

We are very pleased with our Annual Education Results Report and believe that the positive results reflect the caring, attitudes that the students, staff and parents have towards St. Gregory Catholic School.

It is our philosophy that all school-based decisions must be guided by our belief that every child can learn and that our success is built , in part, by creating and sustaining a positive school culture and establishing a school environment that is responsive to, and inclusive of, our parents and community members from Hinton.

We look forward to continued successes and are confident that our students will experience many accomplishments while in attendance here at St. Gregory Catholic School.

Yours in Christ,

Mr. Tim Fafard - Principal

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. Gregory Catholic 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	99.7	97.9	96.8	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	93.5	87.8	90.2	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	99.3	98.3	97.4	90.1	89.5	89.5	Very High	Maintained	Excellent
		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)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
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	100.0	83.0	89.6	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	100.0	97.3	96.3	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	91.5	89.7	80.9	80.7	80.5	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	100.0	100.0	95.5	81.2	79.6	80.0	Very High	Improved	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/TTFM (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 (*).

Outcome One: Alberta's students are successful

Comment on Results
<p>Strategies</p> <p><u>ECS/Junior Kindergarten Program Focus:</u></p> <p>St. Gregory Catholic School has transformed their Early Childhood/Kindergarten program from a traditional styled instructional program into the Happy Creek Learning Center. It has been created to ensure a strong focus on social skills development through rich literacy, numeracy and creative expression opportunities</p> <p>Key components:</p> <ul style="list-style-type: none"> • Primary philosophy is to use a play based approach for student learning. • Emilio Reggio philosophy • Emergent curriculum process • Adopted a Multi-Aged Group setting. We serve children between the ages of four to six years of age • Utilizing a Team –Teaching approach • Physical layout of our new learning center vs the traditional classroom arrangement has completely redefined how we now integrate our surroundings to improve student learning. <p><u>Plans for Improvement in Writing</u></p> <p>The continuation of the 6+1 Writing Traits as this program addresses all writing areas</p> <p>Early detection of students who struggle with writing skills and offering pull out programming to address their needs (Early Literacy)</p> <p>Weekly Journaling (school-wide)</p> <p>Daily Five Literacy Program (School directed project – Differentiated Instruction)</p> <p><u>Plans for Improvement in Reading</u></p> <p>Continued implementation of the Daily Five including direct instruction of reading strategies (Daily Five and Café menu)</p> <p>Continue to expose students to a variety of literature in our classrooms and student book bins.</p> <p>Increased emphasis on poetry, all year, including comprehension and inferring activities.</p> <p>Increased emphasis on understanding the purpose and function of punctuation in writing pieces (i.e. why an author used an exclamation mark, what is the purpose of quotation marks)</p> <p>Early Literacy Program- Targeting priority grade one and two students who are given daily individualized support in a one-on-one or small group setting.</p> <p>Buddy Reading program – All grades have been buddied up for weekly reading sessions.</p> <p>Jolly Phonics program – continue to utilize</p> <p>Purchase of more leveled reading materials for each classroom</p> <p>Reading A to Z program – individual paced reading program that is available to all students at school and at home.</p> <p><u>Plans for Improvement in Math Skills:</u></p> <p>Make available math activities and math tools for structured play (math games, partner work)</p> <p>Use of manipulative resources is strongly recommended to enforce all math concepts (counting, skip counting, showing numbers pictorially using different tools (show same # with coins and base ten blocks)</p> <p>Explore ideas for math Professional Development, specifically The Power of Ten Program.</p> <p>Utilize proper use of correct mathematical terminology in all grade levels (standard form, base-ten names, sums, differences, etc.)</p> <p>More emphasis on graphs, charts, line plots. (Especially multi-step problems involving retrieving information from chart and applying mathematical operations to get answers).</p> <p>Using different pictorial representations of the same number (base-ten blocks and coins)</p> <p>Focus on conversion of measurements (minutes to seconds, centimeters to meters)</p>

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.	93.4	94.9	96.8	97.3	100.0		Very High	Improved	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.	83.3	100.0	85.7	83.0	100.0		Very High	Improved	Excellent			

Comment on Results
<p>Strategies</p> <p>Creation of a Mindful room. – Piloting mindfulness with ECS and grade 4 classes.</p> <p>Continue with use of Kagan cooperative structures to build self-esteem, confidence and empathy with students.</p> <p>Promote Professional Learning Communities and provision of collaboration time for teachers to share, reflect and implement new teaching strategies.</p> <p>Instructional coach – serves and facilitates staff growth and teacher improvement.</p> <p>Provide opportunities for Educational Assistants to attend specialized conferences i.e.: Purposeful play; Speech/ Language and moving towards a pull-out program in ECS</p> <p>Re-certify staff member for the Roots of Empathy program – Lee-Ann Cross Focus on Early literacy and numeracy with a Play –based theme for ECS staff.</p> <p><u>Plan for Social and Emotional Learning School Focus:</u></p> <ul style="list-style-type: none"> • Book study for all staff- Mindset by Carolyn Dweck • Enroll staff in a Mindfulness online course (non-compulsory) • Professional Development Days facilitated by Laurie-Ell Bashforth that will focus on positive growth, self-awareness, personal accountability and positive communication. • Professional development focus on a deeper understanding of social and emotional learning and its impact on student growth. • Review and study various S & E programs that are currently being utilized by other schools and districts for future consideration.

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 Two:

The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

<p>Comment on Results We currently have 28 identified FNMI students (15 % of our student population)</p>
<p>Strategies</p> <ul style="list-style-type: none">• Continue to liaison with and promote native cultural awareness with the Native Friendship Center• classroom visitations towards exposing students to native culture• School –wide native performances (if available)• Work closely with the Head Start program to have early detection of FNMI students entering St. Gregory School so that we can implement and provide the necessary supports to ensure a successful transition into our ECS program.• Designate staff member (potentially 0.10 FTE) to lead an initiative to have a deeper understanding of the Truth and Reconciliation accord and transition this understanding into concrete applications for our students to be exposed to native culture and a broader awareness of the T & R• Staff member will participate in a 3 day aboriginal cultural awareness program

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.	97.3	95.7	96.9	97.9	99.7		Very High	Improved	Excellent			

<p>Comment on Results</p> <p>We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction.</p>
<p>Strategies</p> <p>Continue to collaborate with our Parent Council Executive to focus on their priority of “Safe School”;</p> <ul style="list-style-type: none"> • Dialogue and utilize community groups and professional organizations to share their expertise in informing and providing our students with the tools necessary to be safe at all times. • All support staff will be re-certified with Non-violent crises intervention <p>Continuation with the morning devotion time in the chapel each day. Each certificated staff member will be leading weekly devotions throughout the year.</p> <p>Continuation of faith development at staff meetings, which will facilitated by Ronnie Iwanchewiski – Our Lady of the Foothills Catholic Church liaison person.</p> <p>Completion of the Inclusive playground on lower area.</p> <p>Creation of a Mindful room. – Piloting mindfulness with ECS and grade classes.</p> <p>Continue with use of Kagan cooperative structures to build self-esteem, confidence and empathy for students.</p> <p><u>Plan for Social and Emotional Learning School Focus:</u></p> <ul style="list-style-type: none"> • Book study for all staff- Mindset by Carolyn Dweck • Enroll staff in a Mindfulness online course (non-compulsory) • Professional Development Days facilitated by Laurie-El Bashforth that will focus on Positive Growth, Self-awareness, Personal accountability and Positive communication. • Focus on having a deeper understanding of Social and emotional learning and its impact on student growth. • Review and study various S & E programs that are currently being utilized by other schools and districts for future consideration.

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.	90.0	92.2	90.5	87.8	93.5		Very High	Maintained	Excellent			

Comment on Results

We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction.

Strategies

Provide a week long drumming session for students

Establish Fine Arts Day

Promote an active lifestyle by participating in a cross-country ski program and by entering into a partnership with GYPSD for ski purchases.

Promote an active lifestyle by participating in a snow shoe program and by entering into a partnership with GYPSD for snow shoe purchases.

Establish an outdoor Ed. program for gr.3 and 4 students that focuses on wilderness survival skills. To be in partnership with community volunteers from the Hinton Search & Rescue program.

Continue with:

- After school sports program in conjunction with Gerard Redmond senior high students: volleyball, basketball and badminton.
- Buddy system at recess for students requiring additional supports, both physically and emotionally.
- Healthy Heroes program – Hip Hop Dance instruction
- Student –Anti Bullying program at each grade level
- Faith retreats
- Literacy week : Invitational Reading Day, Family Literacy Day, Gr. 4 book reports
- Peace Patroller program
- Gr. 3 Link-Ages program – a cross generational program with seniors at the Lion’s Manor

Notes:

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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.	93.8	96.7	89.8	100.0	100.0		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.9	87.8	89.7	91.5	100.0		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.2	96.2	97.8	98.3	99.3		Very High	Maintained	Excellent			

<p>Comment on Results</p> <p>We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction</p>
<p>Strategies</p> <p>Continue to keep open lines of communication with parents via newsletters, e-mails, positive phone calls and personal conversations.</p> <p>Continue to harmonize staff professional growth plans; i.e. teachers have collectively created divisional PGP's that reflect our school goals and direction yet maintain personal varying strategies for success. This allows for a support system and a means to hold each other accountable.</p> <p>Include all support staff in our staff meetings and professional development days.</p> <p>Have monthly support staff meetings.</p> <p>Continue with a principal Twitter account</p> <p>Parents of St. Gregory Facebook account</p> <p>Parent Council survey to all parents</p>

Notes:

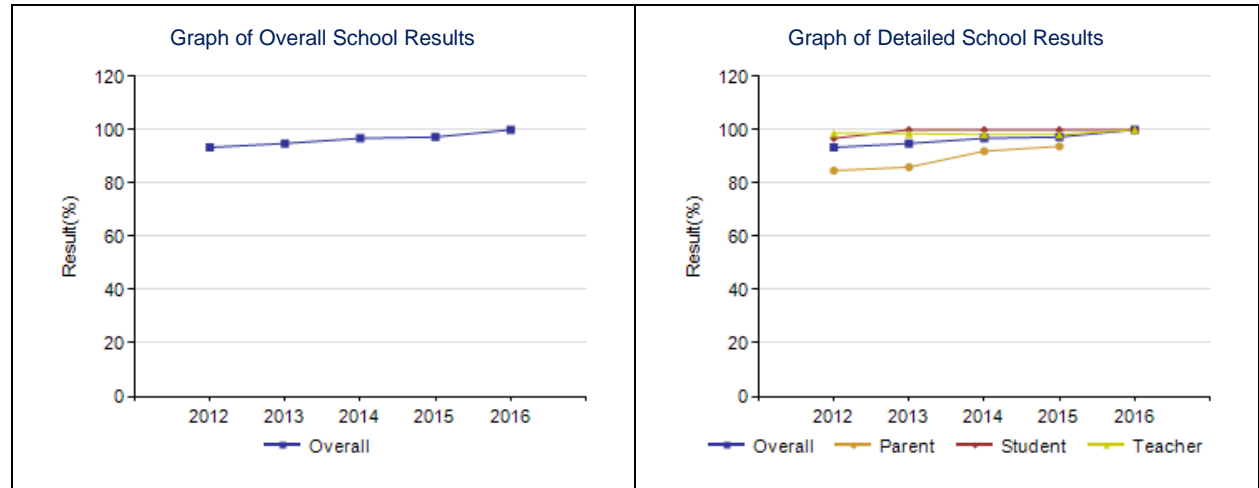
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APPENDIX – Measure Details

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	93.4	94.9	96.8	97.3	100.0	82.9	81.6	83.7	84.2	81.6	82.5	83.4	83.4	83.5	83.9
Teacher	98.7	98.6	98.3	98.2	100.0	96.9	96.7	97.5	97.7	98.4	93.1	93.6	93.8	94.2	94.5
Parent	84.7	86.0	92.0	93.8	*	78.6	74.8	83.3	83.6	77.6	79.4	80.3	81.9	82.1	82.9
Student	96.8	100.0	100.0	100.0	100.0	73.3	73.3	70.4	71.5	68.8	75.0	76.2	74.5	74.2	74.5

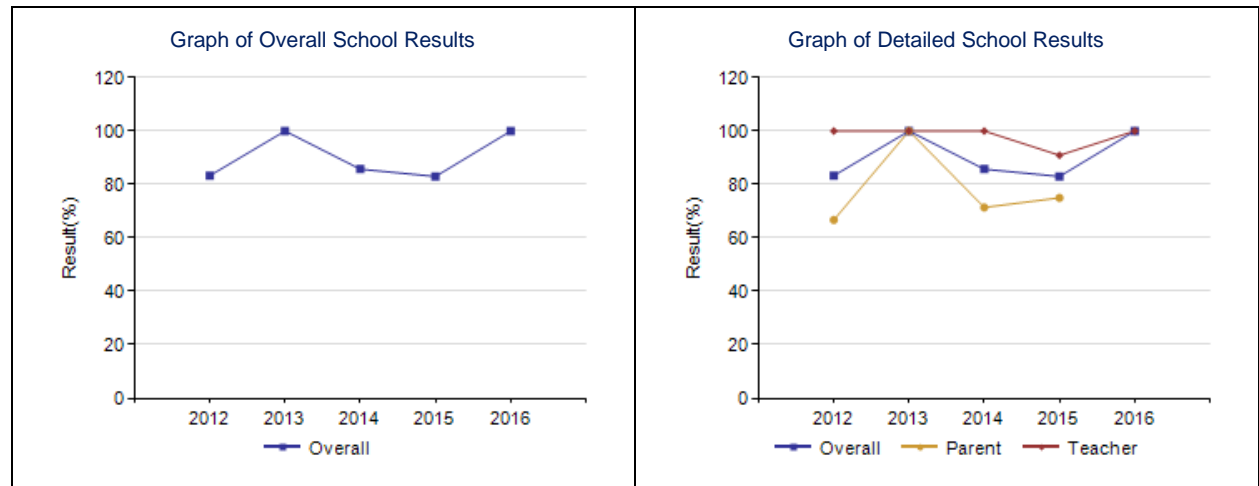


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Work Preparation – Measure Details

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	83.3	100.0	85.7	83.0	100.0	82.3	82.8	85.7	83.0	81.0	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	100.0	100.0	90.9	100.0	94.7	94.6	93.3	91.0	96.1	89.5	89.4	89.3	89.7	90.5
Parent	66.7	100.0	71.4	75.0	*	69.8	71.1	78.1	75.0	66.0	69.9	71.1	73.1	74.2	74.8

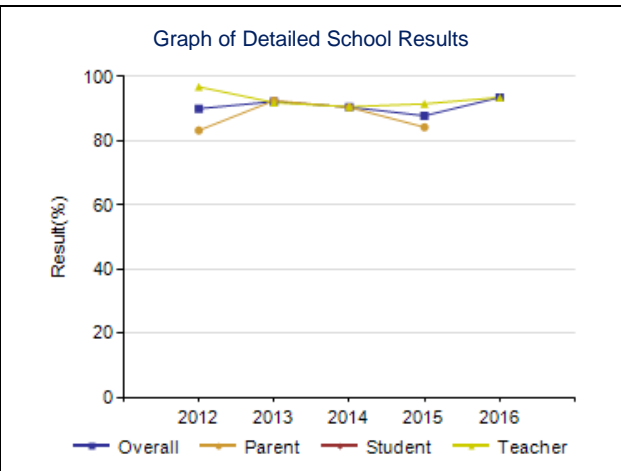
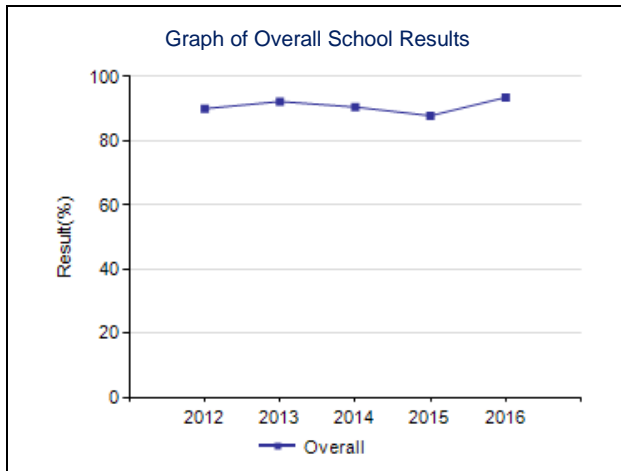


Notes:

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	90.0	92.2	90.5	87.8	93.5	85.4	84.8	84.8	84.8	84.8	80.7	81.5	81.3	81.3	81.9
Teacher	96.8	91.9	90.6	91.5	93.5	93.2	91.5	91.5	94.0	94.1	87.3	87.9	87.5	87.2	88.1
Parent	83.2	92.5	90.4	84.2	*	80.9	81.6	83.0	79.9	80.3	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	82.3	81.4	79.9	80.6	80.0	76.9	77.8	76.6	76.9	77.5



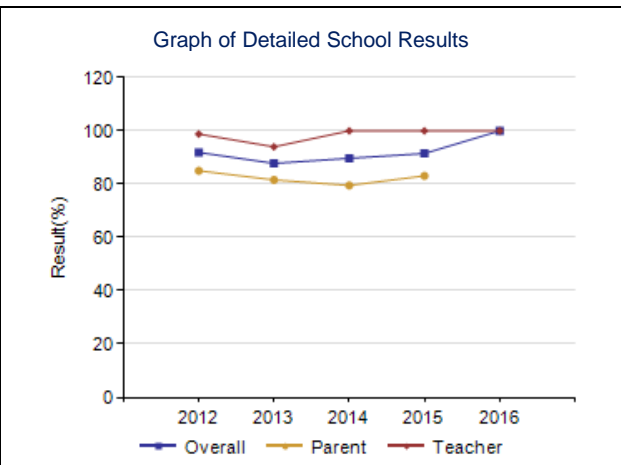
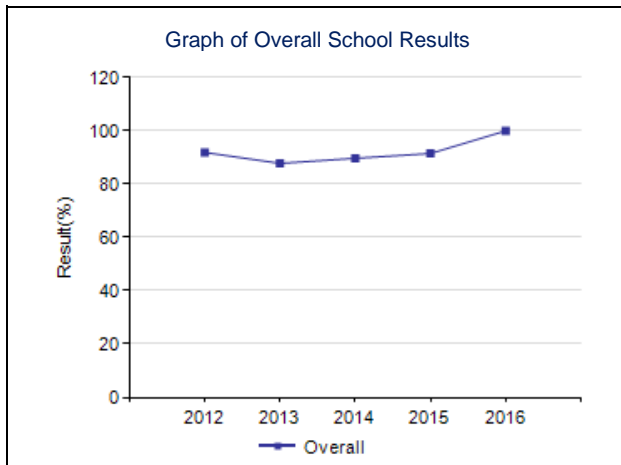
Notes:

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2. 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	91.9	87.8	89.7	91.5	100.0	82.3	79.9	82.6	83.0	75.4	79.7	80.3	80.6	80.7	80.9
Teacher	98.8	94.0	100.0	100.0	100.0	92.0	92.1	93.2	93.4	89.4	88.0	88.5	88.0	88.1	88.4
Parent	85.0	81.6	79.5	83.1	*	72.6	67.8	71.9	72.7	61.5	71.4	72.2	73.1	73.4	73.5



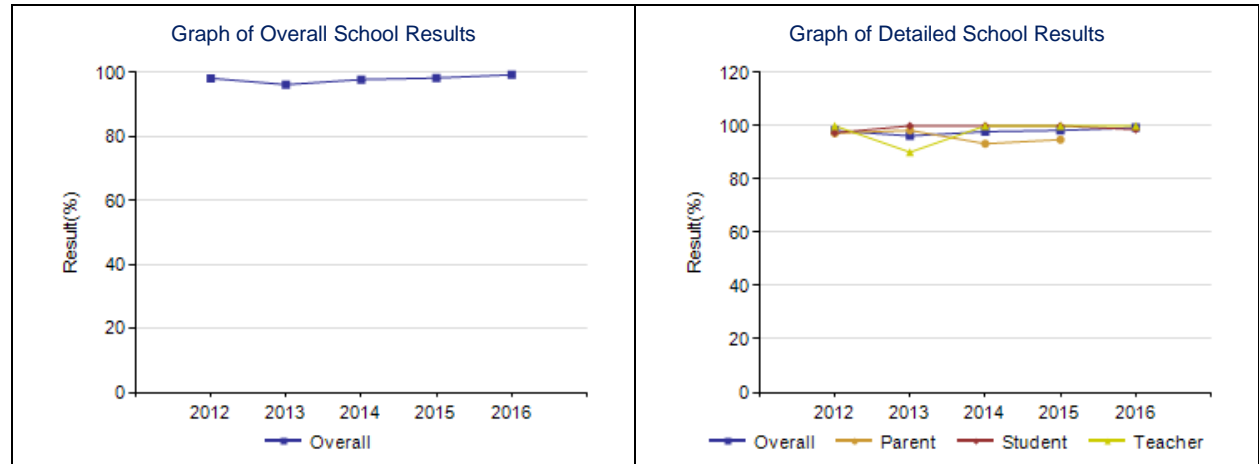
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Education Quality – Measure Details

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	98.2	96.2	97.8	98.3	99.3	91.6	89.1	90.2	91.3	88.7	89.4	89.8	89.2	89.5	90.1
Teacher	100.0	90.1	100.0	100.0	100.0	97.6	97.2	96.8	97.9	97.7	95.4	95.7	95.5	95.9	96.0
Parent	97.2	98.3	93.3	94.8	*	86.4	83.4	87.6	88.8	83.5	84.2	84.9	84.7	85.4	86.1
Student	97.4	100.0	100.0	100.0	98.6	90.8	86.8	86.1	87.1	85.0	88.6	88.7	87.3	87.4	88.0

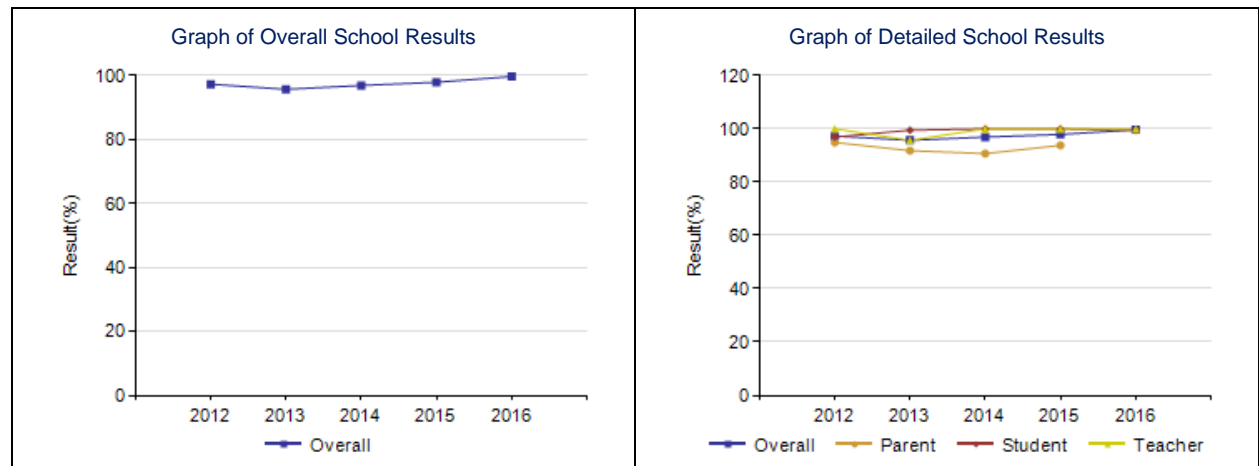


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 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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	97.3	95.7	96.9	97.9	99.7	89.0	87.5	89.1	89.7	88.2	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	95.7	100.0	100.0	100.0	96.8	95.5	97.2	96.1	97.6	94.8	95.0	95.3	95.4	95.4
Parent	94.9	91.8	90.7	93.8	*	86.7	85.1	88.1	90.1	86.9	87.4	87.8	88.9	89.3	89.8
Student	96.9	99.5	100.0	100.0	99.4	83.6	81.9	82.0	82.8	80.1	83.7	84.2	83.1	83.0	83.4

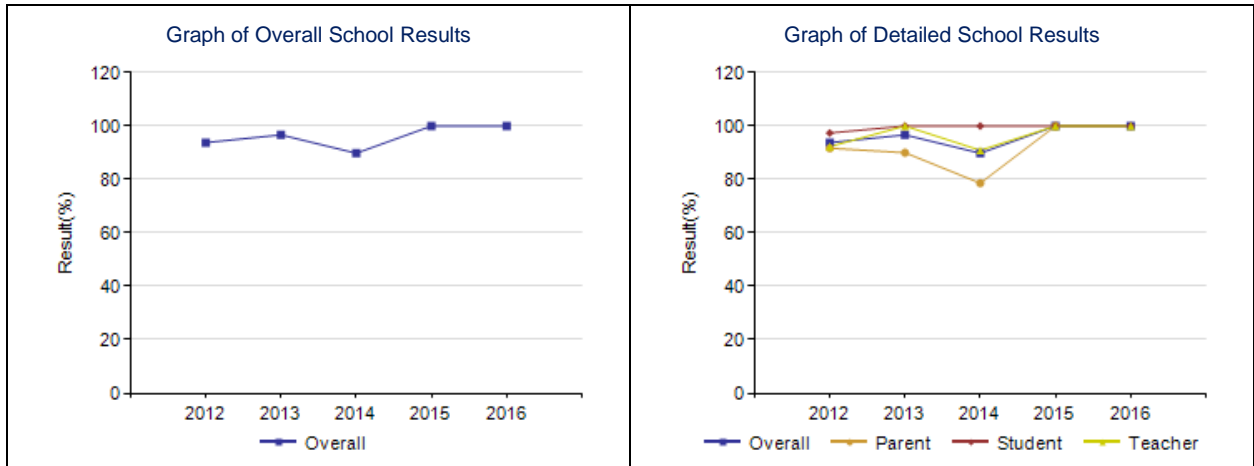


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School Improvement – Measure Details

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	93.8	96.7	89.8	100.0	100.0	87.2	83.0	82.8	83.8	81.4	80.0	80.6	79.8	79.6	81.2
Teacher	92.3	100.0	90.9	100.0	100.0	93.8	89.3	87.6	88.4	91.2	81.1	80.9	81.3	79.8	82.3
Parent	91.7	90.0	78.6	100.0	*	82.9	79.4	81.5	80.1	73.6	76.2	77.9	77.0	78.5	79.7
Student	97.4	100.0	100.0	100.0	100.0	84.9	80.2	79.2	82.9	79.4	82.7	82.9	81.2	80.7	81.5



Notes:

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