



# OUR LADY OF THE SNOWS CATHOLIC ACADEMY

ANNUAL EDUCATION REPORT  
2018-2019



**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2018  
School: 0594 Our Lady of the Snows Catholic Academy**



Measure Category	Measure	Our Lady of the Snows Catholic			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	<a href="#">Safe and Caring</a>	94.9	96.1	95.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	82.5	84.6	83.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	94.6	95.0	94.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	1.5	2.4	4.4	2.3	3.0	3.3	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	82.3	76.6	72.5	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	84.6	91.0	91.8	73.6	73.4	73.3	High	Declined	Acceptable
	<a href="#">PAT: Excellence</a>	36.8	34.6	32.0	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	97.6	96.8	89.9	83.7	83.0	83.0	Very High	Improved	Excellent
	<a href="#">Diploma: Excellence</a>	42.7	43.2	32.4	24.2	22.2	21.7	Very High	Maintained	Excellent
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	62.7	62.2	52.8	55.7	54.9	54.7	High	Maintained	Good
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	82.6	75.0	76.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	44.6	72.4	47.7	58.7	57.9	59.0	Low	Maintained	Issue
	<a href="#">Work Preparation</a>	85.6	85.7	87.2	82.4	82.7	82.4	High	Maintained	Good
	<a href="#">Citizenship</a>	95.4	96.1	94.4	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	85.8	84.9	85.4	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	89.3	86.1	87.6	80.3	81.4	80.7	Very High	Maintained	Excellent

2017-2018 was an exceptional year for Our Lady of the Snows Catholic Academy. Our Lady of the Snows outperformed the provincial average on 15 of the 16 measures of accountability. Our Lady of the Snows earned the very highest rating possible, “very high”, on 11 of 15 measures. More specifically, Our Lady of the Snows was in the “very high” rating on 3 out of the 4 provincial exam measures and they were “high” in the fourth. The result we are most proud of is our safe and caring rating was once again in the “very high” rating.

In our annual faith surveys, our students, staff, and parents all respond to questions surrounding our Catholic faith. 90% of students, parents, and teachers were satisfied with the religious celebrations taking place at our school. As well, 90% of students, staff, and parents are satisfied with the relationship between school and parish.

With a special focus on Reader’s and Writer’s Workshop literacy and writing approach, our teachers have worked in order to ensure that students are increasing fluency and comprehension when reading. As well, with a focus on English Language Learning instructional techniques, our staff are better able to meet the needs of our diverse student population. With this increased focus on English Language Learning instructional strategies, Our Lady of the Snows Catholic Academy has been able to ensure strong academic results for all our students.

As well, these results are in part due to our continued focus on building a safe and caring school and promoting volunteer opportunities within the community. Education Quality measures are also in the Very High range of achievement, with parents reporting that students

have clear expectations and benefit from high quality of teaching. With this in mind, I have been meeting once a month with my Education Council in order to re-frame our timetable in order to make grade 7-9 math linear as opposed to semestered. Overall, the Math 9 PAT results were still above the province- Acceptable OLS-64.4 vs. Prov. 58.0 but traditionally this gap between OLS and the province is much larger. We are focusing on the new Math 9 PAT format within our Math/Science team meetings. With greater focus on the new format for the Math 9 PAT, as well as the re-structuring of the timetable in order to make Math linear, we hope to improve our results. The intent of the re-structured timetable is to give students more continuous exposure to numeracy throughout the year. Finally, results in the Student Learning pillar are a result of the collaborative efforts of our teaching teams and our focus on teaching and learning conversations during our Team Meetings and our Catholic Learning Communities. In the elementary team meetings, we have focused on providing more time for grade level partners to work together and align their long range plans as well as instructional strategies.

Under Safe and Caring, we are once again in the top 5% of the province, and this is the result we are most proud of. With an increased focus on the #Relationships initiative in the junior and senior high, we are building capacity in our students so they are better able to self-regulate their use of technology and make responsible choices regarding social media. The Safe and Caring Schools pillar is in the range of excellence, where students report that they are treated fairly, feel safe at school and are cared for by their teachers. Finally, results in the Student Learning pillar are a result of our focus on vertical and horizontal alignment from our elementary through to our secondary teachers during our team meetings and our Catholic Learning Communities. Our teachers have opportunities to meet collectively and discuss team goals, as well as school wide initiatives like ELL, Numeracy, and Literacy in order to ensure not only continuity between grade level teams but also continuity in instructional practices from our elementary to our secondary. Being a K-12 school, this is an advantage that we have over other schools throughout Alberta. In this regard, we have to play to our strengths and ensure that our teachers in lower grades are aware of the curriculum expectations in the higher grades. We provide opportunities for our elementary teachers to meet with our junior and senior high Language Arts teachers in order to share assessment expectations as well as best practices for Reader's and Writer's Workshop. This vertical alignment format is replicated with our junior high math teachers working with our senior high Math/Science team, so our teachers are exposing students to common terms, procedures, etc...

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	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).	94.9	90.7	93.8	91.0	84.6	95	High	Declined	Acceptable	95	95	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	34.6	25.0	36.5	34.6	36.8	40	Very High	Maintained	Excellent	42	44	45

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	96.6	92.8	80.0	96.8	97.6	98	Very High	Improved	Excellent	98	98	98
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	33.9	47.8	6.2	43.2	42.7	44	Very High	Maintained	Excellent	45	46	47

### Strategies in Order to Improve Results:

#### **Coordination Of Health Services**

- Occupational & Speech Therapy Support-Our learning support team has worked diligently with Alberta Health Services as well as our CTR therapists in order to co-ordinate this initiative.
- Monthly Meetings With Therapists
- Weekly Meetings between learning support and administration- This initiative has been instrumental in order to support some of our most vulnerable students. During these meetings, we focus on how best to support our students on behavioural support plans as well as IPP's.
- CTR Occupational and Speech Language Therapists

#### **Monthly Catholic Learning Communities and Team Time for English Language Learners Focus**

- **New:** Sheltered Instruction Observation Protocol (SIOP) Language Objectives- With our ELL population hovering around 25%, effective ELL instructional strategies are paramount in supporting our students new to Canada. In particular, we have been focusing on our staff outlining language objectives within their lesson plans.
- **New:** Our grade 9 Math teachers have been working diligently with our senior high teachers in order to deconstruct the PAT results. After speaking to them, they were supportive of the new format of the exam with the 20 minute timed section without the calculator but felt that students struggled to choose the right formulas during the test. As a result, they are working with junior high teachers to provide increased opportunities for problem-solving without the use of calculators. Although this PAT result was strong, our teachers were disappointed in their results and are working on developing best assessment practices that will transfer to the PAT.
- **New:** Powerschool English Language Learning Reporting To Parents- With our ELL report cards, we have been better able to communicate a student's language competency level to parents. Teachers have worked together when discussing the benchmarking of students and this has proven to be a valuable component of the process.
- **New:** Elementary Report Cards-Transition to fully online for Term I. We will be the first CTR school to transition to having our elementary report cards fully online. It has required myself, and Elaine Caissie our administrative assistant to follow-up with many parents but almost all have completed their parent portal setup. This transition to online reporting will result in saving approximately \$1200.00 per reporting period from mailing costs, which will total approximately \$3600.00 over the course of the year. As well, this will help reduce the ecological footprint of printing the report cards three times a year.

- **New:** ELL CLC Time focusing on effective instructional strategies. With our ELL population growing, this will be an area that we will have to dedicate CLC time in order to build capacity in our teachers. Many of our new registrations are students coming from the Philippines and although very academic, many are level I and level II English language learners.
- Tier Two Vocabulary / Academic Conversations-ELL instructional strategies embedded in lessons
- Before, During and After Reading / Reading Comprehension
- Using Benchmarks To Inform Instruction
- Professional Collaboration (Weekly Team Meetings, SMART Goal Setting, Catholic Learning Community)

#### **School Wide Goals**

- **New:** Literacy Focus: Reader's and Writer's Workshop-
- **New:** Workshop Friday's-A CLC once a month dedicated to sharing best practices of Reader's and Writer's Workshop. Teachers have an opportunity to collaborate with their peers and participate in professional development as well.
- **New:** Vertical Alignment- Elementary teams have been working together in order to standardize a writing rubric. Our grade 6 teachers have been spearheading the initiative and have been working on simplifying the Language Arts PAT rubric, so our grade 4 and 5 teachers are able to use it in their own assessment. This not only assists in providing continuity for teachers, but it also gives students exposure to the assessment categories they will be facing when they write the grade 6 PAT.
- **New:** Elementary Assessment focus (Assessment Document / Report Card Format).
- Team Smart Goals
  - Through data analysis and ongoing professional dialogue, teams set goals for the upcoming year:
    - Grade K-3 Team
    - Grade 4 – 6 Team
    - Grade 7 – 9 Science
    - Grade 4-12 Literacy Team
    - Grade 7 – 9 Math
    - Athletics- Team Leader
    - Grade 10 – 12 Math / Science
    - Faith Team



Outcome One: Alberta’s students are successful (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 students who completed high school within three years of entering Grade 10.	66.9	61.8	79.2	76.6	82.3	84	Very High	Maintained	Excellent	85	87	88
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.7	8.7	2.0	2.4	1.5	1.0	Very High	Maintained	Excellent	1.0	1.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	34.7	44.4	26.2	72.4	44.6	74	Low	Maintained	Issue	74	75	76
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	78.6	75.0	82.6	85	n/a	Maintained	n/a	87	88	88
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.3	48.6	47.5	62.2	62.7	65	High	Maintained	Good	65	65	67

**Strategies To Maintain And Improve Results Include:**

**High School Redesign**

- **New:** Increased focus on junior high mini-lessons. Our junior high teachers have been delivering mini-lessons to students that focus on creating both short-term and long-term academic and career goals.
- Student Directed Learning Blocks on Tuesday and Thursdays
- **New:** Career Guidance Talks-Alumni and Parents speak to students regarding various professions. We have conducted focus groups with our students, in order to solicit their feedback regarding their preferred career talk sessions. Based off this feedback, we have contacted our parents in order to find out whether parents in these desired professions, are interested in leading a career talk.
- **New:** Revised Timetable-We have been meeting since September in order to revise our 7-12 timetable, so we can make our grade 7-9 math linear. This will give students prolonged exposure to numeracy, which will result in greater achievement in mathematics.
- Grade 7 – 9 Goal Groups
- Expanded Opportunities During SDLB- Many students working on expanded science and math opportunities. By having the administrative team lead sessions and conducting walkthroughs, there has been greater engagement by both teachers and students.
- Guided Review During SDLB-Teachers working one on one with students in order to address any questions or concerns students may have.

**Career and Guidance**

- Grade 9 Take Your Kids To Work Day-By sharing relevant information with parents and students earlier, we have been better able to set students up with their desired placements.
- Grade 9 Take Your Kids to Work Day Experience Sharing-Students completed a follow-up write-up and we debriefed with students following their experience on this day.
- U of C Open House / Holy Trinity Academy Career Fair
- Counselor Meetings With Students / Parents-Working one on one with our grade 12 students in November in order to complete scholarship and university applications. Our 6 year transition rate was very disappointing in 2017. Upon researching, I discovered that we had a small class of approximately 14 students, with many students who were ELL. Regardless, this result was much lower than it should have been. Moving forward, we have met with our grade 12 students earlier this year and provided additional career and guidance support in navigating Mypass and ApplyAlberta. We were supportive of the divisional career guidance counsellor for CTR, in order to assist in keeping administrators up to date on evolving admission standards. We have encouraged students to contact the administrative team if they require any additional career support after they graduate.
- **New:** Scholarships Promotion at Award Celebrations- In 2018, we had our closing slides with pictures of last year’s graduates and beside each slide, we had the various scholarships they received. It was inspiring to hear all the clapping and it serves as motivation for many of our younger students when they witnessed the entrance scholarships that our graduates received.

- **New:** MyBlueprints.ca Website Tool-Students are all creating their own user profile on My Blueprints and seeing the impact that option selection has on university program admission.
- Post-Secondary Open House Information Promoted Through Parent / Student Emails. Making a concerted effort to communicate to our Grade 10-12 parents when university and college open houses are approaching.

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.	94.1	93.8	93.3	96.1	95.4	95	Very High	Maintained	Excellent	96	96	97
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.	79.8	87.0	88.9	85.7	85.6	87	High	Maintained	Good	88	89	90

### Strategies To Maintain And Improve Results Include:

#### Students Leadership & Engagement

- Service Learning Component for High School-We have many students who volunteer for a number of community events like: Banff Senior's Tea, Orange Shirt Day, and Pink Shirt Day.
- Senior High Leadership Group-Leading initiatives like K-4 Halloween Dances, Senior High Dances, Charitable Donations to St. Michael's Community Suppers. Our student council has really served as role models for the rest of the school community, as they willingly donate their time in order to promote community-building events for the rest of the school.
- Elementary Peer Pals Leadership
- Junior Leadership Group-Focused on establishing more of a separate identity for our junior high students. Junior High Dance at Christmas, as well as the initiation of a junior high games night.
- Social Justice Group-Focusing on charitable works in the community and abroad. Costa Rica Mission Trip, We Scare Hunger, St. Michael's Community Suppers.
- Student Athletic Council-Developing leadership opportunities for student-athletes. As well, this council has been responsible for publicizing athletic material to our OLS community.
- **New:** Student Coaching Opportunities-Many of our senior high students are assisting our coaches with some of the technical aspects of coaching the younger junior high teams.

#### Safe and Caring Schools

- The OLS Way
- Family School Liaison Program
  - Kindergarten – Formerly the Roots of Empathy program
  - Grade 4 / 7 / 8 – Friends For Life
  - Resiliency / Self-Regulation Presentations
  - Grade 6 – Girl Power / Good Guys
  - Healthy and Unhealthy Friendship Skills

#### Award Celebrations

- Celebrating Academics, Citizenship, Virtue,
- Week Of Welcome Activities And Guest Speakers
- Monthly Elementary Award Assemblies where teachers are able to choose virtue awards for students.
- The evolution of this awards ceremony has proven to be quite positive for our students. There are opportunities for student presentations and our grade 6 students are given leadership opportunities in order to mentor our younger students.
- Junior / Senior Awards Assemblies- We provide opportunities for students to celebrate Honour's/Honour's with Distinction and Highest achievement marks. These assemblies have fostered a culture of academic excellence.

## Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

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).	n/a	*	n/a	*	n/a		n/a	n/a	n/a			
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).	n/a	*	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	n/a	*		*	*	*			

### Strategies To Maintain And Improve Results Include:

Although our data is suppressed because of our small population, as a school and school division we will continue to consider the specific needs of our First Nations, Métis and Inuit students, seek out appropriate partnerships and participate in ongoing provincial initiatives to support their success.

**New:** For 2018-2019 OLS has two First Nations and Metis Initiative representatives: Sara Viveiros and Kendra Silk. We have been making a conscious effort to include an aspect of FNMI within our staff meetings once per month this year. We have done various team-building collaborative exercises that have been very positive for our staff. This is the second year of this initiative and it has proven to be one that is powerful for our staff. Both FNMI leaders are very passionate about sharing information with their colleagues, and there have been considerable opportunities to learn about the history of residential schools throughout this process.

## Outcome Three: Alberta's education system is inclusive

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.	95.1	94.6	95.6	96.1	94.9	96	Very High	Maintained	Excellent	96	96	97

### Strategies To Maintain And Improve Results Include:

Our Faith is foundational when we examine inclusion at Our Lady of the Snows Catholic Academy. Our administrative team and teachers are invitational to all students, regardless of background. When students feel welcomed, they are open to evangelization. The divisional theme of Put Out into the Deep has been meaningful, as we are reminded that all members of our school are on a journey of faith, and that we need to meet each where they are at and ensure that they hear the message that God's love is for each of them. Staff are delving deeper in school initiatives like Adoration, Prayer, and Lectio Devina. Father Nathan has been very visible within our school, as he leads our students through Adoration every two weeks. Recently, I have been approached to initiate our spectrum club once again. Last year, we had initiated this club, based off the request of one student and it was based off our "Life Framework." Eventually, the student stopped attending and it left myself and Mrs. Silk as the two remaining members. Hopefully, this second startup of this club will prove to be successful, but after discussing this issue with students within a focus group, none felt the need for an additional inclusive club. The sentiment was that due to our high school being relatively small, cliques were not as problematic as in larger high schools.

- Satisfaction with the religious celebrations that are held at our school? – 90%
- Satisfaction with what is learned in religious studies classes? – 88%
- Satisfaction your school's efforts to do all things as Jesus would want them done? – 87%
- Satisfaction with the relationship between parish and school? – 90%

To continue the strength of these results and improve:

- Daily Prayer Traditions For Staff And Students
- Post Mass Brunches- Invitational for staff
- Engaging Liturgical Celebrations With Student Led Worship Teams
- Elementary, Junior / Senior Worship Team Groups
- Explicit Invitations To Families To All Celebrations.
- Social Justice Clubs And Activities
- Imatter Peer Group
- Lectio Devina For Staff And Students-
- **New:** First Communion and First Reconciliation Class at the school. These classes have been attended by many Non-Catholic parents and students from OLS and has truly been evangelizing. This initiative has been driven by both Father Siray and Ms. Fagan.
- **New:** Bi-Weekly Adoration Of The Blessed Sacrament.
- **New** Opening Mass, Father led opening liturgy for staff, Advent And Lenten Mass Tradition

## Outcome Four: Alberta has excellent teachers, 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.	83.0	84.0	80.8	84.6	82.5	85	Very High	Maintained	Excellent	85	86	87

### Strategies To Maintain And Improve Results Include:

A continued focus on celebrating the unique opportunities at Our Lady of the Snows Catholic Academy:

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Special Events / Initiatives</b></li> <li>• iGem and New Robotics Team</li> <li>• Speech Club</li> <li>• Competitive Debate Club</li> <li>• Christmas Concert</li> <li>• SHAD Participation</li> </ul> | <ul style="list-style-type: none"> <li>• Drama Presentations</li> <li>• Fine Arts Night</li> <li>• Band Concerts</li> <li>• Band Competitions</li> <li>• National / International Math Competition</li> <li>• <b>New: A competitive Grade 6/7 co-ed basketball Team</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Option Classes</b></li> <li>• New Media</li> <li>• Entrepreneurship</li> <li>• Film Studies</li> <li>• Creative Writing</li> <li>• Yoga</li> <li>• Photography</li> <li>• World History</li> </ul> | <ul style="list-style-type: none"> <li>• Guitar / Band</li> <li>• French</li> <li>• Law</li> <li>• Construction</li> <li>• Food Studies</li> <li>• Drama</li> <li>• Art</li> </ul> |
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## Outcome Five: The 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.	91.1	87.2	89.5	86.1	89.3	91	Very High	Maintained	Excellent	92	93	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.6	92.0	79.4	84.9	85.8	87	Very High	Maintained	Excellent	87	88	89
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.3	94.3	93.7	95.0	94.6	96	Very High	Maintained	Excellent	96	96	97

### **Strategies To Maintain And Improve Results Include:**

#### **Parent Engagement And Collaboration**

- REV Up – How Parents Are Involved At OLS-Focusing on being invitational to parents and encouraging them to take part in volunteer opportunities. We have a very engaged School Council and they use this evening to establish room representatives and lead volunteers for the year. As well, this evening assists in building momentum for upcoming community building events within our school community.
- **New:** School Council Chair Meetings- I meet with both of my School Council Co-Chairs before every parent council meeting in order to solidify the agenda and discuss parental feedback issues.
- **New: #Relationships-** I have been sharing articles with parents during my Monday morning e-mails as well as during our school council meetings, which focus on student self-regulation with technology and social media. The feedback from parents has been overwhelmingly positive regarding this initiative.
- Increased opportunities to celebrate parental involvement. I have been making a conscious effort at our School Council meetings to solicit feedback about celebrating the volunteerism of your parent community. Our parents are very engaged, but no parent likes to feel unappreciated, so I have included it as an agenda item at our meetings.
- Sharing Volunteer Opportunities via Facebook and weekly e-mails.
- School Practice Sharing / Review
- Roundtable Discussion On OLS Pillars
- **New:** Involve guest speakers, articles and conversation related to education in Alberta at each School Council meeting. In particular, we have made a special effort to share with our School Council when there are opportunities to have a guest speaker come to a meeting. This December we are having a guest speaker present on ADHD to our parents.

#### **Invitation For Volunteers**

- Online Sign Up
- Milk, Mardi Gras, Pizza, Drivers, Athletic Banquet, Spaghetti Supper



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