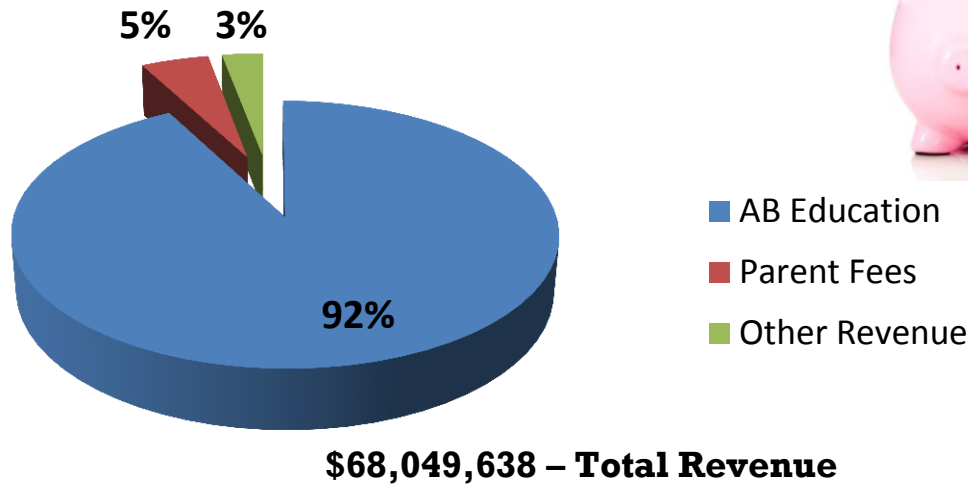


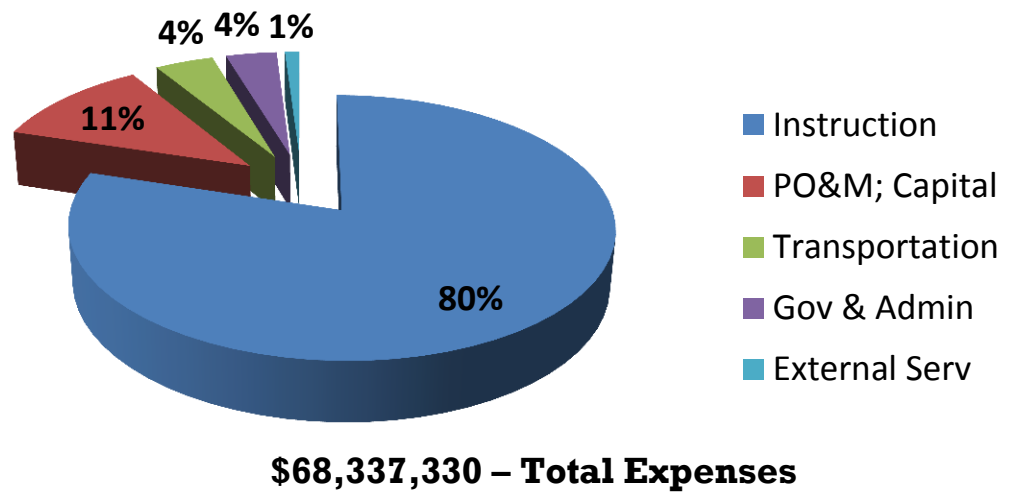
Greater St. Albert Catholic Schools 2014-2015 Budget Highlights



2014-15 Budgeted Revenue



2014-15 Budgeted Expenses



OUR JOBS SUPPORT EDUCATION

188 FTE Support Positions



Aug 31, 2015
Accumulated
Operating
Surplus (AOS) =
\$1,468,164

14-15 Deficit Budget: (\$287,692)



322.7 FTE Certified Staff

Focus on Individual STRENGTHS

Achiever
Responsible, Connectedness, Consistency, Adaptability

Relator
Empathy, Ideation, Positivity

Maximizer
Strategic, Analytical, Learner, Harmonious

Arranger
Input, Developer, Empathy, Ideation



AOS covers 4.3 days of operating expenses



Instructional Spending per FTE Student: \$9,275

Operational Spending per FTE Student: \$11,625

Student Achievement

Safe, Caring, Orderly

School Community

16 Schools; 3 Communities; 7 Trustees on a K-12 Journey

BU-GETARY PRINCIPLE

All Schools and Departments will:

Be responsive to programming needs that enable students to meet the Standards of Education prescribed by the Minister of Education



Ensure that Education a student's



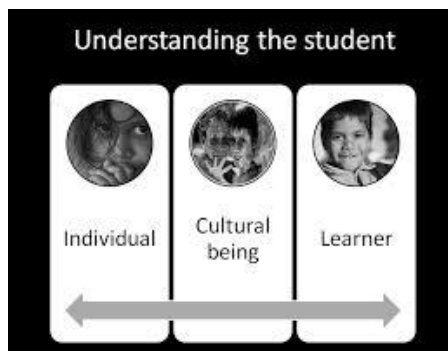
K-12 Religious may be part of program plan



Develop program plans and pedagogy that places students in the centre and in charge of the learning process



Deploy technology supporting pedagogy that improves learning for all students

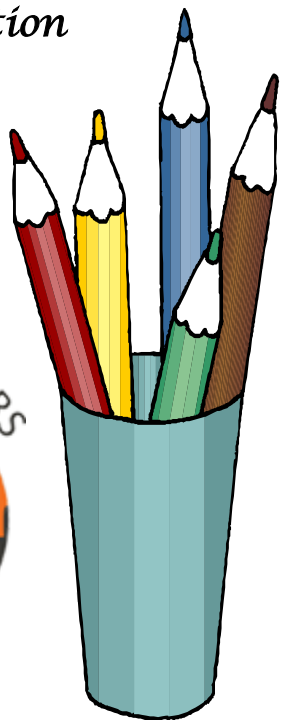


Support targeted and specific intervention plans for FNMI learners with the differentiated FNMI grant dollars provided

STUDENT-BASED DECISION MAKING

Faith in Our Students

PASSION * RELATIONSHIPS * COMMITMENT * HOPE * INNOVATION * EXCELLENCE



The Principles for the Basis of Allocations flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that decisions are best made by those persons closest to the source where such decisions will be applied. However, while the Principles acknowledge the benefit of site-based management, they also honor the need for solidarity among our schools, assuming that all areas of financial allocation in the District have a shared role in serving the needs of students. Finally, socialization is deemed to be the value that bridges the two previous components together. It assumes that all who work on behalf of students must be active in demonstrating behaviors that support each other with respect to the interdependent nature of everyone working for the needs of all students. Consequently, from time-to-time, adjustments to the student-based and the District's budgets may be required to facilitate prudent fiscal stewardship of the District.