

**Combined Annual Education Results Report
(AERR) and Three Year Education Plan for
2017-2020**



Table of Contents

Table of Contents	2
Accountability Statement	3
Message from the Board Chair; Mission, Vision, Values	4
Profile & Demographics	5
Strategic Priorities	6-7
Accountability Pillar Overall Summary	8
Accountability Pillar Overall Summary FNMI	9
Whistleblower Protection	10
Religious Education – “Showing the Face of Christ to All”	11
<i>District Outcome 1</i> –Enhancement of Catholic Education	12-13
<i>Outcome 1</i> –Alberta’s Students are Successful	14-18
<i>Outcome 2</i> – The Achievement Gap between First Nations, Métis and Inuit Students and all other students is eliminated	19-21
<i>Outcome 3</i> –Alberta’s Education System is Inclusive	22-23
<i>Outcome 4</i> –Alberta has excellent Teachers, School & School Authority Leaders. ...	24-25
<i>Outcome 5</i> –The Education System Is Well Governed & Managed	26-27
Learning Services	28-37
Measures, Exam Results, Priorities	
Diploma Examination Results	38-42
Achievement Evaluation	43
High School Completion Rate	44
Drop Out Rate	45
High School to Post Secondary	45
Rutherford Eligibility Rate	46
Diploma Examination Participation Rate	47
Citizenship and Work Preparation	48
Life Long Learning and Program of Studies	49
Provincial Achievement Results	50-54
Achievement Evaluation	55-56
Program of Studies / Parental Involvement	57
Education Quality / Safe and Caring	58-59
School Improvement	59
Progress, Priorities & Summary	60
Finance	
Financial Summary, Statement of Operations	61
Budget Allocation by Program	62
Summary of Net Assets	63
Summary of Facility and Capital Plans	64-65
Parent Involvement & Communication	66
Weblinks & Approval	67

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2017 for Medicine Hat Catholic Separate Regional District No. 20 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained with the Education Plan to improve student learning and results.

The Board approved this combined 2017 – 2020 Annual Education Results Report school year on November 27, 2017.



Board Chair: Mr. Dick Mastel



Superintendent of Schools: Mr. Joe Colistro

Message from the Board Chair

I am privileged to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our Catholic Schools are schools of hope committed to meeting the needs of all students. In our mission of Showing the Face of Christ to All we work closely in partnership with our families, schools and parishes. This partnership which serves to build community is at the cornerstone of why we exist.

The Board of Trustees is very proud of the work that is done each and every day in our schools. Our Three Year Education Plan and Annual Education Results Report serve as a tool to communicate our goals and strategies to our stakeholders.

The District priorities for 2017-2018 focuses on OUR FAITH, to enhance our Catholic identity. ENHANCE STUDENT LEARNING THROUGH ACTIONS that reflect the values of INCLUSIVE EDUCATION. Ensure every student is successful through LITERACY AND NUMERACY. Support student learning through the use of TECHNOLOGY. Provide a CONTINUUM OF SUPPORT for the MENTAL HEALTH and wellbeing for students, parents & staff.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued loved and within a safe and caring environment.

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Dick Mastel, Board Chair

Mission Vision Values

Our Mission

In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students.

Our Vision

A Gospel-centered community committed to Learning excellence, Christian service, Living Christ

Motto

Showing the Face of Christ to All

Our Values

We believe that Catholic education is a ministry that is at the heart of the Church.

In our ministry, we value and celebrate

- Teaching and living our Catholic faith
- Our Catholic traditions
- Our ability to offer a full range of educational programs for all students
- The uniqueness of each child (that each child is special)

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ, Prayer, Service, Strive for Excellence, Build Community

A Profile of the School Authority

Medicine Hat Catholic Board of Education is a publicly funded School District with approximately 2500 students in 9 schools.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our School District ensures the integrity and enhancement of Catholic Education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering Liturgies, Masses, and many Celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our District offers quality Catholic education with a focus on Academic Achievement and Success for all Students. We serve the communities of Medicine Hat, Redcliff, Dunmore and surrounding areas.

Our schools operate as Professional Learning Communities through School Success Teams that promote Effective Schools in Safe and Caring environments. We offer strong core Academic Programming, diverse and inclusive Fine Arts programming, French Immersion, Comprehensive Co-curricular Programming and Academy Programming in Fine Arts and Sports.

Demographics

- Enrolment **2547** students ECS - 12
- **134.76** Full Time Equivalent Certified Teachers; **156.5** Full Time Equivalent Support Staff
- **9** Schools
 - **4** Elementary Schools K – 6
 - **1** Elementary School K – 5
 - **1** French Immersion Single Track Elementary School K – 6
 - **1** Middle School 7 – 9 Fine Arts Academy/English & French Immersion Dual Track
 - **1** Middle School 6 – 9 Sports Academy
 - **1** High School 10 – 12 English & French Immersion Dual Track
- **45** of our students study English as a Second Language (ESL)
- **100** FNMI student population

Strategic Priorities

The Medicine Hat Catholic Board of Education is committed to creating a culture of continuous improvement through the implementation of District Strategic Priorities. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the District and align with the Provincial Annual Education Results Report.

Medicine Hat Catholic Board of Education held a series of Strategic Planning sessions. The Strategic Planning sessions provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the District. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration, teachers and parents.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop District Strategic Priorities. The Strategic Priorities are the focus for the MHCBE 3 year plan (2017-2020) and for School Based Annual Plans for the 2017-2018 school year.

Developing School Education Plan Priorities

Each priority includes strategies for implementation at the District and school level and provides outcomes for what success looks like. This year Schools will be presenting their Education Plan to stakeholder groups. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School District.

5 *Strategic Priorities for 2017-2018*



District & School Priorities

Strategic Priority #1

To enhance Catholic identity.

Strategic Priority #2

To enhance student learning through actions that reflect the values of Catholic education.

Strategic Priority #3

To develop a Literacy & Numeracy Initiative to ensure every student is successful.

Strategic Priority #4

To develop a vision for the use of technology to support student learning.

Strategic Priority #5

To provide a continuum of support for the mental health and well-being of parents, students and staff.

MentalHealthSupport
Technology
InclusiveEducation
Numeracy
LiteracyFaith

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Medicine Hat CSRD No. 20			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	Safe and Caring	89.4	90.2	91.0	89.5	89.5	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	80.0	78.4	79.5	81.9	81.9	81.5	High	Maintained	Good
	Education Quality	91.9	91.0	92.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.0	1.2	0.9	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	85.4	88.3	86.7	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.0	84.6	85.2	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	18.7	20.1	19.7	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.0	83.9	84.7	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	23.4	19.7	20.9	22.2	21.2	21.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	57.0	56.5	58.0	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	70.6	67.1	67.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	69.5	62.4	66.6	57.9	59.4	59.3	Very High	Maintained	Excellent
	Work Preparation	86.0	83.8	82.8	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	84.1	85.2	86.2	83.7	83.9	83.6	Very High	Declined	Good
Parental Involvement	Parental Involvement	80.6	83.6	83.4	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	83.2	85.8	85.6	81.4	81.2	80.2	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. 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.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Combined 2017 Accountability Pillar FNMI Summary

Measure Category	Measure	Medicine Hat CSRD No. 20 (FNMI)			Alberta (FNMI)			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	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.4	3.1	2.9	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	66.7	100.0	83.0	53.6	50.2	47.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.4	64.9	71.7	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	11.1	10.6	10.7	6.7	6.3	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.7	88.0	88.9	77.1	76.1	76.3	High	Maintained	Good
	Diploma: Excellence	14.3	8.0	12.2	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	33.3	37.5	35.4	21.8	20.7	20.3	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	71.4	42.9	42.9	34.2	31.9	31.9	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	87.6	48.8	48.8	31.8	33.5	33.3	Very High	Improved	Excellent
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. 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 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Whistleblower Protection

A commitment to the value of stewardship within Medicine Hat Catholic Board of Education is the promise that we respect and protect Gods' creation; we ensure that our resources and efforts best serve the needs of all our students; we are accountable to our supporters and will operate in a fiscally responsible manner; we ensure that decisions are both fact and policy driven; we support and provide processes which promote fair and objective decision making through a Catholic perspective; and we are open and transparent.

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta.

Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: PUBLIC INTEREST DISCLOSURE (*Whistleblower Protection*) ACT resulting as a result of Section 32 of the *Public Interest Disclosure Act* (2013).

Link to Administrative Procedure 420:

<http://new.mhcbe.ab.ca/docs/library/Administrative%20Procedure%20420%20Public%20Interest%20Disclosure%20November%202013.pdf>

Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Number of Inquiries: 0

Number of Complaints: 0

Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.

Religious Education- "Showing the Face of Christ to All"

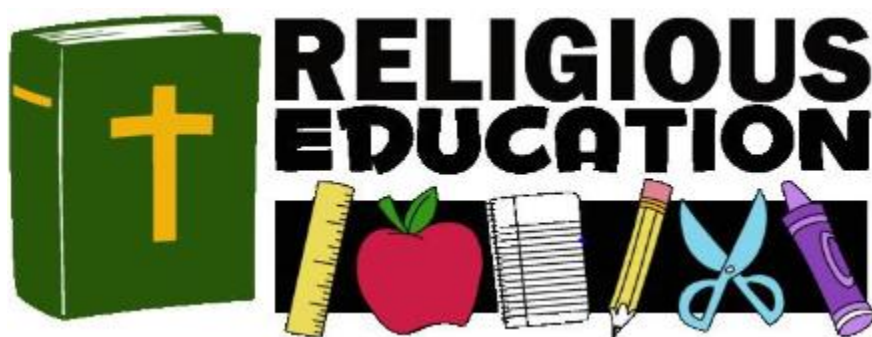
The Medicine Hat Catholic Board of Education is an inclusive learning community uniting home, parish and school and is rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

We are dedicated to ensuring that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person. We believe in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good.

This year our theme is *"I have the strength for everything through Him who empowers me."* This focus helps us to understand that God is with us to nourish us and give us the strength to make a difference in our community. We have been given the mission to spread our faith to the youth, and it is through our daily living and everyday actions that they come to understand God's love.

We are reminded of Pope Francis' message that we need enthusiasm, joy, hope, community, love, vigour and the Gospels in order to be empowered by God. We also need to examine the gifts that each of us have to offer in our various stages of life and how we can reconnect with each other – especially with our young people.

Catholic education invites each one of us – parents, students, teachers, principals, support staff, trustees, clergy, supervisory personnel, parishioners, to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society.



District Outcome 1: The Enhancement of Catholic Education

Outcomes	Measures	Results							
				Evaluation			Targets		
		Current Result 2017	Previous 3-Yr Avg	Achievement	Improvement	Overall	17/18	18/19	19/20
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes	Percentage of Teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	89.6	86.6	Very High	Improved	Excellent	86.5	87	87.5
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	94.3	94.3	Very High	Maintained	Excellent	94.5	95	95.1
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	88.7	86	Very High	Improved	Excellent	86.5	87	87.5
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality, and Parental Involvement. 3) Strategies listed for this outcome will serve to improve our overall results.									
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer	86.6	85.2	High	Improved	Good	85.5	85.6	85.7
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school	82	84.5	Very High	Declined	Good	84.5	84.6	84.7
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Education Quality and Citizenship.									

<i>District Strategies</i>	<i>Indicators of Success</i>
1. Parish-School standing committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. Two administrators become a parish council member at each of the parishes.	Greater understanding of the role of the relationship between parishes and schools.
2. Deepen the understanding of how to permeate Catholic Core values into curriculum. Each school will have the opportunity to be provided with a permeation session on PD Fridays.	Teachers are aware of how to permeate Catholic Core values into the curriculum. Increased survey results for teachers agreeing that Catholic faith and values are permeated throughout our school curriculum.

**Authority: 4501 Medicine Hat Catholic Board of Education - ANNUAL EDUCATION RESULTS REPORT (AERR)
& Three Year Education Plan 2017-2020**

3. Highlight each school's involvement in service projects and provide the parish community with opportunities to participate and connect with the schools.	Each month one school will be featured in the parish bulletins and announcements. Each parish priest shares a message in school newsletters about themselves and/or the parish community.
4. A web portal with resources to support faith in the home, school and parish will be posted on the parish and school websites.	Grade 1, 2 and 3 parents access a variety of resources that connect the home, school and parish. District web page contains links to numerous Catholic resources to support and nurture the faith of staff.
5. Full-day school retreats will provide students and staff with opportunities to connect with God through prayer, music, and games.	Students and staff develop a closer relationship with God through prayer and music.
6. Grade 5 and 6 Retreats that connect to the religious education curriculum will be held at Holy Family Parish. Students will join the parish community in a Eucharistic celebration. Volunteers from the parish help with the retreat.	Staff feel confident delivering the religious education curriculum drawing upon related experiences provided in the retreat. The retreat will be followed by an evaluation to ensure that it is successful.
7. Bible Liturgy for all grade 4 students at Holy Family Parish on September 28th. Parish priests and deacons preside over the Liturgy. Schools are encouraged to invite parents to the Liturgy. Each grade 4 student receives a Bible blessed by the parish priests. Bibles are purchased with funds donated by the parish community on Catholic Education Sunday.	Students are more aware of the bible and the contents and how to use it in their daily life.
8. Staff gather to celebrate a District-wide Mass twice a year.	A District wide Mass held on September 1 st and again on March 16 th
9. Meet with middle school and high schools 5 times a year to find ways to increase student engagement in Catholic Education.	Student engagement and participation is evident in school and parish based Catholic activities such as masses, celebrations and social justice.
10. Grade level PLC meetings to support implementation of grade 3 curriculum. A full day workshop to be held in the spring for grade 4 and 5 teachers in anticipation of implementation of the new curriculum using print and digital resources..	Grade level meetings provide support and direction for Teachers. Teachers demonstrate increased confidence in delivering the curriculum.
11. Highlight the relationship between parishes and school communities on November 5th - Catholic Education Sunday through video and a message from trustees at all masses.	Parishioners will be aware of the parish/school relationship and the ways we work together.
12. Religious Coordinator facilitates social justice projects i.e. Birthday Bags (Women's Shelter), Baby Bundle We Care Kits (Pregnancy and Support Centre), Care packages for the homeless. In junior and senior high, teachers focus on integrating social justice issues into school curriculum using materials from Development and Peace.	Students are aware of local, national and international needs and how as Catholics we are called to provide support.
13. Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE.	One teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers provide financial assistance from the Education Foundation (standing item)
14. Board and Leadership Retreat to enhance our understanding of the challenges facing Catholic education.	A retreat will be held for trustees, resulting in a deeper understanding of the challenges facing Catholic Education.
15. District Faith Day: <i>I have the strength for everything through Him who empowers me.</i> (Philippians 4:13)	Staff feel renewed and empowered in their vocation as an employee in Medicine Hat Catholic.
16. To continue to foster support for inclusive communities.	Administration and Staff understand the Catholic teaching of inclusion and dignity of life and feel supported.
17. Review of the MHCBE Mission and Vision statement. Mission and Vision statement provide clarity and direction for the development of District Strategic Priorities for the 2018-2019 school year. Central Office senior admin, administrators, teachers, support staff, and parents from the Parents Association and trustees participate in the Mission and Vision review and the Strategic Planning session.	A clear Mission and Vision statement is developed and articulated that reflects the core values of the District. The Mission and Vision statement is used to develop District Strategic Priorities for the 2018-2019 school year.
18. Investigate the benefits and role of a District School Chaplain for the 2018-19 school year.	A District School Chaplain is viewed as a valuable addition to the MHCBE and direction is taken to include the position in the 2018-19 school budget.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.8	82.2	87.9	83.9	83.0	84	Intermediate	Maintained	Acceptable	84.5	85	85.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.6	20.8	22.1	19.7	23.4	23.5	Very High	Maintained	Excellent	24	24.5	25

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	84.7	84.4	87.2	88.3	85.4	86	Very High	Maintained	Excellent	86.5	87	87.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.7	1.0	0.6	1.2	1.0	1.0	Very High	Maintained	Excellent	1.0	1.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	68.6	68.3	69.1	62.4	69.5	70	Very High	Maintained	Excellent	70.5	71	71.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	67.1	70.6	71	n/a	Maintained	n/a	71.5	72	72.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	56.7	48.5	59.5	56.5	57.0	57.5	High	Maintained	Good	58	58.5	59

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. 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.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.0	88.2	85.1	85.2	84.1	85	Very High	Declined	Good	85.5	86	86.5
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.	83.1	84.2	80.5	83.8	86.0	86.5	High	Maintained	Good	87	87.5	88

Notes:

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

<i>District Strategies</i>	<i>Indicators of Success</i>
1. MHCBE is committed to providing support classrooms at all levels to help with both academic struggles and sensory/emotional regulation. These support spaces are designed as tools to keep students engaged in their learning. They are also places where students can build relationships and develop social skills to foster a safe and caring environment.	Children will be in a "Just Right" state for learning as evident by the training of Teachers and staff and also by children gaining an awareness of their sensory needs. Improvement in the SAFE and CARING and STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
2. A District PD plan will provide monthly PD for staff. PD will include District organized, school organized, Teacher PLC and personal PD for Teachers.	Positive feedback from staff on evaluation of PD activities. Number of PD events attended by teachers. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
3. Continue district professional development around self-regulation, Violence Threat Risk Assessment (VTRA), Supporting Individuals through Valued Attachments (SIVA) and complex communication needs.	Increase numbers of administrators, teachers and learning assistants participating in professional development sessions either for first time certification or being recertified.
4. Establish a Literacy/Numeracy Committee consisting of one representative from each school, a school-based Administrator, a Kindergarten Teacher, and a representative from senior administration. The committee will meet on eight occasions.	A Literacy/Numeracy Plan will be developed.
5. Organize a District PD day on literacy across the subject disciplines.	Keynote speakers will present on the importance of life long literacy, and literacy across the subject disciplines. Each school will prepare a literacy plan indicating objectives, tasks, success criteria, a time frame and a list of resources to achieve the goals set by literacy committee.
6. Evaluate elementary tools for assessing and benchmarking literacy and numeracy. Engage schools in developing strategies for students who are struggling and succeeding.	Programs will be introduced at each school for students to provide support ensuring success in literacy and numeracy. Schools will assess students in grades 1-6 to benchmark levels in literacy and numeracy.
7. Offer PD opportunities for teachers on student assessment and benchmarking through SAPDC.	Schools will assess students in grades 1-6 to benchmark levels in literacy.
8. Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled grouping etc.)	A response to intervention will be implemented to support students at all grade levels.
9. New position- Inclusive Learning Consultant. Supporting students with complex needs from Early Learning to Grade 12 including transition to adult and community services post-graduation.	Families are connected and students are supported with appropriate services bridging the gap between school and community.
10. Implement a multidisciplinary team to deliver integrated case management. This team will consist of the District's Inclusive Learning Consultant and Occupational Therapist and a Speech Language Pathologists. This team will work closely with the RCSD Low Incidence team to support our most complex students.	A collaborative team approach is developed and teachers and administrators are confident in meeting the needs of complex learners.
11. Implement new Individual Support Plan System (Dossier) district-wide.	All teachers will utilize the system to identify and support the needs of all learners.
12. Elementary schools will continue to support students through the Collaborative Planning Circle process.	Student, teachers and families are engaged in solution focused meetings.

School (teacher, administration, specialists, learning assistants) and school-linked teams (Speech Language Pathologists, Occupational Therapist, and Mental Health) meet monthly to respond to student needs.	
13. Senior Administration working closely with the District Leadership team review DIP's, PAT's results.	Review provides direction to enhance instruction in the areas identified.
14. Partner with Medicine Hat College for Career & Technology Foundation option.	Career & Technology Foundation options are available for middle school students at the Medicine Hat College.
15. Offer a wide variety of programming including Alberta Distance Learning, CyberSchool, Off-Campus programming in Work Experience and Registered Apprenticeship Program.	Diversity in program offerings provide opportunities for all students to be engaged in learning and successful in their chosen career path.
16. Complete a review of the Work Experience and Registered Apprenticeship Program of Monsignor McCoy High School to ensure student needs are met effectively.	The findings of the review will facilitate effective planning of the program. Improvement is shown in the PROGRAM OF STUDIES and WORK PREPARATION Accountability Pillar Results.
17. Develop protocol to facilitate effective transitions between elementary and middle school and middle school and high school.	Protocol will be developed that provides opportunities for schools to work together to provide smooth transitions.
18. Review changes to age of access to determine potential impact to learning, finances and staffing.	Review provides consideration for program implementation. Early learning staff feel prepared for the adjusted age of access.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.6	87.1	83.9	84.6	84.0	84.5	High	Maintained	Good	85	85.5	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.0	20.7	18.4	20.1	18.7	19	Intermediate	Maintained	Acceptable	19.5	20	20.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

Strategies	Indicators of Success
1. Provide professional development in key learning areas including engagement, self –regulation, relationships and literacy.	Professional Development provided in key area leads to improvement in SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
2. Senior Administration working closely with the District Leadership team review DIP's, PAT's results.	Review provides direction to enhance instruction in the areas identified. Improvement in STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
3. Provide intake, assessment and instructional support to our ESL Students.	All ESL coded students will be tracked and benchmarked to inform Teacher planning.
4. Provide PD opportunities for teachers on student assessment and benchmarking through SAPDC.	All grade 1-6 students in elementary schools will be benchmarked a minimum of two times per year to assess reading levels. Improvement in the EDUCATION QUALITY Accountability Pillar Results.
5. District planning committee reviews the Ministry of Education District Technology Report, District Technology survey results, best practices from other Districts and begins development of a defined five-year plan for technology in the district.	The Plan reflects policy directions of the Learning and Technology Policy Framework Policy Direction 1 : Student-Centered Learning Policy Direction 2 : Research and Innovation Policy Direction 3: Professional Learning Policy Direction 4: Leadership Policy Direction 5: Access, Infrastructure and Digital Learning Environments. Technology Committee established and regular meetings held. A five year plan is developed and implemented for the District. Improvement in the PROGRAM OF STUDIES Accountability Pillar Results.
6. Create a Technology and Learning Plan which considers both IT and learning/educational technology requirements and strategies. Integrate the technology plan with the District Three Year Education Plan. The Learning and Technology Policy Framework (LTPF) will provide leadership and strategic direction for the Technology Plan through the five policy directions.	Teachers within the District are increasingly using technology to support student learning. A follow up technology survey shows and increase in the use of technology by staff to enhance learning.

<ul style="list-style-type: none"> • Student-Centered Learning • Research and Innovation • Professional Learning • Leadership <p>7. Access, Infrastructure and Digital Learning Environments</p>	
<p>8. Research on the most promising ways of using technology to improve student achievement:</p> <ul style="list-style-type: none"> -condition of facilities, -available technology (including cost), and <p>9. -potential professional development opportunities and requirements.</p>	<p>Research is completed on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.</p>

Outcome 2: The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	54.5	85.6	64.7	64.9	64.4	65	Very Low	Maintained	Concern	65.5	66	66.5
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.5	15.6	5.9	10.6	11.1	11.5	Low	Maintained	Issue	12	12.5	13
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	96.3	86.1	92.6	88.0	85.7	88	High	Maintained	Good	88.5	89	89.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	25.9	13.9	14.8	8.0	14.3	14.5	Intermediate	Maintained	Acceptable	15	15.5	16

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. 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 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome 2: The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	67.5	82.4	66.7	100.0	66.7	80	Intermediate	Maintained	Acceptable	80.5	81	81.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	5.5	0.0	3.1	4.4	3	Intermediate	Maintained	Acceptable	2.5	2	1.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	48.8	87.6	87.6	Very High	Improved	Excellent	88	88.5	89
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	42.9	71.4	71.5	n/a	Improved	n/a	72	72.5	73
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	56.3	41.2	33.3	37.5	33.3	40	Low	Maintained	Issue	41	42	43

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome 2: The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

<i>Strategies</i>	<i>Indicators of Success</i>
<p>1. The District continues to building community with the District FNMI student and parent population by funding a 0.4 FTE FNMI support Teacher. In consultation with Learning Services the supports will include:</p> <ul style="list-style-type: none"> • Providing resources for Families, Parents and Teachers • FNMI Life Skills Sessions • Promotion of Healthy Active Living Culturally • Liaise and assist Students, Staff and Parents in acknowledging heritage and traditions 	<p>Band information, post-secondary information, tutoring information and community support for families and parents is provided. Teachers are provided academic resources, team collaboration in core subjects to integrate FNMI material.</p> <p>Students meet individually for cultural resiliency, self-esteem support from FNMI Support Teacher. Improvement in the FNMI Accountability Pillar Results.</p>
<p>2. Strengthen knowledge and understanding of First Nations, Métis and Inuit perspectives among all students; provide First Nations, Métis and Inuit learners with culturally relevant learning opportunities.</p>	<p>English and Language Arts Teachers integrate FNMI novel materials. Unit study and lesson development in key subject areas integrate FNMI heritage. Social Study Teachers integrate enriching material provided by FNMI Support Teacher in lessons. Improvement in the FNMI Accountability Pillar Results</p>
<p>3. Support teachers in applying foundational knowledge about First Nations, Métis and Inuit. FNMI Support teacher works with the District to ensure all teachers are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.</p>	<p>A Professional Development FNMI session is provided for Teachers. Staff are aware of FNMI support services provided and training is provided around FNMI history and culture. Improvement in the FNMI Accountability Pillar Results.</p>
<p>4. FNMI Support Teacher works with the District to provide cultural openness, innovative ideas, leadership and collaboration.</p>	<p>A Professional Development FNMI session provided for Teachers with FNMI students in their classroom. Staff are aware of FNMI support services provided. Improvement in the FNMI Accountability Pillar Results</p>
<p>5. Increase focus and support for FNMI students at the high school level. FNMI support teacher will act as a graduation coach for FNMI students. This includes tracking attendance and marks. Facilitate access to community academic supports including Medicine Hat College Drop-in Tutor program and information for post-secondary resources. Graduating students meet to discuss post-secondary information on bursaries and scholarships. Meetings are held with parents and families in assisting with ban status registry processes.</p>	<p>Improvement in the FNMI Accountability Pillar Results.</p>
<p>6. The District will send out communications to parents prior to registration explaining the advantages to the District of parents self-identifying FNMI status.</p>	<p>Parents respond to mailed information. Communication continues via personal meetings, email and phone calls.</p>
<p>7. Continue to engage the District in celebrations to create FNMI cultural awareness including Orange Shirt Day and Heart Gardens.</p>	<p>Students and staff are engaged in cultural awareness activities.</p>

Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	91.3	92.7	90.1	90.2	89.4	90	Very High	Declined	Good	91	92	93

Notes:

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

<i>Strategies</i>	<i>Indicators of Success</i>
1. Support students by providing mental health counselling in schools. Implement new school liaison counsellor role in two elementary schools.	Appropriate services and supports are provided in a timely manner. Improvement in the SAFE and CARING Accountability Pillar Results.
2. MHCBE is committed to facilitating student mental wellness within a tiered support model in collaboration with community systems of care. Building mental health awareness, literacy, and expertise and addressing the challenge of stigma are key priorities. Emphasis is on the alignment of existing resources and strengthening community partnerships through collaborative communication, respect for confidentiality and the promotion of a shared language.	Mental Health Strategic Plan is initiated and actions are implemented within Schools resulting in students being successful. Mental Health Strategic Priorities are achieved: Tiered supports in coordinated systems of care Enhance connection, communication and collaboration. Improvement in the SAFE and CARING Accountability Pillar Results.
3. Communities Coming Together Project is part of the provincial Mental Health Capacity Building Initiative to support students by providing mental health promotion and prevention education.	CCT continues working toward teaching staff, student and families how to promote wellness in themselves and others.
4. Develop and implement "Safe Intervention with students" Administrative Procedure.	Schools are equipped to handle emergent situations and utilize support spaces appropriately. Self-regulation support plans are developed collaboratively with all stakeholders. Improvement in the SAFE and CARING Accountability Pillar Results.
5. The <i>Our SCHOOL</i> survey is provided annually for students in middle and high schools. Results provide valuable information for future planning. A focus in the current school year will be placed on mental health and addiction issues as an outcome of the previous years' results.	Schools will use data to plan supports for students.
6. Learning Support Classrooms in Elementary, Junior High and Senior High Schools.	Learning Support Behavior Support Classrooms are provided in each school. Their effectiveness is closely monitored by Learning Services and school personnel. Improvement in the SAFE and CARING Accountability Pillar Results.
7. Provide annual training in Violence Threat-Risk Assessment (VTRA) in collaboration with Alberta Health Services and MH Police Service.	Trained personnel in every school who effectively respond and conduct VTRA's as required. Improvement in the SAFE and CARING Accountability Pillar Results.
8. Introduce Nutrition program - support the creation of school environments that promote wellness and facilitate healthy lifestyle choices for staff and	Students, teachers, parents, caregivers and community members have the opportunity to learn more about: <ul style="list-style-type: none"> • the importance of choosing and preparing healthy foods

students. Support healthy eating choices as per the Alberta Nutrition Guidelines for Children and Youth.	<ul style="list-style-type: none"> the importance of reading food labels access to Alberta's food resources <p>Providing children with a healthy and varied meal and unique opportunities for social interaction develop a sense of community.</p> <p>A child who starts the day with breakfast or is provided a nutritional lunch is more likely to be at school, willing to participate in the classroom, and be a more successful learner.</p> <p>Nutrition program leads to Improvement in the SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.</p>
9. Continued PD related to the impact of stress and anxiety on brain function and learning.	District wide professional development opportunities relative to brain functioning and learning provide knowledge for staff on ways to identify and reduce the impact of stress.
10. Develop a philosophy that serves to foster the Catholic spirit of athletics. <ul style="list-style-type: none"> Form an athletics ad hoc committee to address the priority of fostering the Catholic spirit of athletics in Medicine Hat Catholic Schools. Include Coaches, Admin, Parents, Board and Senior Administration. Develop a Code of Conduct for coaches, student-athletes and parents. 	A philosophy of athletics is developed and shared with all stakeholders within the Medicine Hat Catholic School community.
11. School Resource Officers, in collaboration with the MH Police Service, are present in schools.	School Resource Officers work closely with schools resulting in Improvement in the SAFE and CARING Accountability Pillar Results.
12. Work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program).	Encouraging Positive Informed Choices program is implemented within schools. Improvement in the SAFE and CARING Accountability Pillar Results.
13. Focus on District wide Occupational Health & Safety Program (OH&S) Program for all schools.	An Occupational Health and Safety program is developed and shared with the District Leadership Team (DLT). DLT work closely with their school communities to meet the requirements outlined in the program.
14. Continue to in-service staff in <i>Go-To-Educator</i> Training.	Teachers will be better able to assess students struggling with mental health. Teachers will also know where to gain support. Improvement in the EDUCATION QUALITY Accountability Pillar Results.
15. Implementing a Staff Wellness Initiative – “ <i>Not Myself Today</i> ”.	Teachers and support staff will be better equipped to identify and find support for positive mental health. Improvement in the SAFE and CARING Accountability Pillar Results.
16. International Education – Introduce and develop an international education program that creates a better understanding of internationalization and creates opportunities for students and staff to be part of a broad and rich learning experience at home and abroad.	Staff and students are more aware of global opportunities. A balanced approach is fostered where opportunities that improve global opportunities are identified including programs such as receiving international students, developing school partnerships, language programs and encouraging exchange programs for staff and students. Improvement in the PROGRAM OF STUDIES Accountability Pillar Results.
17. Build an integrated early childhood development, learning and care system with Community and Social Services, Children's Services and Health by aligning programs and services to meet the needs of children and families.	Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results.

Outcome 4: Alberta has excellent Teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.6	80.9	79.3	78.4	80.0	81	High	Maintained	Good	82	83	84

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

<i>Strategies</i>	<i>Indicators of Success</i>
1. Teachers are aware of the ministerial order on student learning. Greater emphasis is placed on the development of cross-curricular competencies. Instruction is more student-focused, less prescriptive, and built on a foundation of literacy and numeracy	Increase in performance measure in the STUDENT LEARNING ACHIEVEMENT and PARENTAL INVOLVEMENT Accountability Pillar Results.
2. The development of Professional Learning Communities (PLC's) will focus on District priorities, Alberta Education Initiatives and on the success for every student. Professional Learning Communities (PLC's) will meet several times a year.	Improvement in STUDENT LEARNING ACHIEVEMENT and CONTINUOUS IMPROVEMENT measures in the Accountability Pillar Results.
3. Participation of Teacher(s) with the Technical Expert Group on the Alberta Curriculum Development team.	A Teacher represents the District on the Expert Group on the Alberta Education Curriculum Development team.
4. PD Opportunities for Teachers and support staff include District wide opportunities in relationships, brain development, anxiety and Supporting Individuals through Valued Attachments (SIVA).	Improvement in the SAFE and CARING and SCHOOL IMPROVEMENT Accountability Pillar Results.
5. Focus on instructional leadership for District's leaders. District Leadership Team have regular professional discussions on instructional leadership. Review and discuss implementation of the proposed Teacher Quality Standard with Principals and Teachers.	Administrators gain an understanding of the definition of instructional leadership. Through collaboration administrators will demonstrate an understanding of the Principal Quality Standard and the Teacher Quality Standard as set out by Alberta Education. This will be done during district leadership professional development. Improvement in EDUCATION QUALITY and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
6. Review the Notre Dame Sports Academy and St. Mary's Fine Arts Academy to ensure effective programming and delivery.	Review is conducted on the Academy's program currently being offered. Outcomes and recommendations are discussed with key stakeholders.
7. Continue to monitor the transition of French Immersion students from elementary school to middle school and middle school to high school. French immersion teachers create a transition plan to maximize the number of students successfully moving from elementary school to middle school, and middle school to high school.	Monitor and review provides direction for best practices of French Immersion program.

8. Review the success of placing a part-time French Immersion teacher at Monsignor McCoy High school to foster support for the program.	Report is provided outlining the outcomes, pros, and cons of providing a designated French Immersion teacher at Monsignor McCoy High School. Recommendations are provided.
9. Enhance focus on the Fine Arts. a) Increase Fine Arts activity in the District through specialist support in the high school Fine Arts program. b) Create an ad hoc Fine Arts committee consisting of one volunteer from each school c) Create a District Fine Arts yearly calendar to outline each schools performances and activities; calendar will be posted on the website	Improvement in the PROGRAM OF STUDIES measure in the Accountability Pillar Results.
10. Create community classroom opportunities for elementary and middle school students to enhance the Educational experience using District specialists.	Improvement in the PROGRAM OF STUDIES measure in the Accountability Pillar Results.
11. Provide a workshop for grade 7, 8 & 9 teachers on the Fourth R Curriculum – Catholic. This program will support the teaching of relationship knowledge and skills in the health curriculum.	Junior high schools will promote healthy youth relationships by building the capacity of schools and communities.

Outcome 5: The education system is well governed & managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	82.8	84.5	86.4	85.8	83.2	84	Very High	Declined	Good	85	86	87
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.7	83.2	83.2	83.6	80.6	82	High	Maintained	Good	83	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.7	92.6	92.7	91.0	91.9	92	Very High	Maintained	Excellent	92.5	93	93.5

Notes:

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

<i>Strategies</i>	<i>Indicators of Success</i>
<p>1. Social Media Awareness & Integration</p> <p>1.1 Continue to educate stakeholders of social media presence</p> <p>1.1.1 Facebook, Twitter, Instagram and YouTube</p> <p>1.1.2 Integration of 31 social media platforms at the School and District level</p> <p>1.2 Continue to foster relationships with community partners including; Parents, Staff, Parish, the Media, Government bodies including MLA's, Legislature, Alberta Education, ACSTA, ASBA, and Diocese of Calgary through the use of social media.</p>	<p>Stakeholder's engagement increases on all social media platforms.</p> <p>Public bodies and stakeholders endorse MHCBE content through social media platforms by Sharing, Liking, and Retweeting posts.</p> <p>Improvement in the PARENT INVOLVEMENT and CONTINUOUS IMPROVEMENT Accountability Pillar Results.</p>
<p>2. Parish Communications</p> <p>2.1 Continue highlighting Catholic education in Parish Bulletins</p>	<p>School programming and activities will be highlighted are on a regular basis. Stakeholder engagement is increased, creating connections between Schools, Home & Parish.</p>
<p>3. Continue to utilize the slogan "It All Starts Here"</p> <p>a. Branding with Key Messages and Social Media icons will be integrated into all Advertising and Marketing from MHCBE</p> <p>b. Expand the scope of the Zooming-In Annual Publication by continuing to integrate information relevant for stakeholders including French Language, Blackfoot, FNMI and Religious Education.</p>	<p>Advertising, Marketing & Public Relations exhibit consistent messaging.</p> <p>Uniformity in messaging connects stakeholders to the School District by creating platforms with reliable and consistent and timely information. Stakeholders find value and feel connected to the District.</p> <p>Improvement in the PARENT INVOLVEMENT and CONTINUOUS IMPROVEMENT Accountability Pillar Results.</p>
<p>4. District and School Websites continue to share high level content and focus on integrating consistency through the use of Banners, Latest News and overall presentation.</p>	<p>District and School websites have a consistent design and layout uniformity demonstrating an effective communication strategy that aligns with the District Strategic Priorities.</p> <p>Improvement in the CONTINUOUS IMPROVEMENT Accountability Pillar Results.</p>

5. The Communications Plan will serve as a guide to achieve the communication goal of the District, <i>“to enhance communication and increase public profile around the value of Catholic education”</i> .	Communication goal aligns with the annual District Strategic Priorities.
6. A Communications Work Plan will be developed to track and plan implementation of communication strategies throughout the year. The plan will be shared with Schools.	The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
7. Social Media Guidelines will continue to serve as protocol to support the integration of social media District-wide.	Social Media Contributors at the District and School level are educated on best practices for integrating social media.
8. <i>“School Messenger-Communicate”</i> was integrated across devices and platforms as a tool for urgent and important messages from MH Catholic schools. The tool is utilized as part of the District’s Emergency Protocol response.	Stakeholders will experience real time and seamless communication across multiple devices and platforms.
9. Hour Zero is adopted as the Emergency Preparedness Program platform for MHCBE to prepare for and respond to emergencies. Staff are in serviced on the language and protocols within Hour Zero.	The District will utilize a uniform response system when responding to Crisis. Emergency preparedness and planning has a direct impact on the Improvement in the SAFE and CARING Accountability Pillar Results.
10. Continue to educate and build a culture of awareness relating to Emergency Response Protocol Guidelines. Develop a standard communication methodology for crisis response.	Stakeholders are aware of the Emergency Response Protocol Guidelines and the District and School response to an emergency. Clear, accurate and timely information is provided to all stakeholders in the event of an emergency.
11. Implement a “how did you hear about us” question or query on the student registration form and employment application forms.	The “how did you hear about us” responses will be used as an evaluation tool to adopt practices that better engage with stakeholders.
12. Integration of high level video content as a communication tool; a. Promotional video to highlight program areas including academy programming in Fine Arts & Sports; Early Learning; Nutrition Program; b. Feature videos highlighting special events & celebrations including Nationally recognized days; Alberta Education Initiatives including Orange Shirt Day, Education Week	Stakeholders will have a visual experience of programs offered in the Schools. Stakeholders will find value both the real-time experience of events & celebrations and the inventory of video available on social media.
13. MHCBE will work collaboratively with our Alberta Health Partners to deliver specialized services including Mental Health, Physical therapy, Speech Language Pathology and others. Members of senior administration will serve on executive and leadership committees for Regional Collaborative Service Delivery (RCSD).	Students will receive equitable and sustainable service delivery in the region. Services will be seamless and timely in their support of student needs.
14. Collaboration with our Southern Alberta Professional Development Consortium (SAPDC) partners to support staff and PLC groups.	Staff participate in Professional Development.
15. Develop a long term capital plan that would allow the district to develop a sustainable vision for the future.	A three and ten year plan is developed and approved by the Board of Trustees.
16. Trustees for MHCBE are educated on school goals and priorities through school presentations.	Trustees have an awareness of school goals and priorities to better understand the culture of the schools.
17. Stakeholder engagement - Meet with stakeholders to discuss School Education Plans and topics of interest and the ANNUAL EDUCATION RESULTS REPORT (AERR). Four meetings per year.	Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.



MHCBE Mental Health Strategic Plan

A tiered integrated approach to the continuum of mental health support.

“Essential for some. Good for all.”



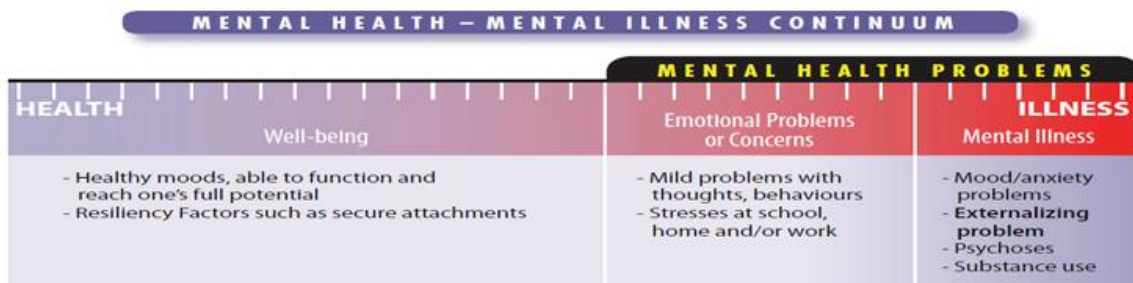
*To support learning and development
by enhancing the mental health
and well-being of students,
families and staff.*

What is Mental Health?

Mental health includes all aspects of human development and well-being that affect an individual's emotions, learning, and behaviour. MHCBE believes that mental health is more than just the absence of illness, and encourages development and maintenance of positive mental health for all students and staff.

Mental Health – Mental Illness Continuum

Mental health exists along a continuum from illness to health. We all find ourselves somewhere along this continuum, and where we are can vary over time, depending on life circumstances and predispositions. We can move back and forth along the continuum, although at times we may need support in order to do so. The mental health continuum helps us understand how we can support students no matter where they are on the continuum. The goal is to always move individuals toward the well-being side of the continuum.





Values and Commitments...

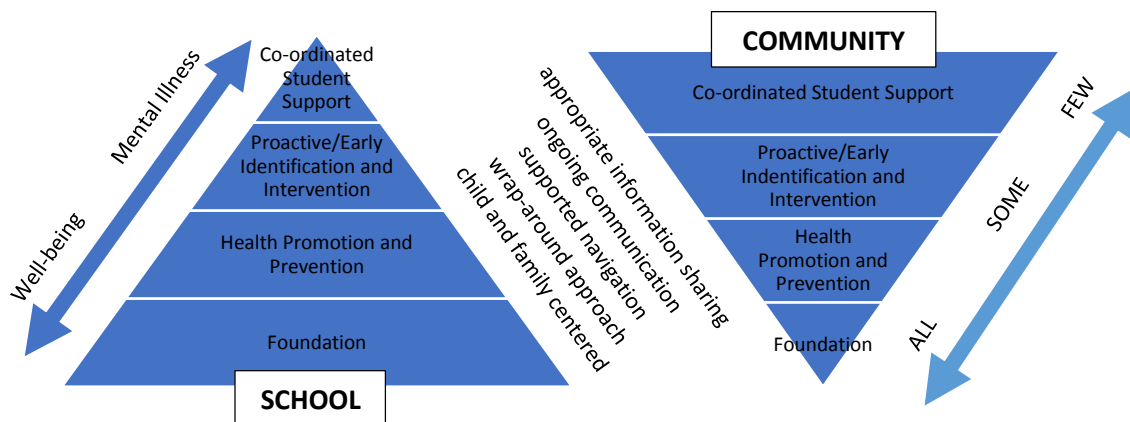
- We are committed to the successful implementation of the Mental Health Strategy priorities and establishing the organizational conditions to support it.
- We understand the connection between mental wellness and student achievement.
- We are committed to optimizing learning and well-being for all students to achieve excellence.
- We value the collaborative relationships that MHCBE staff have with students, parents/guardians and our community partners.
- We continue to consult with all stakeholders to hear all voices on the implementation plans for the Mental Health Strategy so that it can be inclusive and meaningful to all.
- We support a tiered approach to service delivery.



Strategic Priority 1

Tiered Supports in Co-ordinated Systems of Care

MHCBE is committed to facilitating student mental wellness within a tiered support model in collaboration with community systems of care. Building mental health **awareness**, **literacy**, and **expertise** and addressing the challenge of **stigma** are key priorities. Emphasis is on the alignment of existing resources and strengthening **community partnerships** through collaborative communication, respect for confidentiality and the promotion of a shared language.



Within our continuum of supports framework, a student's strengths and capabilities are supported as necessary by resources in their natural and school networks and more formal supports are enacted based on their profile.

Schools have a vital role to play in a full system of mental health care. This role involves creating caring schools and classrooms, building self-regulation, executive function and social emotional learning skills, and helping to identify and respond to students in need of early intervention. Our role is most focused on promoting mental health and well-being for **ALL** students through universal approaches.



We can also help to identify **SOME** students with, or at risk for developing, mental health problems through targeted skill-building and referrals to mental health support teams. Our schools support targeted students through enhanced doses of skill development as a form of preventive intervention. This may include things like social-emotional skill building with behaviour assistants or anxiety management sessions with Alberta Health Services mental health staff that



are placed in our schools. Our schools also support targeted students by implementing reasonable educational adjustments to the curriculum, learning environment, attendance and disciplinary procedures.

With the assistance of professionals with mental health expertise, we can lend support to the **FEW** students who require more intensive intervention while at school, ideally working in partnership with involved community agencies. MHCBE administrators, learning services staff and school mental health professionals can serve a crucial role with our most vulnerable students through program planning, co-ordinating integrated plans, supporting initial assessment, crisis response, transitions to, through, and from community services, and ongoing consultation and support in the school and classroom.



Communities Coming Together (CCT) is a mental health capacity building initiative within MHCBE schools that works to promote positive mental health in children, youth, families and support individuals in the community who interact with children and youth. This initiative is based on research and best practice literature that demonstrates that mental and emotional wellbeing can be developed, nurtured and supported through promotion and prevention efforts. CCT staff currently work in every school in our division.

The MHCBE Mental Health Strategic Plan honours the work already being done in our system and community in the area of mental health and well-being and seeks to continue to...



...create empowering inclusive healthy academic, physical, spiritual, and social environments for all students, staff, and families.



...provide classroom, school, and division wide strategies to build student, family and staff regulation, resiliency, and positive mental health.



...build skills and provide supports amongst students, family and staff who are vulnerable through collaboration, connection, intervention, and programming.



...increase co-ordination and communication with community in order to improve overall outcomes for students, families, and staff with complex health needs.

Mental health is everyone's business!



Strategic Priority 2

Enhance Connection, Communication & Collaboration

When schools have strong connections to a range of community organizations and supports families are more likely to use them, and students are more likely to be successful no matter where they fall on the continuum. On the well-being end of the continuum, evidence shows that good relationships with family, friends and the wider communities enhance well-being. Connecting to community enhances social support systems and a good social support system is important for both students and their families. On the other end of the continuum, integrating services produces more effective outcomes. Our focus is on both formal and informal supports. By combining integrated formal services with strengthening interpersonal relationships and utilizing other social and community resources that are available in the family's network, we support the development of the social support system that students and families may need when more formal supports and services end.

Everyone plays a part in the brain story. None of us can build strong brain architecture on our own. By working together, we can support all children, youth and families to foster better health and wellness across the lifespan.



There is evidence that **two-generation support approaches**, those that provide direct supports to parents alongside high-quality learning programs for children, have positive outcomes for both. Achieving break-through outcomes for children experiencing significant adversity requires that we work with the adults who care for them through mentoring and coaching (rather than simply providing information and support).

Parenting success is strongly linked to positive mental health for children.

Informal family and individual support networks are important to positive mental health. Opportunities exist within formal services and supports that can help parents, families, and individuals build their own **healthy informal support network**. With some families and individuals, intentional planning and/or facilitation may be needed to tap into these opportunities.



Religious and Faith-based communities provide a spiritual, social and personal sense of connectedness not always found in other forms of community. The communities have an important role to play in the healthy and holistic development of young children. They help parents (and teachers) introduce a dimension of human development that goes beyond the brain and body, by providing a starting point for moral development in children and youth.

MHCBE is committed to fostering and developing connections to and partnerships with a wide range of community organizations and supports including, but not limited to, the following...

"One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn't as individuals. When we pool our strength and share the work and responsibility, we can welcome many people, even those in deep distress, and perhaps help them find self-confidence and inner healing."

(Jean Vanier, *Community and Growth*)

Community CONNECTION



Community Services

McMan Parent Link Center
FASD Network
Housing First
Bridges
CORE Association
Next Step
Redi
Sammis Immigration
Medicine Hat Youth Action Society
Canadian Mental Health Association
Big Brothers/Big Sisters
Kid Sport/Jump Start
Child Advocacy Center



Community Activities

Medicine Hat College
Cultural Arts Center
YMCA
Sports Asosications/Clubs
Cheerleading Clubs
Girl Guides
Scouting
Dance Studios/Clubs
Music
Drama Clubs
School of Performing Arts
MH Adaptive Sports and Recreation
Writer's Club
Martial Arts
Nature Interpretative Program
Army, Air, and Sea Cadets

Med Hat Active
Groups & Organizations Link:
goo.gl/CjCtwh



Mental Health Workers
Addictions Counselling
CHADS
Family Doctors/Pediatricians
FASD Clinic
Developmental Diagnosis Clinic
Adolescent/Child Psychiatrist
PAS Program
Public Health Nurses
Youthtopia



Alberta Supports
Children - FSCD and SSCD
Adults - PDD and AISH
Alberta Works
REAL Program
Child and Family Services
Clinical Supervisor
Crisis Team



School Resource Officers
EPIC Program (Grade 4, 6, 8)
Probation/Justice



Medicine Hat
The Gas City

Recreation Facilities
Medicine Hat Food Bank
Medicine Hat Housing Society
Community Food Connections
Library
Esplanade
Family/Community Support Workers
Miywasin Community Center
Miywasin Youth Development Program



Holy Family Parish
St. Patrick's Parish
Youth Co-ordinator
Priests and Deacons
Youth Goups
Grief Counseling
Knights of Columbus
Catholic Woman's League



Private Providers

Child/Youth Psychologists
Behavioural/Developmental Workers
Occupational Therapists
Speech-Language Therapists

OTHER

Supports and Services

ATA Outreach
Inclusion Medicine Hat
Local Support Groups



A Continuum of Supports and Services...

The Medicine Hat Catholic Board of Education has been implementing a pyramid of intervention approach to address student learning and social-emotional needs for several years now. This approach offers a systematic way of providing a continuum of supports that range in type and intensity, depending on the individual needs of students. Student needs can shift and change over time and context, therefore supports and interventions must also be fluid and flexible.



A pyramid of intervention approach to supporting mental health is strength-based because it builds on two key understandings.

- *With the right strategies and supports, all students can be successful learners and experience positive mental health and wellbeing.*
- *Identifying the most effective supports for students is a collaborative, problem solving activity.*

MHCBE's mental health support pyramid is organized around four levels of supports and interventions:

- *Foundation (universal level);*
- *Health Promotion and Prevention (universal level);*
- *Early/Pro-active Identification and Intervention (targeted level); and*
- *Co-ordinated Specialized Supports (specialized level).*

The metaphor of the pyramid illustrates that to be effective, targeted and specialized levels of support need the solid base of universal supports. Enhancing universal supports will reduce the number of students requiring targeted supports, and enhancing targeted supports will lessen the number of students requiring specialized levels of supports. In addition, intervention typically starts with universal supports before moving to more intensive interventions.



Foundation



...create empowering inclusive healthy academic, physical, spiritual, and social environments for all students, staff, and families.

ELP K 1 2 3 4 5 6 7 8 9 10 11 12

Attachment, Relationships and Connections

Faith-Based Education and Faith Development

“Ready to Learn” Environments (Neurological Informed Approaches)

Supporting Physical Health/Well-being

Safety and Wellness Promoting Policies

Employee Wellness



Community Recreation and Arts Activities/Facilities,
Library, Esplanade
Parish Involvement – Priests, Holy Family Parish, St.

Patrick’s Parish, CWL, K of C, Youth Co-ordinator

Medical Check-ups (Pediatricians, Family Doctors)

ATA Outreach Support



Trauma-Sensitive Schools: Traumatic experiences are prevalent in the lives of children. Trauma experiences can impact learning, behaviour and relationships in schools. Trauma-sensitive schools help children feel safe so they can connect and learn. Trauma-sensitive approaches are good for all students. Attributes of trauma-sensitive schools include:

- Leadership and staff share an understanding of neurology of “ready to learn” environments and the need for a school-wide approach.
- The school supports all students to feel safe physically, socially, emotionally, and academically.
- The school addresses students’ needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.
- The school explicitly connects students and families to the school and the larger community and provides multiple opportunities to practice newly developing skills.
- The school embraces teamwork and staff share responsibility for all students.
- Leadership and staff anticipate and adapt to the ever-changing needs of students.

“Everyone has a right to have a future that is not dictated by the past.”

Health Promotion and Prevention



...provide classroom and school and division wide strategies to build student, family and staff regulation, resiliency, and positive mental health.

ELP K 1 2 3 4 5 6 7 8 9 10 11 12

Universal Assemblies, Presentations, Programs and Workshops

Universal Social-Emotional Learning

* Student Leadership - Symposiums and Student Wellness Teams

* Mental Health Literacy

CCT (Communities Coming Together) Events and Supports



School Resource Officer, Parent Link Center, Public Health Nurse, Canadian Mental Health, Alberta Health Services – Community Addiction, Youthtopia



Self Regulation refers to how people manage energy expenditure, recovery and restoration in order to enhance growth. Effective self-regulation requires learning to recognize and respond to stress in all its many facets, positive as well as negative, hidden as well as overt, minor as well as traumatic or toxic.

Executive Functioning: The development of executive functioning skills is built on top of the development of self-regulation skills. Executive functioning is necessary for positive and level mental health. These skills depend on three types of brain function that are interconnected: working memory, mental flexibility, and self-control. Executive functioning skills are foundational to learning and can be built throughout childhood and into early adulthood through practice and coaching.

Early/Proactive Identification and Intervention



...build skills and provide supports amongst students, family and staff who are vulnerable through collaboration, connection, intervention, and programming.

ELP K 1 2 3 4 5 6 7 8 9 10 11 12

FOPS

* Parent Programs and Information Sessions

Strength-Based Collaborative Planning

Group and/or Individual Interventions

Student Support Spaces/Rooms

* Mental Health Related PD Standards for School Counselors (Connect, ASIST, MH First Aide, VTRA..etc.)

* Go-to Educator Training

SIVA Training and Support for Implementation



CHADS Supports and Groups, McMann Parent Link Center, Family Doctors and/or Pediatricians, School Resource Officers, FSCD, Big Brothers/Sisters, CFS, Bridges, FASD & Developmental Clinics, Saamis Immigration, Psychologist, Kid Sport/Jump Start, City Family and Community Support Workers, Agencies (CORE, REDI, Next Step), Youthtopia



Supporting Resilience through Developmental Pathways: In the classroom, student stress symptoms may be understood as attentional deficits, learning disabilities, or behavioural/conduct problems. Researchers argue that stress-responsive behaviours are important coping mechanisms that a child may develop to survive extremely stressful experiences, and that focusing on eliminating these behaviours may be damaging to the student. Therefore, it is important for educators working with traumatised and/or overstressed children to understand the key developmental pathways that may be affected by childhood trauma or ongoing stress, and how to support resilience through these pathways. Key pathways to be considered are attachment, competency and self-regulation.

**Co-ordinated
Specialized Supports**



...increase co-ordination and communication with community in order to improve overall outcomes for students, families, and staff with complex health needs.

ELP K 1 2 3 4 5 6 7 8 9 10 11 12

Case Conferencing

* Integrated Case Management Plans

Treatment/Intervention Follow-Up
Ongoing Collaboration between Parents, School, Services and Community

VTRA Process and Trainings

Attendance Board Meetings



Adolescent/Child Psychiatrist, Psychologists, McMann, Children and Family Services (Human Services), Police, Family Support for Children with Disabilities (Human Services), Probation/Justice, Clinical Supervisor, Hospital, Family Doctor/Pediatrician, PAS Program, Housing First, Bridges, FASD Network, Transition to Adult Supports (PDD/AISH), Crisis Team, SA Child Advocacy Center,



Evidence-based Interventions and Follow-Up

- Addressing both environment and individual factors.
- Comprehensive and Collaborative Approaches – Intervention, Treatment, Coordination, Case Management and Monitoring
- Culturally, Gender and Disability Sensitive Approaches
- Two-Generation Approaches

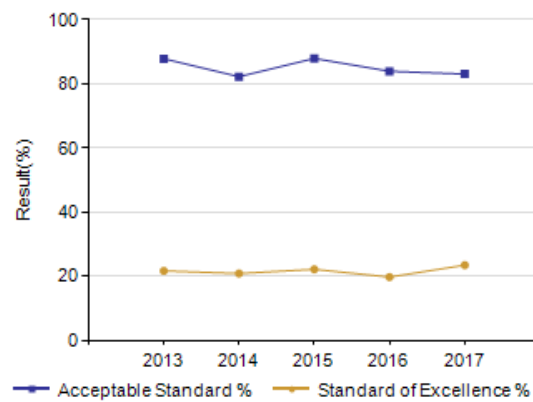
Diploma Examination Results - Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.3	6.3	93.8	8.9	89.7	9.3	90.7	4.7	83.3	7.6	85	10
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	95.5	12.1	87.5	12.5	93.8	15.4	91.8	6.6	90.8	13.8	92	15
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	71.9	32.8	71.4	11.1	78.9	28.1	56.8	14.9	67.5	27.3	72	28
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	39.3	7.1	50.0	8.6	70.8	12.5	80.0	3.6	65.4	15.4	80	15
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	95.7	23.9	97.9	29.8	94.1	23.5	88.5	19.2	96.1	15.7	96	22
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	96.7	25.4	92.4	29.7	95.9	26.8	92.7	38.2	96.2	36.5	96	36
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	89.3	23.1	77.6	23.5	84.8	31.6	84.4	23.8	78.4	23.9	84	25
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	85.7	31.0	78.2	35.9	84.1	26.8	76.9	21.8	79.1	28.6	82	30
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	96.6	51.7	75.0	27.3	91.1	22.2	90.9	36.4	89.4	44.7	90	44
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

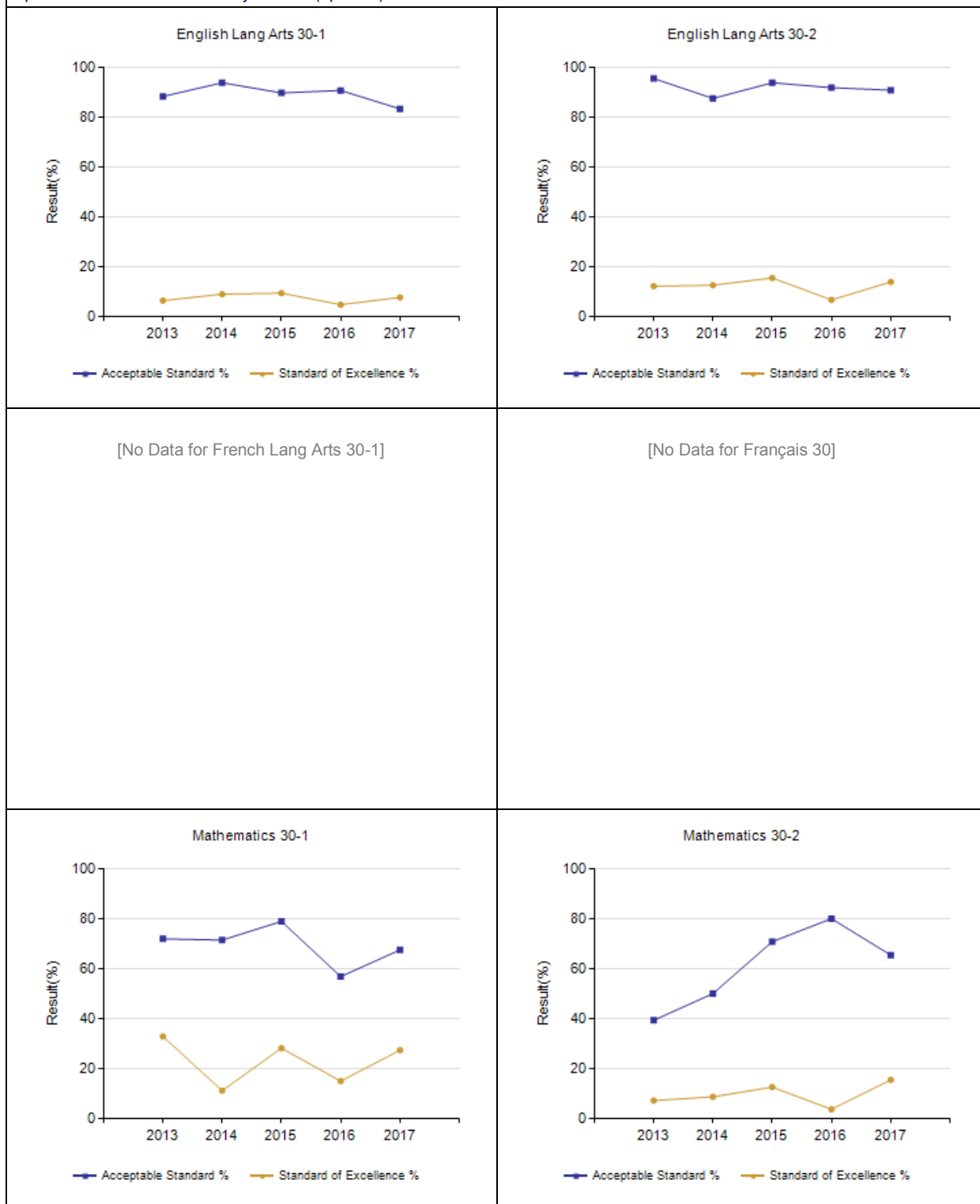
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. 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.

Graph of Diploma Examination Results – Overall (optional)

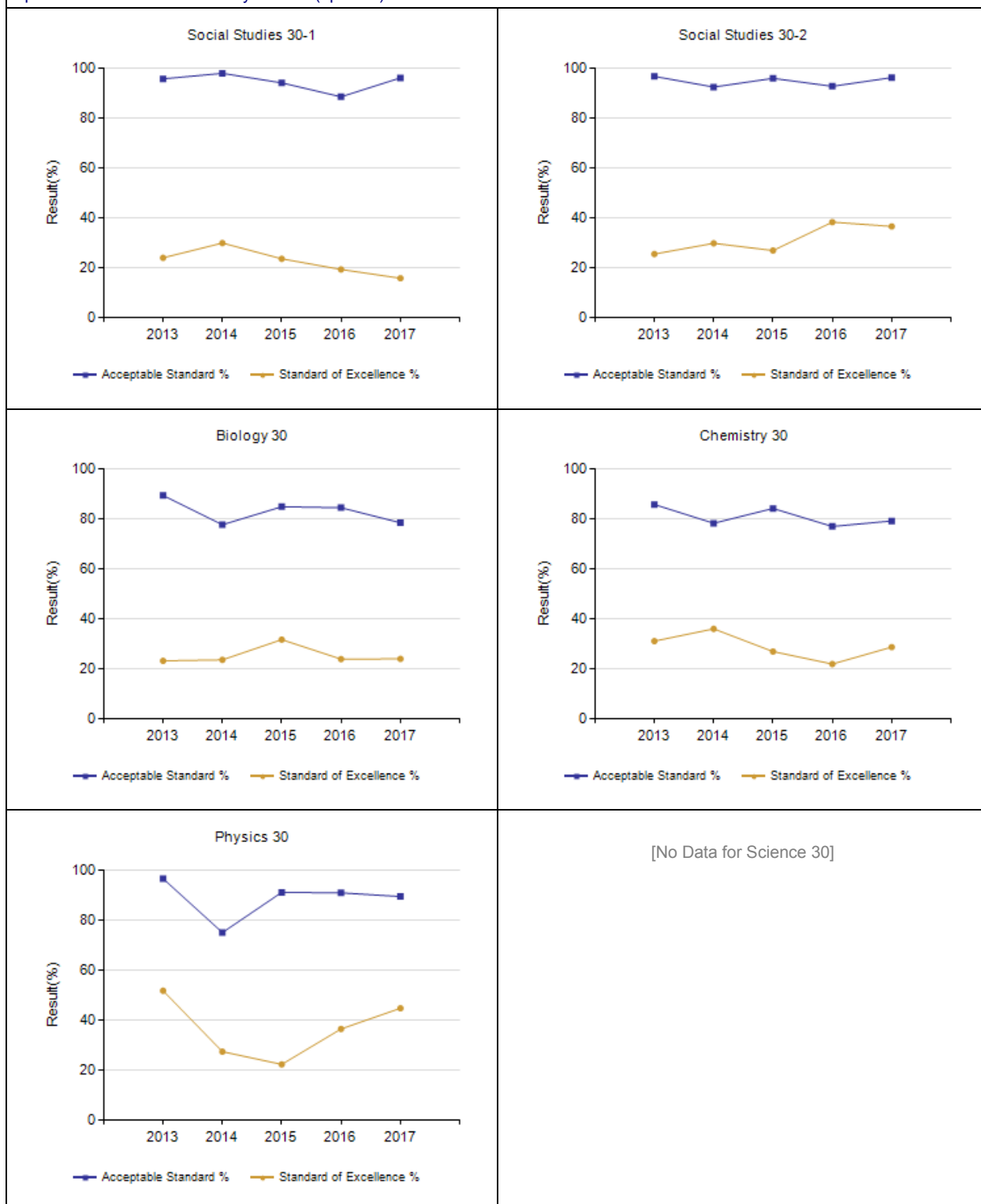


Graph of Diploma Examination Results - Overall

Diploma Examination Results by Course (optional)



Diploma Examination Results by Course (optional)



Notes:

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

Diploma Examination Results by Course Summary with Measure Evaluation

Course	Measure	Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	144	83.3	105	91.4	30,150	86.5	28,895	87.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	144	7.6	105	7.6	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	65	90.8	63	91.0	16,797	89.5	16,361	89.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	65	13.8	63	11.5	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	77	67.5	65	69.0	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	77	27.3	65	18.0	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	78	65.4	54	66.9	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	78	15.4	54	8.3	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	51	96.1	36	93.5	22,249	86.0	21,875	85.9
	Standard of Excellence	High	Maintained	Good	51	15.7	36	24.2	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Very High	Maintained	Excellent	156	96.2	121	93.7	20,054	80.6	19,579	82.1
	Standard of Excellence	Very High	Maintained	Excellent	156	36.5	121	31.6	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Low	Maintained	Issue	134	78.4	95	82.3	22,993	84.2	21,843	85.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	134	23.9	95	26.3	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	91	79.1	79	79.8	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	91	28.6	79	28.2	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	47	89.4	44	85.7	9,952	85.7	10,553	84.3
	Standard of Excellence	Very High	Improved	Excellent	47	44.7	44	28.6	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	84.9	7,914	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	28.4	7,914	26.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. 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.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 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 examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

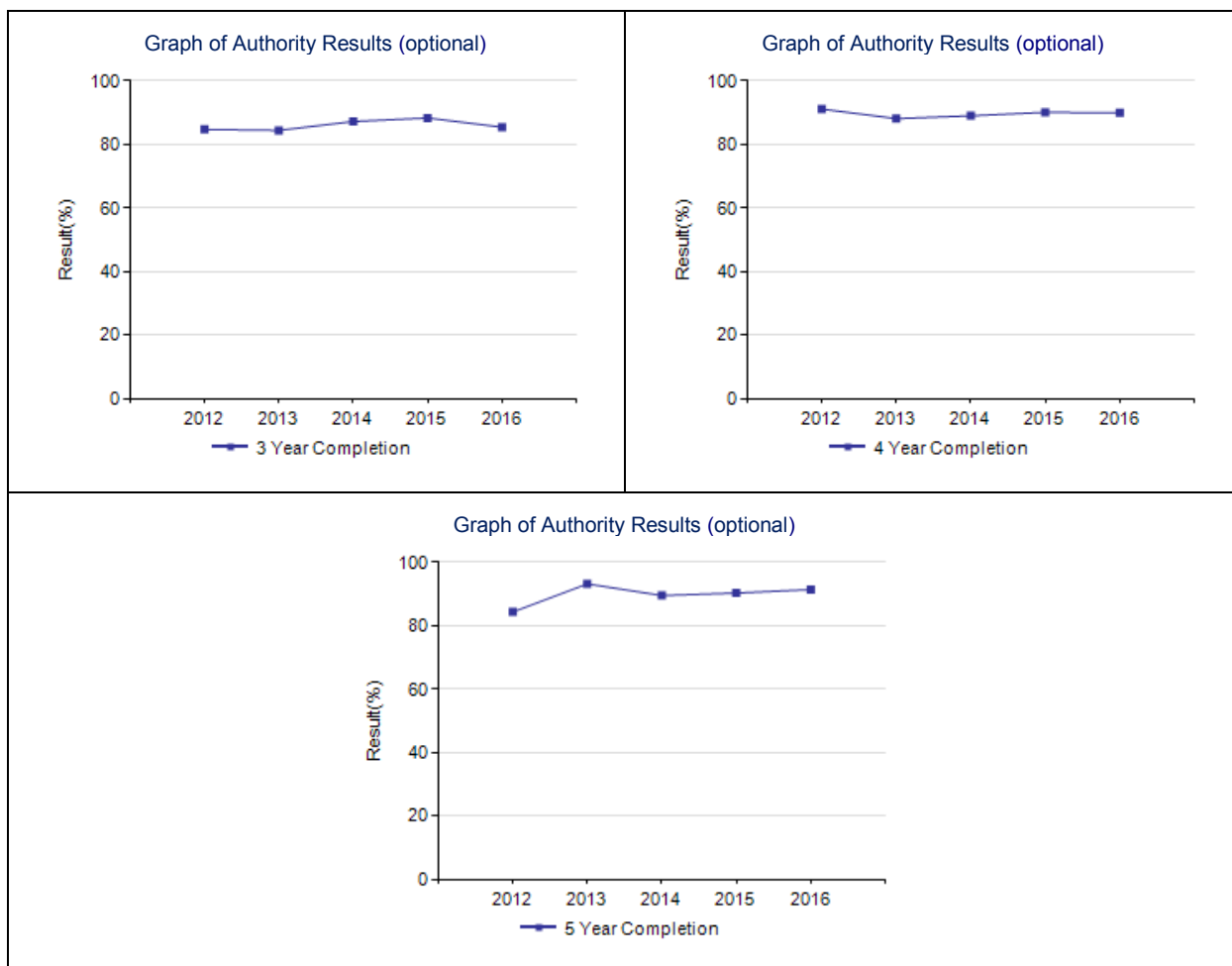
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate - Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	84.7	84.4	87.2	88.3	85.4	74.8	75.3	76.5	76.5	77.9
4 Year Completion	91.1	88.1	89.0	90.1	89.9	79.2	79.6	79.9	81.0	81.2
5 Year Completion	84.3	93.2	89.5	90.3	91.4	80.6	81.5	82.0	82.1	83.2



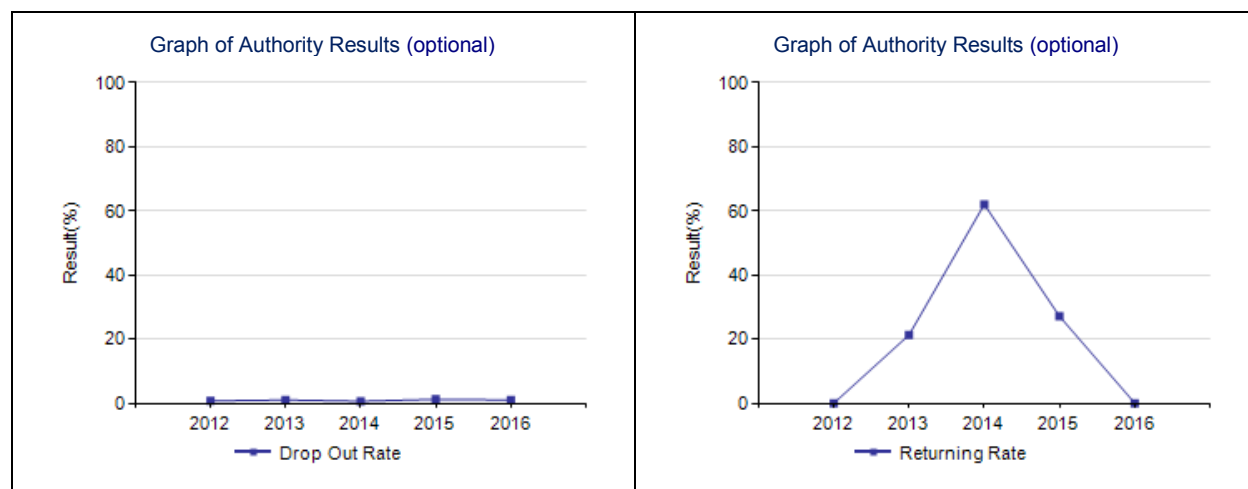
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate - Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

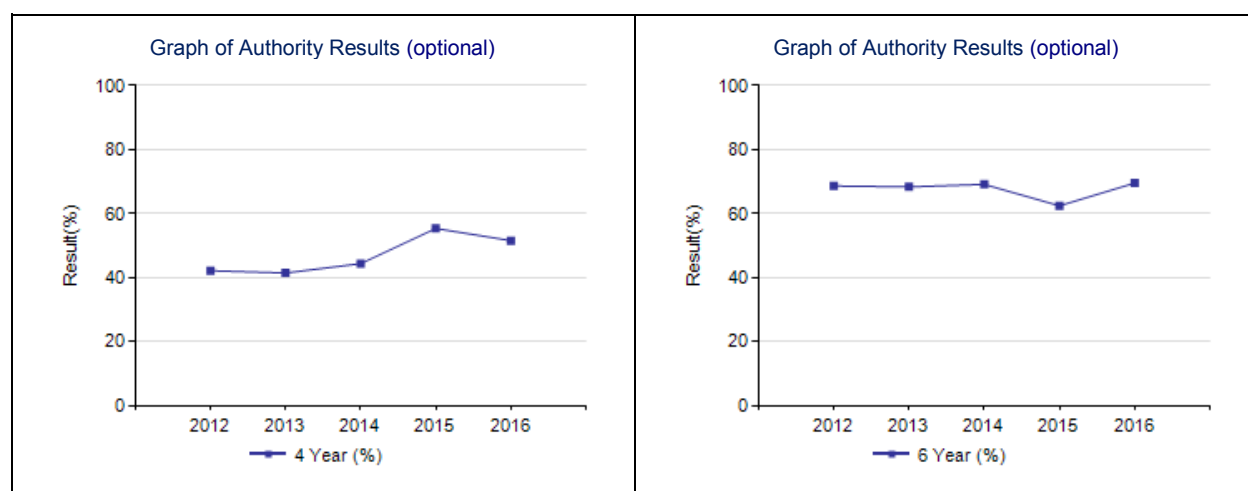
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.7	1.0	0.6	1.2	1.0	3.6	3.3	3.5	3.2	3.0
Returning Rate	0.0	21.3	62.0	27.1	0.0	22.8	20.7	20.9	18.2	18.9



High School to Postsecondary Transition Rate - Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	42.1	41.4	44.3	55.3	51.5	39.4	39.7	38.3	37.0	37.0
6 Year Rate	68.6	68.3	69.1	62.4	69.5	59.3	59.0	59.7	59.4	57.9



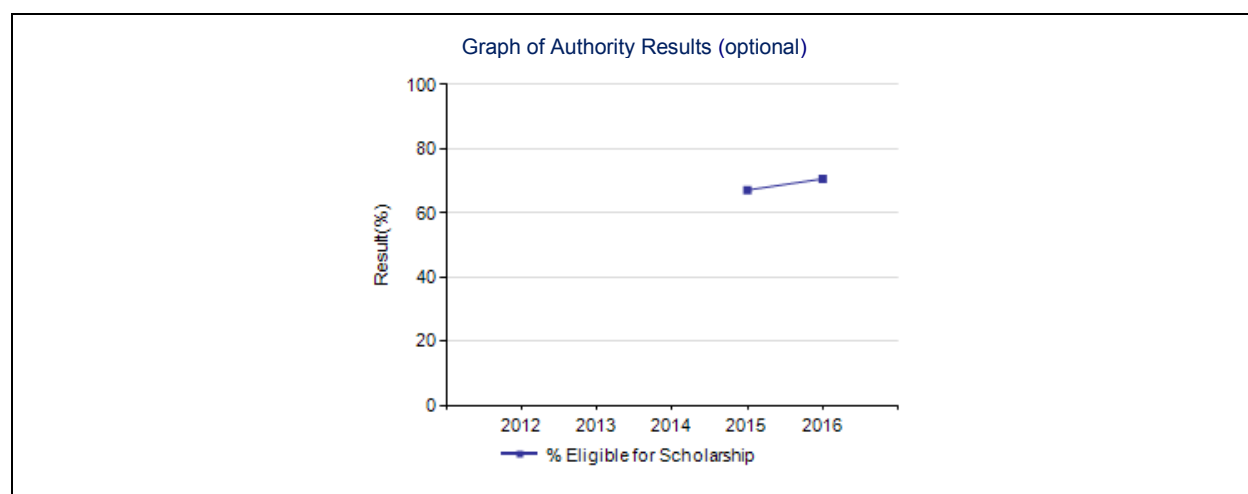
Notes:

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

Rutherford Eligibility Rate - Measure Detail

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	67.1	70.6	n/a	n/a	n/a	60.8	62.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	167	108	64.7	97	58.1	69	41.3	112	67.1
2016	170	115	67.6	100	58.8	72	42.4	120	70.6



Notes:

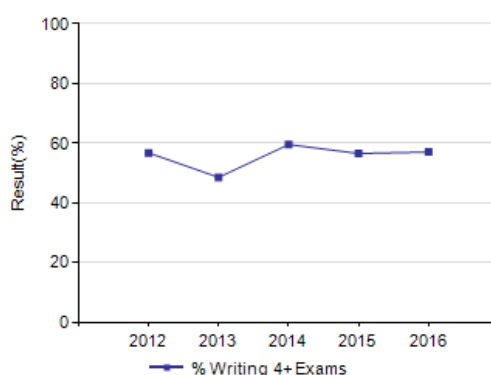
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 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.

Diploma Examination Participation Rate - Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	9.8	8.5	6.0	8.1	9.0	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	90.2	91.5	94.0	91.9	91.0	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	88.3	88.1	91.7	90.1	87.9	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	68.8	63.6	71.4	67.1	68.7	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	56.7	48.5	59.5	56.5	57.0	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	38.4	22.4	37.4	43.6	43.3	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	18.9	7.8	11.3	17.7	17.3	14.3	11.4	13.1	13.8	13.6

Graph of Authority Results (optional)



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

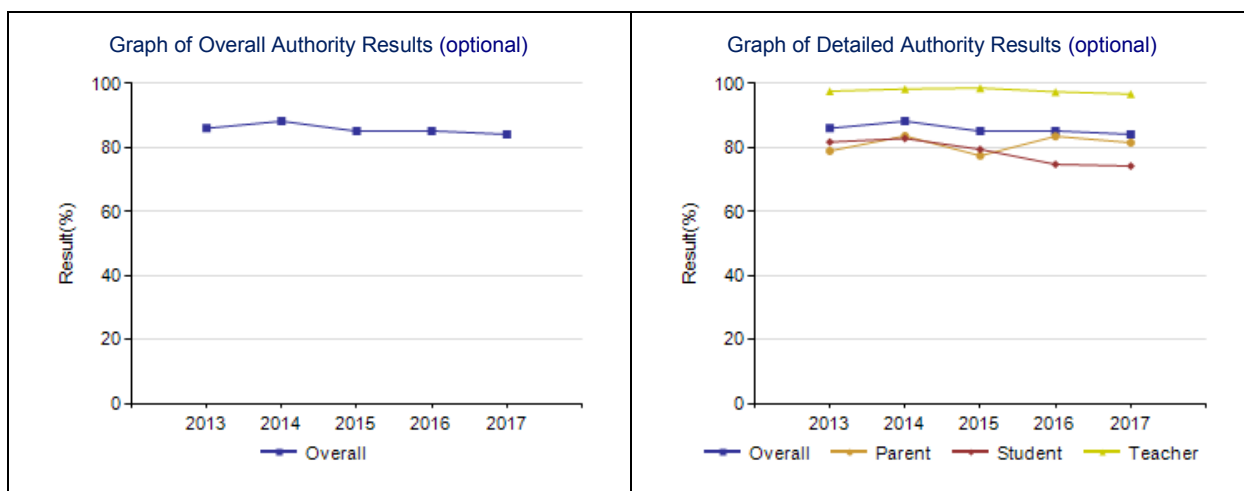
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	50.6	55.6	62.0	55.2	56.4	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	38.1	32.1	30.2	35.5	35.0	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	86.3	86.7	89.9	89.5	89.0	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	31.5	25.5	25.7	22.1	15.3	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	56.5	62.8	65.9	66.9	74.2	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	87.5	87.8	91.1	89.0	87.7	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	33.3	2.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	31.0	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	27.6	32.4	32.6	36.8	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	13.8	31.3	29.7	27.6	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	63.7	43.4	63.1	59.9	61.3	61.1	52.1	57.0	57.6	58.3
Biology 30	46.4	52.6	62.0	47.1	53.4	42.8	42.2	41.4	40.6	40.7
Chemistry 30	38.1	26.0	31.3	48.3	41.1	36.5	31.5	34.7	35.7	35.5
Physics 30	24.4	17.3	21.8	25.6	23.3	20.2	17.3	20.0	19.9	19.3
Science 30	6.5	1.5	1.1	2.3	6.1	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	58.9	60.7	66.5	61.0	63.8	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	1.2	0.0	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	1.2	0.0	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship - Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.0	88.2	85.1	85.2	84.1	83.4	83.4	83.5	83.9	83.7
Teacher	97.6	98.3	98.6	97.4	96.7	93.6	93.8	94.2	94.5	94.0
Parent	78.9	83.6	77.4	83.5	81.5	80.3	81.9	82.1	82.9	82.7
Student	81.7	82.8	79.4	74.7	74.2	76.2	74.5	74.2	74.5	74.4

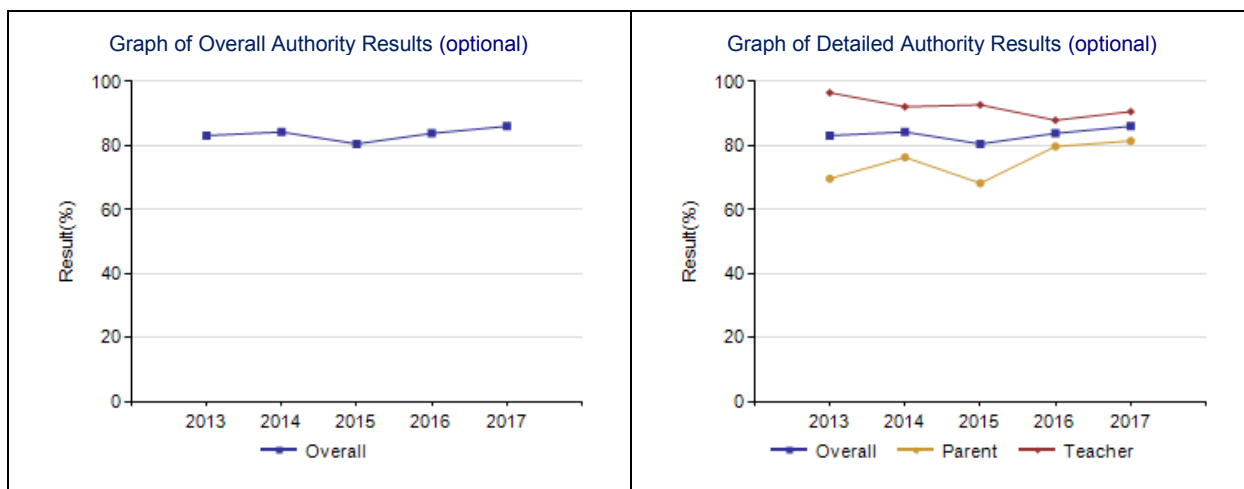


Notes:

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

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.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.1	84.2	80.5	83.8	86.0	80.3	81.2	82.0	82.6	82.7
Teacher	96.5	92.1	92.7	87.9	90.6	89.4	89.3	89.7	90.5	90.4
Parent	69.6	76.3	68.2	79.7	81.4	71.1	73.1	74.2	74.8	75.1



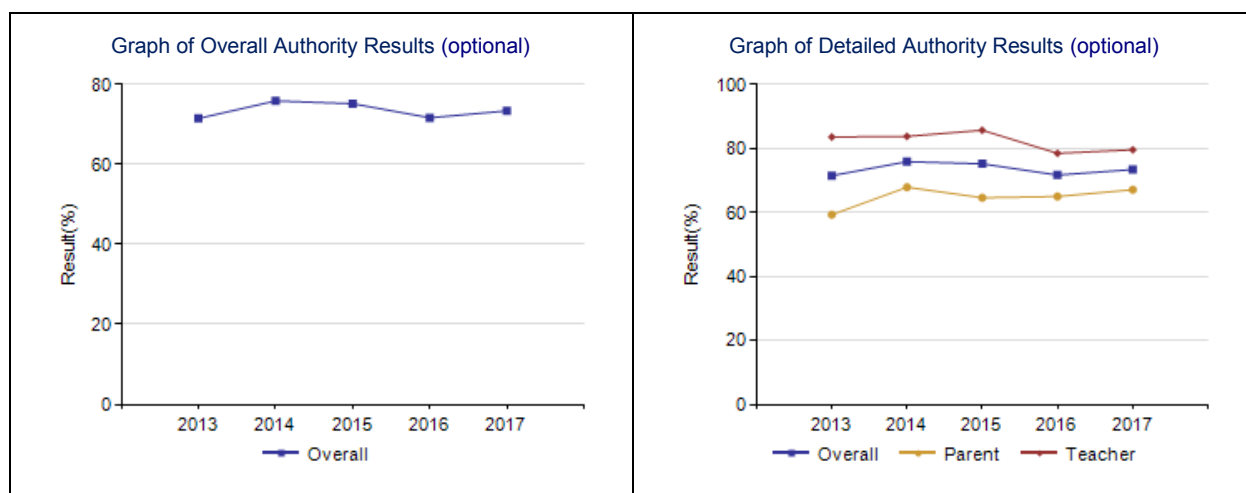
Notes:

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

Lifelong Learning - Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	71.5	75.9	75.2	71.7	73.4	68.5	69.5	70.0	70.7	71.0
Teacher	83.6	83.8	85.7	78.5	79.6	75.7	76.0	76.0	77.3	77.3
Parent	59.3	67.9	64.6	65.0	67.1	61.2	63.0	64.0	64.2	64.8



Notes:

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

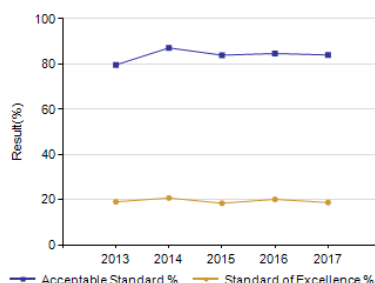
Provincial Achievement Test Results - Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	88.2	17.3	93.4	18.9	96.4	23.0	91.1	20.8	89.2	17.4		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	66.7	0.0	100.0	0.0	84.6	0.0	64.3	0.0	87.5	0.0		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	70.9	11.8	84.7	15.8	82.7	15.3	83.2	16.3	74.2	7.2		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	80.2	28.7	91.1	29.9	88.3	25.6	89.6	30.7	88.7	27.8		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	80.2	20.3	84.1	19.2	82.8	22.8	84.2	21.3	87.6	21.6		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	85.7	0.0	93.6	14.1	88.5	10.3	94.0	18.1	91.5	15.4		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	n/a	n/a	100.0	7.1	46.7	0.0	76.2	0.0	71.4	14.3		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	Authority	*	*	91.7	8.3	*	*	63.6	0.0	100.0	10.0		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	83.3	33.3	78.8	18.0	75.3	16.7	77.1	17.3	80.8	21.8		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	n/a	n/a	88.2	35.3	44.4	5.6	86.4	18.2	86.7	20.0		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	*	*	87.3	22.3	84.2	16.4	83.6	20.5	83.2	21.9		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	*	*	92.9	28.6	46.7	6.7	75.0	12.5	41.7	0.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	57.1	0.0	82.0	27.6	84.2	23.6	79.5	21.8	81.1	20.4		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	n/a	n/a	82.4	23.5	46.7	0.0	75.0	18.8	41.7	0.0		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

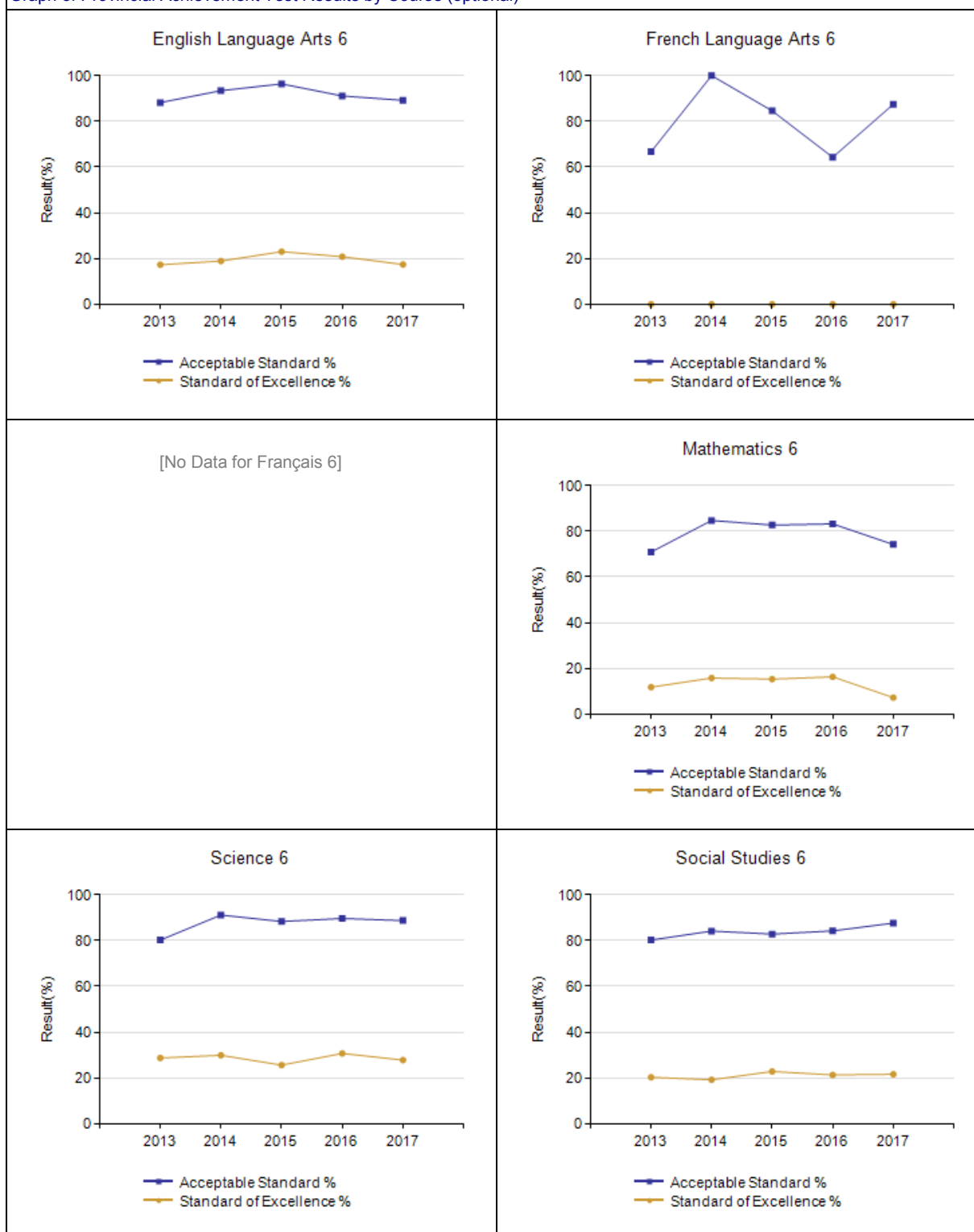
Notes:

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

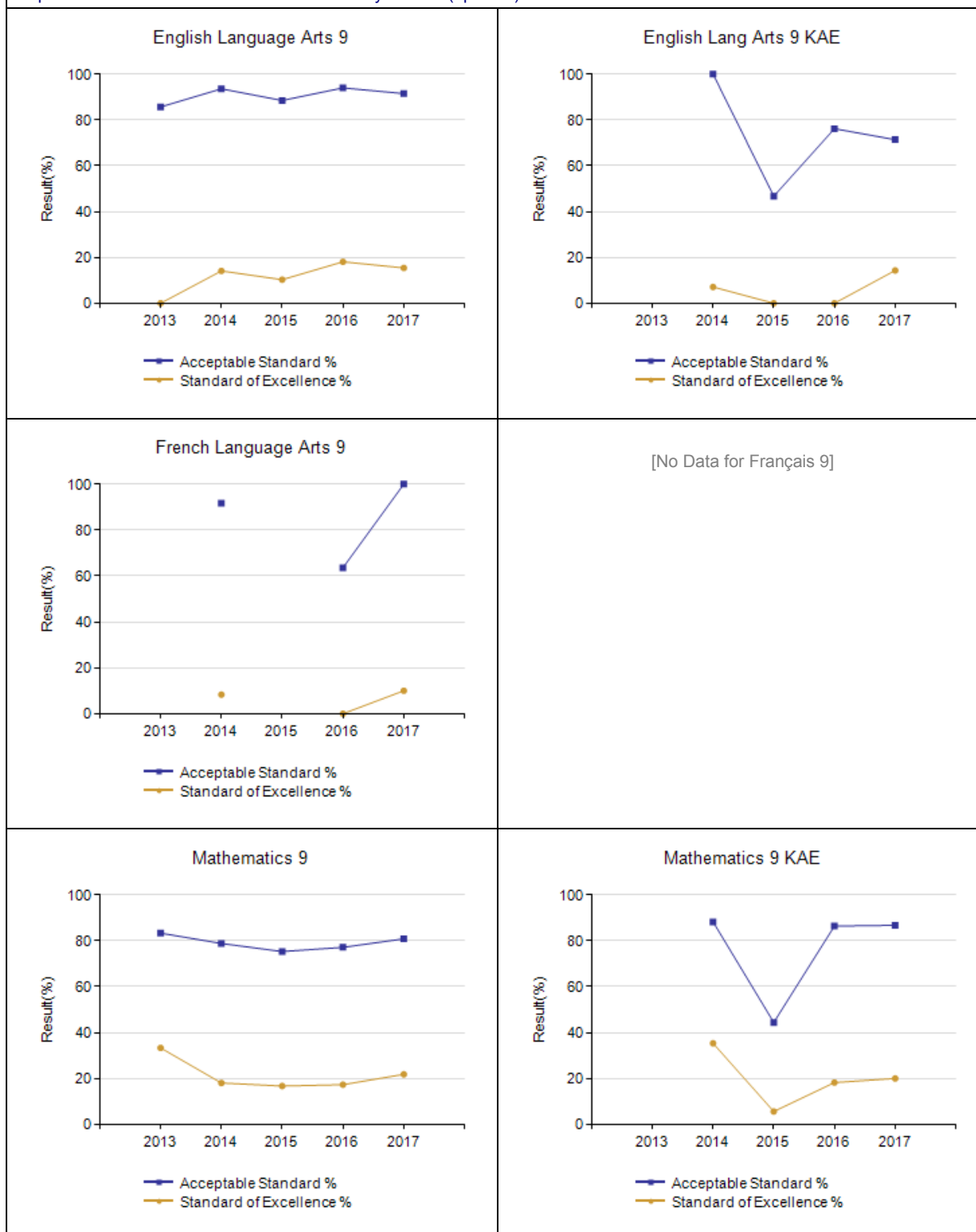
Graph of Overall Provincial Achievement Test Results (optional)



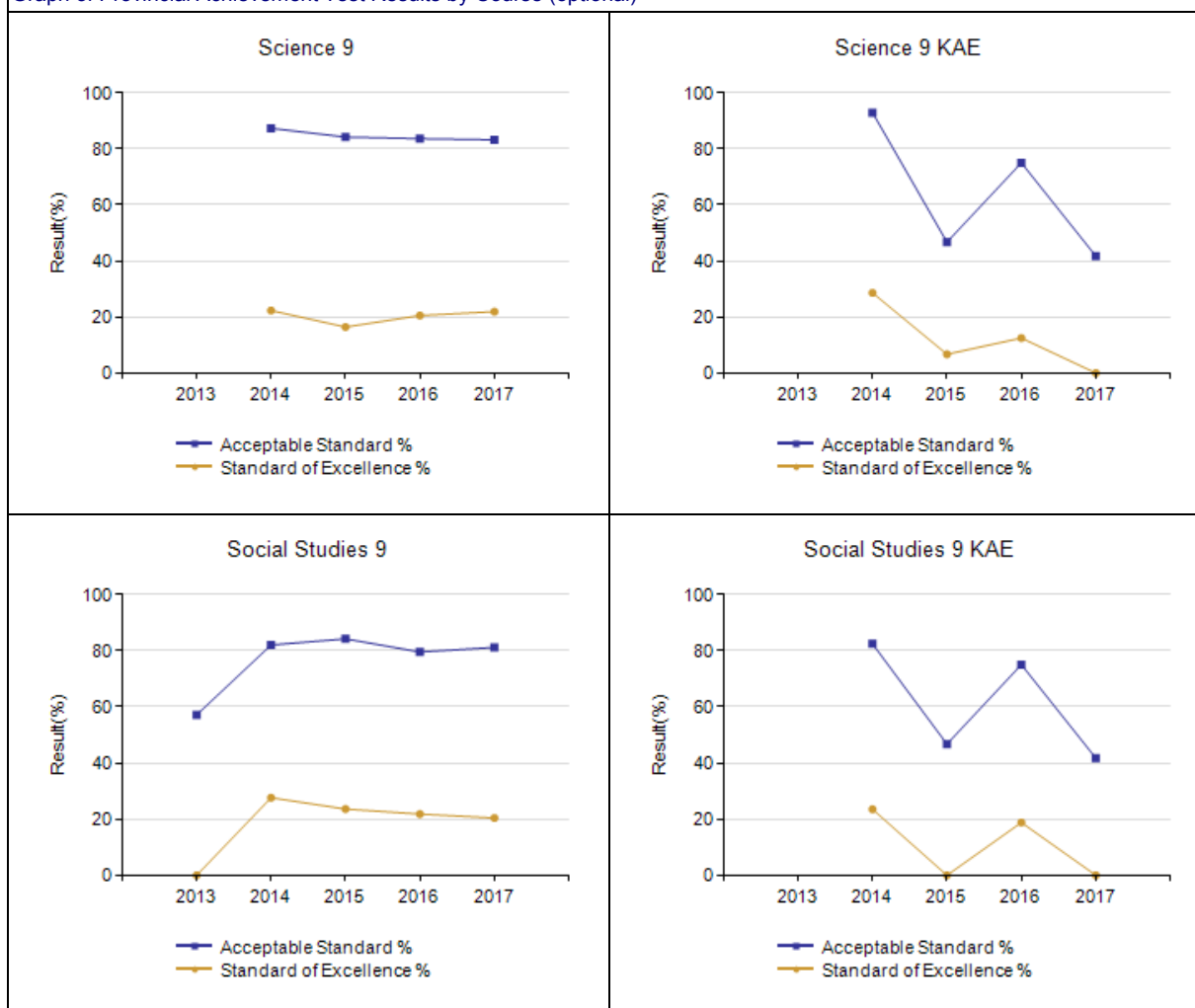
Graph of Provincial Achievement Test Results by Course (optional)



Graph of Provincial Achievement Test Results by Course (optional)



Graph of Provincial Achievement Test Results by Course (optional)



PCA Results Course By Course Summary By Enrolled With Measure Evaluation

		Medicine Hat CSRD No. 20							Alberta			
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Declined	Acceptable	195	89.2	198	93.6	49,572	82.5	46,989	82.5
	Standard of Excellence	High	Maintained	Good	195	17.4	198	20.9	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	13	83.0	3,185	85.1	2,864	87.7
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	13	0.0	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Intermediate	Declined Significantly	Issue	194	74.2	198	83.5	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Declined Significantly	Concern	194	7.2	198	15.8	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	High	Maintained	Good	194	88.7	199	89.7	49,501	76.9	46,914	76.7
	Standard of Excellence	High	Maintained	Good	194	27.8	199	28.7	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	194	87.6	199	83.7	49,485	72.9	46,903	70.5
	Standard of Excellence	High	Maintained	Good	194	21.6	199	21.1	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	201	91.5	200	92.0	45,487	76.8	43,746	76.3
	Standard of Excellence	High	Maintained	Good	201	15.4	200	14.2	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	7	71.4	17	74.3	1,428	58.8	1,576	61.9
	Standard of Excellence	High	Improved	Good	7	14.3	17	2.4	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	10	100.0	12	77.7	2,763	83.1	2,625	85.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	12	4.2	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	193	80.8	198	77.1	45,020	67.2	43,295	66.7
	Standard of Excellence	High	Improved	Good	193	21.8	198	17.3	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	High	Maintained	Good	15	86.7	19	73.0	1,848	57.5	2,026	61.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	20.0	19	19.7	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	196	83.2	202	85.1	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	196	21.9	202	19.7	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	Low	Declined	Issue	12	41.7	15	71.5	1,440	63.9	1,547	64.1
	Standard of Excellence	Low	Declined	Issue	12	0.0	15	15.9	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	196	81.1	201	81.9	45,484	67.0	43,722	65.1
	Standard of Excellence	High	Maintained	Good	196	20.4	201	24.4	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	Low	Declined	Issue	12	41.7	16	68.0	1,393	56.3	1,533	59.0
	Standard of Excellence	Low	Declined	Issue	12	0.0	16	14.1	1,393	12.7	1,533	11.2

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

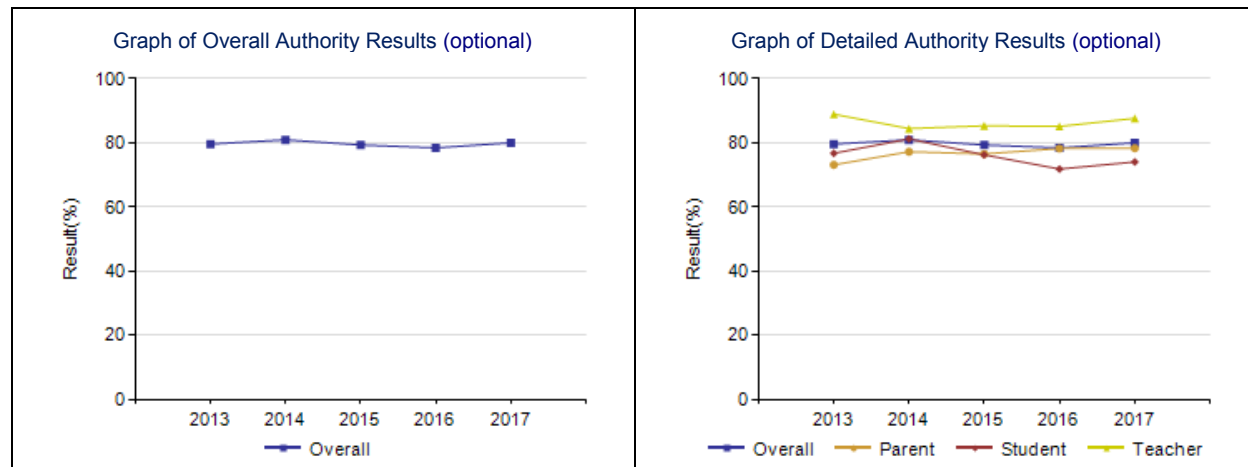
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies - Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.6	80.9	79.3	78.4	80.0	81.5	81.3	81.3	81.9	81.9
Teacher	88.9	84.4	85.3	85.1	87.6	87.9	87.5	87.2	88.1	88.0
Parent	73.1	77.2	76.5	78.2	78.3	78.9	79.9	79.9	80.1	80.1
Student	76.7	81.2	76.2	71.8	74.0	77.8	76.6	76.9	77.5	77.7



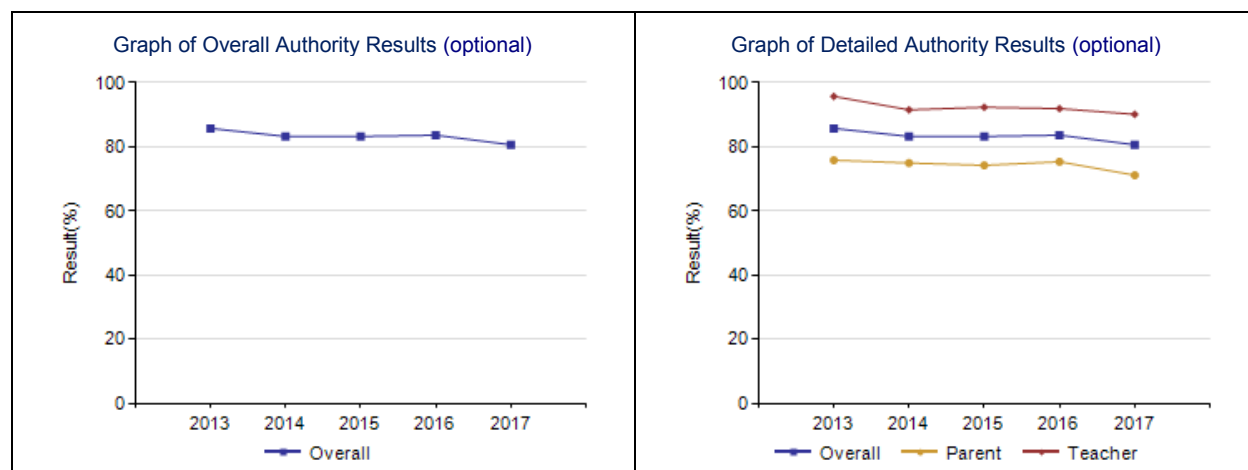
Notes:

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

Parental Involvement - Measure Details

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.7	83.2	83.2	83.6	80.6	80.3	80.6	80.7	80.9	81.2
Teacher	95.7	91.5	92.3	91.9	90.1	88.5	88.0	88.1	88.4	88.5
Parent	75.8	74.9	74.2	75.3	71.1	72.2	73.1	73.4	73.5	73.9



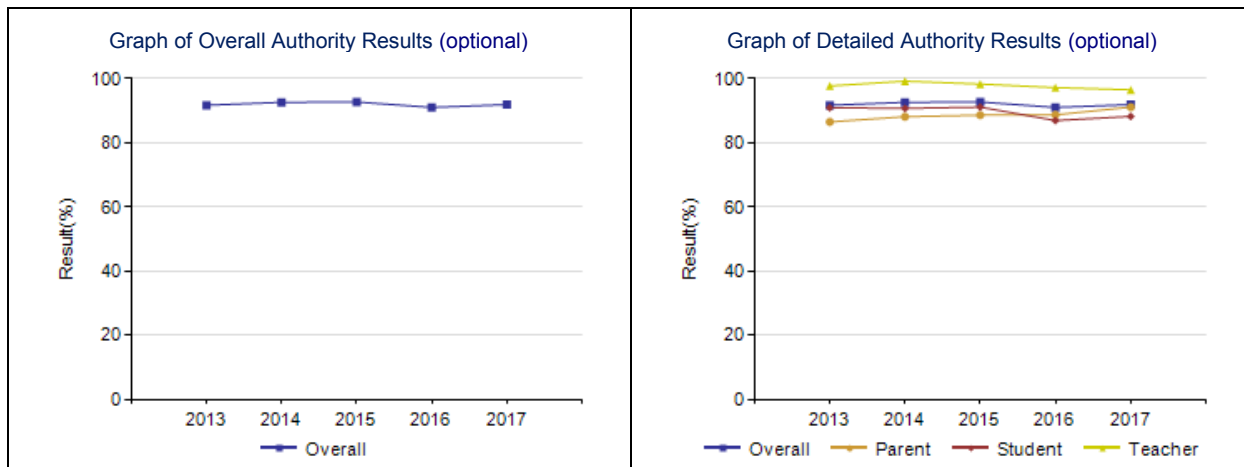
Notes:

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

Education Quality - Measure Details

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.7	92.6	92.7	91.0	91.9	89.8	89.2	89.5	90.1	90.1
Teacher	97.7	99.2	98.3	97.2	96.5	95.7	95.5	95.9	96.0	95.9
Parent	86.5	88.1	88.6	88.7	91.1	84.9	84.7	85.4	86.1	86.4
Student	90.9	90.7	91.1	86.9	88.2	88.7	87.3	87.4	88.0	88.1



Notes:

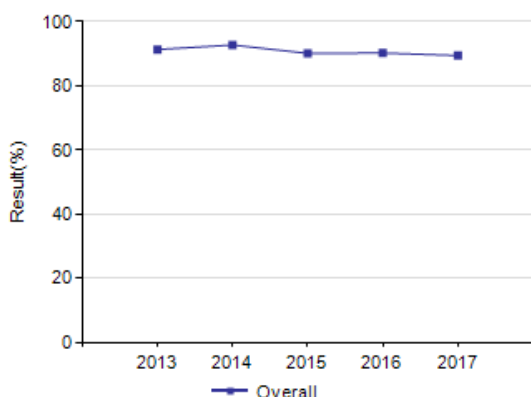
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

Safe and Caring - Measure Details

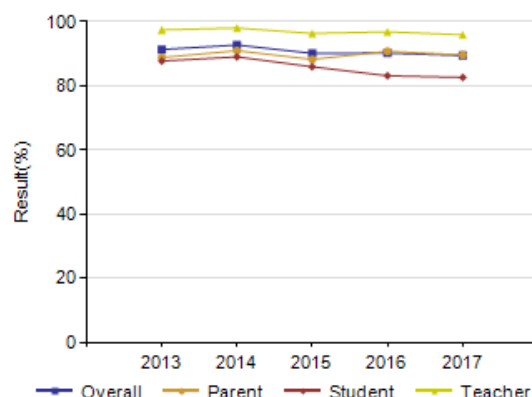
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.3	92.7	90.1	90.2	89.4	89.0	89.1	89.2	89.5	89.5
Teacher	97.4	98.0	96.3	96.8	95.9	95.0	95.3	95.4	95.4	95.3
Parent	88.8	90.9	88.2	90.7	89.6	87.8	88.9	89.3	89.8	89.9
Student	87.7	89.0	85.9	83.1	82.6	84.2	83.1	83.0	83.4	83.3

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)

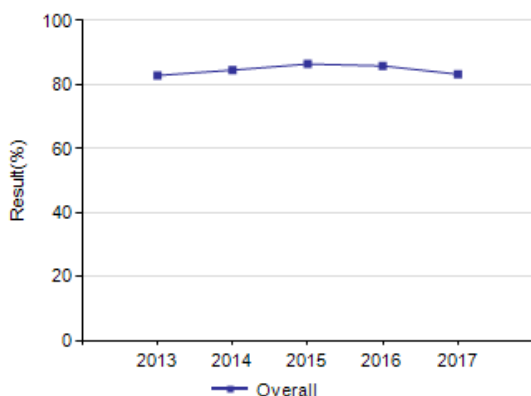


School Improvement - Measure Details

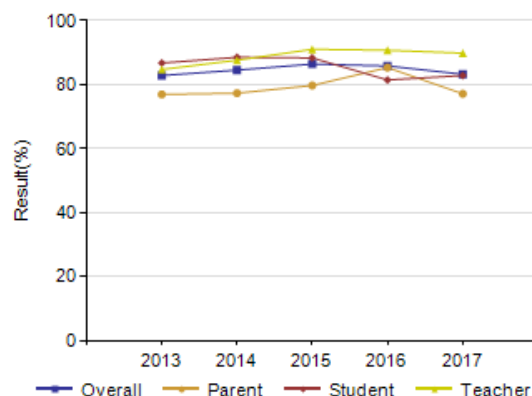
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.8	84.5	86.4	85.8	83.2	80.6	79.8	79.6	81.2	81.4
Teacher	84.7	87.6	91.0	90.7	89.8	80.9	81.3	79.8	82.3	82.2
Parent	76.9	77.3	79.7	85.3	77.1	77.9	77.0	78.5	79.7	80.8
Student	86.7	88.5	88.3	81.4	82.8	82.9	81.2	80.7	81.5	81.1

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



Notes:

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

Medicine Hat Catholic Board of Education 2017- 2018

Annual Education Results Reports Summary -

Progress

Accountability Pillar Results continue to indicate strong results. The Accountability Pillar ensures all school jurisdictions are measuring success in the same way. Our school District has done exceptionally well and we have a lot to celebrate. Medicine Hat Catholic Schools continue to excel on the Alberta Education accountability pillars. Students are achieving well above the provincial average in **11 of 16** categories, outperforming their provincial counterparts. Our Grade 6 & 9 students average **10.6%** higher than the province on meeting the acceptable standards in all Provincial Achievement Exams and our High School Completion Rate continues to be strong with results **7.5 %** higher than the provincial average. These results show the high quality of education in our Catholic Schools and the commitment of staff and parents in ensuring students are safe, engaged and successful.

Priorities

- To enhance our Catholic identity.
- To enhance student learning through actions that reflect the values of inclusive education.
- To develop a Literacy and Numeracy Initiative to ensure every student is successful.
- To develop a vision for the use of technology to support student learning.
- To provide a continuum of support for the mental health and well-being for parents, students and staff.

Summary

Medicine Hat Catholic Board of Education continues to provide excellent Catholic education in partnership with Family, Church & Community.

We are continuing to work together in partnership to find ways to support and sustain our programs throughout the District.

We continue to be innovative in striving to become more effective and efficient.

Supporting student with needs in an inclusive education model will continue to be a District goal in order to achieve success for all students.

Financial Summary -

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS For the Year Ended August 31, 2017 (in dollars)

	Budget 2017	Actual 2017	Actual 2016
REVENUES			
Alberta Education	\$ 25,838,187	\$ 25,944,373	\$ 25,586,270
Other - Government of Alberta	\$ 261,265	\$ 266,970	\$ 315,904
Federal Government and First Nations	\$ -	\$ -	\$ -
Other Alberta school authorities	\$ 138,000	\$ 165,342	\$ 155,601
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ 3,769,649	\$ 3,636,571	\$ 3,585,934
Fees	\$ 794,874	\$ 752,076	\$ 1,259,462
Other sales and services	\$ 507,601	\$ 954,660	\$ 326,686
Investment income	\$ 25,000	\$ 71,766	\$ 33,297
Gifts and donations	\$ 100,251	\$ 197,613	\$ 124,465
Rental of facilities	\$ 17,640	\$ 23,043	\$ 21,974
Fundraising	\$ 374,494	\$ 131,883	\$ 392,564
Gains on disposal of capital assets	\$ -	\$ -	\$ 720
Other revenue	\$ 13,000	\$ 17,649	\$ 40,187
Total revenues	\$ 31,839,961	\$ 32,161,946	\$ 31,843,064
EXPENSES			
Instruction - ECS	\$ 3,181,280	\$ 3,784,068	\$ 2,732,130
Instruction - Grades 1 - 12	\$ 21,588,928	\$ 21,716,155	\$ 22,992,153
Plant operations and maintenance (Schedule 4)	\$ 4,082,429	\$ 3,774,212	\$ 3,723,533
Transportation	\$ 1,170,081	\$ 1,154,804	\$ 1,137,160
Board & system administration	\$ 1,523,296	\$ 1,541,547	\$ 1,499,992
External services	\$ 845,000	\$ 388,266	\$ 815,758
Total expenses	\$ 32,391,014	\$ 32,359,051	\$ 32,900,726
Operating surplus (deficit)	\$ (551,053)	\$ (197,105)	\$ (1,057,662)

Budget Allocation by Program -

Medicine Hat Catholic Board of Education							
Budget Allocation by Programs							
2016-17 Audited Financial Statements							
Category	Instruction	Plant, Operations & Maintenance	Transportation	Board and System	External Services	Total	%age
Certificated Salaries	14,098,281	-	-	288,925	32,481	14,419,687	45%
Certificated Benefits	3,192,491	-	-	36,987	34,496	3,263,974	10%
Non-Certificated Salaries	4,257,699	1,119,663	17,703	700,504	161,950	6,257,519	19%
Non-Certificated Benefits	921,654	288,857	3,831	167,677	64,831	1,446,851	4%
Services, Contracts & Supplies	3,030,097	1,200,193	1,133,270	347,121	94,507	5,805,189	18%
Amortization Expense	-	1,149,405	-	-	-	1,149,405	4%
Interest on Capital Debt	-	269	-	-	-	269	0%
Other Interest & Finance Charge	-	-	-	332	-	332	0%
Losses on Disposal of Assets	-	15,825	-	-	-	15,825	0%
Total Expenditures	25,500,222	3,774,212	1,154,804	1,541,547	388,266	32,359,051	100%
2017-18 Fall Budget Update							
Category	Instruction	Plant, Operations & Maintenance	Transportation	Board and System	External Services	Total	%age
Certificated Salaries	13,042,007	-	-	295,750	339,468	13,677,225	42%
Certificated Benefits	3,147,169	-	-	40,228	36,764	3,224,161	10%
Non-Certificated Salaries	3,998,553	1,079,422	15,246	706,244	258,553	6,058,018	19%
Non-Certificated Benefits	1,093,946	284,239	5,082	172,694	64,638	1,620,599	5%
Services Contracts and Supplies	3,503,980	1,609,804	1,115,720	423,916	52,501	6,705,920	20%
Amortization Expense	-	1,446,215	-	-	-	1,446,215	4%
Interest on Capital Debt	-	-	-	-	-	-	0%
Other Interest & Finance Charge	-	-	-	3,800	-	3,800	0%
Losses on Disposal of Assets	-	-	-	-	-	-	0%
Total Expenditures	24,785,655	4,419,680	1,136,048	1,642,632	751,924	32,735,939	100%
Percentage of Total	75.7%	13.5%	3.5%	5.0%	2.3%	100.0%	

Summary of Net Assets -

Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2017-18 Budget Summary - Fall Budget Update

	2017-18			2017-18 Closing Balance	Change in Balance
	2017-18 Opening Balance	Transfers In	Transfers Out		
Unrestricted Net Assets					
Unrestricted	(200,179)			(96,145)	104,034
2017-18 Revenue over Expenses	(525,412)	-	525,412		
Unsupported Amortization from Investment in Capital Assets	322,649	322,649			
Capitalize IMR Expenditures - to ICA	-		-		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
Transfer to Capital Reserve - Amortization of Capital Assets	-		-		
Modernization of Monsignor McCoy Contributions to ICA	(17,725)		17,725		
School Generated Fund Balances	156,031	156,031			
International Student Surplus - Restricted	(6,100)		6,100		
Learning Services Balancing	(1,599)		1,599		
Future Projects	19,372	19,372			
Reduction of School Reserves	29,136	29,136			
School and Department use of Restricted Reserve	134,182	134,182			
Restricted Reserves					
Working Capital (5-days = \$656,463)	-	-	-	-	
Department Reserves					
School Based	291,360		163,318	128,042	
School Generated Funds	740,777		156,031	584,746	
Learning Services	(1,599)	1,599	-	(0)	
International Student Program	-	6,100	-	6,100	
External Services - Preschool	-		-	-	
Future Projects	19,372		19,372	0	
Band	39,121		-	39,121	
Board and System - Future Software	-		-	-	
O&M Equipment	55,416			55,416	
Total Operating Reserves	1,144,448	7,699	338,721	813,426	(331,022)
Total Accumulated Operating Surplus	944,268	669,069	896,057	717,281	(226,988)
Capital Reserves					
Child Care Modular	39,000	6,500		45,500	6,500
Amortization from Capital Assets	-	-	-	-	-
Total Net Assets (Not invested in Capital Assets)	983,268	675,569	896,057	762,781	(220,488)

Additional information on the jurisdiction's budget can be obtained by contacting the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360. The approved Budget and Financial statements may be found at www.mhcbe.ab.ca.

Summary of Facility & Capital Plan & Infrastructure Maintenance Renewal (IMR) Projects -

Modernization of Monsignor McCoy High School - The Board of Trustees for the Medicine Hat Catholic Board of Education is very pleased to have been awarded a modernization of Monsignor McCoy in January 2014. The work is expected to be completed by the end of December 2017. This modernization will ensure the school will be able to provide quality education to our students for the upcoming years. Details on the project may be found at www.mhcbe.ab.ca

Construction of St. John Paul II School - The Board of Trustees for the Medicine Hat Catholic Board of Education is also very pleased to have been awarded a new elementary school in October 2014. This 250 seat school was named St. John Paul II School and it will address enrollment pressures in the south sector of Medicine Hat and will allow for growth in that sector. The project is proceeding well and expected for completion in March 2018 and is scheduled to open in September 2018. School boundaries are expected to be approved in February 2018 with registration to follow shortly thereafter. Details on the project may be found at www.mhcbe.ab.ca

Capital Plan -

With the award of the modernization at Monsignor McCoy and with the construction of St. John Paul II School, the priorities in the Board of Trustees Capital Plan have been addressed. In order to prepare for the future, The Board of Trustees has contracted with FWB Architects to assist in the development of a new three-year and ten-year capital plan which will ensure the district is well positioned to address the future. The existing capital plan may be found at www.mhcbe.ab.ca

Infrastructure Maintenance Renewal Plan -

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2016-17 IMR plan in March 2017 and it may be found at www.mhcbe.ab.ca

For the development of the 2016-17 plan, several sources were used to determine which projects were needed. The government performs reviews on our buildings every five years and develops a report outlining the work required. While these reports are beyond five years old now we continued to use these reports and added to it the results of the roofing survey we performed along with a series of locally developed needs based on our knowledge of the requirements in the buildings.

The items being addressed as part of the modernization at Monsignor McCoy were excluded in order to allow for the modernization funds to address those issues where possible. The upgrades required at CAPE were excluded based on the unknown future use of that facility when the lease expires. In consultation with the Facilities and Operations Supervisor, the Secretary-Treasurer identified certain criteria for project determination. Required roofing repairs were selected to ensure the building envelope prevents water from leaking into the facility. Safety related and utility reduction projects were also examined for inclusion.

Another criterion was to leave a residual amount to address emergent needs which may require immediate action, such as a boiler replacement.

A degree of judgment is ultimately required to select the projects to be addressed in the year.

The table below outlines the IMR resources available to the district in 2016-17:

IMR Available for 2015-16 Use	\$ 1,650,936
less: IMR used in 2015-16	\$ (359,365)
IMR Prior year Available for 2016-17	\$ 1,291,571
add: 2016-17 IMR Revenue	\$ 868,123
IMR Available for 2016-17	\$ 2,159,694
less: IMR 2015-16 Carry-forward projects to 2016	\$ (687,930)
less: 2016-17 Projects	\$ (633,660)
IMR available for Future Year Projects	\$ 838,104

The district will now be undertaking a focus on interior painting in our schools. \$100,000 has been allocated to the 2016-17 project with an expectation that there will be increased focus in future IMR plans. The focus is on preservation of the wall surface. The Facilities and Operations Supervisor is working on a plan to address this area in a cost effective manner and balance between contracted and internally provided services. Some work outside of IMR was undertaken at Monsignor McCoy, however we will be looking to IMR for ongoing surface preservation.

The amount being invested according to the 2016-17 IMR plan into the facilities is detailed below:

All Schools	\$ 152,400
Ecole St. Thomas d'Aquin	37,248
Monsignor McCoy	7,620
Mother Teresa	219,990
Notre Dame Academy	32,512
St. Francis Xavier	43,104
St. Louis	43,955
St. Mary's	416,050
St. Michael's	109,230
St. Patrick's	259,480
Total Investment	\$ 1,321,590

The audit report from Alberta Infrastructure indicates there is \$11,925,000 of deferred or current projects. We will continue to try to address these projects while managing other emergent needs.

Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, Secretary-Treasurer, Mr. Greg MacPherson at 403.502.8360.

Parent Involvement-

Site-based administrators are asked to include the 'Three Year Plan' and Annual Education Report as standing items on school council meeting agendas during their development and preparation.

School based administrators are also required to interpret and share school results with school council. Summaries of accountability results are made available through school newsletters.

The ANNUAL EDUCATION RESULTS REPORT (AERR) and the Three Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

Communication -

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the website @ www.mhcbe.ab.ca

Copies will be available at the District office and will also be forwarded to all schools and school councils in the District.

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted to our care.

We thank you for your interest in this document.

Should you require additional information please contact:

The Superintendent of Schools
Medicine Hat Catholic Board of Education
1251 – 1st Avenue SW
Medicine Hat, Alberta T1A 8B4
(403) 527-2292
communications@mhcbe.ab.ca

Weblinks -

- *Approved Operating Budget*
[Approved Operating Budget 2016-2017](#)
- *Fall Budget*
[Fall Budget](#)
- *District Accountability Pillar Results Report*
[Accountability Results Report](#)
- *2016-2019 Combined Annual Education Results and Three Year Plan*
[Annual Education Results Report \(AERR\) & Three Year Education Plan](#)
- *Class Size Survey Report*
[Class Size Survey](#)
- *Audited Financial Statement as at August 31, 2017*
[Audited Financial Statement](#)
- *Facility Capital Plan*
[Facility Capital Plan](#)
- *Infrastructure Maintenance Renewal Plan (IMR)*
[IMR Plan](#)
- *Central Office Contact*
[Contact Us](#)

Approval -

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the combined 2017 - 2020 Annual Education Results Report and Three Year Education Plan at the November 27, 2017 Special Board Meeting.



2017 - 2020