



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

**Lycée Louis Pasteur Society  
November 2018**

## 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 year and we are pleased to provide you with some important updates.

The 2017-2018 school year was full of changes and memories. Our school modified its agreement with the Agency For French Education Abroad (AEFE), an agency of the French Ministry of Foreign Affairs, and 2017-2018 was the final year with a Head of School appointed by this French agency. Previously under a "convention" model, the Lycée switched to a "partnership" model effective September 1, 2018. This change will give the Lycée and the Board the needed flexibility while keeping intact its accreditation by the French Ministry of Education. The education standards at the Lycée will therefore remain the same - our students will continue to excel by mastering both the French and Alberta curricula.

The Board would like to thank Madame Jocelyne Edwards for her leadership. It was a pleasure seeing her welcome the students each morning. We wish her good luck at her new school in Montaignu, France. Collège Jules Ferry has over 850 students, and they are lucky to have Madame Edwards as their new Principal.

Mr. Frédéric Canadas was hired by the Board last year to facilitate this transition and we are delighted that he had the chance to work with the staff and us as Vice-Principal for a year before assuming the role of Head of School beginning in September 2018. Mr. Canadas brings many years of leadership experience. Under his guidance, we are confident that we will not only maintain but strengthen our unique and exceptional school. During the 2018-2019 school year, the Board will be working together with him and the staff on a new strategic plan, and on completing the CAIS re-accreditation process.

The 2018 annual gala was the most successful to date! All funds raised have been allocated to the Learning Commons renovation project. All our students, from 3 years old to grade 12, visit the Learning Commons weekly and this initiative will ensure they have a regular access to an innovative, interactive, and engaging learning space. Thank you to all our students, staff, parents, and outside donors for their commitment to seeing this undertaking through.

Our students are excelling in the curricula of two jurisdictions. They continue to perform exceptionally well in our challenging dual-curriculum and dual-degree learning environment, with 100% of them passing the rigorous French Ministry of Education Brevet and Baccalaureate examinations. These exams represent the successful completion of their junior and high school education with the French program. Together with the Alberta High School Diploma, they are giving our students the skills, tools, and knowledge necessary to thrive in their post-secondary studies and beyond.

We have a truly global community at the Lycée. Our school is particularly fortunate to have an international faculty. We are incredibly proud of our teaching staff and the professionalism 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 all of the staff for their dedication to our school and our community.

It has been an exciting year for our students and staff, and we all look forward to the rest of the 2018-2019 school year!

A handwritten signature in blue ink, appearing to read "Phillip Mincher", is written over a light blue grid background.

Phillip Mincher  
Chair, Lycée Louis Pasteur Society

## Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2017 for 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 2017-2018 school year and the three-year Education Plan for 2018-2021 on November 27, 2018.

## 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 496 French schools in 137 countries, where 355,000 students are educated worldwide, of which 40% are French Nationals and 60% are from elsewhere in the world. The Lycée provides a unique education with a Canadian, a French and an international perspective.



There are six 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 Lycée's program is to ensure students' success in all of the key exams: The Brevet, Alberta Provincial Achievement Tests, 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.

In addition, we offer our students the opportunity to take the DELF and DELE. These exams verify the French and Spanish language skills of non-native speakers. These certificates are recognized by employers all across 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 2017/2018 school year:



- Terry Fox Run
- Sports Day
- Back to School parent welcome-coffee and croissants
- Celebration of Learning
- Preschool Circus week
- 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”
- Bilingual celebration week

- Talent Show organized by the Leadership Club
- Annual Grade 8 Trip to France
- 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
- Pink Shirt day
- Salon des Art
- Multiple field trips at all levels during the year
- Fête de la Musique
- Back to school & year end barbeques
- “Semaine des Lycees Francais Du Monde”
- Annual Galette des Rois celebration



- Kangourou des Mathématiques
- Castor Informatique
- Concours Alkindi
- International communication projects in the classroom to collaborate with other schools in the AEFÉ network and in France using Twitter.

- Rallye Mathématiques
- Hour of Code



## 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 an 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.



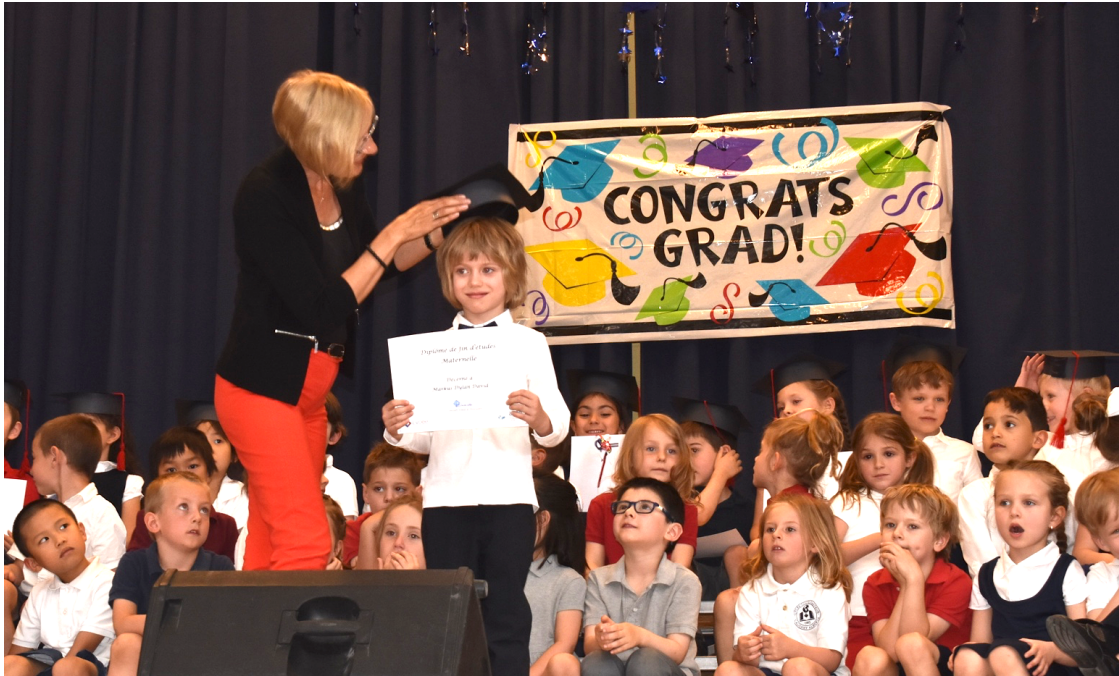
The Program is primarily taught in French and students also receive five hours of English language instruction per week, several hours of physical education and classes visit the learning commons once a week.

Each Kindergarten class is 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, retain and recall information, and express themselves in a class setting.



The Head of School handing out Kindergarten 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
- History and Geography
- Cursive writing (beginning in Grade 1)
- Global projects with partner schools
- Field trips and guest speakers



These subjects blend two curricula – the best of France and the best of Alberta.

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 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.



The grade 8 students on a sailing field trip

Junior High prepares students to take both the Brevet (National French Exam in Grade 9) and the Alberta Provincial Achievement Tests (PATs) in grades 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), Technology, Social Studies, Spanish, Arts and Visual Arts, Music and Physical Education).



Students on the school trip to France

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 and practice their French language skills first hand. All elements of this trip are linked the curriculum. Visits are determined before the trip and cross curricular projects are developed to enrich the program. This past year our students explored north-western France, studying ecosystems and maritime history, along with France's connection to Canada's fur trade.

### **Diplôme National du Brevet (DNB)**

At the end of Grade 9 students must demonstrate their competencies by writing the Brevet (National French Exam) in French, Mathematics, Sciences, Technology, and History-Geography. All of the Grade 9 students passed their brevet in 2017-2018; 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 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 2017-2018 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, Chemistry, Biology, and 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. Specialized subjects are chosen, with the assistance of their teachers, that 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. All of our Grade 12 students passed the Baccalauréat in 2018.



The Lycée's High School program is unique to Calgary and the World. We are the only school where a student will graduate with the Alberta High School Diploma and the French Baccalauréat. The opportunities upon graduation are endless for our students, whether locally or globally! Students can use their High School diploma or their French Bac when applying for post-secondary schools here or in Europe. Did you know that McGill and many Ivy League universities in North America are giving up to a year's worth of university credits to students who have completed their French Baccalauréat? Please see McGill's website for more information: <https://www.mcgill.ca/students/transfercrédit/prospective/french>.

## 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 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.

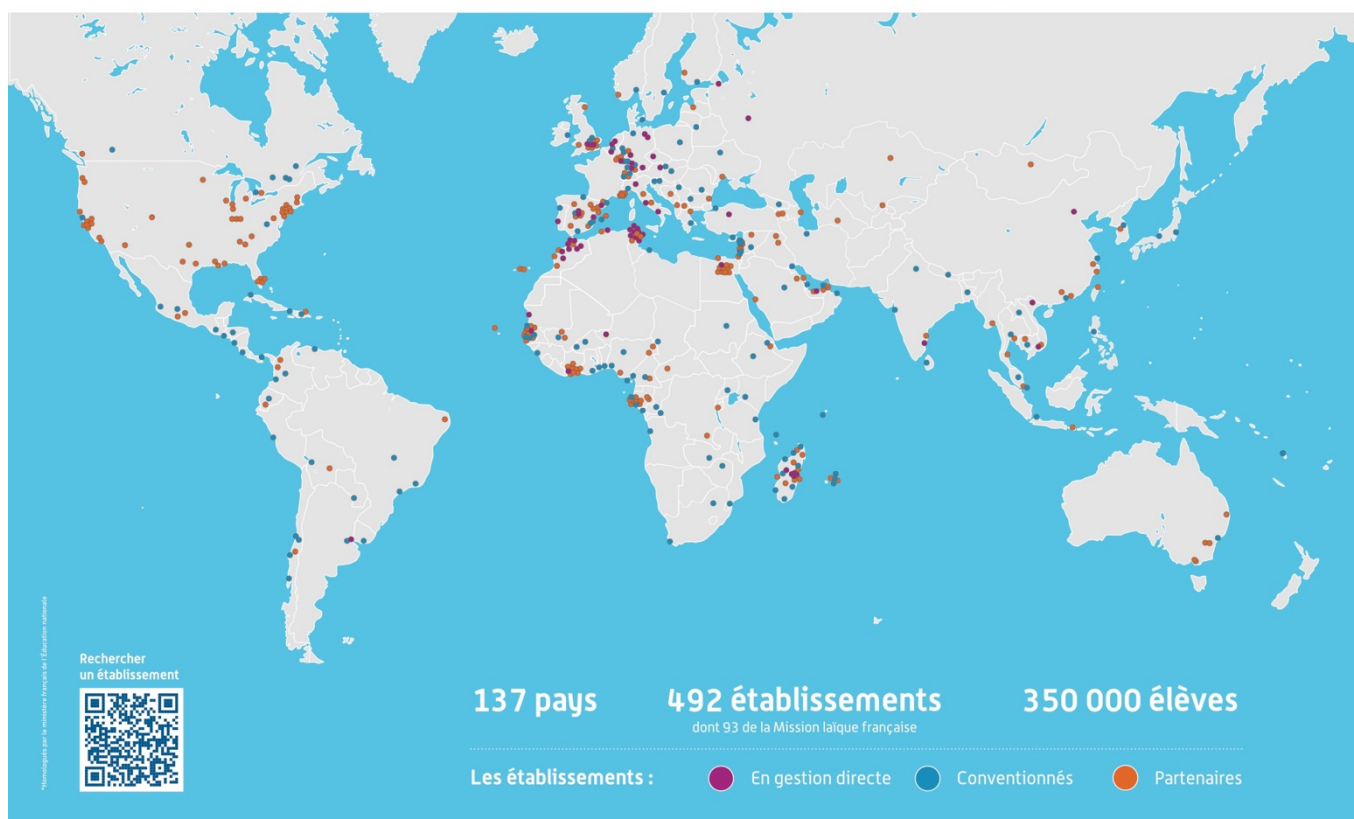


## International Program

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.



### RÉSEAU DES ÉTABLISSEMENTS D'ENSEIGNEMENT FRANÇAIS À L'ÉTRANGER\*



Students at the Lycée level also have the opportunity to participate in an exchange program. 2017-2018 students at the Lycée attended schools in Valencia, Munich, and Tokyo through our international exchange program and partnership with the AEFE. This program continues to gain popularity at the Lycée.



## After-School Activities- Maternelle/ Primary/Junior High

The Lycée believes that learning and growth extends 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**

**Drama**



School play pictured above



## Extra-Curricular

**Lego**

**Chess**

**Young  
Rembrandt**

**Cooking**

**Yoga**

**Guitar & Music**

**Leadership**

**Book Club**

**Climbing**





## Summary of Accomplishments

2017-2018 marked a year of change and growth at the Lycée Louis Pasteur. The school changed its relationship with France and 2017-2018 was the final year with a Head of School appointed by the French Ministry of Education. A big change in school governance allows the school to recruit the best suited Head of School to lead us into the future. Previously under a convention model with the Agency For French Education Abroad (AEFE), the Lycée switched 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.

One of our fantastic teachers received one of the highest honors in education from the French Ministry of Education – *Palmes Académiques* - this school year. *Ordre des Palmes académiques* is a national order bestowed by the French Republic to distinguished academics and figures in the world of culture and education. We are privileged to have such amazing teachers at the Lycée!



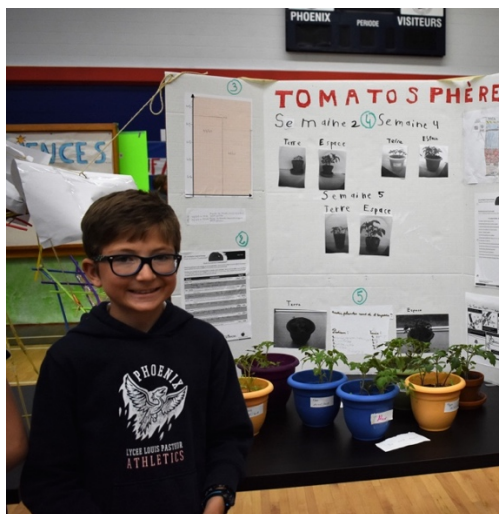
Consul General of France presenting the award

We are so proud of our students accomplishments in 2017-2018! The following are just a sampling of all the amazing things they did in 2017-2018:

**Poetry in Voice competition:** is a national poetry recitation contest with three categories: English, French, and Bilingual. A grade 9 student from the Lycée was selected as one of the 24 finalists earning a trip to the national finals in Toronto. The Lycée Louis Pasteur has been

participating in all three streams (English, French, and Bilingual) of the Poetry in Voice competition since 2013 and has sent a student to the national finals four times!

**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 alongside projects based in humanities. A true representation of our well-rounded academic program.



Elementary science experiment showcased at the Celebration of Learning

**Polar Expressions Writing Contest:** Three junior high students entered the Polar Expressions National Writing contest. All three entries were published in *Pursuit*, a collection of short stories written by students with one of our students taking home the grand prize.

**Kangourou des Mathématiques:** an international mathematics competition that takes place across 70 different countries. More than 6 million students participate each year. Grades 3-12 took part in this annual international mathematics competition. The test focuses on more than just knowledge of formulas. It includes calculations and puzzles designed to assess a wide range of abilities. All students who participated received certificates and prizes.

**Talent Show:** This annual event is organized by our leadership club and featured 100 students from grades 1-9 with a wide range of musical and dramatic performances.



Two grade 5 students performing a magic act!

**Le Transat Jacques Vabre:** The 2017 Grade 8 Interdisciplinary Project followed the “Transat Jacques Vabre” – a yachting race that follows the historical coffee trading route between France and Brazil. Students “sailed” across the Atlantic Ocean on a virtual sailboat where they faced the same conditions as in the actual race - allowing them to follow the sailors as close as possible. The class participated in field trips to Glenmore Sailing School in Calgary to experience sailing firsthand. Students put those skills to work as they sailed around Les Sables d’Olonne during their trip to France

This project required students to use their physics and math skills to calculate the trajectory speed over a spherical surface, apply the basics of meteorology as well as observe the importance of nutrition and sleep for the human body to function properly - especially during endurance training (Biology and Physical Education).



**Hour of Code:** Students from PS to grade 12 all took part in the Hour of Code. Coding opportunities ranged from using games to create maps, practicing “drag and drops”, developing mazes and providing code so cars can try and navigate around it. Our grade 11's used coding games like Quorum Master to create graphical maps of the solar system. Other Activities taught students how to write in Javascript and create their own app.

**Drama Presentation:** Les Contes La Vérité Vraie 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.

**Grade 9 Legacy Project:** 2017-2018 saw the second installment of our grade 9 legacy project. “Rendez-vous,” welcomes parents, staff, students, and visitors to our school and is a great endowment from our graduating class. This art installation highlights many recognizable landmarks and cultural artifacts that dot the landscape of the two countries our school represents. The piece reflects our school community and its ties to French and Canadian culture. It was designed to spark conversation and evoke feelings of inclusion, acceptance, and unity. The title “Rendez-vous” signifies the coming and going of many of the Lycée family. The school is where France and Canada come together.



"Rendez-vous" was selected to be included in the AEFE's virtual gallery and was the only Canadian piece to be chosen among the 150 entries submitted to the Street Art Expo - a contest that was open to all AEFE schools around the globe.

**AEFE STEAM Challenge:** Classes participated in the 2017-2018 AEFE S.T.E.A.M. Challenge – a project that combines Science, Technology, Engineering, Art and Math. This year, the theme was wind power. Our students took on their respective challenges in many innovative ways, some choosing to build three different objects that had to fly or glide on their own for a minimum of 30 seconds. Others built three different structures to determine the presence, speed, and direction of the wind.

**Basketball:** The 2017-2018 co-ed Junior High basketball team participated in [CISAA's](#) Grade 8-9 Boy's League. The team played very well during the regular season, finishing 1st place in the league

**Philanthropic Project:** The Leadership Club selected the Drop in Centre as the recipient of their fundraising efforts during the school year. The student organized a talent show, cookie sale, and bottle drive. They not only raised much needed funds for the association but also engaged our community.

**Lycée gives back** – Maternelle Classes made homemade decorations for a tree the school sponsored at Calgary's Downtown Core Shopping centre. The grade 5 class collected toys for the Core's toy drive.





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

Measure Category	Measure	Lycee 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	92.1	87.9	90.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.2	71.2	72.3	81.8	81.9	81.7	High	Improved	Good
	Education Quality	95.9	94.2	93.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	33.8	25.5	18.7	2.3	3.0	3.3	Very Low	Declined	Concern
	High School Completion Rate (3 yr)	*	38.2	38.2	78.0	78.0	77.0	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	91.0	87.3	90.3	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	42.5	40.0	40.7	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	65.2	n/a	87.0	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	21.7	n/a	48.0	24.2	22.2	21.7	High	Declined	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	*	38.2	38.2	55.7	54.9	54.7	*	*	*
	Rutherford Scholarship Eligibility Rate	*	100.0	100.0	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	22.2	58.7	57.9	59.0	*	*	*
	Work Preparation	95.7	86.4	82.0	82.4	82.7	82.4	Very High	Improved Significantly	Excellent
	Citizenship	90.2	79.2	83.1	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	86.6	76.4	76.0	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	78.8	73.1	76.1	80.3	81.4	80.7	High	Maintained	Good

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.





**Combined 2018 Accountability Pillar 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); 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).
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9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

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

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

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

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 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).	90.0	95.6	88.0	87.3	91.0	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).	30.0	42.2	40.0	40.0	42.5	50	Very High	Maintained	Excellent	45	50	55

### Comment on Results

The Lycée is pleased with the continuous improvements. We look forward to continuous growth year over year as we implement the following strategies.

### Strategies:

- Continue to work with academic team to develop and implement strategies and skills to improve achievement.
- Continue to use professional development to support our teachers.
- Continue to promote differentiated educational approaches. It allows varied student profiles to be taken into account.
- Analyze our PAT results to identify various components of exams and then help our students develop the necessary skills to achieve successful outcomes.
- Monthly meetings to set targets and review learning strategies.
- Weekly cycle meetings to discuss student progress.
- Continue formative and summative assessments of student learning.
- Implement school-wide initiatives for mathematics to reinforce the necessary skills and target enrichment 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	100.0	73.9	n/a	65.2		Very Low	Declined	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	70.0	26.1	n/a	21.7		High	Declined	Acceptable			

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.	n/a	*	*	38.2	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	17.6	9.1	21.5	25.5	33.8		Very Low	Declined	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	22.2	n/a	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	*	100.0	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	38.2	*		*	*	*			

### Comment on Results

We do not believe the above results for this measure are meaningful given that the Lycée had only two grade 12 students in 2014-2015, six in 2015-2016, one in 2016-2017, and three in 2017-2018.

The students in grade 12 write the French Baccalaureate in May of each school year. Lycée students have 100% success rate writing this exam and exceed the general results of students in France. All grade 12 have successfully attained their French Baccalaureate. Grade 12 students write the Diploma exams at the end of June.

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.

In conclusion, we consider the above Performance Measures to be misleading. They do not reflect the international nature of our student population nor the realities of the dual curriculum offered by LLP.

### Strategies

- Support our existing high school students and provide them with ongoing guidance to help them prepare for post-secondary education.
- Participate in Alberta Education Diploma exam field testing.

- Send staff to participate, in each subject, as Diploma exam markers.
- Monthly meetings with academic leadership team, faculty and, where applicable student representatives to track progress on school wide goals.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	84.5	85.6	79.2	90.2	92	Very High	Improved	Excellent	95	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.	85.1	73.3	86.2	86.4	95.7	92	Very High	Improved Significantly	Excellent	95	95	95

### Comment on Results

We are very pleased to see an improvement. We feel it is a direct result of increasing parent and student engagement and implementing the following strategies:

- Leadership club
- Legacy art projects
- Value statement posters
- Ambassadors of Kindness program
- Redesigned the school newsletter to highlight the wide range of opportunities students have access to. Parents have become more aware of all the different activities going in at school across all grade. The newsletter open rate has increased to an impressive 71%.

### Strategies

- We introduced a legacy art project for grade 5 students in 2017/2018 and will continue to encourage a long-time connection with school.
- Build on the Ambassadors of Kindness program throughout the school
- Encourage philanthropic activities throughout the school.
- Actively work with the elected school class representatives to ensure they remind their classmates to follow "our values" statements seen throughout the school hallways.
- Continue to develop school wide events that embody positive and collaborative attitudes and behaviours.
- Divide the leadership club into two levels, junior and senior. Ensure the skills that they acquiring are age appropriate and evolving as they mature.

#### Notes:

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



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

*(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:

- Introduce Treaty Seven acknowledgment at school meetings and adopt over time.
- Continue to promote the importance of awareness and understanding of First Nations, Metis and Inuit culture among staff and students.
- Explore and implement Reconciliation education.
- Social Studies and ELA projects focusing on FNMI traditions, culture, and storytelling and 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.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	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.	86.8	92.6	89.6	87.9	92.1	95	Very High	Maintained	Excellent	95	95	95

### Strategies

- Continue to improve and evolve teacher evaluation and supervision standards. Maintain increased supervision ratios 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:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	76.6	75.8	69.7	71.2	79.2	80	High	Improved	Good	82	85	87

### Comment on Results

We are pleased the results have increased and will continue to work diligently to improve the opportunities for our students.

Students at our school are offered art, music, technology courses, and implement robotics and coding into their lesson plans. Given that we have a trilingual program, sacrifices to the fine arts program are unavoidable. However, we are providing extra-curricular activities in arts, music, drama, and other subjects.

### Strategies

- Expand the robotics program and introduce other special projects.
- Continuous review of program offerings.
- Expansion of extra-curricular programs.
- Expand cross-disciplinary projects and field trips.

#### Notes:

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



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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	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.	86.4	82.4	72.8	73.1	78.8	85	High	Maintained	Good	85	90	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.4	68.5	83.2	76.4	86.6	85	Very High	Improved	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.5	93.1	93.1	94.2	95.9	100	Very High	Maintained	Excellent	100	100	100

### Strategies

- Continue to build momentum on the widely successful Welcome Back parent events at the start of the school year. Parents were able to access information and speak with school officials.
- Expand new parent orientation event.
- Library expansion project will be completed this school year.
- School improvements are continuously scheduled.
- Current parents are invited to attend "At a Glance" events. These events focus on what the next phase of education will look like at the Lycée. It gives parents an in depth look at the program and gives them the ability to ask questions.
- Promote Seesaw – This tool allows teachers to inform parents of what is going on in the classrooms.
- The school will continue to utilize Pronote to ensure parents and teachers are constantly informed in real time about their child's progress.
- Senior Administration will continue to seek parental and teacher input through School Council and the Board of Directors.

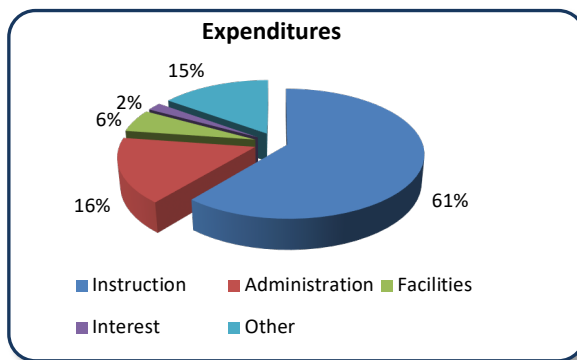
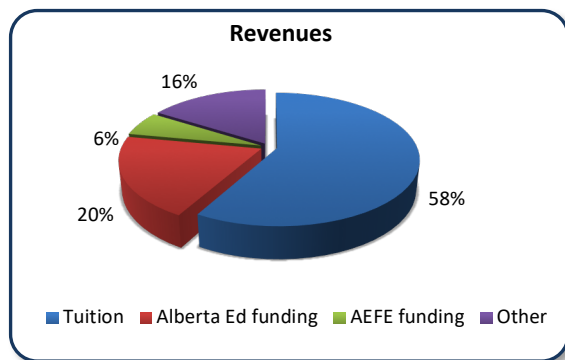
#### Notes:

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

## Summary of Financial Results

The Society finished the 2017-2018 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 \$392,264. The Society was able to restrict \$150,000 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.

<b>Revenue</b>	
Tuition	\$ 4,817,393
Alberta Ed funding	\$ 1,641,751
AEFE funding	\$ 492,218
Other	\$ 1,329,389
<b>Total Revenues</b>	<b>\$ 8,280,751</b>
<b>Expenditures</b>	
Instruction	\$ 4,813,397
Administration	\$ 1,282,578
Facilities	\$ 449,388
Interest	\$ 157,770
Other	\$ 1,185,354
<b>Total Expenditures</b>	<b>\$ 7,888,487</b>
<b>Excess Revenue over Expenses</b>	<b>\$ 392,264</b>



Society members may obtain a copy of the audited financial statements of the Lycée Louis Pasteur Society for the year ended August 31, 2018, 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 2018-2019 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.

The budget for 2018-2019 is based on decreased enrollment and provides a negative budget position of (\$100,000). The budget was set in conjunction with the 2018-2019 educational plan and as such, sufficient resources have been allocated to carry out the mandate of the plan.

The highlights of the 2018-2019 budget are as follows:

- Weighted average tuition increase of 2.97%.
- Alberta Education funding based on 318 eligible students in the amount of \$1,681,450.
- 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

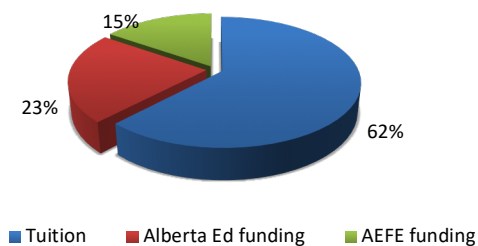
Tuition	\$ 4,641,900
Alberta Ed funding	\$ 1,681,500
Other	\$ 1,147,100
<b>Total Revenues</b>	<b>\$ 7,470,500</b>

### Expenditures

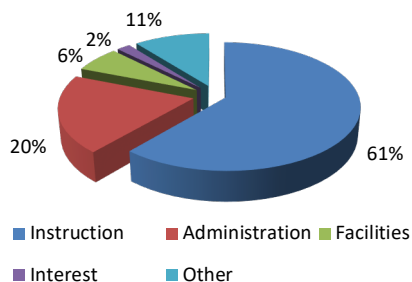
Instruction	\$ 4,638,542
Administration	\$ 1,489,276
Facilities	\$ 494,582
Interest	\$ 145,100
Other	\$ 803,000
<b>Total Expenses</b>	<b>\$ 7,570,500</b>

**Excess revenues over expenses (\$ 100,000)**

**Budget Revenues**



**Budget Expenditures**





### **Capital and Facilities Projects**

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. 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.

The major fundraising goal for 2017-2018 school year was renovating the Library. Thank you to the parents, staff and general donors who made this project possible. We look forward to completing this project in January 2019.

### **Summary of Facility and Capital Plans**

As part of the ongoing maintenance the facilities, we completed a reserve study 5 years 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 Leadership team is actively seeking ways to encourage and enhance parental involvement in all aspects of school life and school governance.

We have various levels of participation at the school. All parents are required to volunteer at the school. Parents are nominated and appointed as parent representatives in each class. Parents serve on the school council as elected members; these members are elected by the parents. We also have a very active parent participation in our advancement efforts.

The school thanks all the parents who actively participate in making the Lycée a wonderful place for students, staff, and the community at large.

### **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 2018. 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 2017-2018 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.