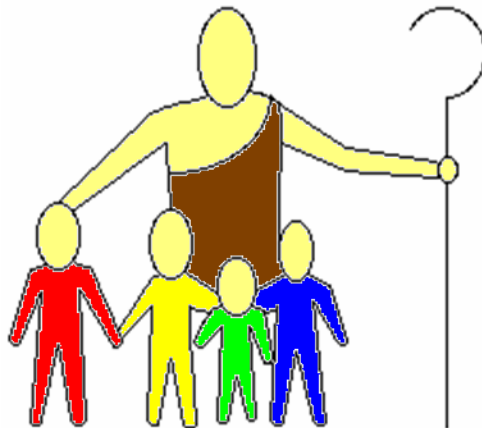


Good Shepherd School's



2010-2011 Annual Education Results report 2011-2012 Education Plan



Accountability Statement

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

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

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

Vision

Good Shepherd School will strive to provide a unique and inviting Catholic learning environment that links the home, the parish and the community.

Resources will be distributed fairly so all students have an opportunity to learn in a child-centered, flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. Minorities will be successful, and special students' needs and disabilities accommodated. Graduates will be prepared so they are motivated life-long learners grounded in the Catholic faith.

Mission

"To improve student learning in a Catholic community guided by Christ, our teacher."

Motto

"At Good Shepherd you've got **C.L.A.S.S**" (**C**aring, **L**earning, **A**cademic **S**uccess and **S**haring)

Beliefs

We value:

- ▶ Catholic Education.
- ▶ God-given talents.
- ▶ Excellence in performance.
- ▶ Self-discipline and personal growth.
- ▶ A safe and caring environment.
- ▶ Uniqueness in every individual.
- ▶ Teamwork
- ▶ Life-long learning
- ▶ Input from stakeholders

Therefore, we believe:

- ▶ Christ is our guide and teacher.
- ▶ Spiritual growth must be fostered in our students.
- ▶ The child is the center of the school system.
- ▶ Parents are the child's primary educators.
- ▶ In providing staff with opportunities for professional development.
- ▶ All students can learn and experience success
- ▶ Students learn best when the partnership between the home, the church, the school and community is strong.
- ▶ Growth is best achieved in a positive learning environment while utilizing each child and staff members talents.
- ▶ Excellence will be fostered through differentiated instruction and assessment for learning practices while maintaining high expectations for the 21 century learner.
- ▶ Technology can assist in the learning process.
- ▶ Individuals are responsible and accountable.
- ▶ Students will be prepared for their futures.
- ▶ Resources must be expended where they have the most impact.
- ▶ All school personnel are called to model Catholic values for students.
- ▶ Partnerships need to be developed with parents and community organizations to build capacity for student success.

Issues:

Issues taken into account in goal development:

- ▶ Maintaining a Catholic school environment.
- ▶ Improving standards of excellent achievement.
- ▶ Sustainable funding.
- ▶ Improving Aboriginal learners' opportunities and success through the FNMI programming.
- ▶ Creating a healthy lunch program.
- ▶ Recruiting bilingual speaking teacher assistants.

Trends that require consideration:

- ▶ Increasing dependence on schools for faith development.
- ▶ Increasing dependence of students on schools for social and emotional support.
- ▶ Fragmentation of the family unit.
- ▶ Growing numbers of students with special needs and English as a second language.
- ▶ Rapidly evolving technology and online services.
- ▶ Increasing health concerns because of inactive youth.

Promising Practices:

- ▶ Morning assemblies
- ▶ School masses and celebrations based on the liturgical calendar
- ▶ Student support (Pyramid of Intervention, FSLW, onsite Psychologist, Learning Coaches, SHP partnerships, Alberta Health Services Mental Health Capacity Project- Project PEACE, FNMI support)
- ▶ AISI involvement (6+1 Write Traits, DI, Assessment Procedures, Parent Involvement, Student Portfolios, technology integration)
- ▶ Maintaining and Enhancing Instructional Learning Team
- ▶ Maintaining strong Professional Learning Community
- ▶ School wide assessment procedure

Performance Measures

Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.

Outcome: Schools have a distinctive Catholic atmosphere.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents satisfied with the Catholic atmosphere of the schools.	99%	96%	100%	99%	98%		99%		
Percentage of parents who are Catholic and attend mass monthly.	59%	50%	62%	52%	51%		Na		
Percentage of non-Catholic parents who attend mass monthly at their church.	--	--	41%	44%	45%		Na		
Percentage of teachers who attend mass monthly.	91%	82%	87%	84%	78%		85%		

Comment on Results:

- Catholic atmosphere of the school still remains high as is seen in the Scholie Survey Results
- Continued promotion of family values, morning assemblies, close work with the Church (masses at school) could be part of this figure
- Emphasis on monthly masses tied to the Liturgical Calendar is an asset

Strategies

- Maintain and enhance classroom prayer corners (provide teachers with in-service on how to use these corners more effectively)
- Continue to promote active participation of Priest in the school
- Continue to have a parish liaison representative on School Council
- Maintain sharing responsibility for Sacramental Preparation
- Encourage staff to become active in Parish life
- Enhance and promote staff involvement in the faith formation team
- Bibles given to Kindergarten students at year end celebration

Outcome: Schools incorporate Catholic teaching into the school environment.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of teachers who are satisfied that Catholic Teaching permeates the school environment.	100%	93%	94%	100%	95%		97%		
Percentage of staff who participate in religious professional development.	92%	82%	94%	97%	95%		93%		

Comment on Results:

- Percentage of teachers satisfied with Catholic teaching permeating the school environment continues to be above division average. Possible explanations could be use of parish personal in and around the school. Increase in our focus of using prayer corners.
- Teacher Professional Growth plans are showing advanced faith formation goals.
- More teachers accessed religious professional development. Increase could also be due to providing funds for accessing SPICE and supporting religious PD through Faith Formation Committee.

Strategies

- Invite special guests in to school and classrooms to help foster permeation (John Kuran etc.)
- Focus on Faith Day message as it relates to permeation. Focus on the message at each staff meeting in weekly memos
- Continue to emphasize maintaining a positive Catholic (Christ Like) attitude when dealing with students, parents and staff
- Continue to focus on involving students in all aspects of the liturgical celebrations

Outcome: Schools work closely with parishes and families in the community.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents who are satisfied with the parish, the school and the family working closely together.	94%	95%	93%	96%	95%		95%		
Percentage of teachers who are satisfied with the parish, the school and the family working closely together.	88%	89%	94%	100%	85%		92%		

Comment on Results:

- Slight drop percentage of parents who are satisfied with the parish and school working closely together.
- Large drop in teachers who are satisfied with parish and school working closely together. Question will be raised at staff meeting as to why.

Strategies

- Promote and Provide opportunities for priest to become active in daily school life
- Continue to support and work with the parish on Sacramental Preparation
- Continue to promote parish events in school newsletter
- Kindergarten visits to Our Lady of Peace Parish
-

Outcome: Students value the spiritual and religious dimension of the school.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of students are satisfied with the spiritual and religious dimension of the school.			91%	95%	85%		90%		

Comment on Results:

- Decrease in students satisfaction with Catholic atmosphere of the school
- Slightly below division average
- Drop maybe result from principal administering questionnaire in the past and clarifying questions for students. This was not done this time.

Comment on Results:

Strategies

- Continue to engage students in religious activity- promoting Catholic values (SHINE, Altar Serving, Mass)
- Continue to focus on creating mass and celebrations using child friendly language
- Encourage staff to use chapel more in religious classes

Outcome: Students actively live their faith.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of Catholic grade 6 students who have Received the sacrament of First Communion.	100%	100%	55%	100%	70%		85%		
Percentage of students who attend Parish mass monthly.	76%	60%	70%	61%	63%		67%		

Comment on Results:

- No division averages for sacrament of first communion.
- Our students attend mass nearly as much as the division average

Strategies

- Continue to promote Catholic students involvement with Sacraments by communicating with the parish.
- Maintain a Christian service Component to the grade 4, 5 and 6 religion programs.
- Invite students to be part of music liturgy group for school and church
- Actively involve students in fundraising and praying for social justice causes (Jamaica campaign, Slave Lake etc.)

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Good Shepherd School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.3	95.5	92.6	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.6	88.5	88.8	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	94.6	95.0	96.1	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	86.8	88.0	88.6	79.3	79.1	78.0	High	Maintained	Good
		PAT: Excellence	19.4	11.5	15.7	19.6	19.4	18.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	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	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	83.8	81.5	86.9	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	91.4	91.8	89.3	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	84.9	91.4	92.8	79.9	80.0	79.4	Very High	Declined	Good
Continuous Improvement	Good	School Improvement	86.4	96.9	92.0	80.1	79.9	78.8	Very High	Declined	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.5	87.1	90.6	88.0	86.8	88%	High	Maintained	Good	89%		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.2	18.0	17.8	11.5	19.4	18%	High	Maintained	Good	19%		

Comment on Results

- Target of 88% for acceptable standard not met. However, we still surpassed the Provincial Standard
- Met and surpassed target of 18% for meeting standard of excellence- could be due to providing manpower and focus on excellence last year
- We continue to focus on literacy and math excellences
- ILT team continues to focus on improving instruction

Strategies

- Focus on Assessment for Learning as a strategy for improvement.
- Maintain and enhance Student Portfolios School Wide
- Maintain and enhance Pyramids of Intervention to help those students who need more time and support to be successful learners.
- Identify, track and plan for students who have the potential of achieving academic excellence
- Enhance strategies to focus on providing students with opportunities for curriculum enrichment. (flexible grouping, project based learning)
- Support and develop flexible groupings in language arts K-6
- Provide time for cooperative planning through grade level and cross grade level meetings.
- Support classroom teachers and students with implementation of Learning Coaches
- Continue to align language arts writing program (6+1 Write Traits) and hire consultant
- Continue to focus on reading comprehension in fiction and non-fiction
- Continue to support teacher professional development with the new math curriculum
- Continue to provide parent education of the new math and 6+1 Write Traits programs
- Enhance student academic support through lunch hour study hall
- Develop a culture of excellent writers by promoting writing excellence and displaying student work in newsletter, school and in published booklets (Polar Express)

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

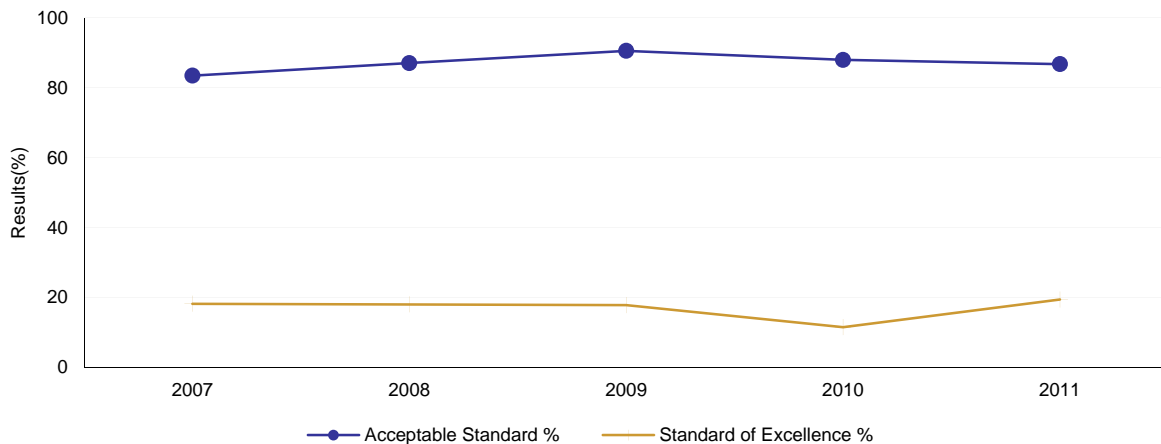
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	84.5	8.6	90.7	16.0	92.5	9.4	86.7	11.7	89.5	11.8	89	12
	Authority	84.8	14.7	89.8	16.0	82.2	7.9	85.8	17.6	86.3	11.3		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	90.9	27.3	100.0	25.0	84.0	0.0	92	18
	Authority	n/a	n/a	n/a	n/a	90.9	27.3	100.0	25.0	84.0	0.0		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.9	9.2	80	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.0	17.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	90.0	22.0	92.1	31.7	90.2	24.6	89.8	13.6	85.7	22.1	90	23
	Authority	88.8	14.3	86.7	20.4	85.2	13.7	82.9	15.1	84.1	16.9		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	School	75.0	0.0	75.0	0.0	100.0	12.5	92.9	0.0	96.4	21.4	88	22
	Authority	75.0	0.0	75.0	0.0	100.0	12.5	92.9	0.0	96.4	21.4		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.6	16.9	78	18
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.4	16.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	78.0	30.0	81.0	11.1	86.9	19.7	86.4	11.9	81.8	23.4	83	24
	Authority	79.5	19.9	78.9	19.4	75.8	16.5	71.4	15.6	74.1	21.7		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	57.6	1.7	72.7	14.3	73	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.5	13.0	67.2	13.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		

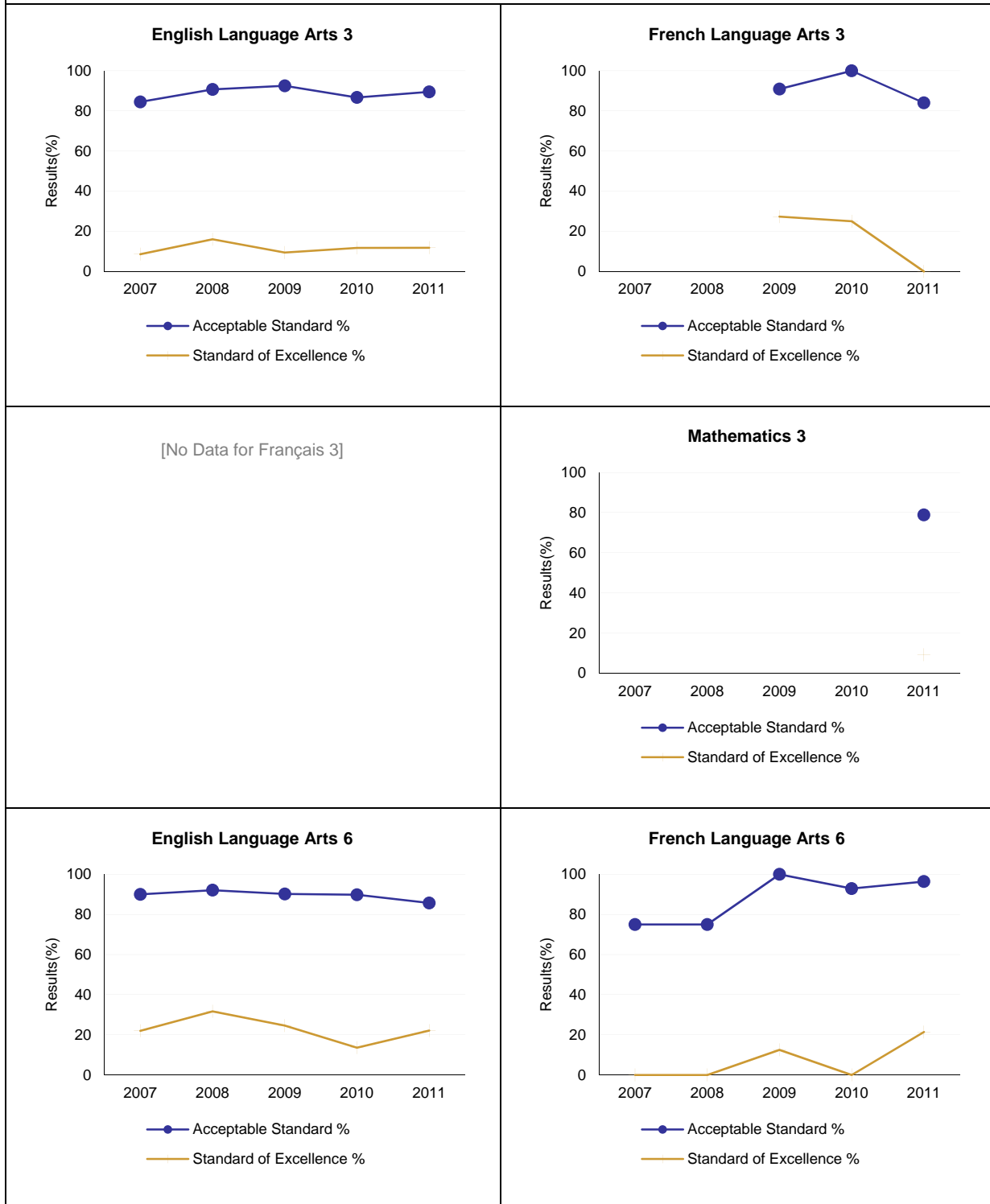
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** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

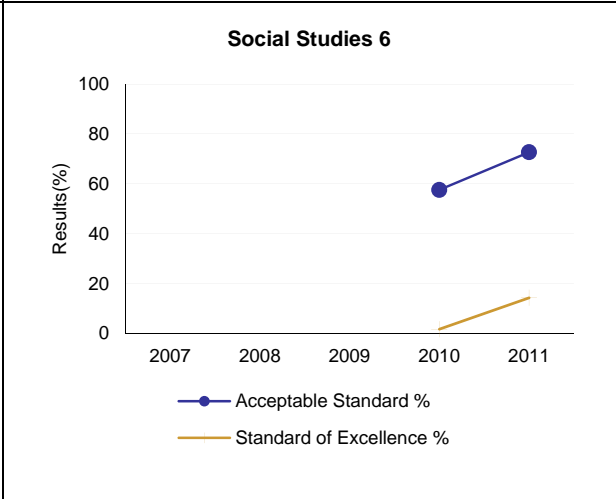
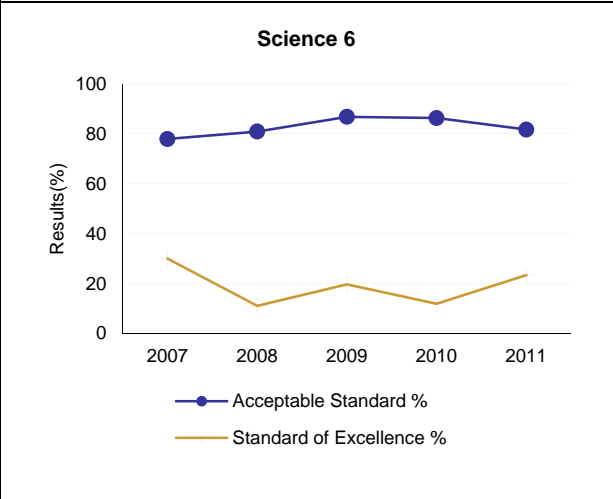
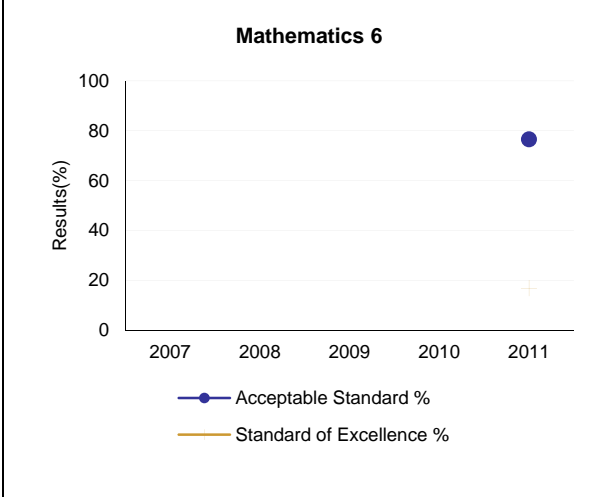
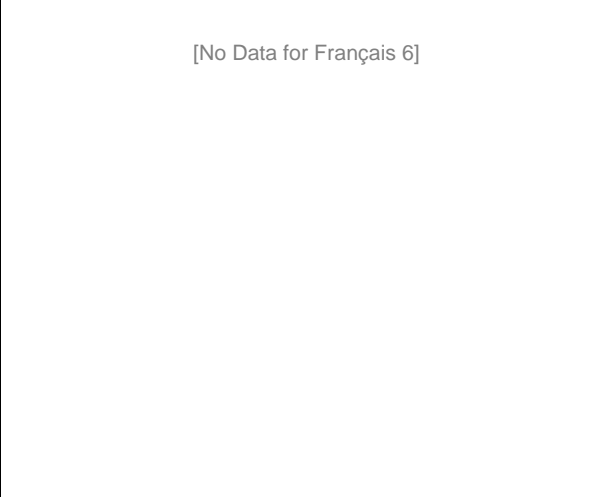
Graph of Overall Provincial Achievement Test Results



Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Good Shepherd School						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Maintained	Good	76	89.5	63	89.9	42,944	81.8	42,052	81.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	76	11.8	63	12.4	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	Declined	n/a	25	84.0	19	95.5	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	Declined Significantly	n/a	25	0.0	19	26.1	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	77	85.7	61	90.7	43,433	83.0	43,646	82.1
	Standard of Excellence	High	Maintained	Good	77	22.1	61	23.3	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	High	Maintained	Good	28	96.4	15	89.3	2,635	89.4	2,307	89.2
	Standard of Excellence	High	Improved	Good	28	21.4	15	4.2	2,635	17.1	2,307	15.3
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	77	81.8	61	84.8	43,441	76.2	43,534	76.0
	Standard of Excellence	Intermediate	Improved	Good	77	23.4	61	14.2	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Improved	n/a	77	72.7	59	57.6	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved Significantly	n/a	77	14.3	59	1.7	43,537	18.5	43,601	16.4

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.9	88.3	87.7	91.8	91.4	91%	Very High	Maintained	Excellent	92%		
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.6	94.3	84.8	81.5	83.8	85%	High	Maintained	Good	85%		

Comment on Results

- Satisfaction with active citizenship decreased slightly. Target was surpassed
- Satisfaction with behaviours that will make students successful at work improved slightly. Target was not met.

Strategies

- Promote healthy lifestyles in schools.
- Support Catholic values to encourage vocations.
- Maintain life skills programs for students in need
- Promote and institute playground leadership team
- Encourage and support student teacher to complete practicum at Good Shepherd School
- Promote good work habits (organization, work ethic, agenda use, time management)
- Provide work related experience to students in grades 4-6 (hot lunch, milk sales, cross walk guarding)
- Educate our parents about school based job related skills that can be used in the work force.

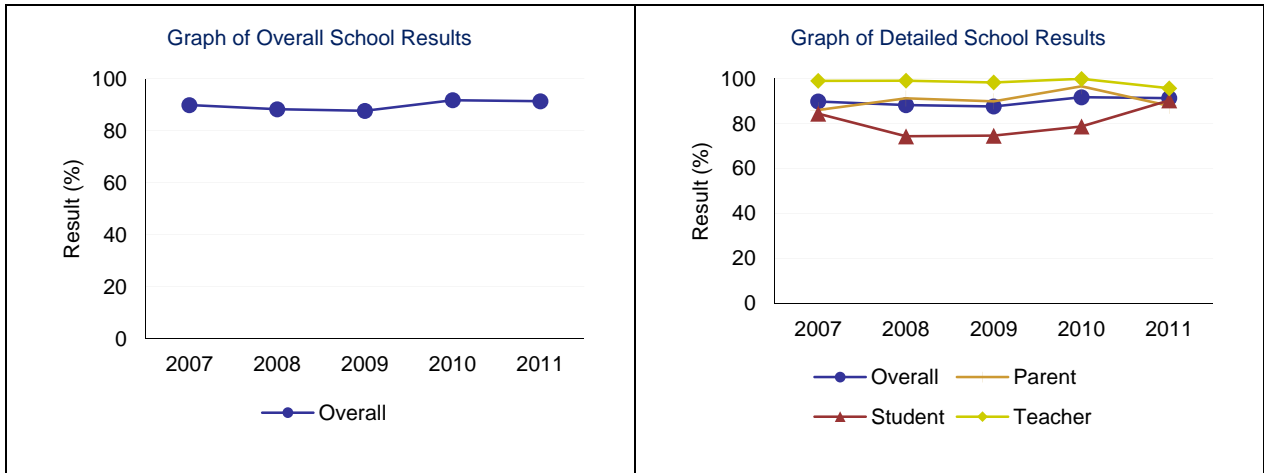
Strategies

- Permeate Catholic teaching throughout curriculum.
- Teach values through religion program and Knights of the Month Program.
- Sustain safe and caring programs.
- Involve students in community service projects (Hair for a Cure, Development and Peace, Food Bank, AMA Cross Walk Guards, Jump Rope for Heart and Terry Fox etc.)
- Educate parent and promote our school based citizenship activities through newsletter and PowerSchool
- During Education Week invite mayor and council in to talk to students about citizenship
- Promote and emphasize using the word citizenship to describe participation in school activities

Citizenship – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	89.9	88.3	87.7	91.8	91.4	74.9	76.9	75.5	81.1	79.1	76.6	77.9	80.3	81.4	81.9
Teacher	99.1	99.2	98.4	100.0	95.8	85.9	87.7	82.5	91.0	87.2	89.9	90.6	91.8	93.0	92.7
Parent	86.1	91.3	90.0	96.7	88.0	72.1	79.2	77.9	81.1	78.6	72.6	74.7	77.4	78.5	78.6
Student	84.5	74.4	74.7	78.8	90.4	66.5	63.8	66.1	71.0	71.4	67.1	68.5	71.8	72.7	74.5

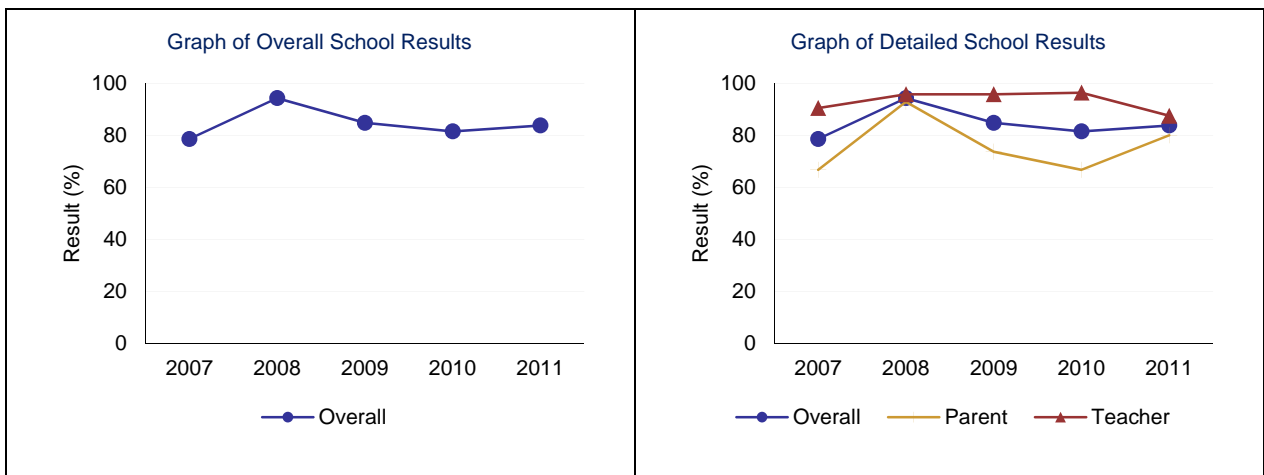


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentages 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.6	94.3	84.8	81.5	83.8	82.1	84.1	74.6	80.9	78.3	77.1	80.1	79.6	79.9	80.1
Teacher	90.5	95.8	95.8	96.4	87.5	92.6	87.9	86.5	87.7	80.6	89.2	89.3	88.9	90.0	89.6
Parent	66.7	92.9	73.7	66.7	80.0	71.5	80.3	62.7	74.2	76.1	65.1	70.9	70.2	69.8	70.6



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
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.	83.1	90.1	87.9	88.5	87.6	88%	Very High	Maintained	Excellent	89%		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.5	96.4	96.8	95.0	94.6	95%	Very High	Maintained	Excellent	96%		
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.	93.0	89.8	92.5	95.5	93.3	95%	Very High	Maintained	Excellent	95%		

Comment on Results

- Maintained our excellent standing nearly meeting all targets
- Consistently are trying to improve safety through running programs (Olweus, Playground Buddies, Virtues Project, Roots of Empathy, Crossing Guards)
- Fine Arts are targeted through lessons, during assemblies and through inviting groups to perform (Albert Opera, attended French play at Ecole Quatre Vignets)

Strategies

- Continue to expose students to a variety of fine arts, health, technology and physical education experiences (Christmas concert, music alive program, Grande Prairie Art Gallery, Music Festival, Alberta Opera, Francofolk, Author Tours, Student Health Symposium, Carnival Spring Band and Music Concerts, etc.)
- Educate and promote fine arts experiences to parent, through newsletter, Power school and website.

Strategies

- Maintain and enhance assessment for learning focus.
- Maintain membership in French Resource Center in Grande Prairie and promote use of resources
- Provide appropriate support for students with special needs (academic counseling, library services, Peace Country Health Services, Learning Coaches and FCSS.)
- Continue to actively involve parents in the decisions of the school.
- Continue to build and maintain partnerships with outside agencies (Sagitawa Friendship Center, Peace Country Health, CASE, etc.)

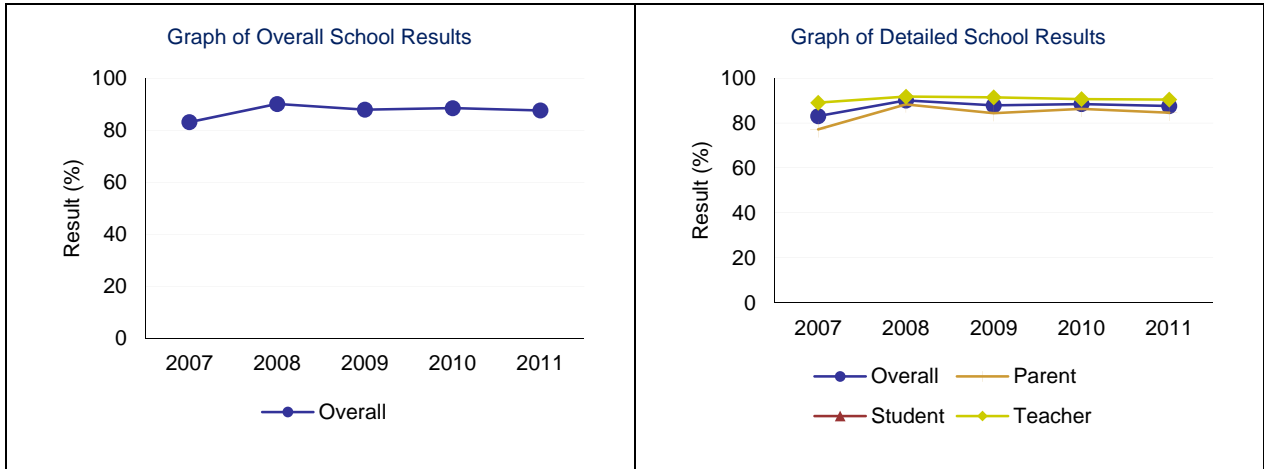
Strategies

- Maintain and enhance Olweus Bully proofing Program and promote within the student body
- Develop and implement playground buddy program
- Reestablish Character Education programming
- Continue Roots of Empathy Program (Grade One)
- Develop and promote and support Family School Liaison and Project PEACE Programs
- Hired Behaviour Management Consultant to work part-time in the school through money from SHP

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	83.1	90.1	87.9	88.5	87.6	76.0	75.0	72.7	78.2	77.3	78.5	79.4	80.3	80.5	80.9
Teacher	89.1	91.8	91.5	90.7	90.5	83.3	80.1	77.0	84.5	81.9	85.7	86.4	86.8	87.7	87.6
Parent	77.2	88.3	84.4	86.3	84.6	76.0	78.3	75.6	77.8	80.8	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	n/a	n/a	68.8	66.7	65.7	72.2	69.2	72.9	74.1	75.3	75.9	76.9

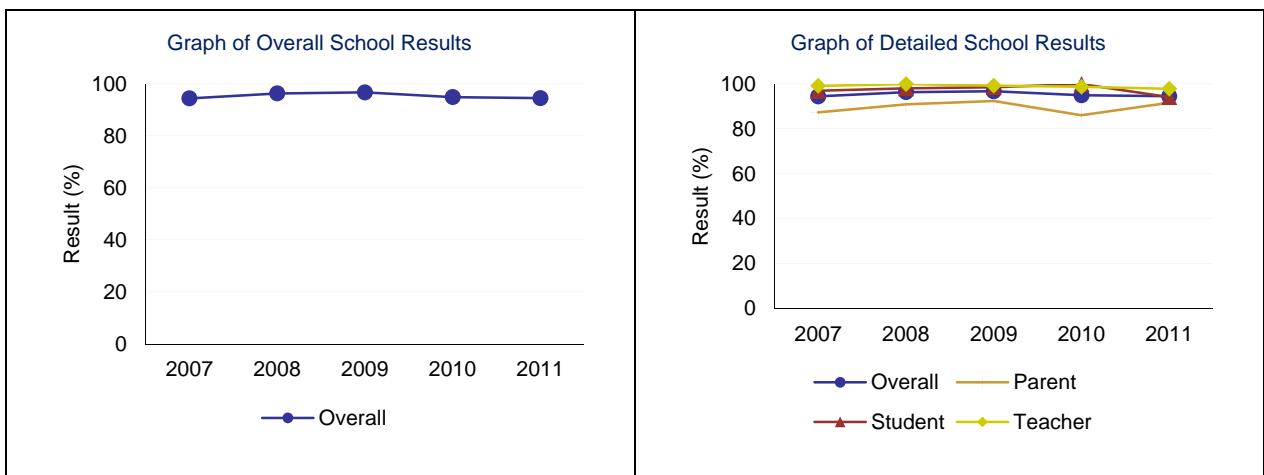


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	94.5	96.4	96.8	95.0	94.6	87.7	86.8	88.7	90.7	88.8	87.6	88.2	89.3	89.2	89.4
Teacher	99.2	100.0	99.3	98.8	97.9	93.0	91.8	91.9	94.3	93.6	94.7	94.9	95.3	95.6	95.5
Parent	87.4	91.0	92.5	86.1	91.7	82.1	84.0	86.1	87.8	86.1	81.8	83.0	84.4	83.9	84.2
Student	97.0	98.1	98.6	100.0	94.2	88.0	84.6	88.1	90.2	86.7	86.4	86.6	88.3	88.2	88.5

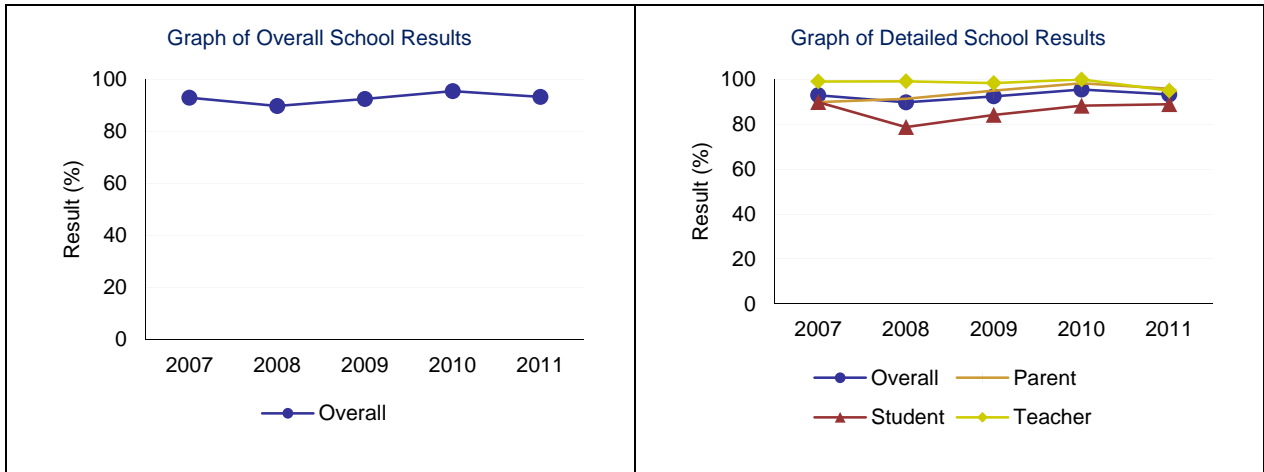


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	93.0	89.8	92.5	95.5	93.3	84.9	84.5	86.0	87.8	87.9	84.2	85.1	86.9	87.6	88.1
Teacher	99.1	99.2	98.4	100.0	95.0	91.3	92.6	90.2	93.4	93.4	92.6	93.1	93.8	94.4	94.5
Parent	89.9	91.4	95.0	98.3	95.9	82.3	85.0	87.9	88.1	89.3	81.7	83.2	85.3	86.1	86.6
Student	89.9	78.8	84.2	88.3	89.0	81.0	75.9	79.9	81.9	80.9	78.5	79.1	81.7	82.2	83.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.0	93.8	93.3	91.4	84.9	91	Very High	Declined	Good	91		
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.	89.2	86.6	92.6	96.9	86.4	96	Very High	Declined	Good	91		

Comment on Results

- Change may be result of change in demographics-
- Stake holders may not be aware of division or school improvements
- Communication may need to be improved to ensure stakeholders know what changes are taking place

Strategies

- Make school council aware that they can meet with Trustees on an annual basis.
- School maintains partnership with neighbouring schools outside of our division by engaging in open dialogue and sharing resources such as cultural activity invitations
- School appointed media relation.
- School continues to maintain partnerships with RCMP, Peace Regional Anti-Bullying Committee, Alberta Health Services- Mental Health and Addiction Services, Peace Health Region, Child and Family Services and FCSS.
- IPP parent Goal setting worksheets
- Encourage and support parents to be part of child's learning team (IPP Goal Setting, Review of Portfolios, Student lead interviews)
- Enhance communication with parents through Parent Portal

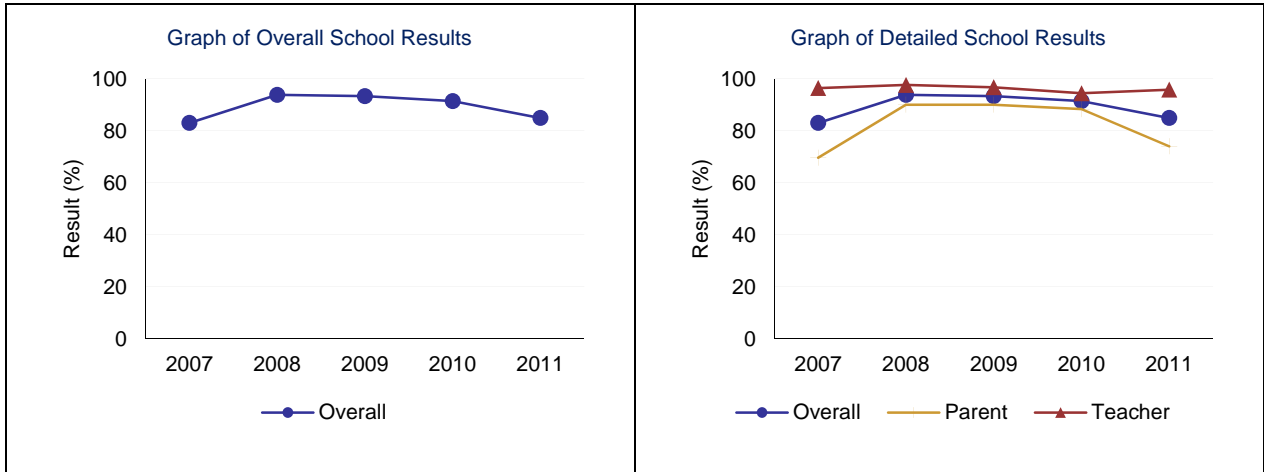
Strategies

- Continue to promote parental awareness of improvement plans.
- School celebrates school success (Blue Day)
- School involved in division initiatives

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	83.0	93.8	93.3	91.4	84.9	79.2	81.7	74.9	81.2	80.2	77.5	78.2	80.1	80.0	79.9
Teacher	96.4	97.6	96.7	94.4	95.8	85.1	84.3	79.8	87.8	83.5	87.1	87.5	88.0	88.6	88.1
Parent	69.6	90.0	90.0	88.3	74.0	73.3	79.0	69.9	74.6	77.0	67.9	69.0	72.2	71.3	71.7

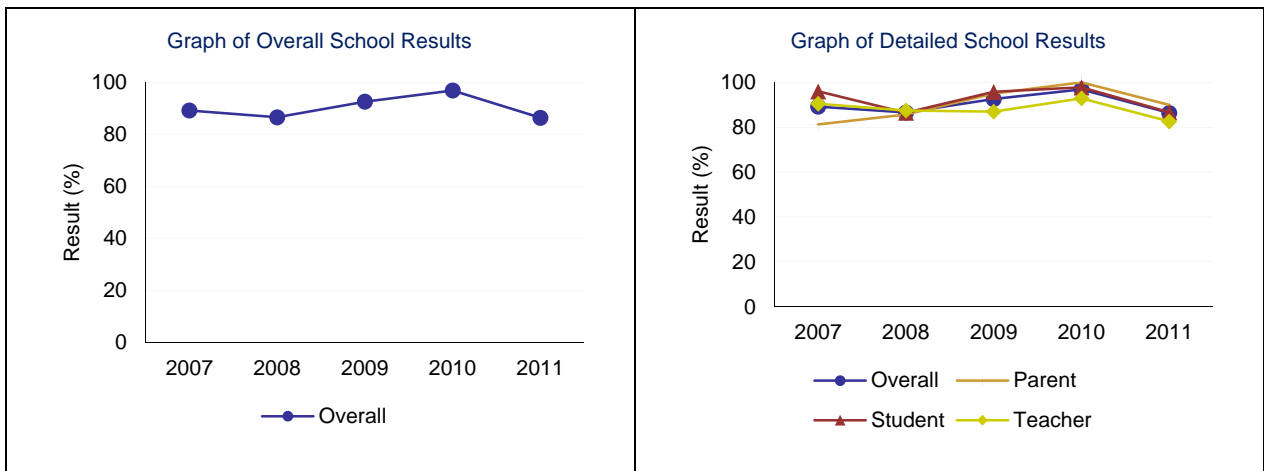


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School Improvement – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	89.2	86.6	92.6	96.9	86.4	80.0	81.9	77.7	83.5	81.1	76.3	77.0	79.4	79.9	80.1
Teacher	90.5	87.5	87.0	92.9	82.6	79.3	81.4	77.5	86.6	86.1	74.5	75.6	78.2	80.8	80.1
Parent	81.3	85.7	95.0	100.0	90.0	77.9	84.6	75.9	75.0	75.4	75.1	75.9	78.1	77.0	77.3
Student	96.0	86.5	95.8	97.8	86.7	82.8	79.8	79.8	89.0	81.7	79.3	79.5	81.8	81.8	82.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: Key learning outcomes for FNMI students improve. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans)

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013			2011	2012	2013
Elementary completion rates of self-identified FNMI students tracked from Kindergarten to grade six.	100%	100%					100%	100%	
Comment on Results: <ul style="list-style-type: none"> 100% of FNMI students who were registered in our school in Kindergarten completed grade six. 									
Strategies <ul style="list-style-type: none"> Support student learning via active participation of FNMI worker in academic programs Maintain strong support and home communication through FNMI worker Develop and enhance celebration of cultural activities in the school (Hand Games, Elder Visits, Cultural Dancing, etc.) Cultural sensitivity training maintained and enhanced 									

Performance Measure	School Results		School Results		Targets					
	2010 Acceptable	2010 Excellence	2011 Acceptable	2011 Excellence	2011 A	2011 E	2012 A	2012 E	2013 A	2013 E
Overall percentage of self-identified FNMI students who achieved the acceptable and excellence standards on provincial achievement tests.	81.1%	13.3%	77.1%	8.6%	82%	14%	83%	15%	84%	16%
Comment on Results: <ul style="list-style-type: none"> Good Shepherd Students outperformed the provincial averages in all categories Results may be lower because support came from Non-certified instructor Previous year results also show Good Shepherd School outperforming the provincial averages in all areas Increased FNMI resources and focus on FNMI academics and cultures in school and curriculum 										
Strategies <ul style="list-style-type: none"> Maintain and enhance Pyramid of Interventions to help those students who need more time and support to be successful learners. Implement strategies in school improvement plans with a focus on providing students with opportunities for curriculum enrichment. Continue to focus on reading SMART goal FNMI worker to actively support student learning in the classroom FNMI worker will maintain close contact between school and home FNMI worker will identify at risk students for Mentorship 										

**Good Shepherd Professional Development Plan
2011/2012 – DRAFT**

CERTIFIED STAFF	SUPPORT STAFF
Wednesday Oct 5th, Thursday Oct 6th	Thursday Oct 6th
<p>Language Arts Consultant with Edmonton Public Schools, Irene Heffel will be at Good Shepherd School to guide teacher's through grade level workshop sessions for assessing the school wide writing prompt, HLAT (Highest Level of Achievement Test) in Writing.</p> <p>½ Day Substitute Coverage for each Teacher to work in their PLC groups, with Irene.</p>	<p>Language Arts Consultant with Edmonton Public Schools, Irene Heffel will be at Good Shepherd School to guide teacher's assistants through a PD session on "Working with Difficult Writers"</p> <p>1:30pm-2:30pm, Staff Room</p>
Monday, Feb 28th/11	
<p>8:30 - Faith Formation/Culture Activity 8:50 – 12:00 Choice A – First Aide Training Choice B – Assessment For Learning Cross Grade PLCs (Div I, Div II) 12:00-1:15 –Lunch 1:15-3:15 – Choice A – First Aide Training continued... Choice B – Assessment For Learning Cross Grade PLCs (Div I, Div II) 3:15-3:30 – Wrap-up & Closing Prayer</p>	<p>8:30 - Faith Formation/Culture Activity 8:50–12:00 – Choice A – First Aide Training Choice B – T.A. PLC, CUME Review & Case Studies with Sue Long 12:00-1:15 – Lunch 1:15-3:15 – New Math Curriculum Workshop 3:15-3:30 – Wrap-up & Closing Prayer</p>
Monday, March 28th/11	
<p>8:30 - Faith Formation/Culture Activity 8:50 – Staff Meeting 12:00-1:15 –Lunch 1:15-3:15 - Topic A – Olweus Training Refresher Topic B – <i>Only for staff who attended Olweus Refresher on Oct 17/11</i> - 21st Century Learner – Portfolio Updates</p>	<p>8:30 - Faith Formation/Culture Activity 8:50 – Staff Meeting 12:00-1:15 – Lunch 1:15-3:15 – Olweus Training Refresher 3:15-3:30 – Wrap-up & Closing Prayer</p>

3:15-3:30 – Wrap-up & Closing Prayer	
April - ??	
<p>TBA</p> <p>Language Arts Consultant with Edmonton Public Schools, Irene Heffel will be at Good Shepherd School to guide teacher’s through grade level workshop sessions for fostering Excellences in Writing.</p> <p>½ Day Substitute Coverage for each Teacher to work in their PLC groups, with Irene.</p>	<p>Guest Speaker : ??</p> <p>Depression in Children/Youth</p> <p>OR</p> <p>Guest Speaker : ??</p> <p>Strategies for Working with Students with Tourette’s Syndrome</p>