Medicine Hat Catholic Board of Education

Combined Annual Education Results Report (AERR) and Three Year Education Plan for

2018-2021

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Medicine Hat Catholic
Board of Education

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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.

Our 2018-2019 District Priorities focus on OUR FAITH, to enhance our Catholic Identity. 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 and staff in a welcoming, caring and respectful and safe learning environment. To foster MEANINGFUL PARENT INVOLVEMENT and STAKEHOLDER ENGAGEMENT.

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

Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2018 for Medicine Hat Roman Catholic Separate School District No. 21 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transprarency 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 within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for 2017/2018 school year and the Three Year Education Plan for 2018-2021 on November 27, 2018.

Board Chair: Mr. Dick Mastel   Superintendent of Schools: Mr. Joe Colistro

A Profile of the School Authority

Medicine Hat Catholic Board of Education is a publicly funded School District with approximately 2600 students in 9 schools. During the 2017-18 year the District completed the modernization of Monsignor McCoy High School and the construction of a New Elementary School, École St. John Paul II School. Our French Immersion School, École St. Thomas d'Aquin closed, and students moved into the new facility in a dual-track English/French Immersion setting.

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 **2601** students ECS - 12
- **137.2** Full Time Equivalent Certified Teachers
- **151** Full Time Equivalent Support Staff
- **9** Schools
    - ➤ **4** Elementary Schools, K – 6
    - ➤ **1** Elementary School, K – 5
    - ➤ **1** Dual-Track English/French Immersion Elementary School, K – 6
    - ➤ **1** Middle School Dual-Track English/French Immersion with Fine Arts Academy, 7 – 9
    - ➤ **1** Middle School with Sports Academy, 6 – 9
    - ➤ **1** High School Dual Track- English/French Immersion, 10 – 12
- **93** of our students study English as a Second Language (ESL)
- **83** 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.

In the spring of 2018, 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 (2018-2021) and for School Based Annual Plans for the 2018-2019 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 all stakeholder groups, including Trustees, Staff, Parish community and Parents. 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 2018-2019*

District & School Priorities

Strategic Priority #1

To enhance our Catholic identity.

Strategic Priority #2

To foster meaningful parental involvement and stakeholder engagement.

>*Outcome One: Alberta Students are Successful.*
>*Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.*
>*Outcome Three: Alberta's educatin system respects diversity and promotes inclusion.*
>*Outcome Five: Alberta's education system is well governed and managed.*

Strategic Priority #3

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

>*Outcome One: Alberta Students are Successful.*
>*Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.*

Strategic Priority #4

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

>*Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.*

Strategic Priority #5

To provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

>*Outcome One: Alberta Students are Successful.*
>*Outcome Three: Alberta's educatin system respects diversity and promotes inclusion.*
>*Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.*

*Annual Education Results Report (AERR) Outcomes

Combined 2018 Accountability Pillar Overall Summary

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Medicine Hat Roman Catholic Se			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	90.7	89.4	89.9	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.7	80.0	79.2	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	93.1	91.9	91.8	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	0.8	1.0	0.9	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.1	85.4	87.0	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.9	84.0	84.2	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	18.8	18.7	19.1	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.8	83.0	85.0	83.7	83.0	83.0	High	Maintained	Good
	Diploma: Excellence	26.9	23.4	21.7	24.2	22.2	21.7	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	61.6	57.0	57.7	55.7	54.9	54.7	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	68.9	70.6	68.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.4	69.5	67.0	58.7	57.9	59.0	Very High	Improved	Excellent
	Work Preparation	86.5	86.0	83.4	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	85.9	84.1	84.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.4	80.6	82.5	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	85.5	83.2	85.1	80.3	81.4	80.7	Very High	Maintained	Excellent

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2018 Accountability Pillar Overall Summary

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Medicine Hat Roman Catholic Se (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	2.9	4.4	2.5	4.8	5.8	6.3	High	Maintained	Good
	High School Completion Rate (3 yr)	73.8	66.7	77.8	53.3	53.7	50.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.0	64.4	64.7	51.7	51.7	52.0	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.5	11.1	9.2	6.6	6.7	6.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.3	85.7	88.8	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma: Excellence	24.1	14.3	12.4	11.0	10.7	10.3	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	46.1	33.3	34.7	24.4	21.8	21.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	53.3	71.4	57.1	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.4	87.6	68.2	33.0	31.8	32.8	Intermediate	Maintained	Acceptable
	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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 30-1; 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.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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.
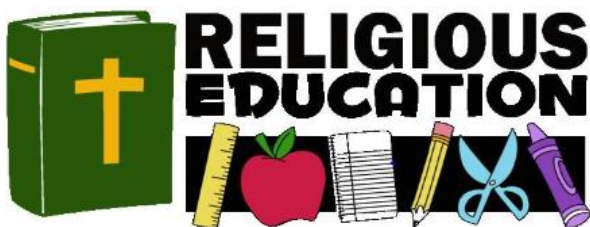
This year our theme is *"These things I have spoken to you, that my joy may be in you, and that your joy may be full" John 15:11* Having this focus helps us to understand that God wants us to be a joyful people who are faithful to the Scriptures. We have been given the mission to spread our faith to the youth, and it is through our daily living and everyday actions that they come to understand God's love in joyful abundance.

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.

District Strategies	Indicators of Success
1. Highlight each school's involvement in service projects and provide the Parish Community with opportunites to participate and connect with the schools.	Schools will be featured in the parish bulletins and announcements. Parish priest shares a message in school newsletters about themselves or the parish community.
2. Continue to foster the Parish-School relations that were implemented in the previous year by having two administrators continue as a parish council member at each of the parishes.	Two administrators on parish councils that communicate with all stakeholders.
3. Parish Communications • Continue highlighting Catholic education in Parish Bulletins. • Highlight Catholic Education Sunday • Provide presentations to Parish groups on the Excellent Catholic Leader. • Introduce GRACE - Grateful Advocates for Catholic Education	School programing and activities will be highlighted are on a regular basis. Stakeholder engagement is increased, creating connections between Schools, Home & Parish.
4. Hire a Chaplain for our Junior and Senior High School to foster a climate of living faith in our school communities.	Increased student engagement and participation of staff and students in liturgies, masses, service projects, et. that focuses on living our faith.
5. Celebrate the parish/school community relationships. Catholic Education Sunday- share a video and a message from trustees at all masses. Give a district highlight sheet to parishes during Catholic Education Week.	Parishoners are more aware of the value of Catholic education.
6. Religious Coordinator facilitates social justice projects for various grades so that students are aware of local, national, international needs and how as Catholics we are called to provide support.	Grade 1: Birthday Bags (Women's Shelter) Grade 2: Baby Bundle We Care Kits (Pregnancy and Support Centre) Grade 3: Care packages for the homeless Upper elementary/junior/high school - Feeding the less fortunate. Help support school initiated projects. Summary sheet of the social justice projects will be completed.
7. 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. Survey by staff and students at the end of the retreats.
8. Focus on the concepts of building church and being witnesses to the church with students in our local parishes.	Grade 5 and 6 retreats that connect to the religious education curriculum will be held at Holy Family Parish and St. Patrick's Parish. Students will join the parish community in a Eucharistic celebration. Volunteers from the parish will help with the retreat. The retreat will be followed by an evaluation to ensure that it is successful.
9. Bible Liturgy for all grade 4 students at Holy Family Parish on September 27th. 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 as the living word.
10. Staff gather in faith to celebrate a Staff District-wide Mass twice a year. District Faith Day: *These things I have spoken to you, that my joy may be in you, and that your joy may be full" John 15:11*	Staff feel renewed and empowered in their vocation as an employee in Medicine Hat Catholic.
11. Grade level PLC meetings to support implementation of grade 4 and 5 curriculum. A full day workshop to be held in the spring for grade 6 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.
12. 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).
13. Board and District Leadership Team Retreat to focus on the Marks of an Excellent Catholic Leader.	All participants will be able to articulate clearly the Marks of an Excellent Catholic Leader and how they can apply them in practice.

14. Create a pastoral approach that respects diversity, promotes a sense of belonging, fosters acceptance, fights racism and promotes inclusive communities.	All members of our school community take a Pastoral approach to inclusive communities.
15. 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.

Rock painting at today's grade 5 retreat! These rocks represent that we are the church and we need to build the church. Most of them went back to prayer tables at our schools, but we hid some around Medicine Hat for you to find! Tag us if you see one. 😊
#medhat #CatholicEd

Welcome, Caring Respectful and Safe Policy

Measure Evaluation Reference (Optional)

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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:
1) For all measures except Drop Out Rate: 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) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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				
Improvement	**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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)
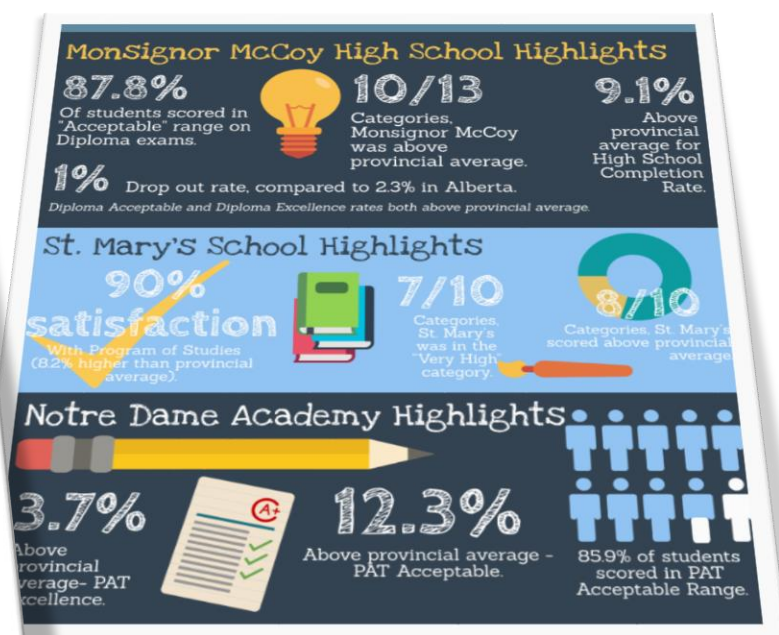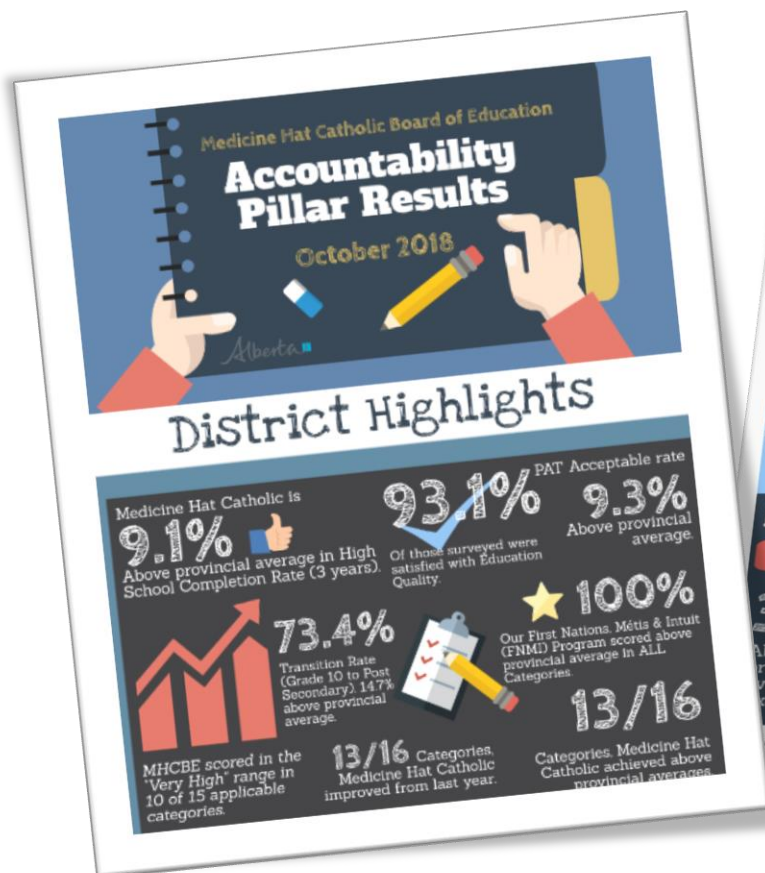
Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.1	83.9	84.6	84.0	82.9	85	High	Maintained	Good	85.5	86	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.7	18.4	20.1	18.7	18.8	19.5	Intermediate	Maintained	Acceptable	19.5	20	21

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Strategies	Indicators of Success
1. Work with school administration and staff to implement the revised curriculum from Kindergarten to Grade 12.	Teachers become aware of the revised curriculum improvement in STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
2. Provide professional development in key learning areas including engagement, self –regulation, relationships, numeracy and literacy.	Professional Development provided in key area leads to improvement in SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
3. Senior Administration working closely with the District Leadership team in analyzing DIP's, PAT's results. Increase use of data analysis with Powerschool to identify academic needs.	Review provides direction to enhance instruction in the areas identified. School improvement plans indicate strategies to improve areas of need. Improvement in STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
4. Provide intake, assessment and instructional support to our ESL Students. Utilize Dossier system to input student benchmarks.	All ESL coded students will be tracked and benchmarked to inform Teacher planning.
5. Develop and implement assessments to improve responsiveness to student needs. 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.
6. Continue 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 six occasions.	Review literacy plan based on continued research. Develop a Numeracy Plan based on research.
7. Through the numeracy committee provide support for student learning and achievement in Mathematics.	Improved scores on DIP's and PAT's in the area of Mathematics.
8. Evaluate elementary tools for assessing and benchmarking literacy and numeracy. Engage schools in developing strategies for students who are not experiencing success..	Programs will be established 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.

9. Offer PD opportunities for teachers on student assessment and benchmarking through SAPDC, to improve responsiveness to student needs.	Schools will assess students in grades 1-6 to benchmark levels in literacy.
10. 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.
11. Offer a wide variety of programming including Alberta Distance Learning, CyberSchool, Dual Credit, 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.

Outcome One: Alberta's students are successful (Continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.2	87.9	83.9	83.0	87.8	84.5	High	Maintained	Good	88	88.5	89
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.8	22.1	19.7	23.4	26.9	24	Very High	Improved	Excellent	27	27.5	28

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	84.4	87.2	88.3	85.4	87.1	86.5	Very High	Maintained	Excellent	87.5	88	88.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.0	0.6	1.2	1.0	0.8	1.0	Very High	Maintained	Excellent	0.8	0.7	0.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	68.3	69.1	62.4	69.5	73.4	70.5	Very High	Improved	Excellent	73.5	74	74.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	67.1	70.6	68.9	71.5	n/a	Maintained	n/a	70	70	71
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	48.5	59.5	56.5	57.0	61.6	58	High	Maintained	Good	61.5	62	62.5

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. 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
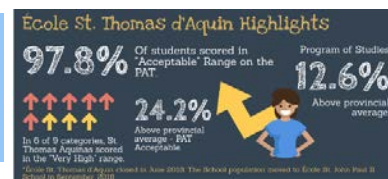
# Outcome One: Alberta's students are successful (Continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.2	85.1	85.2	84.1	85.9	85.5	Very High	Maintained	Excellent	86	86.5	87
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.	84.2	80.5	83.8	86.0	86.5	87	Very High	Maintained	Excellent	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

District Strategies	Indicators of Success
1. Safe and Caring Policies and Procedures are developed and implemented to create inclusive communities that respect diversity and promote a sense of belonging.	Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results.
2. 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.
3. 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.
4. Continue to support the Inclusive Learning Consultant position. Supporting students with complex needs from Early Learning to Grade 12 including transition to adult and community services post-graduation. Support to staff and families with resources and community connections.	Families are connected and students are supported with appropriate services bridging the gap between school and community post-secondary opportunities.
5. Continue with the 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. Families will be connected to community agencies to increase the level of support available.
6. Continue to implement the Individual Support Plan System (Dossier) district-wide.	All teachers will utilize the system to identify and support the needs of all learners including benchmarking ESL students.
7. Elementary schools will continue to support students through the Collaborative Planning Circle process. 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.	Student, teachers and families are engaged in solution focused meetings.
8. 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.

9. Complete a review of the Work Experience and Registered Apprenticeship Program of Monsignor McCoy High School to create connections to the trades industry.	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.
10. Develop protocol to facilitate effective transitions between elementary to middle school and middle school to high school including Sports Teams and Camps, Tournaments, Community Classrooms, use of Cosmetology and Lab Area.	Protocol will be developed that provides opportunities for schools to work together to provide smooth transitions and student retention.
11. 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.
12. Continue Nutrition program at two schools and add program to two additional school that support the creation of school environments that promote wellness and facilitate healthy lifestyle choices for staff and students. Support healthy eating choices as per the Alberta Nutrition Guidelines for Children and Youth.	Students, teachers, parents, caregivers and community members have the opportunity to learn more about: ● the importance of choosing and preparing healthy foods ● the importance of reading food labels ● access to Alberta's food resources Providing children with a healthy and varied meal and unique opportunities for social interaction develop a sense of community. 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. Nutrition program leads to Improvement in the SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.

13. Support for career life planning and post secondary through the High School Resdesign model at Monsignor McCoy High School.
   a) Implement strategies and approaches aimed at transforming the high school experience for students and Teachers through changes to school structure, culture, pedagogy or leadership
   b) Develop a jurisdiction vision for high school completion and student success.
   c) Set, monitor and measure goals for the High School Re-design program in key areas including Student Engagement, High Levels of Achievement, and Quality Teaching.
Flexible Learning Environments
● Learning Environments support students as they engage in their studies that give them more control over when and where, and with whom they learn.
● Embedded Teacher team time that empowers Teachers to decide how best to structure time to teach students.
Assessment
● To continue the creation of learner assessments that are outcome based.
Mastery Learning
● Increase staff capacity for supporting a school culture of flexible learning.
	Students feel successful and knowledgeable about post secondary choices. Success of the program is discussed and reviewed. Data collected suggests that the program is making a difference in student engagement, achievement and Teacher practice.
	High School Completion rates increase. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
	
	Drop-out rates decline. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
	
	Our SCHOOL survey indicates students have less mental health concerns, such as anxiety, stress and depression.
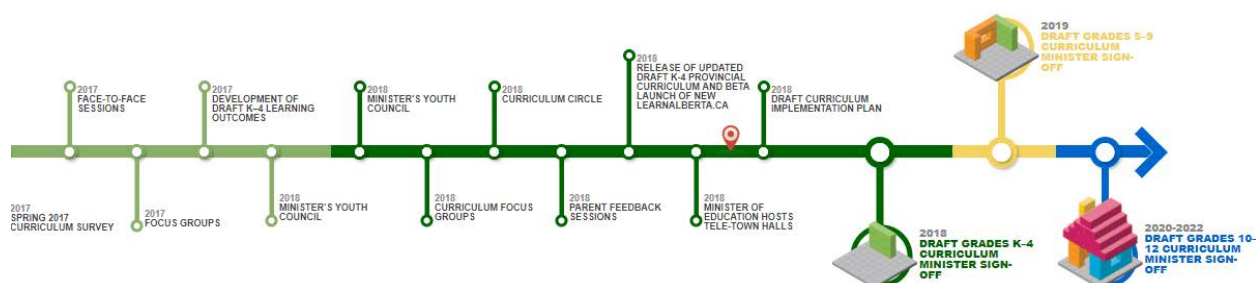
Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.6	64.7	64.9	64.4	78.0	65.5	Intermediate	Maintained	Acceptable	70	71	72
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).	15.6	5.9	10.6	11.1	19.5	12	Intermediate	Maintained	Acceptable	15	16	17
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	86.1	92.6	88.0	85.7	79.3	88.5	Intermediate	Maintained	Acceptable	85	86	87
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	13.9	14.8	8.0	14.3	24.1	15	Very High	Maintained	Excellent	16	17	18

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 30-1; 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.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.

100%
Our First Nations, Métis & Inuit (FNMI) Program scored above provincial average in ALL Categories.

St. Patrick's School celebrated #metisweek this afternoon! FNMI (First Nations, Métis and Inuit) Support Teacher Raevon Gehring, presented to several classes this afternoon. A lot of wonderful cultural knowledge was shared and learned today. ❤️

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (Continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	82.4	66.7	100.0	66.7	73.8	80.5	Intermediate	Maintained	Acceptable	75	77	78
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.5	0.0	3.1	4.4	2.9	2.5	High	Maintained	Good	2.5	2.3	2.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	48.8	87.6	54.4	88	Intermediate	Maintained	Acceptable	60	62	64
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	42.9	71.4	53.3	72	n/a	Maintained	n/a	60	62	64
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	41.2	33.3	37.5	33.3	46.1	41	Intermediate	Maintained	Acceptable	46	47	48

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.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Strategies	Indicators of Success
1. The District continues to build community with the District Indigenous student and parent population by funding a 0.4 FTE Indigenous support Teacher and collaborate with outside agencies to acquire resources and the delivery of resources. In consultation with Learning Services the supports will include: • Providing resources for Families, Parents and Teachers • Promotion of Cultural Healthy Active Living • Liaise and assist Students, Staff and Parents in acknowledging heritage and traditions • Working with the District to apply foundational knowledge about Canadian Indigenous to teachers and staff. • Continue to engage the District in celebrations to create Indigenous cultural awareness including Orange Shirt Day. • Indigenous support Teacher provides Band information, post-secondary information, tutoring information and community support for families and parents. • Teachers are provided academic resources, team collaboration in core subjects to integrate Indigenous material.	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. Students meet individually for cultural resiliency, self-esteem support from FNMI Support Teacher. Improvement in the FNMI Accountability Pillar Results.

• Indigenous support Teacher works with District to network and work with other Districts; Education Stakeholders, Communites and other Ministries to share strategies and initiatives for supporting Indigenous students and programming. • Indigenous support teacher attends annual Indigenous professional development conferences, such as, CASS FNMI Gathering. • Indigenous support staff attends activities with Elders from the surrounding communities. • St. Michael School and the Indigenous support Teacher is Collaborating with Miywasin Centre and the Be Fit For Life Centre with Embedding Traditional Indigenous Physical Activity in grade 3 curriculum. • Students and staff are engaged in cultural awareness activities such as, Orange Shirt Day and Metis Week. • Indigenous support Teacher delivers the most recent Indigenous resources to the District and staff.	

2. Support teachers in applying foundational knowledge about Indigenous Peoples. The Indigenous support Teacher works with the District to:
   • ensure all teachers are knowledgeable, understanding and respectful of the rich diversity of the Canadian Indigenous Peoples diverse cultures, languages and histories
   • the importance of Treaties;
   • and the legacy of residential schools.
Indigenous support Teacher works with the District to provide cultural openness, innovative ideas, leadership and collaboration.
	Provide presentations to district staff such as cultural openness, Treaties, the Residential School experience, TQS, Call to Action, New Teacher Orientation.
	
	Indigenous Acknowledgement Statement is presented at community, district and individual school led events.
	
	Maintaining excellence in high school completion rate and PAT diploma rates in the FNMI Accountability Pillar Results.

3. Applying Foundational Knowledge to strengthen understanding of Canadian Indigenous perspectives among all students; provide Indigenous learners with culturally relevant learning opportunities. • English and Language Arts Teachers integrate Indigenous novel materials.-English and Language Arts Teachers integrate Indigenous novel materials. • Unit study and lesson development in key subject areas integrate Indigenous heritage. • Social Study Teachers integrate enriching material provided by Indigenous support Teacher in lessons. • Indigenous support Teacher presents Special classroom presentations during Orange Shirt Day week, Metis Week, and National Indigenous Peoples Day. • Indigenous support Teacher presents Special classroom presentations in Art and CTS. • School field trips to the Esplanade for Indigenous Based performances, such as, Mistitim	Improvement in the FNMI Accountability Pillar Results.
4. Increase focus and support for Indigenous students at the high school level. Indigenous support Teacher will act as a graduation coach for Indigenous 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. • Annual Indigenous graduates receive a cultural traditional gift. • Scholarship application assistance and provide references to complete the application process.	Maintain high achievement within the self-identified students in the FNMI Accountability Pillar Results. Drop out rate of self-idenitified FNMI is lowered and high school achievement rate improves. Increase in FNMI students who achieve acceptable and excellence standards on DIPs and PATs.
5. The District will send out communications to parents prior to registration explaining the advantages to the District of parents self-identifying Indigenous status.	Parents respond to mailed information. Communication continues via personal meetings, email and phone calls.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	92.7	90.1	90.2	89.4	90.7	91	Very High	Maintained	Excellent	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Strategies	Indicators of Success
1. Year two - Mental Health Strategic Plan. 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. MHCBE wil 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 servce on executive and leadership committees for Regional Collaborative Service Delivery (RCSD).	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: Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT wellness facilitators, teachers trained in mental health literacy, Learning Services facilitators, Behaviour associates and administrators. Each school has an established Mental Health team that meets regularly to discuss students and the support needed. • Increase in community engagement in collaborative meetings. Increased family/community supports and family-school connections. Enhance connection, communication and collaboration. Improvement in the SAFE and CARING Accountability Pillar Results Students will receive equitable and sustainable service delivery in the region. Services will be seamless and timely in their support of students.
2. 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.
3. Safe Intervention with Students Administrative Procedure and Support Space Guidelnes to ensure safe interactions with students and staff.	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. Administrative Procedure is implemented and shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: - Proactive and/or Regulatory Strategies - De-escalation strategies - Follow-up/Restorative/De-briefing strategies
4. Implement the Inclusive Education Framework that responds to the needs of all learners, addresses factors that contribute to the achievement gap and other neagative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.	Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results

5.	Members of the school team will deliver Social Emotional Learning strategies and curriculum to assist students in gaining knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions.	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.
6.	The *Our SCHOOL* 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 continue to use data to plan supports for students.
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.	Continue Nutrition program at two schools and add programs to two additional schools that support the creation of school environments that promote wellness and facilitate healthy lifestyle choices for staff and students. Support healthy eating choices as per the Alberta Nutrition Guidelines for Children and Youth.	Students, teachers, parents, caregivers and community members have the opportunity to learn more about: • the importance of choosing and preparing healthy foods • the importance of reading food labels • access to Alberta's food resources Providing children with a healthy and varied meal and unique opportunities for social interaction develop a sense of community. 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. Nutrition program leads to Improvement in the SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
9.	District wide PD on Inclusive practices, acceptance, belonging and positive behavioural approaches, including supports that need to be in place for inclusion to be manageable and successful.	Teachers and Learning Assistants will receive PD related to meaningful inclusion of all students in all schools. • fair and appropriate evaluation • creation of flexible and responsive learning environments • supporting students with atypical or disruptive behavior • collaborative behavioural support • build upon student's existing resilience and foster more collaborative ways of interacting with students
10.	Develop a philosophy that serves to foster the Catholic spirit of athletics. • 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.	Review the role of the School Resource Officers. 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.	Develop a District wide Occupational Health & Safety Program (OH&S) Program for all employees that meets the requirements of the new OHS legislation introduced in June 2018.	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.	Review and look towards continued implementation of *Go-To-Educator* 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. International Education – Continue to 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.
16. Continue to train staff in creating and maintaining holistic safety through Supporting Individuals through Valued Attachments (SIVA), self-regulation training and a focus on Trauma-informed practices.	Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. - Emphasis on student involvement (and eventual leadership) in these plans.
17. Support schools in proactively addressing chronic student absenteeism through school and parent engagement and solution focused meetings.	Increased achievement in DIPs and PATs and lower drop out rate with increased connection to school community.
18. Implement an inclusive education system that respects the needs of all learners.	Addresses factors that contribute to an inclusive education stem that responds to the needs of learners, addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.
19. Early Childhood Education review to enhance programming and services, integrate effectively with community services, and meet the needs of children and families.	Enhance programming focuses on integrated early childhood development. Improvement in the satisfaction of QUALITY OF EDUCATION.
20. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, District committees, (Mission review), and other decisions that affect their children.	Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.
21. 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.
22. Undertaken an Early Learning Program Review to align program and services to meet the needs of children and families.	Program review is completed and provides recommendations for improving student success.
23. Complete a Before and After School Review to provide for consistency and standards across all programs within the District.	Reviews completed and provides recommendations for continuity in programming.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	80.9	79.3	78.4	80.0	81.7	82	Very High	Improved	Excellent	82	83	84

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Strategies	Indicators of Success
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. School based professional development time will be added to the PD calendar to allow school staffs to plan PD based on school needs.	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. 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.
7. Continue to review the success of placing a part-time French Immersion teacher at Monsignor McCoy High school to foster support for the program.	Discussion is held outlining the outcomes, pros, and cons of providing a designated French Immersion teacher at Monsignor McCoy High School. Recommendations are provided.
8. 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.

9. Provide teachers and District leaders Professional Development in the new Teacher Quality Standard and Leadership Quality Standard that comes into effect September 2019.	Number of teachers and school leaders participating in PD opportunities on the new TQS and LQS.
10. Support District Leadership Team in the effective and efficient use of technology including the implementation of online curriculum and assessments.	Students are provided a broad program of studies.
11. Central Office will meet with parents and stakeholders quarterly to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.
12. 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. ● Student-Centered Learning ● Research and Innovation ● Professional Learning ● Leadership	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.
13. Research on the most promising ways of using technology to improve student achievement: ● condition of facilities ● available technology ● potential professional development opportunities and requirements.	Research is completed on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.
14. Industry professionals are employed where feasible to support student learning.	Improvement in the BROAD PROGRAM OF STUDIES Accountability Pillar Results.
15. Sports and Fine Arts Academy Review ● Review the Notre Dame Sports Academy review and discuss implementation of recommendations and impact to student learning and program enhancement.. ● Commence and complete the St. Mary's Fine Arts Academy Review to ensure effective programming and delivery and provide recommendation to enhance focus on the Fine Arts. ● Increase Fine Arts activity in the District through specialist support in the high school Fine Arts program. Create a District Fine Arts yearly calendar to outline each schools performances and activities; calendar will be posted on the website.	Review is conducted on the Academy's program currently being offered. Outcomes and recommendations are discussed with key stakeholders.
16. Provide support 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.

Alberta Education **Teaching Quality Standard**
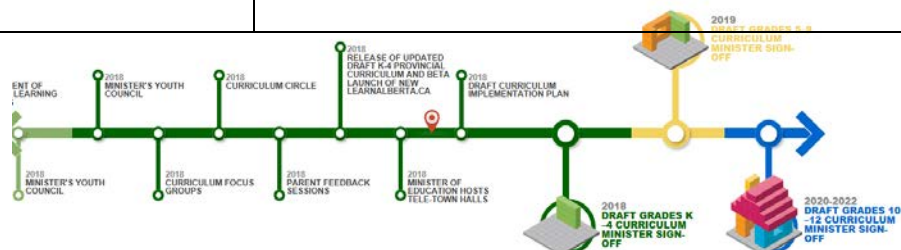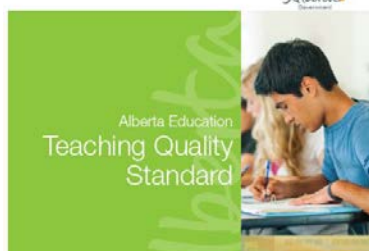
KINDERGARTEN TO GRADE 12 PROVINCIAL CURRICULUM DEVELOPMENT

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	84.5	86.4	85.8	83.2	85.5	85	Very High	Maintained	Excellent	86	87	88
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	83.2	83.6	80.6	80.4	83	High	Maintained	Good	82	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.6	92.7	91.0	91.9	93.1	92.5	Very High	Improved	Excellent	93.5	94	95

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Strategies	Indicators of Success
1. Review and update Policy and Administrative Procedures to ensure alignment with District Mission and Vision and government direction.	Policy and Administrative Procedures are modified and updated.
2. Work closely with School Administration in Monsignor McCoy HIgh School, the newly modernized high school and Ecole St. John Paul II School, newly built elementary school to ensure the facilities support student learning and well being.	Facilities support student learning. Improvement in overall quality of basic education.
3. An Enrolment and Retention Committee will be formed to focus on retention of students and articulation between the transition from elementary to middle school and middle school to high school.	Develop a Retention and Enrolment Plan that focuses on key areas including: Communication, Academic Excellence, Catholic Idenity, Elementary/Middle School/High School Transition, General Initiatives, Diversity of Programs, Academies, Pre-School and Early Leraning.
4. Social Media Awareness & Integration • Continue to educate stakeholders of our social media presence across Facebook, Twitter, Instagram and YouTube with a focus to increase Social Media presence at the High School and Middle School levels. Social Media Contributors will be versed on Social Media Guidelines to serve as protocol to support our online presence to protect student privacy. • 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.	Increase in retention and enrolment of students. Stakeholder's engagement increases on all social media platforms. The High School and Middles Schools have an Instagram presence. Social Media Contributors at the district and school level are educated on best practices. Public bodies and stakeholders endorse MHCBE content through social media platforms by Sharing, Liking, and Retweeting posts. Improvement in the PARENT INVOLVEMENT and CONTINUOUS IMPROVEMENT Accountability Pillar Results.
5. Utilize the the well-establish slogan "It All Starts Here" to all Public Relations, Marketing and Advertising. • Branding with key messages and social media icons will be integrated into all Advertising and Marketing • The printed Zooming-In annual publication for 2018-2019 was widely shared utilizing the local newspaper. The publication will be phased out as an advertising	Advertising, Marketing & Public Relations exhibit consistent messaging. 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.

	resource effective 2019-2020. The District will replace the annual Zooming-In Publication with School Brochures circulated to our stakeholder community during our February registration blitz.	Improvement in the PARENT INVOLVEMENT and CONTINOUS IMPROVEMENT Accountability Pillar Results.
6.	New School & District Website platforms launched for District & Schools in September 2018. The new platform better integrates content across multiple platforms.	District and School websites have a consistent design and layout uniformity demonstrating an effective communication strategy that aligns with the District Strategic Priorities. Improvement in the CONTINOUS IMPROVEMENT Accountability Pillar Results.
7.	Develop a Communication Work Plan that outlines strategies for the coming year. The plan will incorporate a monthly communications work plan. • The Board will annually approve a communication strategy. The Communications Plan will serve as a guide to achieve the communication goal of the District, "to enhance communication and increase public profile around the value of Catholic education".	Communication goal aligns with the annual District Strategic Priorities. The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies that align with annual district priorities.
8.	"School Messenger-Communicate" integration 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. Continue to educate parents to opt-in to received emergency messaging. Develop a strategy to integrate staff into the data platform to allow staff to receive School Messenger Communicate emergency messaging.	Stakeholders will experience real time and seamless communication across multiple devices and platforms.
9.	Implement phase II of Hour Zero the District's Emergency Preparedness Program. Staff utilize an online training platform to educate themselves and prepare for and respond to emergencies. Key staff at the District and School level 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 for the upcoming year.	The "how did you hear about us" responses will be used as an evaluation tool to adopt practices that better engage with stakeholders.
12.	Development of a District, high level video production, as a communication tool to highlight a Catholic school experience as part of a Video Series feature. • In addition, develop a Video Series including to feature programming including: Academies, Fine Arts, Nutrition Program, French Immersion, Spring Sing, Edwin Parr, Registred Apprenticeship, Bible Liturgy, School Retreats, Maker Space, Ecole St. John Paul Grand Opening, Orange Shirt Day, Education Week, Catholic Education Week and Alberta Education & Community Partner events including Random Act of Kindness, Orange Shirt Day, Pink Shirt Day.	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.	Collaboration with our Southern Alberta Professional Development Consortium (SAPDC) partners to support staff and PLC groups in key areas to include Curriculum implementatiofn and Literacy and Numeracy.	Staff participate in Professional Development.
14.	Develop a short and long term capital plan that involves stakeholders and looks at District infrastructure needs including facilities, transportation and programming. The Plan will 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.

15.	Work with Schools to provide opportunities for parent engagement through short surveys and lunch and learns.	Improvement with PARENT INOVLVEMENT on decisions that affect their child's education.
16.	School Education Plan community engagement.	Parents, staff and parish community members become informed on the strategies undertaken at their school. Improvement with PARENT INVOLVEMENT on decision that affect in their child's education.
17.	Highlight each school's involvement in service projects and provide the Parish Community with opportunites to participate and connect with the schools.	Schools will be featured in the parish bulletins and announcements. Parish priest shares a message in school newsletters about themselves or the parish community.

École St. John Paul II School Grand Opening

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.

MENTAL HEALTH – MENTAL ILLNESS CONTINUUM

HEALTH	MENTAL HEALTH PROBLEMS	ILLNESS
Well-being	Emotional Problems or Concerns	Mental Illness
- Healthy moods, able to function and reach one's full potential - Resiliency Factors such as secure attachments	- Mild problems with thoughts, behaviours - Stresses at school, home and/or work	- Mood/anxiety problems - **Externalizing problem** - Psychoses - Substance use

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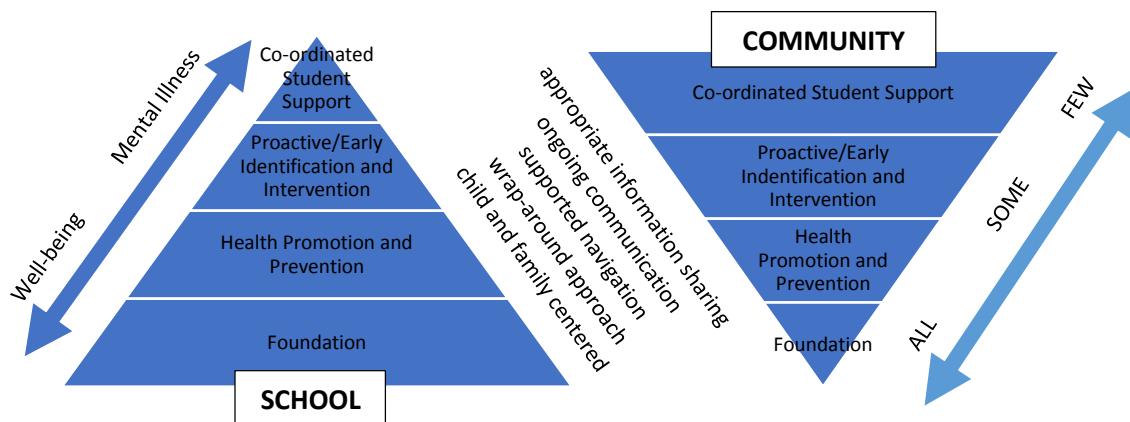
Within our continuum of supports framework, a student's strengths and capabilities are supported as necessary by resources in their natural and school networks and more formal supports are enacted based on their profile.

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

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

Alberta Health Services

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

Alberta Human Services

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

Catholic Community CONNECTION

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 CONNECTION

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

	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

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

Community CONNECTION — 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

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

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

Community CONNECTION
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														

Community CONNECTION 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	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	93.8	8.9	89.7	9.3	90.7	4.7	83.3	7.6	87.4	5.3		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	87.5	12.5	93.8	15.4	91.8	6.6	90.8	13.8	94.8	20.7		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
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	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	71.4	11.1	78.9	28.1	56.8	14.9	67.5	27.3	95.5	40.9		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	50.0	8.6	70.8	12.5	80.0	3.6	65.4	15.4	66.7	7.0		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	97.9	29.8	94.1	23.5	88.5	19.2	96.1	15.7	94.4	22.2		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	92.4	29.7	95.9	26.8	92.7	38.2	96.2	36.5	96.1	33.3		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	77.6	23.5	84.8	31.6	84.4	23.8	78.4	23.9	84.7	42.3		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	78.2	35.9	84.1	26.8	76.9	21.8	79.1	28.6	77.2	29.8		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	75.0	27.3	91.1	22.2	90.9	36.4	89.4	44.7	94.3	37.1		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Graph of Diploma Examination Results – Overall (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. 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.
3. Participation in Diploma Examinations was impacted 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 this event.

Diploma Examination Results by Course

English Lang Arts 30-1

English Lang Arts 30-2

French Lang Arts 30-1

[No Data for Français 30]

Mathematics 30-1

Mathematics 30-2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Diploma Examinations was impacted 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 this event.

Diploma Examination Results by Course

Social Studies 30-1

Social Studies 30-2

Biology 30

Chemistry 30

Physics 30

[No Data for Science 30]

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results Course By Course Summary With Measure Evaluation

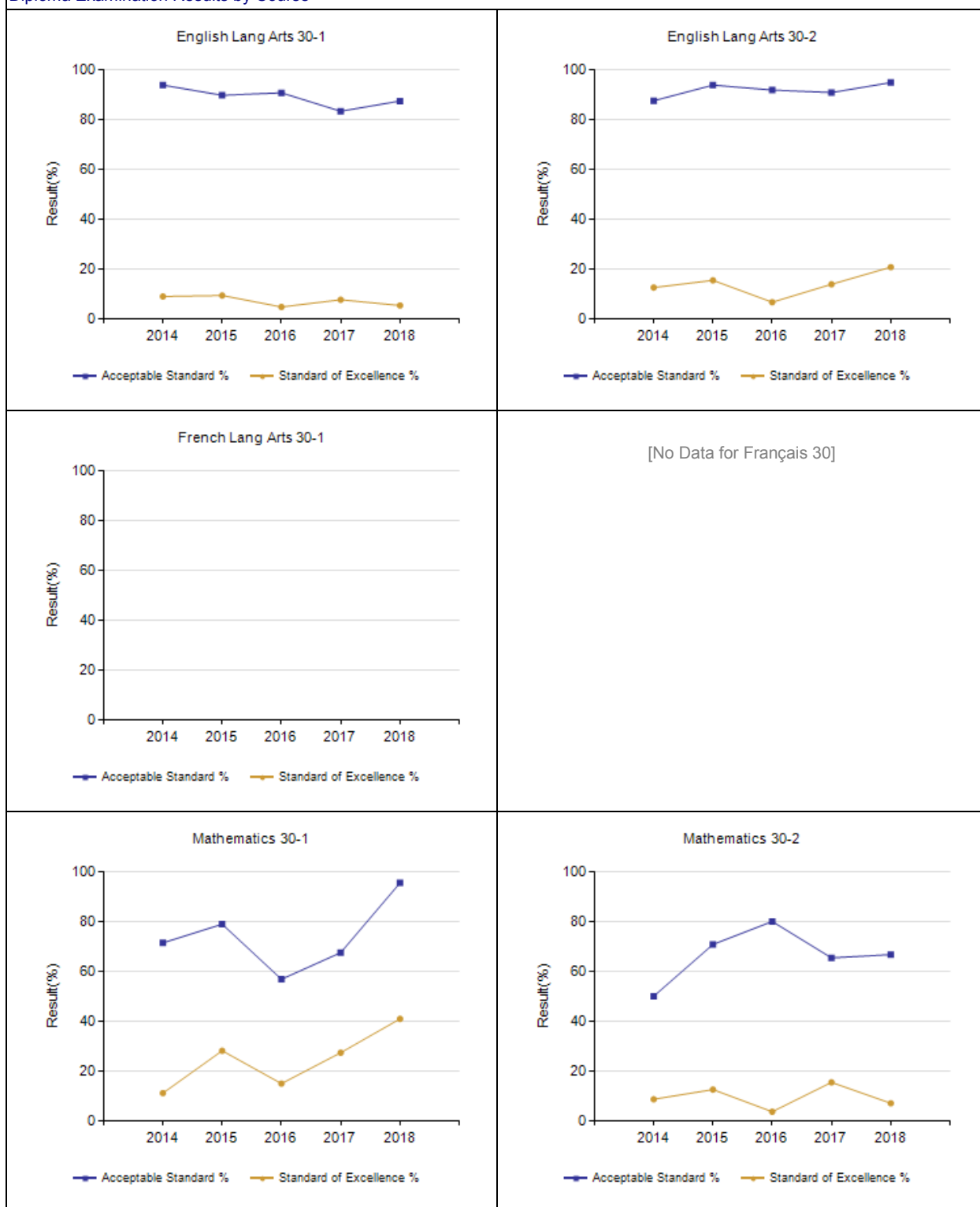| Course	Measure	Achievement	Improvement	Overall	2018 N	2018 %	Prev 3 Year Average N	Prev 3 Year Average %	2018 N	2018 %	Prev 3 Year Average N	Prev 3 Year Average %
					Medicine Hat Roman Catholic Se				Alberta			
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	95	87.4	116	87.9	30,393	87.5	29,349	86.6
English Lang Arts 30-1	Standard of Excellence	Low	Maintained	Issue	95	5.3	116	7.2	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	58	94.8	64	92.1	16,184	88.0	16,632	89.1
English Lang Arts 30-2	Standard of Excellence	Very High	Improved	Excellent	58	20.7	64	11.9	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,230	93.8	1,312	94.6
French Lang Arts 30-1	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
Français 30-1	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	44	95.5	69	67.7	20,148	77.8	20,605	73.3
Mathematics 30-1	Standard of Excellence	n/a	n/a	n/a	44	40.9	69	23.4	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	57	66.7	60	72.1	14,362	74.2	13,516	74.7
Mathematics 30-2	Standard of Excellence	n/a	n/a	n/a	57	7.0	60	10.5	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	18	94.4	37	92.9	21,793	86.2	21,941	86.0
Social Studies 30-1	Standard of Excellence	Very High	Maintained	Excellent	18	22.2	37	19.5	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Very High	Maintained	Excellent	129	96.1	134	94.9	20,391	78.8	19,847	81.0
Social Studies 30-2	Standard of Excellence	Very High	Maintained	Excellent	129	33.3	134	33.9	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	111	84.7	112	82.5	23,026	86.6	22,263	85.0
Biology 30	Standard of Excellence	Very High	Improved Significantly	Excellent	111	42.3	112	26.4	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	57	77.2	84	80.1	18,770	83.6	19,031	82.3
Chemistry 30	Standard of Excellence	Intermediate	Maintained	Acceptable	57	29.8	84	25.7	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	35	94.3	45	90.5	9,679	86.2	10,276	85.1
Physics 30	Standard of Excellence	High	Maintained	Good	35	37.1	45	34.4	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	85.4	8,651	84.4
Science 30	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	31.5	8,651	27.6

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
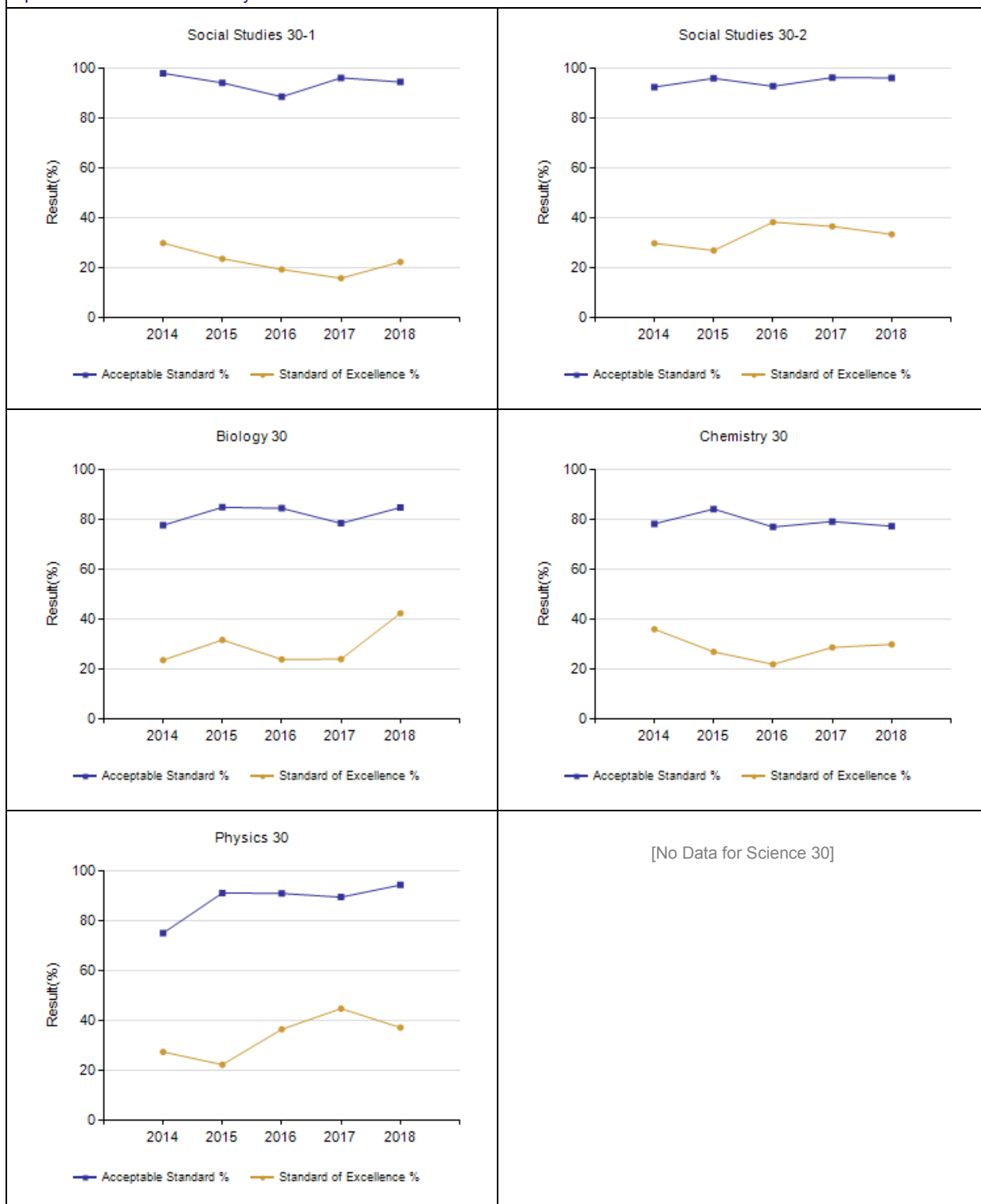
Measure Evaluation Reference - Achievement Evaluation

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:
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. 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				
	2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
3 Year Completion	84.4	87.2	88.3	85.4	87.1	75.3	76.5	76.5	78.0	78.0
4 Year Completion	88.1	89.0	90.1	89.9	88.2	79.6	79.9	81.0	81.2	82.6
5 Year Completion	93.2	89.5	90.3	91.4	91.0	81.5	82.0	82.1	83.2	83.4
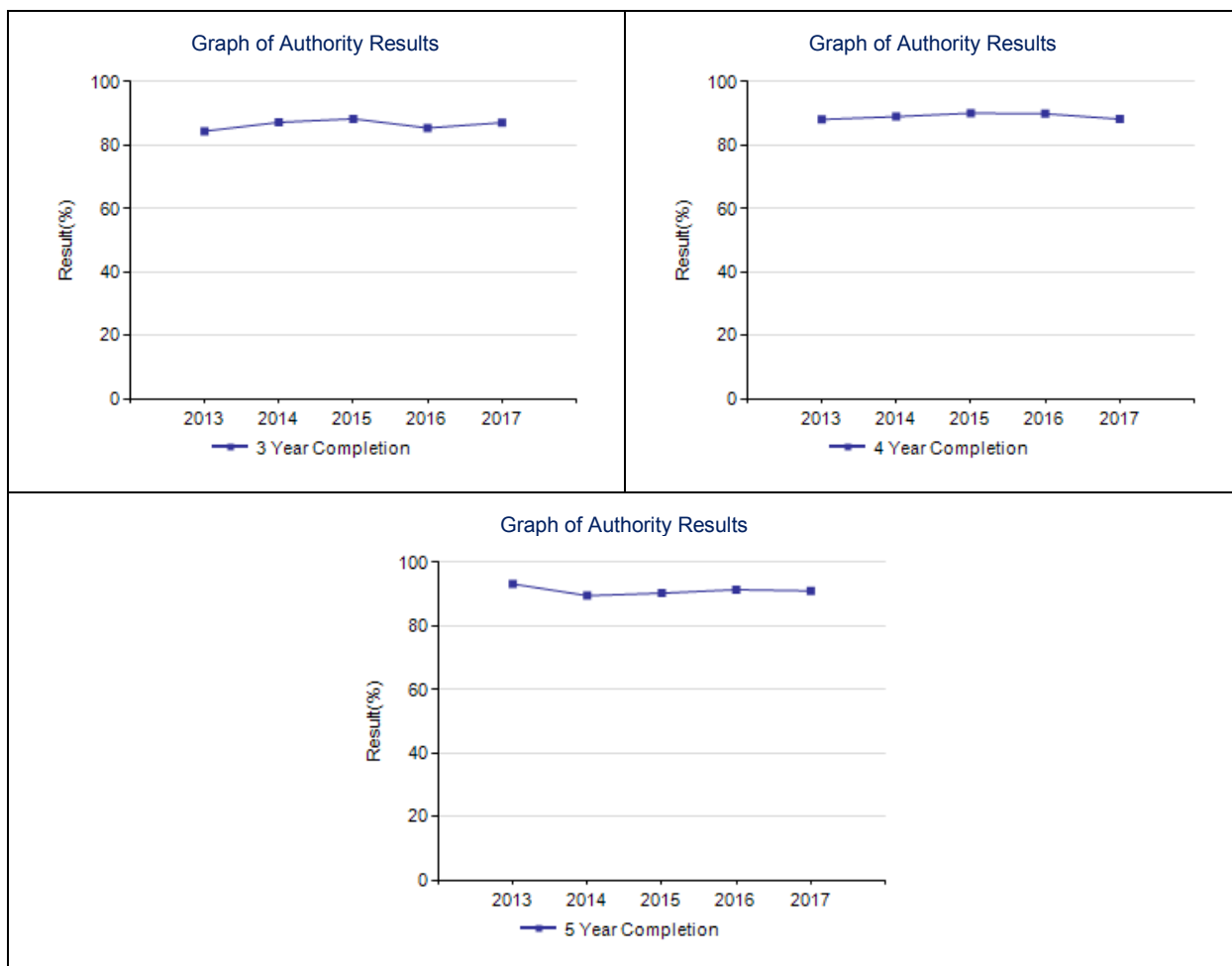
Graph of Authority Results — 3 Year Completion

Graph of Authority Results — 4 Year Completion

Graph of Authority Results — 5 Year Completion

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. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate - Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					**Province**				
	2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
Drop Out Rate	1.0	0.6	1.2	1.0	0.8	3.3	3.5	3.2	3.0	2.3
Returning Rate	21.3	62.0	27.1	0.0	0.0	20.7	20.9	18.2	18.9	19.9
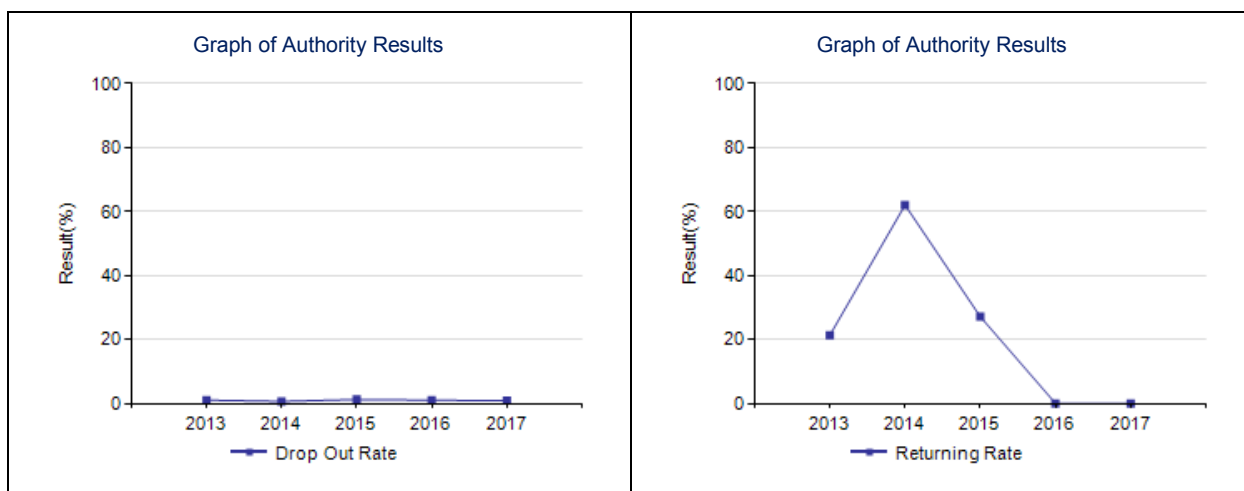
Graph of Authority Results	Graph of Authority Results

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.									
	Authority					**Province**			
	2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
4 Year Rate	41.4	44.3	55.3	51.5	51.1	39.7	38.3	37.0	37.0	39.3
6 Year Rate	68.3	69.1	62.4	69.5	73.4	59.0	59.7	59.4	57.9	58.7
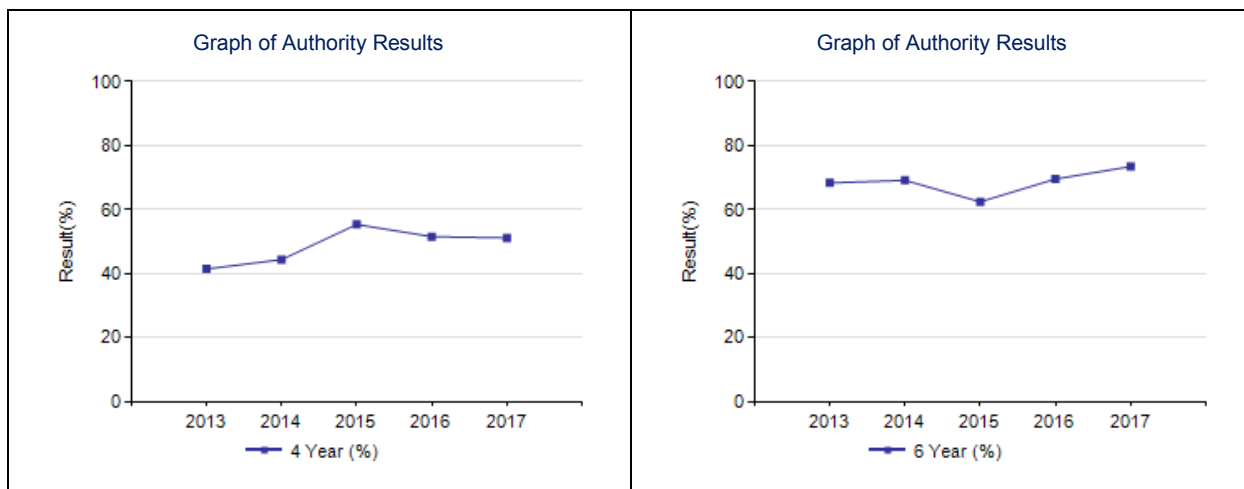
Graph of Authority Results

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 Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					**Province**				
	2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
Rutherford Scholarship Eligibility Rate	n/a	n/a	67.1	70.6	68.9	n/a	n/a	60.8	62.3	63.4

| 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
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
2017	222	145	65.3	135	60.8	79	35.6	153	68.9
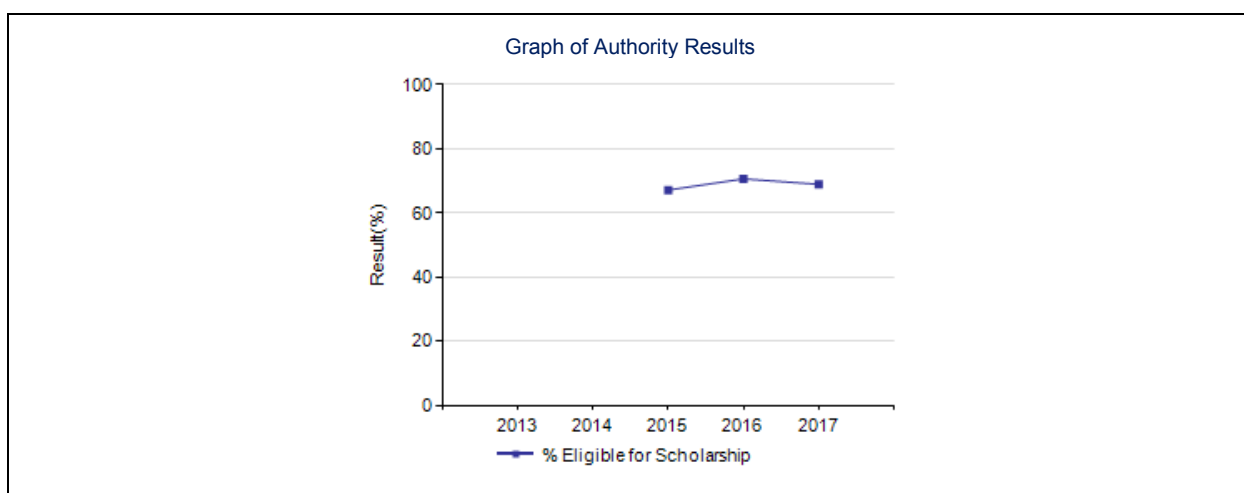
Graph of Authority Results

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	8.5	6.0	8.1	9.0	6.6	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	91.5	94.0	91.9	91.0	93.4	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	88.1	91.7	90.1	87.9	91.0	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	63.6	71.4	67.1	68.7	76.3	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	**48.5**	**59.5**	**56.5**	**57.0**	**61.6**	**50.1**	**54.4**	**54.6**	**54.9**	**55.7**
% Writing 5+ Exams	22.4	37.4	43.6	43.3	42.6	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	7.8	11.3	17.7	17.3	14.2	11.4	13.1	13.8	13.6	13.9

Graph of Authority Results

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

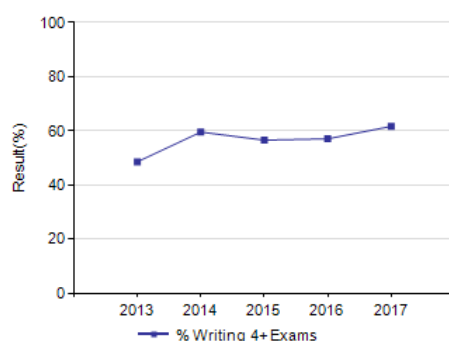|	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	55.6	62.0	55.2	56.4	64.9	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	32.1	30.2	35.5	35.0	29.8	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	**86.7**	**89.9**	**89.5**	**89.0**	**91.2**	**78.7**	**79.7**	**79.5**	**80.1**	**80.9**
Social Studies 30-1	25.5	25.7	22.1	15.3	22.4	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	62.8	65.9	66.9	74.2	67.8	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	**87.8**	**91.1**	**89.0**	**87.7**	**90.2**	**78.8**	**79.6**	**79.5**	**80.3**	**80.7**
Pure Mathematics 30	2.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	27.6	32.4	32.6	36.8	35.1	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	13.8	31.3	29.7	27.6	35.1	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	**43.4**	**63.1**	**59.9**	**61.3**	**68.8**	**52.1**	**57.0**	**57.6**	**58.3**	**58.6**
Biology 30	52.6	62.0	47.1	53.4	58.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	26.0	31.3	48.3	41.1	42.0	31.5	34.7	35.7	35.6	35.1
Physics 30	17.3	21.8	25.6	23.3	22.4	17.3	20.0	19.9	19.3	18.6
Science 30	1.5	1.1	2.3	6.1	4.9	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	**60.7**	**66.5**	**61.0**	**63.8**	**70.2**	**57.3**	**59.4**	**59.8**	**60.5**	**61.2**
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	1.2	0.0	0.5	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**1.2**	**0.0**	**0.5**	**3.0**	**2.9**	**3.0**	**3.1**	**3.3**

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 Provincial Achievement Tests was impacted 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 this event.
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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship - Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	88.2	85.1	85.2	84.1	85.9	83.4	83.5	83.9	83.7	83.0
Teacher	98.3	98.6	97.4	96.7	98.0	93.8	94.2	94.5	94.0	93.4
Parent	83.6	77.4	83.5	81.5	82.6	81.9	82.1	82.9	82.7	81.7
Student	82.8	79.4	74.7	74.2	77.1	74.5	74.2	74.5	74.4	73.9
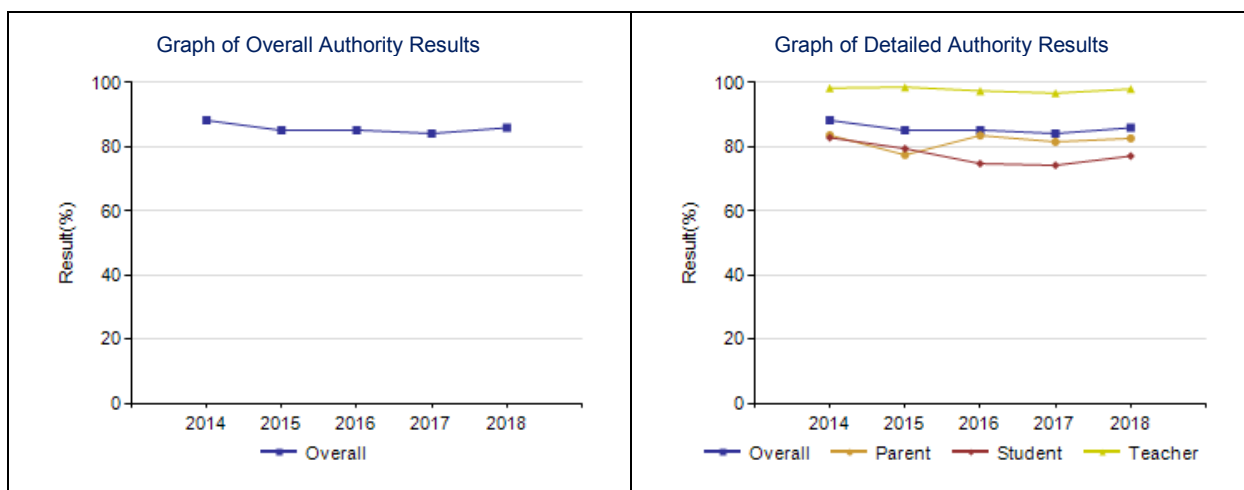
Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	84.2	80.5	83.8	86.0	86.5	81.2	82.0	82.6	82.7	82.4
Teacher	92.1	92.7	87.9	90.6	93.4	89.3	89.7	90.5	90.4	90.3
Parent	76.3	68.2	79.7	81.4	79.7	73.1	74.2	74.8	75.1	74.6

Graph of Overall Authority Results

Graph of Detailed Authority Results

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**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	75.9	75.2	71.7	73.4	72.3	69.5	70.0	70.7	71.0	70.9
Teacher	83.8	85.7	78.5	79.6	80.5	76.0	76.0	77.3	77.3	77.8
Parent	67.9	64.6	65.0	67.1	64.1	63.0	64.0	64.2	64.8	64.0

Graph of Overall Authority Results
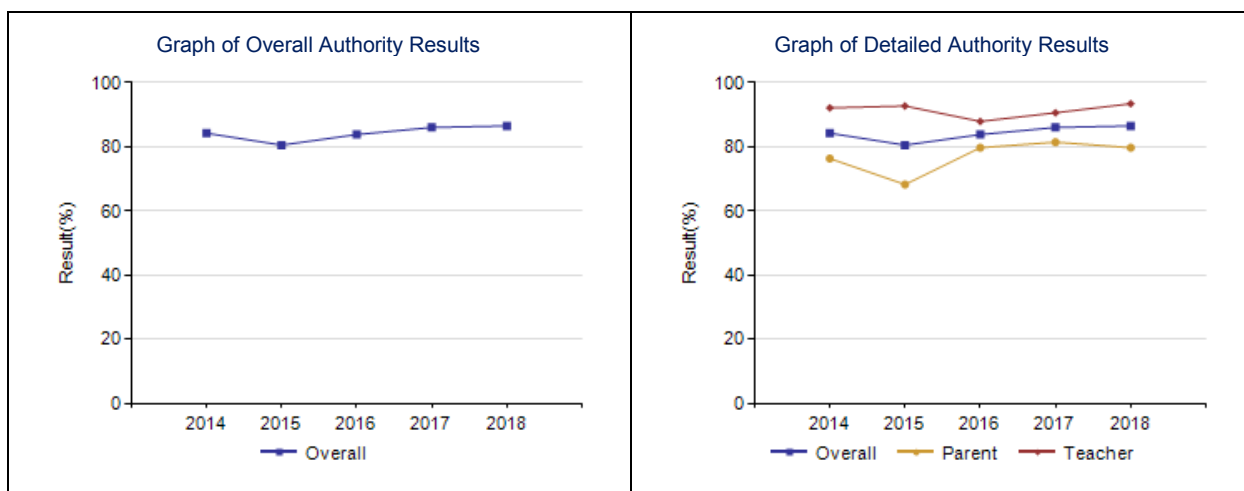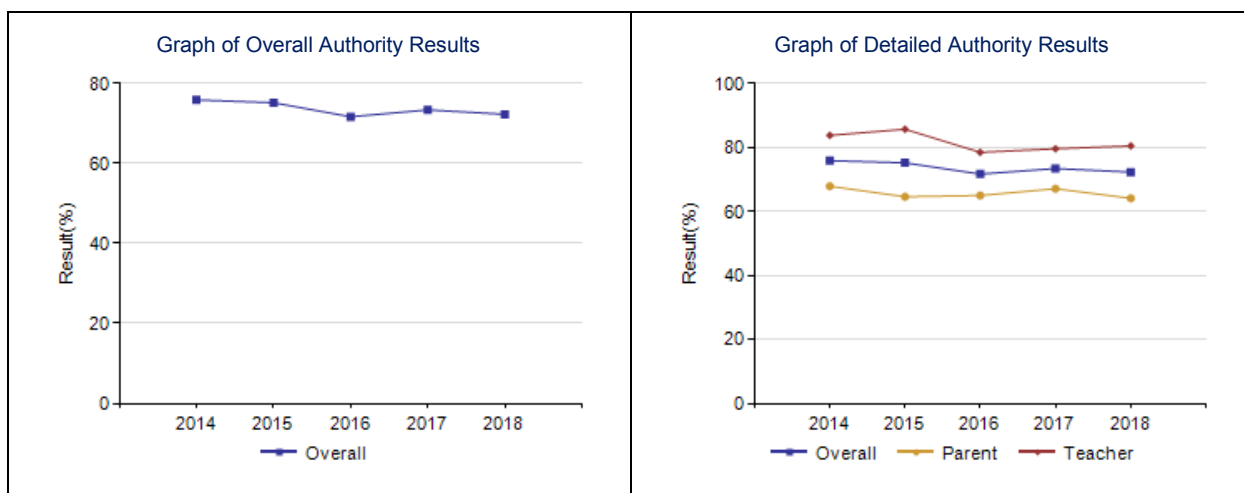

Graph of Detailed Authority Results

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	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	93.4	18.9	96.4	23.0	91.1	20.8	89.2	17.4	87.6	20.5		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	Authority	100.0	0.0	84.6	0.0	64.3	0.0	87.5	0.0	88.9	0.0		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	Authority	84.7	15.8	82.7	15.3	83.2	16.3	74.2	7.2	80.5	9.5		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	91.1	29.9	88.3	25.6	89.6	30.7	88.7	27.8	92.4	31.4		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	84.1	19.2	82.8	22.8	84.2	21.3	87.6	21.6	86.1	22.4		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	93.6	14.1	88.5	10.3	94.0	18.1	91.5	15.4	87.1	14.4		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	Authority	100.0	7.1	46.7	0.0	76.2	0.0	71.4	14.3	82.4	17.6		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	Authority	91.7	8.3	*	*	63.6	0.0	100.0	10.0	80.0	0.0		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	Authority	78.8	18.0	75.3	16.7	77.1	17.3	80.8	21.8	70.8	13.5		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	Authority	88.2	35.3	44.4	5.6	86.4	18.2	86.7	20.0	84.2	5.3		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	87.3	22.3	84.2	16.4	83.6	20.5	83.2	21.9	80.4	17.5		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	Authority	92.9	28.6	46.7	6.7	75.0	12.5	41.7	0.0	81.3	12.5		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	82.0	27.6	84.2	23.6	79.5	21.8	81.1	20.4	76.7	23.8		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	Authority	82.4	23.5	46.7	0.0	75.0	18.8	41.7	0.0	70.6	5.9		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:
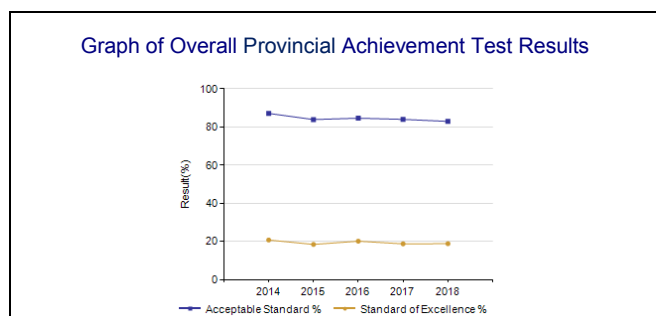1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Overall Provincial Achievement Test Results

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 Provincial Achievement Tests was impacted 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 this event.

Graph of Provincial Achievement Test Results by Course

English Language Arts 6

French Language Arts 6

[No Data for Français 6]

Mathematics 6

Science 6

Social Studies 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. Participation in Provincial Achievement Tests was impacted 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 this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course

English Language Arts 9

English Lang Arts 9 KAE

French Language Arts 9

[No Data for Français 9]
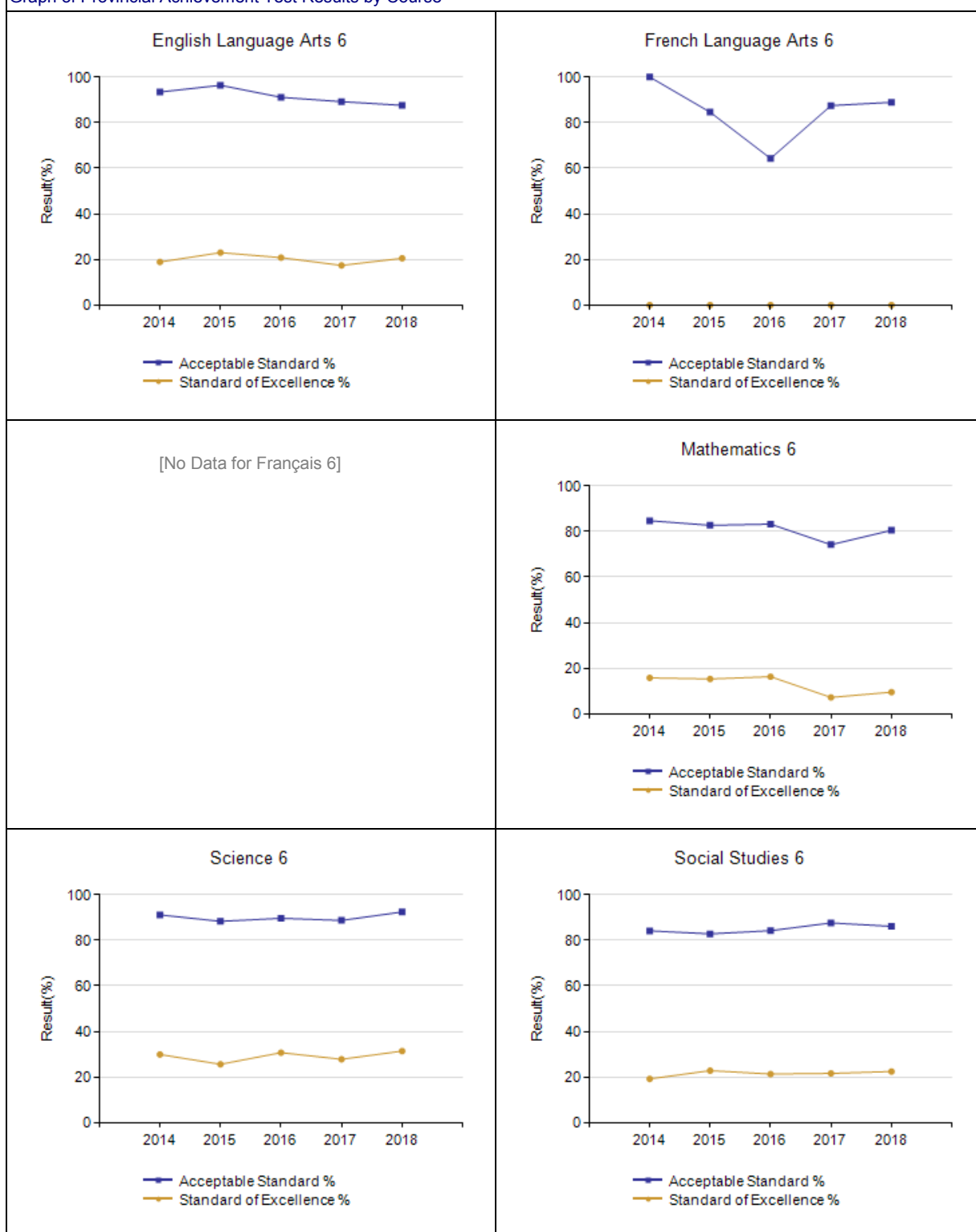
Mathematics 9

Mathematics 9 KAE

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course

Science 9

Science 9 KAE

Social Studies 9

Social Studies 9 KAE

Notes:
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2. Participation in Provincial Achievement Tests was impacted 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 this event.
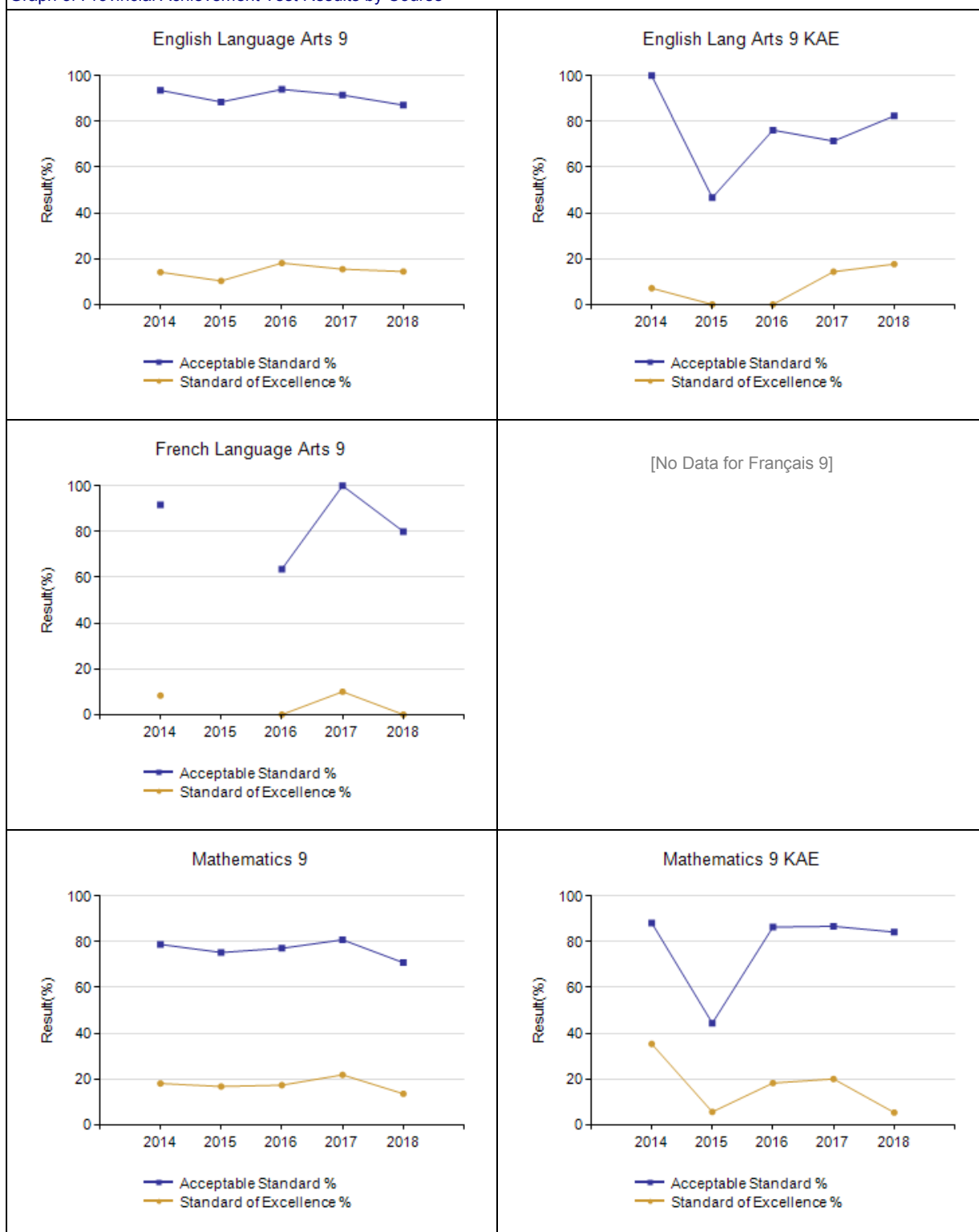
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2018 N	2018 %	Prev 3 Year Average N	Prev 3 Year Average %	2018 N	2018 %	Prev 3 Year Average N	Prev 3 Year Average %
English Language Arts 6	Acceptable Standard	High	Declined	Acceptable	210	87.6	198	92.2	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Maintained	Good	210	20.5	198	20.4	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	9	88.9	14	78.8	3,326	85.2	3,007	86.8
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	14	0.0	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	High	Maintained	Good	210	80.5	197	80.0	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Declined	Issue	210	9.5	197	13.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Improved	Excellent	223	92.4	192	88.9	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	223	31.4	192	28.0	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	223	86.1	192	84.9	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	223	22.4	192	21.9	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	High	Declined	Acceptable	194	87.1	194	91.3	46,822	76.1	44,296	76.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	194	14.4	194	14.6	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	High	Improved	Good	17	82.4	14	64.8	1,588	55.7	1,543	60.5
	Standard of Excellence	High	Improved	Good	17	17.6	14	4.8	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	10	80.0	11	81.8	2,899	81.4	2,660	84.0
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	11	5.0	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	192	70.8	190	77.7	46,603	59.2	43,851	66.8
	Standard of Excellence	Intermediate	Declined	Issue	192	13.5	190	18.6	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	High	Maintained	Good	19	84.2	18	72.5	2,049	57.4	1,983	59.9
	Standard of Excellence	Low	Maintained	Issue	19	5.3	18	14.6	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	194	80.4	194	83.7	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	194	17.5	194	19.6	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	High	Improved	Good	16	81.3	14	54.4	1,528	64.6	1,522	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	14	6.4	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	High	Declined	Acceptable	193	76.7	194	81.6	46,840	66.7	44,267	65.6
	Standard of Excellence	High	Maintained	Good	193	23.8	194	22.0	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	17	70.6	14	54.4	1,501	55.2	1,493	57.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	5.9	14	6.3	1,501	14.2	1,493	11.8

Columns: Medicine Hat Roman Catholic Se (2018 N, 2018 %, Prev 3 Year Average N/%); Alberta (2018 N/%, Prev 3 Year Average N/%)

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.
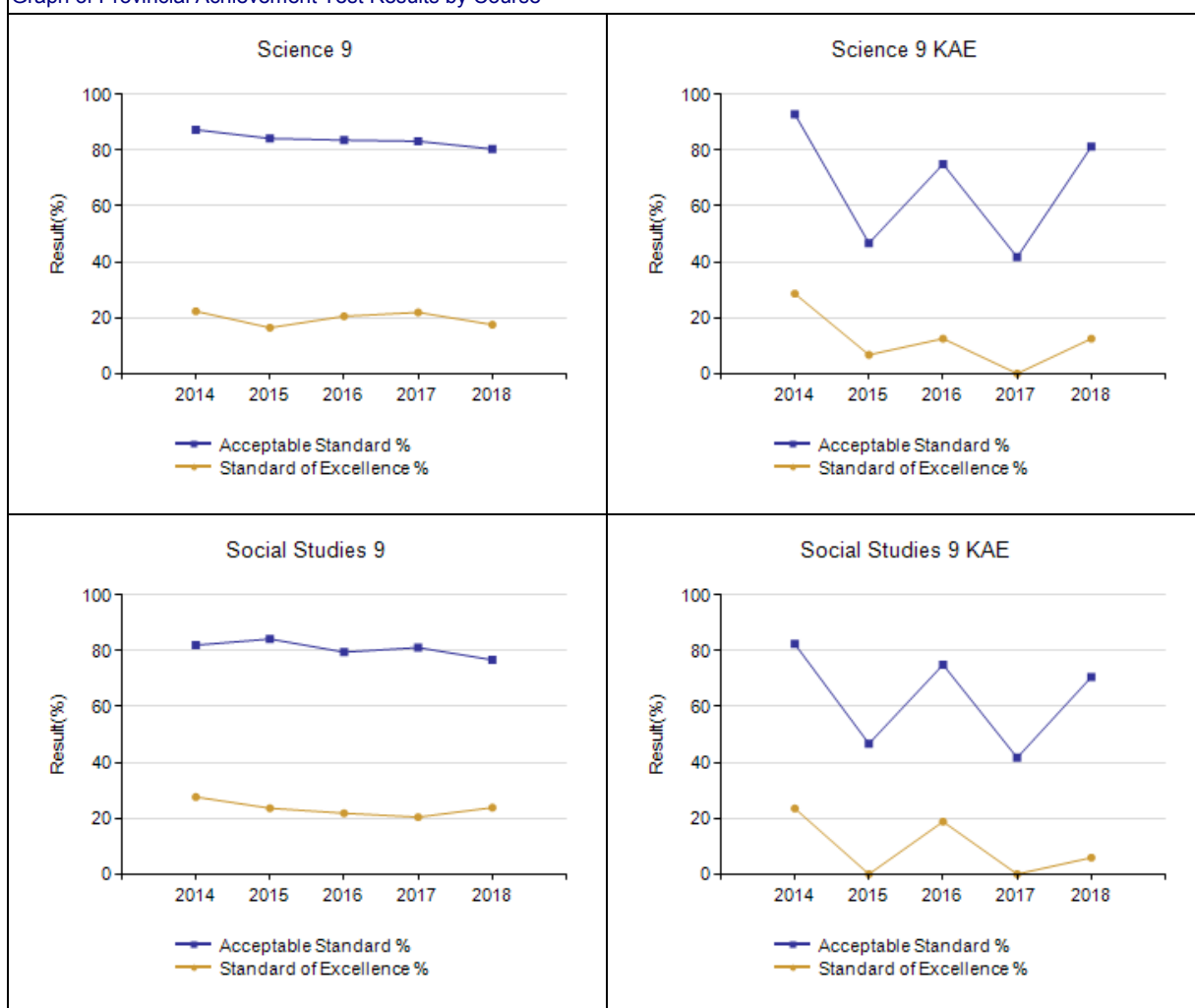
Measure Evaluation Reference - Achievement Evaluation

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. 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 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

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**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	80.9	79.3	78.4	80.0	81.7	81.3	81.3	81.9	81.9	81.8
Teacher	84.4	85.3	85.1	87.6	84.8	87.5	87.2	88.1	88.0	88.4
Parent	77.2	76.5	78.2	78.3	81.5	79.9	79.9	80.1	80.1	79.9
Student	81.2	76.2	71.8	74.0	78.7	76.6	76.9	77.5	77.7	77.2
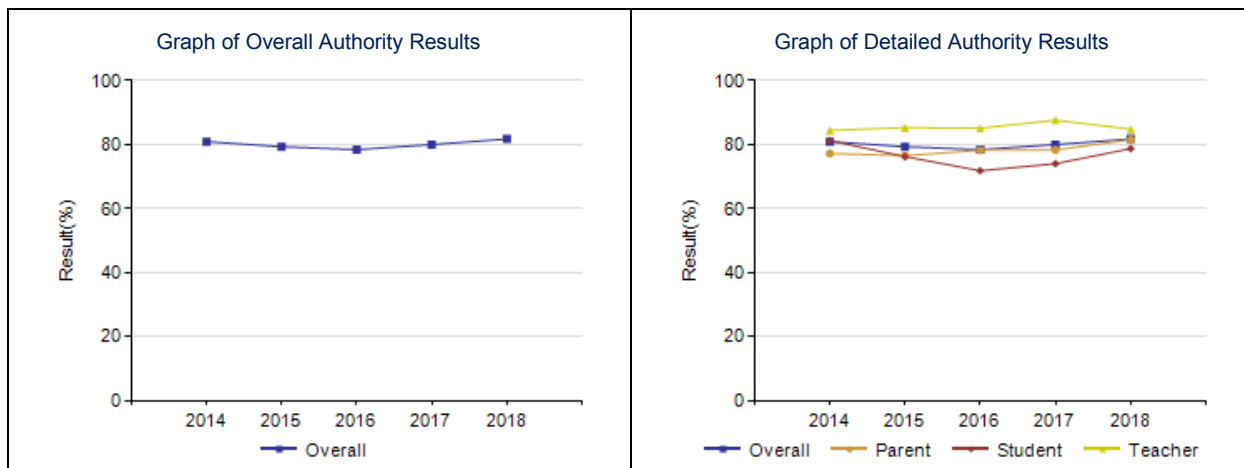
Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement - Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	83.2	83.2	83.6	80.6	80.4	80.6	80.7	80.9	81.2	81.2
Teacher	91.5	92.3	91.9	90.1	91.1	88.0	88.1	88.4	88.5	88.9
Parent	74.9	74.2	75.3	71.1	69.7	73.1	73.4	73.5	73.9	73.4

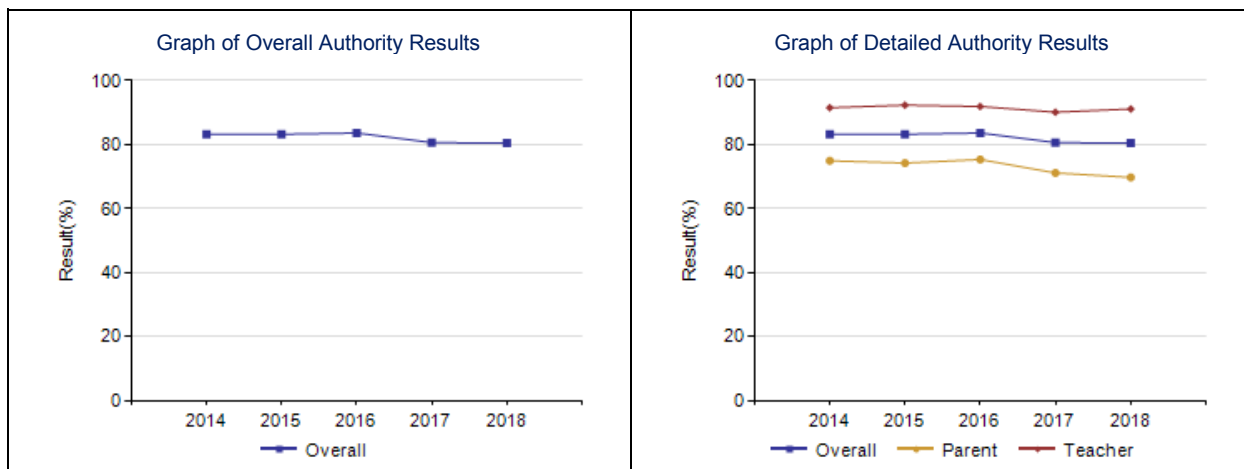Graph of Overall Authority Results

Graph of Detailed Authority Results

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

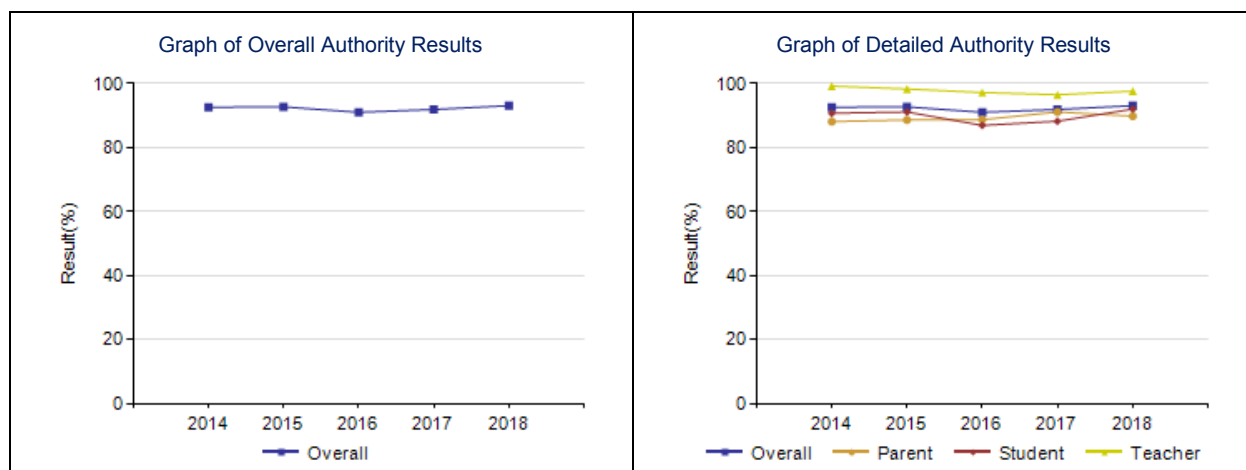| Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	92.6	92.7	91.0	91.9	93.1	89.2	89.5	90.1	90.1	90.0
Teacher	99.2	98.3	97.2	96.5	97.6	95.5	95.9	96.0	95.9	95.8
Parent	88.1	88.6	88.7	91.1	89.8	84.7	85.4	86.1	86.4	86.0
Student	90.7	91.1	86.9	88.2	92.0	87.3	87.4	88.0	88.1	88.2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	92.7	90.1	90.2	89.4	90.7	89.1	89.2	89.5	89.5	89.0
Teacher	98.0	96.3	96.8	95.9	95.8	95.3	95.4	95.4	95.3	95.0
Parent	90.9	88.2	90.7	89.6	90.4	88.9	89.3	89.8	89.9	89.4
Student	89.0	85.9	83.1	82.6	85.7	83.1	83.0	83.4	83.3	82.5
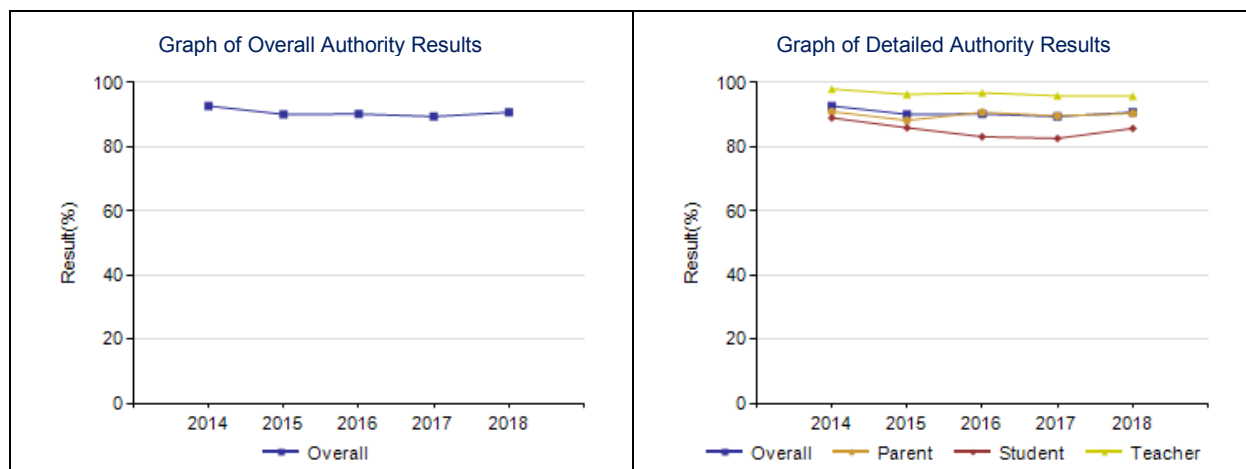
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	84.5	86.4	85.8	83.2	85.5	79.8	79.6	81.2	81.4	80.3
Teacher	87.6	91.0	90.7	89.8	89.1	81.3	79.8	82.3	82.2	81.5
Parent	77.3	79.7	85.3	77.1	74.6	77.0	78.5	79.7	80.8	79.3
Student	88.5	88.3	81.4	82.8	92.9	81.2	80.7	81.5	81.1	80.2

Graph of Overall Authority Results
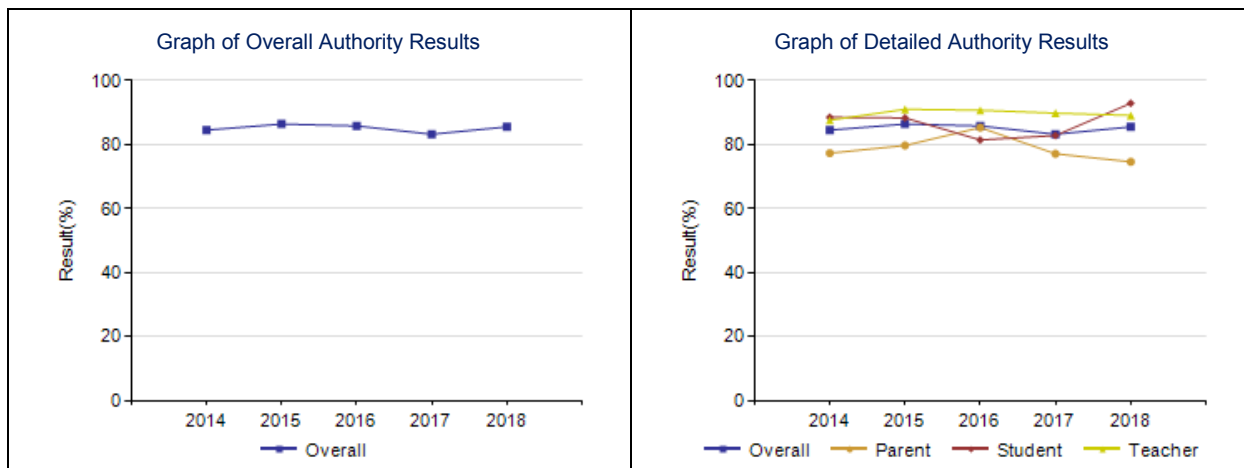

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Medicine Hat Catholic Board of Education 2018-2019 Annual Education Results Report 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 **13** of **16** categories, outperforming their provincial counterparts. Our Grade 6 & 9 students average **9.3** % 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 **9.1** % higher than the provincial average. In 13 of the 16 categories measured in the accountability pillar survey, MHCBE results improved over 2016-2017. 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. 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 –

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2018 (in dollars)

	Budget 2018	Actual 2018	Actual 2017
REVENUES			
Alberta Education	$ 25,753,150	$ 25,396,440	$ 25,944,373
Other - Government of Alberta	$ 278,678	$ 289,353	$ 266,970
Federal Government and First Nations	$ -	$ -	$ -
Other Alberta school authorities	$ 138,000	$ 179,690	$ 165,342
Out of province authorities	$ -	$ -	$ -
Alberta municipalities-special tax levies	$ -	$ -	$ -
Property taxes	$ 3,585,934	$ 4,791,791	$ 3,636,571
Fees (Schedule 8)	$ 713,056	$ 612,667	$ 752,076
Other sales and services	$ 943,475	$ 886,082	$ 954,660
Investment income	$ 25,000	$ 77,340	$ 71,766
Gifts and donations	$ 107,274	$ 128,462	$ 197,613
Rental of facilities	$ 19,140	$ 21,573	$ 23,043
Fundraising	$ 200,532	$ 236,002	$ 131,883
Gains on disposal of capital assets	$ -	$ -	$ -
Other revenue	$ 13,000	$ 18,695	$ 17,649
Total revenues	$ 31,777,239	$ 32,638,095	$ 32,161,946
EXPENSES			
Instruction - ECS	$ 3,019,414	$ 3,320,908	$ 3,784,068
Instruction - Grades 1 - 12	$ 21,621,894	$ 21,979,901	$ 21,716,155
Plant operations and maintenance (Schedule 4)	$ 4,176,143	$ 4,391,402	$ 3,774,212
Transportation	$ 1,136,048	$ 1,193,294	$ 1,154,804
Board & system administration	$ 1,572,194	$ 1,674,790	$ 1,541,547
External services	$ 456,529	$ 559,124	$ 388,266
Total expenses	$ 31,982,221	$ 33,119,418	$ 32,359,051
Operating **surplus (deficit)**	$ (204,982)	$ (481,323)	$ (197,105)

- The accompanying notes and schedules are part of these financial statements.

School Generated Funds –

'School Generated Fund information for the Medicine Hat Catholic Board of Education can be found in Note 12 of the Audited Financial Statements for the year ending August 31, 2018.'
Link to: Audited Financial Statement.

More information by contacting Business Services at Medicine Hat Catholic Board of Education 402.527.2292 or by email *communications@mhcbe.ab.ca*.

Budget Allocation by Program -

Medicine Hat Catholic Board of Education
Budget Allocation by Programs

2017-18 Audited Financial Statements

Category	Instruction	Plant, Operations & Maintenance	Transportation	Board and System	External Services	Total	%age
Certificated Salaries	13,593,605	-	-	300,250	169,191	14,063,046	42%
Certificated Benefits	3,070,724	-	-	37,059	39,861	3,147,645	10%
Non-Certificated Salaries	4,414,476	1,147,542	17,926	714,307	190,785	6,485,037	20%
Non-Certificated Benefits	958,068	302,903	4,417	163,525	71,856	1,500,769	5%
Services, Contracts & Supplies	3,250,183	1,615,259	1,170,951	457,939	87,428	6,581,760	20%
Amortization Expense	13,753	1,312,930	-	1,355	-	1,328,038	4%
Other Interest & Finance Charges	-	-	-	355	-	355	0%
Losses on Disposal of Assets	-	12,768	-	-	-	12,768	0%
Total Expenditures	25,300,809	4,391,402	1,193,294	1,674,791	559,123	33,119,418	100%
Add: Capitalized Assets	314,825	445,402	-	-	-	760,227	
Adjusted Total Expenditures	25,615,634	4,836,804	1,193,294	1,674,791	559,123	33,879,645	

2018-19 Fall Budget Update

Category	Instruction	Plant, Operations & Maintenance	Transportation	Board and System	External Services	Total	%age
Certificated Salaries	13,004,945	-	-	324,000	294,171	13,623,116	42%
Certificated Benefits	3,111,476	-	-	43,894	32,359	3,187,729	10%
Non-Certificated Salaries	3,981,497	1,106,004	14,326	762,343	630,190	6,494,360	20%
Non-Certificated Benefits	996,847	295,029	4,775	175,730	78,987	1,551,368	5%
Services, Contracts & Supplies	3,166,894	1,451,097	1,227,616	390,111	78,845	6,314,563	19%
Amortization Expense	43,473	1,595,026	-	-	-	1,638,499	5%
Other Interest & Finance Charges	-	-	-	5,000	-	5,000	0%
Losses on Disposal of Assets	-	-	-	-	-	-	0%
Total Expenditures	24,305,132	4,447,156	1,246,717	1,701,078	1,114,552	32,814,635	100%

Summary of Net Assets -

Medicine Hat Catholic Board of Education
Summery of Net Assets and Reserve Budget
2018-19 Budget Summary

		2018-19				
		2018-19 Opening Balance	Transfers In	Transfers Out	2018-19 Closing Balance	Change in Balance
Unrestricted Net Assets						
Unrestricted		(393,550)			(169,405)	224,145
2018-19 Revenue over Expenses	(184,315)		-	184,315		
Unsupported Amortization from Investment in Capital Assets	314,663		314,663			
Transfer Portion of Amortization to Capital Assets	-			-		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)			6,500		
Transfer to Capital Reserve - Amortization of Capital Assets	-			-		
School Generated Fund Balances	111,302		111,302			
Learning Services CCT Program	(2,535)			2,535		
International Student Surplus - Restricted	(47,000)			47,000		
Transfer funds for 2017-18 adjustment - School Opening	(2,000)			2,000		
School and Department use of Restricted Reserve	40,530		40,530			
Restricted Reserves						
Working Capital (5-days = $656,463)		-	-	-	-	
Department Reserves						
School Based		116,906	2,000	40,530	78,376	
Learning Services - CCT Program		(2,535)	2,535		-	
School Generated Funds		683,703		111,302	572,401	
International Student Program		10,101	47,000	-	57,101	
Band		23,545		-	23,545	
O&M Equipment		57,416			57,416	
Total Operating Reserves		889,136	51,535	151,832	788,839	(100,297)
Total Accumulated Operating Surplus		495,586	518,030	394,182	619,434	123,848
Capital Reserves						
Child Care Modular		45,500	6,500		52,000	6,500
Amortization from Capital Assets		-	-	-	-	-
Total Net Assets (Not invested in Capital Assets)		541,086	524,530	394,182	671,434	130,348

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

School Construction

The construction of École St. John Paul II School has completed and is operational for the start of the 2018-19 school year. This school of 330 seats is state of the art and situated in a growing neighbourhood. Enrolment has opened with 173.5 FTE.

School Modernization

The modernization of Monsignor McCoy has completed in 2017-18 and the District is very excited with the results. Students continue to perform very well in this modernized school and the results support the High School Redesign model that the school has adopted.

Capital Plan -

The Board continues to work with FWBA Architects to develop a 10-year and 3-year capital plan. The Current Capital Plan may be found in the documents library @ 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 November 2018 and the plan may be found in the documents library @ www.mhcbe.ab.ca

The table below outlines the IMR resources available to the district in 2018-19:

IMR Funds Available for 2017-18	2,726,526
less: 2017-18 IMR Funds Expensed or Capitalized	917,549
Prior year IMR Funds Carry-forward	1,808,977
add: 2018-19 IMR Allocation	857,239
IMR Funds Available for 2018-19	2,666,216
less: Prior year project budgets to be completed	628,064
IMR Funds Available for new projects 2018-19	2,038,152
less: 2018-19 New Projects	1,019,961
IMR Funds available for emergent needs or carryforward	1,018,191

The amounts being invested into schools based on the 2018-19 IMR is outlined below:

All Schools	101,600
Monsignor McCoy	38,138
Mother Teresa	224,007
Notre Dame Academy	72,131
St. Francis Xavier	40,717
St. Louis	5,080
St. Mary's	682,087
St. Michael's	26,094
St. Patrick's	458,172
Grand Total	**1,648,025**

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
communciations@mhcbe.ab.ca

Medicine Hat Catholic Board of Education

All Are Welcome

Weblinks –

- ### Operating Budget

  [Fall Budget](#)

- ### District Accountability Pillar Results Report

  [Accountability Results Report](#)

- ### 2018-2021 Combined Annual Education Results and Three Year Plan

  [Annual Education Results Report (AERR) & Three Year Education Plan](#)

- ### Audited Financial Statement as at August 31, 2018

  [Audited Financial Statement](#)

- ### Provincial Roll-Up of Audited Financial Statements [Provincial Roll-Up](#)

- ### Facility Capital Plan

  [Facility Capital Plan](#)

- ### Infrastructure Maintenance Renewal Plan (IMR) [IMR Plan](#)

- ### Class Size

  [Class Size Report](#)

- ### Central Office Contact

  [Contact Us](#)

Approval –

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2018 -2021 Annual Education Results Report and Three Year Education Plan at the November 27, 2018 Board Meeting.

Medicine Hat Catholic Board of Education

Combined Annual Education Results Report (AERR) and Three Year Education Plan for

2018-2021