



Lycée Louis Pasteur[™]

**ANNUAL EDUCATIONAL RESULTS REPORT and
THREE YEAR EDUCATION PLAN**

**Lycée Louis Pasteur Society
November 2017**

Message from the Board Chair

The Lycée Louis Pasteur is an international community of engaged and dedicated students, parents, teachers and staff members. It has been a great start to the school year, and we are pleased to provide you with some important updates.

The 2016-2017 school year marked our 50th anniversary and was a year of tremendous growth. Many things have changed since 1966, but the one thing that always remains constant is our commitment to education! We continue to deliver a curriculum that is relevant, inspiring and produces exemplary students, proficient in both English and French. I truly believe that no other school in Calgary can deliver on this promise as well as the Lycée.

The Lycée Louis Pasteur is in the process of rebranding. In February 2017, we launched the first phase and introduced a new logo that is dynamic, unique and intended to broaden the appeal of our school.

In conjunction with the launch of our new logo, we unveiled our new website. Like our new logo, the website is contemporary, welcoming and energetic. The new website clearly and succinctly explains the distinctive features of our educational program.

The installation of our Climbing Wall, completed for September 2016, has proven to be an exciting component of our Physical Education curriculum. Our climbing wall is an excellent place for our students to learn about trust, teamwork, and physical literacy.

We would like to thank every one of our staff, students, parents, and outside donors for all of your work and commitment towards our playground project. Our brand new, state-of-the-art playground, completed in Spring 2017 officially opened with a ribbon-cutting ceremony in June 2017.

Our students continue to perform exceptionally well in our challenging dual-curriculum learning environment, with 100% of our students passing the rigorous French Ministry of Education Brevet and Baccalaureate examinations. These exams represent the successful completion of their junior high and high school education, giving them the skills/tools/knowledge needed to excel in their post-secondary studies.

We believe that we have the best school in Alberta. Our students are excelling in the curricula of two jurisdictions, and we have a truly global community at the Lycée. Our school is fortunate to have an international faculty. We are incredibly proud of our teaching staff and the dedication they show in delivering the Lycée's high-quality education to our children in a positive, individualized and safe environment. On behalf of the Board and all of our families, we would like to thank our teaching staff for their dedication to our school and our community

It has been an exciting and memorable year for our students and staff. We look forward to the 2017-2018 school year!



Heather Carnahan, Chair of the Board

Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2016 for Lycée Louis Pasteur were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. 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 Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2016-2017 school year and the three-year Education Plan for 2017-2020 on November 28, 2017.

Foundation Statements

Mission

To provide challenging and stimulating bilingual education within a multicultural and multidisciplinary environment.

Vision

Education for Participation in the Global Community.

Values

At the Lycée Louis Pasteur we value:

- The integration of the curricula and learning philosophies of Alberta and France
- Culturally diverse student and educator school population
- Sustainable academic excellence
- Student achievement fostered through independent and supportive learning
- Curriculum embedded art, music & physical education
- Community awareness and responsibility

About the Lycée Louis Pasteur

Founded in 1966, the Lycée Louis Pasteur is a private, non-denominational, non-profit international French school.

In 1982, the Lycée was incorporated under the Societies Act of Alberta after receiving accreditation from the French government. It was then recognized by Alberta Education as a “Category Two Private School”. To this date, the Lycée Louis Pasteur is still the only pre-K to Grade 12 school from France in Western Canada.



The Lycée is accredited by Alberta Education (Level 2 Private Schools) Alberta Children & Youth Services, French Ministry of Education (MEN), AEFÉ (Agency for French Teaching Abroad), CAIS (Canadian Accredited Independent Schools). The Lycée is a member of AISCA (Association of Independent Schools and Colleges in Alberta) and AFSA (Association of French Schools in North America).

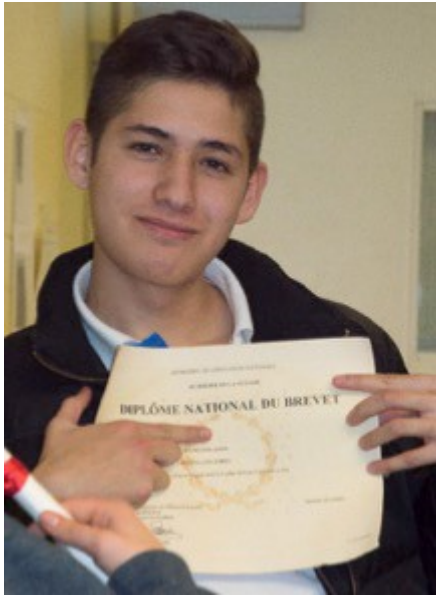
The dual curriculum combining basic principles of Albertan, North American, and international education, offers both French and English programs as well as strong third language instruction. By the time they reach high school, students are bilingual in French and English and have advanced Spanish skills.

Encouraged to meet their full potential in a challenging but supportive educational environment, graduates are prepared for a successful future in postsecondary education as well as for travel and work around the world.

The Lycée Louis Pasteur belongs to a network of nearly 500 French schools in 130 countries worldwide and provides a unique education with a Canadian, a French and an international perspective.



There are seven other members of this network in Canada, located in Vancouver, Montreal, Quebec City, Ottawa and Toronto. All Lycées worldwide follow the same French curriculum so that students can move seamlessly to another Lycée anywhere in the world.



An important goal of LLP's program is to ensure students' success in all of the key exams: the Brevet, Alberta Provincial Achievement Tests, Student Learning Assessments, Diploma exams, and the French Baccalauréat. The Brevet and Baccalauréat are identical at Lycées across the globe. This provides students with internationally recognized certification of their accomplishments for admission into universities around the world.



Lycée Events

Over the course of the school year, Lycée Louis Pasteur holds numerous events and celebrates many special occasions with the school community. We are very honored to be a part of the AEFÉ French network of international schools. We have a unique opportunity to participate in events and invite speakers to come to our school. These are just some of the highlights during the 2016/2017 school year:



- Terry Fox Run
- Sports Day
- Back to School parent welcome-coffee and croissants
- The installation of our Climbing Wall
- Celebration of Learning
- Parent workshop - Communication in a Multicultural Environment workshop
- Halloween Spooktacle - pumpkin carving, parade of costumes, door decorating, and other fun filled Halloween themed crafts
- Remembrance Day
- Winter concert
- “La semaine de la poésie”

- Talent Show organized by the Leadership Club
- Annual Grade 8 Trip to: Quebec, Montreal and Ottawa
- School at The Legislature Program in Edmonton for Grade 6 students
- Digital Citizenship workshops for parents and students
- Food Drive-Calgary and Veterans Food Bank
- Wordfest
- Authors visits
- Pink Shirt day
- Drawing contest – “cornebidouille”
- Multiple field trips at all levels during the year
- Fête de la Musique at the end of the year.



- Bilingual Play - Virginia Wolfe, pictured below
- Dictee PGL
- Kangourou de Mathématiques
- Castor Informatique
- Concours Alkindi
- Rallye Mathématiques Poitou-Charentes
- International communication projects in the classroom to collaborate with other schools in the AEFÉ network and in France using Twitter.
- Hour of Code project in Grade 4

- Commemorating Canada's 150th Birthday using digital media and robotics



To celebrate Canada's 150th birthday we combined programming, coding, robotics, and geography. The school wide project allowed students to control robots while having fun coding. The map, on loan from Canadian Geographic, allowed students to use their geographical knowledge to complete various tasks.

- Out of this World Rocket project in Grade 3



Grade 3 students built their own hydraulic rockets which they launched during our annual rocket launch. Students also had the opportunity to Skype with the Guiana Space Center (National Spaceport of France) and the National European Space Center. Students asked them questions about their recent rocket launches, being an astronaut, and other interesting events.

Academic Program

Maternelle - Ages 3-4

Our Maternelle Program welcomes preschool and kindergarten students ages 3 and 4.

The program allows children to:

- learn French
- interact with others
- acquire the basics of reading, writing, and numeracy

The Maternelle is a vital part of our school. Within well-structured classes, the children enjoy learning and playing together. In this comfortable and secure environment, children are cared for and taught in small classes to recognize the needs of the individual, aid in the first steps towards acquiring a new language or, build on basic French language skills already in place.



A certified teacher and a full-time assistant teach each Maternelle class, and class sizes are kept small. Classroom activities develop a child's sense of self and a love of learning while progressing at their own pace. Careful consideration is given to children's routines and the need for play, learning, group activities, rituals and rest.



Teachers deliver the program entirely in French since this is the best time to acquire a new language. Teachers and assistants will occasionally speak in English if a student is having difficulty understanding or expressing themselves; however, children quickly become comfortable in their new environment.



Kindergarten

We offer education experience that is unique in Calgary. We deliver a dual curriculum - the French Ministry of Education and Alberta Education. Students greatly benefit from this rich blend of programs.

Classes and activities in Kindergarten emphasize academic excellence, physical, intellectual and emotional balance. This approach allows us to deliver on academic performance while also instilling a love of learning and life-long curiosity amongst our students.

The Program is primarily delivered in French and students also receive five hours of education in English per week, several hours of physical education and classes visit the learning commons once a week.

Each Kindergarten class taught by a certified teacher and an assistant. The French teachers are accredited by the French Ministry of Education and have specialized in early childhood development.

Student's progress is followed using a Progress Booklet in which teachers track the acquisition of skills. The emphasis of the Progress Booklet is on validating successes and tracking progress.



Our Kindergarten prepares children for their first year in elementary school. Upon completion, children will have developed the basic fundamental skills that they require throughout their schooling such as the ability to listen, memorize and express themselves in a class setting.



Picture of the Kindergarten students holding up their diplomas

Elementary – Grade 1 to 5

Throughout the child's elementary education, greater emphasis is placed on the development of independence, high academic standards, and appreciation of cultural diversity at our school.



Based on the skills acquired in Maternelle, our elementary program enables all students to develop the necessary foundation for further education. Children learn to integrate their knowledge, skills, and self-discipline, which are vital for success in Junior High. Our students learn to take initiative, develop healthy work habits and organize their time. Our academic structure emphasizes the following:

- Civic education
- Mental math and problem solving
- Bilingualism
- Cursive writing (beginning in Grade 1)
- Global projects with partner schools



Our teachers integrate elements from several disciplines to build on and reinforce learning. In Grades 1 through 5, students focus on the fundamentals of French, English, mathematics, and sciences. Civic education teaches the concepts of justice, equality, and liberty for all. Our students explore the world and the past in through social studies, history, and geography. All elementary students take part in art, music, and gym.



In grades 4 and 5, students prepare for Junior high. Individual projects and group projects are further developed to teach autonomy, organization, teamwork, larger- scale organization, time management, and foster cooperative learning skills.

Junior High - Grades 6-9

At the Junior High (Collège) level, students experience a diverse academic program taught by specialist teachers. Students study the following subjects: French, Mathematics, History and Geography, Social Studies, Biology, Physics and Chemistry, Visual and Performing Arts, Spanish, Physical Education, English, Technology, and Music.



Junior High prepares students to take both the Brevet (National French Exam in Grade 9) and the Alberta Provincial Achievement Tests (PATs) in grade 6 and 9.



Beginning in grade 6, students' transition to a subject based program. They start an in-depth learning exploration through courses taught by a team of teachers, each specialized in one or more subjects. Our expert teachers collaborate across classrooms and subjects to coordinate their lessons in creative ways. The curriculum consists of the following subjects: French, English, Mathematics, History and Geography, Sciences (Biology, Geology, Physics and Chemistry), Social Studies, Spanish, Arts and Visual Arts, Music and Physical Education).



Students are challenged to demonstrate knowledge and encouraged to explore new ideas, solve problems, and analyze information. Time management skills and life-long study habits are instilled throughout these grades to prepare students for greater autonomy and more challenging courses in high school.

Spanish is added to the curriculum in grade 6. Students' study in Spanish and the program focuses on both language and culture.

As part of the Junior High Program, all grade 8 students are encouraged to participate in a trip to France. The tour provides an opportunity for students to experience French culture first hand. Given the continued travel concerns in Europe, during the spring, the grade 8 students applied their knowledge of Canadian history learned in grade 7 social studies and toured Quebec City, Montreal, and headed to Ottawa to watch our parliamentary system in progress.

Diplôme National du Brevet (DNB)

At the end of Grade 9 students must demonstrate their competencies by writing the DNB in French, Mathematics, Sciences and Technology and History-Geography. 100% of our Grade 9 students passed their brevet in 2016-2017; all students passed with honors and among them, 75% passed with highest honors. These are excellent results!



The Alberta Provincial Achievement Tests (PATs)

At the end of Grades 6 and 9 students must demonstrate their competencies by writing the Alberta Provincial Achievement exams in French, English, Mathematics, Science, and Social Studies. Student achievement results are consistently high; in 2016-2017 in most cases, we met and exceeded our targets.

High School Grades 10-12

Continuing to support our high academic standard, the Grade 10 curriculum includes the following subject areas: French Language Arts, English Language Arts, Social Studies, Philosophy, History and Geography, Mathematics, Spanish, Physics, and Chemistry Physical Education. Student success is recorded for both Alberta credits towards a High School Diploma, and for courses towards the French Baccalaureate. In Grades 11 and 12, students begin to specialize. Subjects are chosen, with the assistance of their teachers, will lead to higher level courses when they enter university. At the end of Grade 11, students are required to take exams in some subject areas for the Baccalaureate. The majority of subjects are examined at the end of Grade 12. Alberta Diploma exams are written during the Grade 12 year. 2016-2017, 100% of our Grade 12 students passed the Baccalauréat.



Two grade 10 international students from Bogota, Colombia

Additional Programs at the Lycée Louis Pasteur

French Language Immersive Program (FLIP) Grades 1-5

FLIP is unique in Calgary! This Program is intended for new students enrolling grades 1 to 5 who have little or no prior exposure to the French language.

FLIP allows students to learn French in a small class setting that is separate from the Lycée's regular bilingual academic stream. Individualized learning plans are developed and significant one-on-one time with both a dedicated Program teacher and a Program assistant is offered.

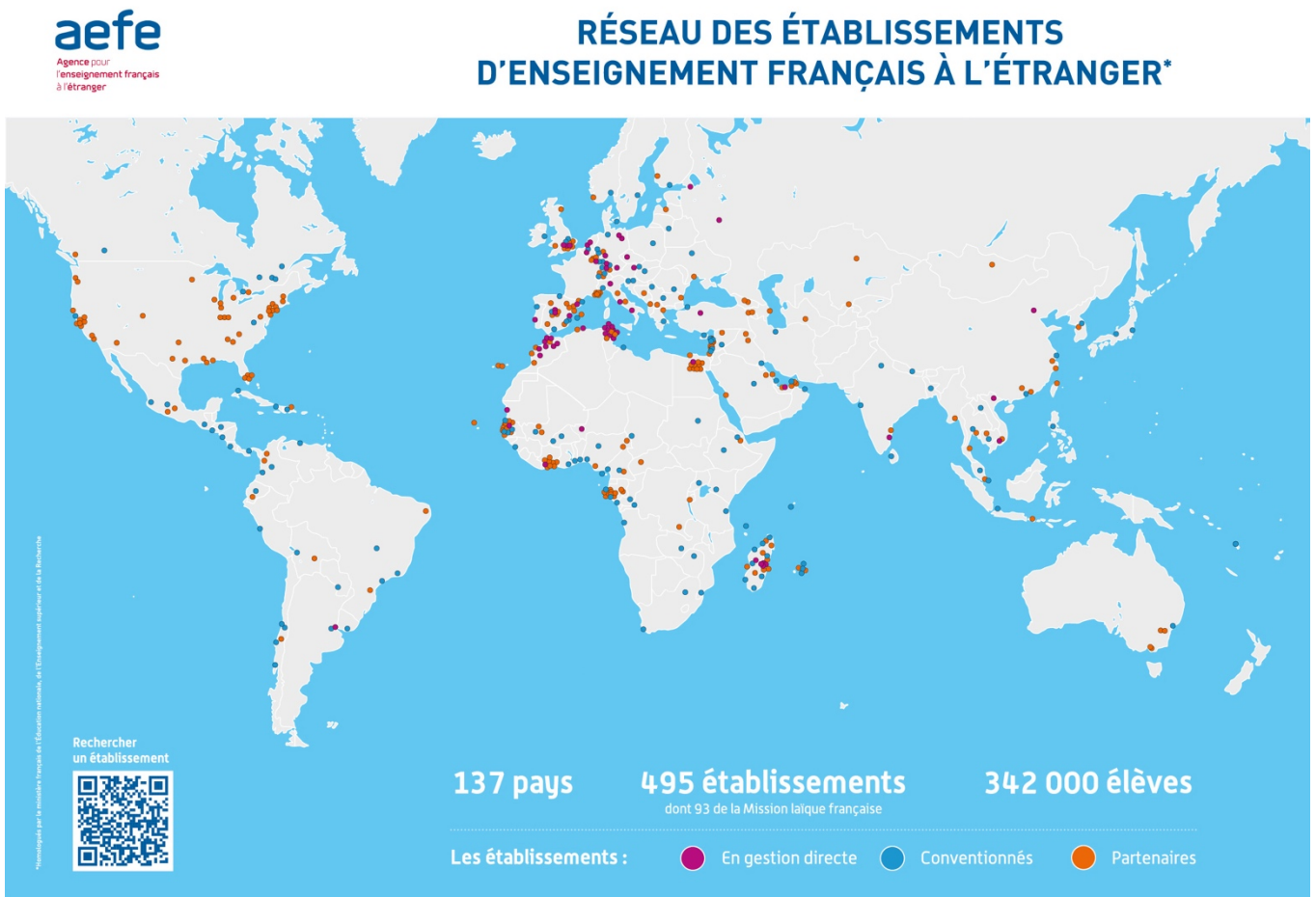


Most students transition into the Lycée's regular bilingual academic stream by the end of the school year.

From their very first day, the students attend English, Social Studies, Art, Music, and Physical Education with their assigned grade level class.

International Program

The Lycée welcomes international students from all over the world in grades 9-12. This program allows students to benefit from the high academic standards of the Lycée while improving their English and learning about Canadian culture.



Students at the Lycée level also have the opportunity to participate in an exchange program. 2016-2017 students at the Lycée attended schools in Valencia, Munich, and Tokyo through our international exchange program and partnership with the AEFÉ. This program continues to gain popularity at the Lycée.

After-School Activities- Maternelle/ Primary/Junior High

The Lycée believes that learning and growth extend beyond the classroom. To this end, the Lycée offers its students a number of extracurricular and after-school activities. By offering academic, physical, artistic, individualized and team-oriented activities, we build upon individual strengths and interests to help our students become active and present members of the community.



Go Phoenix Go!!

Extra-Curricular

Basketball

Soccer

Badminton

**Floor
Hockey**

Cheerleading

**Martial Arts
Climbing**



Extra-Curricular

Lego

Chess

**Young
Rembrandt**

Cooking

Yoga

Guitar & Music

Leadership

Book Club

Drama



Summary of Accomplishments

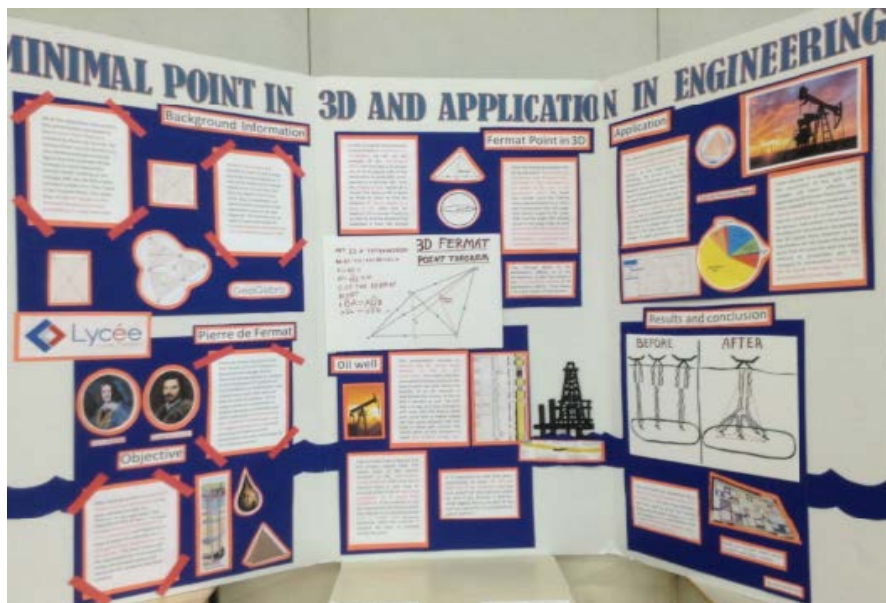
2016-2017 marked the 50th anniversary of Lycée Louis Pasteur! To commemorate the momentous event and to kick off the next 50 years, we redesigned our logo and our website.

The rebrand, announced in February, was the result of a 10-month process that included everything from industry analyses, consumer analytics, brand explorations and focus group testing, combining industry and consumer feedback.



2016-2017 also brought a big change in school governance. Previously under a convention model with the Agency For French Education Abroad (AEFE) the Lycée will switch to a partnership model effective September 1, 2018. This change will not impact the quality of education at the Lycée. Students will continue to excel by learning the French and Alberta curricula.

The Calgary Science Fair: Lycée students continue to impress at the Calgary Youth Science Fair. Students in grade 7 and 8 won silver and bronze medals for their respective projects. The silver medal was awarded for applying minimal point theory to resource development and bronze went to a project highlighting the relationship between computer science and nutrition.



Celebration of Learning: the event was a huge success with over 200 visitors. Students from Maternelle to Grade 8 presented over 40 projects across the curriculum. Coding, robotics, and other science based activities were featured prominently.

Kangourou des Mathématiques: an international mathematics competition that takes place across 70 different countries. More than 6 million students participate each year. One of our students placed 113 out of close 30,000 participants.

Vendée Global Challenge: grade 8 students participated in the Vendée Global Challenge, a virtual regatta (pictured below). This solo sailing race is world renowned and said to be the most difficult race of its nature in the world.



Students created virtual boats which they steer using real-time weather conditions and earned points based on the accuracy of the boat placement. This cross-curricular group project allows students to hone their skills in math, biology, physics, and physical-education. Students also participated in a learn to sail course at the Glenmore Reservoir.

Hour of Code: grade 4 students participated in the Hour of Code, an international event designed to encourage students to learn about computer science. 180+ countries participate in this event designed to introduce students to computer science and programming.

Phoenix Golf Team: four students placed in the top 10 during the Calgary ISSA Golf Tournament one of them coming in first place.

Talent Show: featured 100 students from grades 1-9 with a wide range of musical and dramatic performances.

Drama Presentation: Virginia Wolf was the choice for the Lycée annual drama club presentation.



This cross-disciplinary event involving students in grades 2-5 embodies what our bilingual program is all about and is thoroughly enjoyed by all.

Philanthropic Project: the Leadership Club selected the Veterans society as the recipient of their fundraising efforts during the school year. The student organized food drive, talent show, cookie sales, and bottle drive not only raised much needed funds for the association but also engaged our community.

Playground Design Committee: continuing the collaborative nature of the LLP a competition amongst students to get creative suggestions on what features should be incorporated in the new school playground. Lycée students who were part of the Student Playground Committee worked closely with our playground designer to select equipment that they felt would benefit the student population the most. Students were also involved in selecting the colours and layout.



Grade 9 Legacy Project: 2016-2017 saw the introduction of a grade 9 legacy project. Hello/Bonjour welcomes parents, staff, students, and visitors in both our official languages and is a great endowment from our graduating class. Students in grade 9 collaborated in small groups to develop an art project that would be created by the class as a testament to their time at Lycee Louis Pasteur. Four project ideas were submitted for selection to a committee made up of Lycee staff members. The 2016-2017 project chosen was “Hello/Bonjour”, a visual depiction of a trip starting from Calgary crossing Canada to the final destination of Paris, France. This art installation highlights many recognizable landmarks and cultural artifacts that dot the landscape of the two countries our school represents. We look forward to introducing the 2017-2018 project to our community soon.



Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Lycée Louis Pasteur Society			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	87.9	89.6	89.7	89.5	89.5	89.3	High	Maintained	Good
	Program of Studies	71.2	69.7	74.0	81.9	81.9	81.5	Low	Maintained	Issue
	Education Quality	94.2	93.1	93.2	90.1	90.1	89.6	Very High	Maintained	Excellent
Student Learning Opportunities	Drop Out Rate	25.5	21.5	16.1	3.0	3.2	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	38.2	*	n/a	77.9	76.5	76.1	Very Low	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	87.3	88.0	91.2	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	40.0	40.0	37.4	19.5	19.4	18.8	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	73.9	87.0	83.0	82.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	26.1	48.0	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	38.2	*	n/a	54.9	54.6	53.1	Low	n/a	n/a
	Rutherford Scholarship Eligibility Rate	100.0	*	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	22.2	22.2	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	86.4	86.2	81.6	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	79.2	85.6	83.2	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Parental Involvement	76.4	83.2	77.7	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
	School Improvement	73.1	72.8	80.5	81.4	81.2	80.2	Intermediate	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OURSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- 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).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

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); Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; 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 flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrollment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.9	90.0	95.6	88.0	87.3	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	33.3	30.0	42.2	40.0	40.0	45	Very High	Maintained	Excellent	50	55	60

Strategies:

- Continue to work with academic team to develop and implement strategies and skills to improve achievement.
- Continue to use professional development offered by the AEFÉ and the local and regional professional development through the Calgary Regional Consortium.
- Continue formative and summative assessments.
- Continue to promote differentiated educational approaches. It allows the varied student profiles to be taken into account.
- Analyze our PAT results to identify components of exams and then help our students develop the necessary skills to achieve successful outcomes.
- Focus on mid-level achievers in lower grades.
- Monthly meetings to set targets, review strategies and student progress.
- Implement school-wide initiatives for Mathematics to reinforce the necessary skills and target enrichment in throughout the grades.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	100.0	73.9	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	70.0	26.1	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	26.1	n/a	*	*	38.2		Very Low	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	17.6	9.1	21.5	25.5		Very Low	Maintained	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	22.2	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	100.0		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	26.1	n/a	*	*	38.2		Low	n/a	n/a			

Comment on Results

We strive at 100% graduation rate for our students. However, when a high school student's family relocates, the student leaves our institution and moves out of the province and is therefore no longer present in the Province of Alberta statistics. This does not mean that the student has dropped out of high school or that the student did not complete high school but merely that the student completed high school elsewhere.

We do not believe the survey results for this measure are meaningful given that the Lycée had only five students in grade 12 in 2013-2014, two in 2014-2015, six in 2015-2016, and 1 in 2016-2017.

In conclusion, we consider the above Performance Measures to be very misleading. They do not reflect the reality of the dual curriculum offered by LLP and the low enrolment in our senior high school over the last couples of years.

Strategies

- Continue to further develop high school program focusing on: Professional Development for our staff.
- Support of our existing high school students in the program, and provide them with ongoing guidance to help them prepare for post-secondary education.
- Implement varied methods of student assessment.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	79.4	84.5	85.6	79.2	90	High	Maintained	Good	92	95	95
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.	75.0	85.1	73.3	86.2	86.4	90	Very High	Maintained	Excellent	92	95	95

Strategies

- We continue to grow our student leadership initiatives by creating a junior ambassadors club in January 2018. We are happy with the continued participation of students in senior leadership club and recruitment of new students. We are pleased to announce that 30% of students in grades 6-12 participated in the 2016-2017 leadership club. Encourage students to continue to take initiative and plan events that will benefit the community as a whole.
- We introduced a legacy art project for grade 9 students in 2016/2017 and will continue to encourage a long time connection with school.
- Build on the Ambassadors of Kindness program in Elementary School.
- Encourage philanthropic activities throughout the school.
- Actively work with the elected school class representatives to ensure they follow “our values” statements seen throughout the school hallways.

Notes:

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

Outcome Two: The systemic education 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 School Authorities only)

[No Data for Overall FNMI Results]

Strategies:

- Increase awareness and understanding of First Nations, Metis and Inuit culture among staff and students
- Connect students and staff with Indigenous presenters
- Grade 7 Social Studies and ELA collaborative projects focusing on FNMI traditions, culture, and storytelling.
- Grade 10 Social Studies inquiry project on the legacies of the Residential School system
- Increase number of FNMI historical and contemporary resources in our Learning Commons
- Make staff aware of new draft (March 2016) Teaching Quality Standards (TQS) and Leadership Quality Standard (LQS) proposed by Alberta Education and provide professional development opportunities to faculty. The draft TQS expectations are that: A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Achievement of this competency is demonstrated by indicators such as:
 - a) understanding the historical, social, economic, and political implications of: • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy;
 - b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
 - c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
 - d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.0	86.8	92.6	89.6	87.9	95	High	Maintained	Good	95	95	95

Strategies

- Continue to improve and evolve teacher evaluation and supervision standards. Maintain increased supervision rations during lunch and recess hours. Maintain policy of teacher supervision in the lunch rooms.
- Students, at every level, have an approachable staff member to turn to for guidance and assistance.
- Build on the introduction of the Ambassadors of Kindness Program in Elementary School.
- Expand the class representative program to Elementary.
- Teach empathy through literature.
- Promote inclusion.
- Provide professional development to all staff regarding inclusive workplaces.
- Enhancing the community outreach programs (food drive, toy drives, program with a senior center in our neighbourhood).

Notes:

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.2	76.6	75.8	69.7	71.2	80	Low	Maintained	Issue	80	80	80

Comment on Results

We are disappointed in the results and continue to work diligently to improve the opportunities for our students. Students at our school are offered art and music. Given that we have a trilingual program, sacrifices to the fine arts program are unavoidable. However, we are working on providing extra-curricular activities in arts, music, drama, and other subjects.

Technology courses were implemented this school year for grades 8 and 9 during the 2016-2017 school year, and we have plans to expand them to grades 6 and 7 for the 2018-2018 school year. Technology is already part of the elementary curriculum and is used regularly in our elementary classrooms. 2016-2017 saw Robotics programs come to our elementary classrooms. Students in Kindergarten to grade 5 all received robotics training as part of their program.

Our climbing wall officially opened and has been a great success. Students certainly enjoy having access to this state of the art wall and find it enriches their physical education program. We are confident that these changes will allow us to meet our target.

Strategies

- Expand the robotics program and introduce other special projects.
- Continuous review of program offerings.
- Promoting professional development opportunities.
- Expansion of extra-curricular programs, focusing on fine arts.
- Provide enrichment opportunities.
- Expand cross-disciplinary projects and field trips.

Notes:

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	89.3	86.4	82.4	72.8	73.1	80	Intermediate	Declined	Issue	85	85	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.9	81.4	68.5	83.2	76.4	85	Intermediate	Maintained	Acceptable	85	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6	93.5	93.1	93.1	94.2	95	Very High	Maintained	Excellent	100	100	100

Strategies

- Continue to build momentum on the widely successful Welcome Back parent event at the start of the school year. Parents were able to access information and speak with school officials.
- Efforts will be made to increase the Pasteur Hebdo, our weekly newsletter, readership level.
- Introduced a very popular tool for the teachers to keep the parents well informed and engaged called Seesaw.
- The school will continue to utilize Pronote to ensure parents and teachers are constantly informed in real time about their child's progress.
- The School continues to plan exciting capital projects for the yearly fundraising initiatives. During the last three years we, have installed a fantastic climbing wall and state-of-the-art playground.
- Senior Administration will continue to seek parental and teacher input through School Council and the Board of Directors.

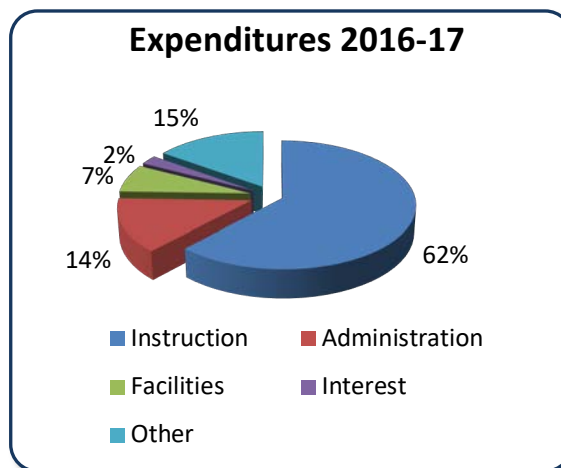
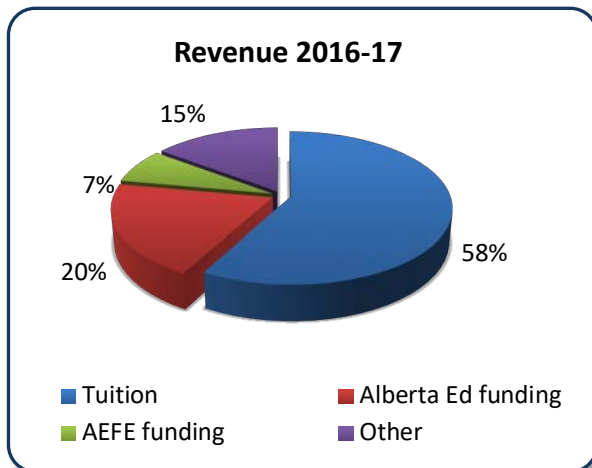
Notes:

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

Summary of Financial Results

The Society finished the 2016-2017 year in a solid fiscal position. Revenues are higher than budgeted and expenses increased correspondingly to a lesser degree, resulting in a surplus from operations of \$780,111. The Society was able to restrict \$410,000 of the surplus funds for future use. These funds are set-aside by the action of the Board of Directors. The funds are restricted to be spent on building repairs and improvement, building expansion, unanticipated loss of external funding, and repayment of long term debt.

Revenue	
Tuition	\$ 4,671,538
Alberta Ed funding	\$ 1,603,389
AEFE funding	\$ 594,875
Other	\$ 1,187,374
Total Revenues	\$ 8,057,176
Expenditures	
Instruction	\$ 4,508,470
Administration	\$ 987,711
Facilities	\$ 515,076
Interest	\$ 170,050
Other	\$ 1,095,757
Total Expenditures	\$ 7,277,063
Excess Revenue over Expenses	\$ 780,112



Society members may obtain a copy of the audited financial statements of the Lycée Louis Pasteur Society for the year ended August 31, 2017, by contacting the school office. Non-society members may request a copy from the Director of Finance’s office, however unless the requester is a major funder, the Society reserves the right to refuse such request.

Budget Summary

Recognizing the changes in the Calgary financial climate over the last two years, we have set the 2017-2018 tuition fees with the following goals:

- Setting fees at a level that allows us to continue to provide the excellent education and service our families and students currently enjoy while ensuring the financial stability of the school; and
- Supporting our families in times of economic uncertainty by acknowledging that education at the Lycée is a choice you make to give your children the gift of an excellent bilingual education and by helping you to continue to give that gift to your children even if the economy may be adding financial pressures to family budgets.

With these goals in mind, we were proud to announce that there is a minimal increase in tuition fees for the 2017-2018 school year.

The budget for 2017-2018 is based on decreased enrollment and provides a positive surplus position of \$74,100. The budget was set in conjunction with the 2017-2018 educational plan and as such, sufficient resources have been allocated to carry out the mandate of the plan.

The highlights of the 2017-2018 budget are as follows:

- Weighted average tuition increase of 4.01%.
- Alberta Education funding based on 311 eligible students in the amount of \$1,598,865.
- The teaching salary grid was increased to bring it in line with the Calgary Board of Education compensation. All other salaries are budgeted at a 1% cost of living increase.

Revenues	
Tuition	\$ 4,514,800
Alberta Ed funding	\$ 1,631,100
AEFE funding	\$ 485,100
Other	\$ 1,003,000
Total Revenues	\$ 7,634,000
Expenditures	
Instruction	\$ 4,326,073
Administration	\$ 1,501,631
Facilities	\$ 528,096
Interest	\$ 157,800
Other	\$ 1,046,300
Total Expenses	\$ 7,559,900
Excess revenues over expenses	\$ 74,100

Capital and Facilities Projects

Capital planning was a major focus during the last three school years. The facility was built in 1982 with a major addition in 2009. As part of ensuring ongoing maintenance for these facilities, we have completed a reserve study to ensure that we are putting aside monies to continue to maintain this facility for the long-term benefit of our students and the community. We are happy to report that both spending and planning are in line with our reserve that will now continue to build.

Technology plays a significant role in fulfilling our education strategy. Robotics played a large role school projects during the 2016-2017 school year. This is one of the ways the Lycée Louis Pasteur is helping our students prepare for life in the 21st Century. The Lycée Louis Pasteur Society expanded our iPad program, increasing the number of iPads in the classrooms.

2017 saw the opening of our state-of-the-art playground. This was a major fundraising goal for 2016-2017. Thank you to the parents, staff and general donors who made this project possible.

Summary of Facility and Capital Plans

As part of the ongoing maintenance the facilities, we completed a reserve study 4 year ago to ensure that we are putting aside monies to continue to maintain this facility for the long-term benefit of our students and the community. We are happy to report that both spending and planning are in line with our reserve that will now continue to build.

Parental Involvement

Our Senior Administration is actively seeking ways to encourage and enhance parental involvement in all aspects of school life and school governance.

We have created a SchoolCouncil@Lycée.ca email address. This allows our parents to easily communicate with the parents who were elected to School Council.

Timelines and Communication

School jurisdictions must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and Accountability Pillar evaluations provided in early October 2017. 3YEPs must be approved by the board and posted on the jurisdiction's website by November 30 each year. Notify the Branch Director of the posting and include the permalink in the email notice. A permalink is a web link or URL to a web page where the 3YEP is posted that does not change from year to year.

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2016-2017 school year.

Our whistleblower policy is distributed to all staff yearly and published on our internal network. It is also an appendix in our Employee Handbook, which all staff is required to read and acknowledge.