Regulation work. Parent materials and supports will also be shared next year to provide continuity and assistance to parents to use the program at home. We will continue to see gains with her efforts in this regard and are excited about the prospect.

### **Empowered and Supported Staff**

I) Q12 Employee Engagement:

We are extremely proud of the successes we have made with employee engagement over the past three years as a new K-4 learning site. Our engagement has improved from 26 to 85% over three years, which is quite an accomplishment.

We will continue to use and improve on the *Collaborative Response Model* that has led us to much success. Staff are given time to meet, discuss and suggest ways to improve not only their teaching practice, but suggest programs, materials and supports they require to support them in their roles.

During the 2016-17 school year, we will improve on the current 'walk-through' supervision that happens in classrooms. Moving to a "thorough throughs" model, we strive to promote discussion that has deeper understanding of what the teacher is doing in the classroom to help students learn, and what supports he or she might need. It is through this model that we believe that we will have greater opportunities to provide more praise and to talk about the progress of the teachers work. We want to encourage staff to understand that progress and praise 'counts' when it comes from all stakeholders, and not just the admin team.

ii) Satisfaction of Staff with Professional Development and Collaboration:

The 91% of Staff who are happy in this area tells us that we are doing something right. We hope to continue to refine our professional development so that it is aligned with the goals of the division and the needs of our staff and students. Next year, as school committees assisted in creating our Assurance plan, we are excited about the possibilities that will they have presented regarding numeracy, literacy, faith, health and wellness and other areas.

iii) Success with Staff Faith Formation:

It's interesting to see that the students rated us so high in this area, nearly 100%, and this was followed closely by staff and parents. Our stakeholders strongly align and agree that we are *walking the talk* of how important Catholic values and the teachings of Christ are in our lives. It would be silly and naive to think one can't improve on this but we do have something here to celebrate and we should make it a point to begin our next year reflecting on what it is that we are doing and how we can continue to make sure they stay that way.

**Safe and Caring Environment:**

i) Success with Safe and Caring Schools:

Again this is an area that we should take pride in, as both students and staff rate us in the high 90's. It is always worthwhile though to look at the criteria that were being assessed on and to make sure that we continue to provide the support and example that is expected of us.

ii) Success with School Facilities:

Our facilities staff should be commended for the good work they're doing as is acknowledged by parents staff and students. They all feel they're in a clean environment. Thank you and a job well done.

### iii) Success with Transportation Services:

Transportation is a Division issue, but perhaps with support and work in with all the schools, parent's attitudes and those of students can be shifted to a more positive level regarding the safety of buses. We have recommended that a workshop be implemented for bus drivers by an Administration team to assist the bus drivers identify effective strategies to use when dealing with difficulties they are having with students. Clear communication takes effort and is ongoing, however it can also help in these matters. It's understandable that bus drivers are in a bit more of a tricky situation and that it's hard for them to see what's going on in the bus as well as a teacher can who's always facing the front of the class. We hope to bridge understanding on all sides.

### iv) Success with School Faith Environment:

While the results of the school and the division are impressive we must continue to be intentional at infusing faith in all we do. We need to provide Faith formation opportunities for our staff and to encourage staff to share their faith at all opportunities. Examples of this could be before meetings with parents, as well as at staff meetings and during the day. Yearly Division Faith themes as well as the in-servicing and training provided to both administrators and staff have been very successful in helping keep Faith at the focus. We have had great success using the Pope Francis's encyclicals over the last two years as part of staff development. We hope to continue with this practice.

### Engaged Community:

#### i) Satisfaction with Parental Involvement:

While the staff rated this as high, it is worth exploring how can we connect more fully with our parents. We would like to continue to improve communication and have recently implemented a weekly update newsletter using the website, Smore. Teacher, parent communication with is on the most effective way to help with the students' learning. This is something that is worthy of discussion and reflection at the admin Council level as well as within the schools. Sharing of ideas in this regard could be fruitful. Additionally, we wish to implement evenings of learning with parents. The areas of literacy and numeracy are a focus, and parents are very keen about Digital Literacy in the upcoming year, with the One-to-one initiative. We are a school with a large immigrant population and we are investigating ways to bring all of our families together more often to bridge community building.

ii) Success of Community Engagement in Divisional Decisions:

The division should be commended for the work it has done in this area. The communication is meeting the needs of the parents and is taking away from friction that lack of effective communication results in.

iii) Success with School and Parish Partnerships:

It looks like the parents are a little less satisfied than the staff and students in this regard; this may be a matter of us not communicating with the parents about what we are doing. The work of communication is as important as the work that we do and making those connections with the Parish is foremost. As well, sometimes it's easy to not do the connecting work with the parish ourselves by attending weekend masses both as a school community and individually. Promoting this and encouraging it can only help in this regard to. We have a real opportunity here. We will consider using the Parish Monthly Bulletin as an attachment to our SMORE newsletter, rather than the website, as it will have more visibility. Continuing to have a parish representative at our school events, meet the staff evening and interview nights will also continue to raise the awareness of our School Parish connection.

**Continuous Improvement:**

i) Satisfaction with School Improvement:

Again, communication is important here: our school system is improving the facilities with the more efficient LED lighting, and the way we are handling the one-on-one with technology will lead to more money to be used for education of the teachers and kids and learning of how to use the technology rather than just maintaining it. These are just two things and there are more.

ii) Staff Belief that they have the Equipment and Materials to Do Their Job Effectively:

Again it looks like most of the staff or satisfied but it'd be interesting to know what more they would like to be able to do their jobs more effectively as far as materials and Equipment go that is.

iii) Efficiencies Found and Dollars Saved: Clearly money is being saved in areas such as lighting efficiency and more cost-effective ways of managing technology. Putting dollar figures on this and then explaining how that money is being better used would be something to celebrate and I look forward to see it being done.

iv) Dollars Allocated to Support Divisional Priorities: Really, one can't expect to see improvements without investing in them in most cases. Sometimes realigning resources can be effective too and it's not just about how much money goes somewhere.