



ST. GABRIEL

LEARNING CENTRE

ST. GABRIEL LEARNING CENTRE

2019 - 2020

SCHOOL IMPROVEMENT PLAN

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision:

Education with a difference! Respecting individual student needs, within a faith-filled Catholic community, while inspiring lifelong learning, spiritual growth, and a commitment to being living witnesses of Christ.

Mission:

St. Gabriel Learning Centre staff believe that all students can be successful. Together we provide a quality, Catholic education while taking into account each student's learning style. We foster a nurturing learning environment which allows students to take ownership and responsibility for their education. Students experience flexibility within course selections and course pacing to reach their desired goals. As a school, we serve to form lifelong learners by living our faith, promoting educational achievement and innovation, and fostering stewardship, leadership, and social justice. This mission statement is our touchstone for all we do for students. It drives our decisions and strategies.

School Profile

St. Gabriel Learning Centre is home to St. Gabriel Online School, St. John Paul II Catholic Outreach School, Red Deer Catholic Home Education, and Red Deer Catholic Regional Schools English as a Second Language Assessment Centre. We serve the needs of students within Red Deer Catholic Regional Schools, as well as surrounding school divisions in Alberta. Our campus is located downtown in Red Deer, Alberta, although students in our school can reside anywhere in the world.

Catholic Christian values are part of our identity. We believe that each student is a child of God and that the relationship that we create will have a spiritual and academic impact. Personalizing student learning and permeating our faith is a foundational focus within our school. We view parents, guardians and other school staff as an essential part of our school team. We build relationships with not only students but also the student's support system.

St. Gabriel Learning Centre consists of over 2800 full and part-time students, situated in all parts of

North America and Europe. At present, there are twenty-six staff members comprised of teachers, administrative assistants, a family school enhancement counsellor, and a financial secretary. We are blessed to work in a school division that honors all staff and students, making St. Gabriel Learning Centre a leader in Catholic education.

Accountability Report Card

St. Gabriel

Measure Category										
	Measure	St. Gabriel Online School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.7%	97.5%	97.9%	89%	89%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81%	96.9%	87.8%	82.2%	81.8%	81.9%	High	Maintained	Good
	Education Quality	98.1%	100%	98.2%	90.2%	90%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	1.1%	1%	2.1%	2.6%	2.3%	2.9%	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	20.7%	35.3%	26.3%	79.1%	78%	77.5%	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	30.8%	29.8%	29.9%	73.8%	73.6%	73.6%	Very Low	Maintained	Concern
	PAT: Excellence	5.8%	2.4%	4.9%	20.6%	19.9%	19.6%	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	61%	70.6%	66%	83.6%	83.7%	83.1%	Very Low	Maintained	Concern
	Diploma: Excellence	7.6%	6.7%	7.2%	24%	24.2%	22.5%	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	13.8%	0%	3.8%	56.3%	55.7%	55.1%	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	74.1%	71.1%	70%	64.8%	63.4%	62.2%	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	22.3%	0%	27.4%	59%	58.7%	58.7%	Very Low	Maintained	Concern
	Work Preparation	100%	100%	100%	83%	82.4%	82.6%	Very High	Maintained	Excellent
	Citizenship	95.1%	100%	91.9%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.6%	95%	89.6%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	100%	100%	98.1%	81%	80.3%	81%	Very High	Maintained	Excellent

St. John Paul II

Measure Category											
	Measure	St. John Paul II Outreach Sch			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	n/a	n/a	n/a	89%	89%	89.3%	n/a	n/a	n/a	
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	82.2%	81.8%	81.9%	n/a	n/a	n/a	
	Education Quality	n/a	n/a	n/a	90.2%	90%	90.1%	n/a	n/a	n/a	
	Drop Out Rate	12.2%	14.9%	15.1%	2.6%	2.3%	2.9%	Very Low	Maintained	Concern	
	High School Completion Rate (3 yr)	0%	7.5%	13.3%	79.1%	78%	77.5%	Very Low	Declined	Concern	
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8%	73.6%	73.6%	n/a	n/a	n/a	
	PAT: Excellence	n/a	n/a	n/a	20.6%	19.9%	19.6%	n/a	n/a	n/a	
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a	
	Diploma: Excellence	n/a	*	n/a	24%	24.2%	22.5%	n/a	n/a	n/a	
	Diploma Exam Participation Rate (4+ Exams)	0%	0%	0%	56.3%	55.7%	55.1%	Very Low	Maintained	Concern	
	Rutherford Scholarship Eligibility Rate	*	*	29.9%	64.8%	63.4%	62.2%	*	*	*	
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	18.9%	59%	58.7%	58.7%	*	*	*	
	Work Preparation	n/a	n/a	n/a	83%	82.4%	82.6%	n/a	n/a	n/a	
	Citizenship	n/a	n/a	n/a	82.9%	83%	83.5%	n/a	n/a	n/a	
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.3%	81.2%	81.1%	n/a	n/a	n/a	
Continuous Improvement	School Improvement	n/a	n/a	n/a	81%	80.3%	81%	n/a	n/a	n/a	

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

St. Gabriel Learning Centre

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	100%	100% (0 Yr)
Prayer helps me feel closer to God.	100%	100% (0 Yr)
I believe that God created me.	100%	100% (0 Yr)
I believe that the Catholic Faith teaches me a good way to live.	100%	100% (0 Yr)
I learn about God in all my classes.	86%	95.3% (0 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	86%	95.3% (0 Yr)
I learn about the Sacraments at my school.	100%	100% (0 Yr)
I let others see God in me.	100%	100% (0 Yr)
My school helps me to see God in all things.	100%	100% (0 Yr)
Every person in our school is a child of God and made in His image.	100%	100% (0 Yr)
I respect others even if they are different than me.	100%	100% (0 Yr)
We celebrate student successes at our school.	100%	100% (0 Yr)

AERR Comments (November)
The staff of St. Gabriel Learning Centre worked on enhancing the faith permeation of their courses by looking for intentional connections of our faith to the curriculum. We also incorporated a news bulletin with faith announcements at the top of our courses. We look to build upon this by moving from the course design of faith permeation to sharing the living testaments of our faith in action within our community.

Comment on School Goals (November)	Comment on Results (May)
An area of focus over the past few years, has been the intentional permeation of our online courses with meaningful faith connections to curriculum content. While we will continue with this work, this year, we wish to highlight our Catholic faith's call to action in an authentic manner. St. Gabriel Learning Centre staff will be working within the community to help those who are in need. We wish to share these activities with our broader school community by creating videos and podcasts. These videos and podcasts will highlight why we are called, as a Catholic community, to support our brothers and sisters who are in need.	

Division Goals
FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)
FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals
<ul style="list-style-type: none">• We will support a deeper understanding of Spirituality and Rationality within our school communities.• We will help educators develop their capacity to permeate their lessons in process or content through a lens of faith with the support of the Eight Characteristics of Catholic Identity.

Outcome 1: Alberta's students are successful

St. Gabriel

Performance Measure	Results (in percentages)					Evaluation		
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	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	20.5%	*	30%	29.8%	30.8%	Very Low	Maintained	Concern
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.3%	*	7.5%	2.4%	5.8%	Very Low	Maintained	Concern

Performance Measure	Results (in percentages)					Evaluation		
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	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	66.7%	59.4%	68.1%	70.6%	61%	Very Low	Maintained	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.9%	7.5%	7.4%	6.7%	7.6%	Very Low	Maintained	Concern

Performance Measure	Results (in percentages)					Evaluation		
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	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	36.5%	14.6%	29.1%	35.3%	20.7%	Very Low	Maintained	Concern
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0%	7.3%	4.2%	0%	13.8%	Very Low	Improved	Issue
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.2%	3%	2.4%	1%	1.1%	Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	23.4%	27.6%	54.8%	0%	22.3%	Very Low	Maintained	Concern
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	68.1%	70.8%	71.1%	74.1%	High	Improved	Good

Performance Measure	Results (in percentages)					Evaluation		
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	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.9%	79.6%	96%	100%	95.1%	Very High	Maintained	Excellent

St. John Paul II

Performance Measure	Results (in percentages)					Evaluation		
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	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	n/a	*	n/a	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	n/a	*	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
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	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	19%	7.5%	0%	Very Low	Declined	Concern
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	0%	0%	0%	Very Low	Maintained	Concern
Drop Out Rate - annual dropout rate of students aged 14 to 18	13.8%	15.3%	15.1%	14.9%	12.2%	Very Low	Maintained	Concern
High school to post-secondary transition rate of students within six years of entering Grade 10.	0%	18.9%	*	*	*	*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	22.2%	37.5%	*	*	*	*	*

AERR Comments (November)

St. Gabriel Learning Centre worked on enhancing the quality of its courses by building Social Presence into course offerings. Our results show that our stakeholders are very satisfied with the quality of our courses. However, St. Gabriel Online School struggles with its Provincial Achievement Exam and Diploma Exam results. In the 2019/2020 school year, St. Gabriel Online School will be focusing on improving these results through an increased teacher presence in our online and face-to-face interactions with our students.

Comment on School Goals (November)	Comment on Results (May)
Over the past three years, we have been working to improve our students' learning experiences by incorporating aspects of the 'Community of Inquiry' (CoI) model into our courses. The CoI model has three domains: Social Presence, Cognitive Presence, and Teacher Presence. While we have worked on all three over the past few years, this year we will be focusing exclusively on Teacher Presence not only within our course design but also in the way we communicate with our students in a face-to-face environment. An increased teacher presence within the schools we work in (St. Gabriel Learning Centre, Ecole Notre Dame Secondaire, St. Joseph High School) will help students feel connected to their teachers and courses, increasing their success within our program. In addition to our Teacher Presence, we will be dedicating time and resources to our assessment as we look to create opportunities for more frequent and meaningful formative	

feedback. We want our students to be able to clearly identify their learning goals, know where they are in relation to those goals, and to know what their next steps are in their learning journey.	
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Division Goals

O.1.1 Create and maintain optimal student learning experiences
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O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning

O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

O.1.4 Establish the pursuit of excellence in all domains of learning
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O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals

• Create and maintain optimal student learning experiences
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• Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

St. Gabriel

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*
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).	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*	*	*	*

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	*	*	*	*	*	*	*
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	*	*	*	*	*
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.1%	2%	2%	3.8%	0%	Very High	Improved	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	n/a	*	*	*	*
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	42.9%	40%	86.7%	75%	Very High	Maintained	Excellent

St. John Paul II

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
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	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	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Performance Measure	Results (in percentages)					Evaluation		
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	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	n/a	*	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	*	n/a	n/a	n/a	n/a	n/a

AERR Comments (November)

St. Gabriel Learning Centre spent a lot of professional development time working with our First Nations, Metis, and Inuit Support Team to increase our knowledge of First Nations culture and Indigenous Ways of Knowing. We were blessed to have this opportunity to build our capacity to carry out our professional duties as teachers as outlined in the new Teacher Quality Standard document and to be better able to support our First Nations, Metis, and Inuit students. We will be moving forward with this new knowledge and understanding to implement it into course offerings and to share this with the greater community.

Comment on School Goals (November)	Comment on Results (May)
We were blessed over the past few years with the support of our First Nations, Metis, and Inuit as they guided us in increasing our knowledge and understanding of Indigenous Ways of Knowing. As we continue to walk the path of reconciliation we see the opportunity and need to enhance our students' opportunities both within their courses, as well as to support our high schools, and within our community to be able to engage in culturally authentic and appropriate experiences.	

Division Goals
O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.
O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.
O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.

O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals

- We will promote cultural diversity and cultural pride through learning opportunities and authentic resource connections for our division.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

St. Gabriel

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
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.	72.9%	69.2%	97.3%	96.9%	81%	High	Maintained	Good

St. John Paul II

No Data Available

AERR Comments (November)
Through professional development and administration lead collaboration sessions, 100% of St. Gabriel Learning Centre teachers have successfully permeated faith into their courses and started redesigning their courses to include more Communities of Inquiry (CoI) model strategies . As well, teachers created visual consistency for students so that they are able to improve the learner experience. St. Gabriel Learning Centre will continue to work on the CoI model in the coming year with a focus on Teacher Presence within the course and face-to-face interactions.

Comment on School Goals (November)	Comment on Results (May)
<p>When St. Gabriel Learning Centre teachers gather for collaborative discussions around best practices in online learning, there is a vast amount of experience at the table. Often times the answers we seek are sitting at the table with us. We also see that some of our building's expertise will be retiring in the next few years and we want to make sure that our collective knowledge and wisdom is not lost. We look this year, through the Four Pillars of Instructional Leadership, to help our teachers to normalize the practice of having frequent content-specific, grade-level collaborative conversations with a continuous improvement mindset. St. Gabriel Learning Centre administration will support teachers in cycles of observations, feedback, and reflection. Through this work, we will have a school that can continually be moving forward, standing on the backs of the giants that came before us.</p> <p>Another school goal this year is to increase the offerings that St. Gabriel Learning Centre can offer to engage our varied learners. We will be working with outside groups to build an international program within St. Gabriel's as well as an outdoor educational opportunity for summer students. Staff will also be working within our division to identify student interests that have not been tapped yet in terms of course</p>	

offerings to see if there are potential courses here to be developed.	
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Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals
<ul style="list-style-type: none"> • Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership • Identify, develop and implement programs that engage the diverse needs and interests of the student body

Outcome 4: Alberta's education system is well governed and managed

St. Gabriel

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
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.	95.7%	96.1%	100%	97.5%	97.7%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.9%	94.7%	100%	100%	98.1%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100%	100%	100%	100%	100%	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	95.5%	100%	100%	100%	100%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.6%	73.8%	100%	95%	90.6%	Very High	Maintained	Excellent
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.	88.1%	94.4%	100%	100%	100%	Very High	Maintained	Excellent

St. John Paul II

No Data Available

AERR Comments (November)
<p>St. Gabriel Learning Centre staff built community at the Learning Centre with our face-to-face attendees by providing potluck meals, soup days, as well as Christmas and Thanksgiving dinners. We developed relationships with these students and as a result, could better understand their trials, tribulations, as well as their passions. This was also a great opportunity for our Family School Enhancement Counsellor to make connections with our students that needed the most support. We will look to increase the face-to-face connections with our students in the coming year.</p> <p>St. Gabriel Learning Centre staff worked within their courses to develop course feedback surveys for students to indicate the parts of the course that they enjoyed the most and for areas of improvement. Staff also collaborated with other online schools to share best practices and different ways to structure classes and best meet student needs. The information from both the surveys and the sharing was great learning for all of St. Gabriel staff.</p>

Comment on School Goals (November)	Comment on Results (May)
As we increase our face-to-face interactions with our students (Teacher Presence), it is important for us to also better know the learners that we are supporting. St. Gabriel Learning Centre will be increasing the number and frequency	

<p>of our Student Support Meetings so that we can better identify students that need support (academic, learning accommodations, mental health) and organize the interventions in a timely and targeted manner. We will also be creating ways for our Family School Enhancement Counsellor (FSEC) to normalize her interactions with all of the students that come into our Learning Centre. Deep connections to all students will carry into their online classrooms, through these supports. We hope to be able to enable more of our students to successfully complete their online courses.</p> <p>St. Gabriel Learning Centre has identified the need to increase the range and depth of our online presence so that we can better reach current stakeholders and to reach potential new families. This year we will be relaunching our Social Media and Online Presence with specific themes for each of the mediums that we use. St. Gabriel staff will also be adding the use of video and podcast productions to support stakeholder knowledge in the area of Catholic Online Education.</p>	
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Division Goals
O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.4.4 Ensure that staff and students have access to safe and healthy learning environments
O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development
O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals
• Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
• Develop an understanding of mental health and wellness and build the ability to respond to identified needs
• Create opportunities for select stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed