

Excellence in Student Learning through Faith, Relationships and Engagement.

2014—2015 GOALS



SYSTEM PROCESSES THAT BUILD STRONG RESULTS



STRONG RESULTS FOR 2013—2014



OUR CHALLENGES



ALL DONE IN HIS NAME



Coherence Making: Our district leadership team developed a “District Playbook” dedicated to responding to six critical questions that high performing organizations effectively answer in being of service to their public.

Capacity Building: School leadership teams developed further understanding of common behavior and academic supports that demonstrate success for student learning in the classroom. These indicators form the basis for staff professional and development, and individual professional growth plans.

Collaboration to Improved Student Learning: The District continues to encourage professional growth within and between learning communities with the following parameters in mind:

- instructional decisions are informed by student achievement;
- quality instructional time is supported by what we believe will make the biggest difference from teaching practice;
- teachers are supported in their efforts to implement high quality 21st century instruction.

Curiosity—Fuelled from Initiation to Evidence: A spirit of inquiry is used to develop school education plans. Interest in healthy workplace dynamics for employees extends to interest in the quality of learning for students through researching their hope, engagement and well-being while learning in our schools.

Results in 16 areas of performance was prioritized by our government exceeded provincial results for the same measures for the second consecutive year.

- We exceeded provincial performance in all accountability related areas by 8%, a 3% improvement from last year.
- We increased our overall ranking of “excellent” from 10 to 12 areas with high school completion and Rutherford School Eligibility being contributing factors within this growth.
- The percentage of students meeting the Adequate Standard on Provincial Achievement Tests was 11% higher than results achieved in the province.
- Our First Nations, Metis, and Inuit (FNMI) students created remarkable and unprecedented achievement in diploma exams:
 - ✓97% of students met the acceptable standard and 29% achieved at the standard of excellence;
 - ✓FNMI students achieved at levels that are higher than our overall GSACRD averages and for that reason, the overall results for students in the province as well.



A few challenges listed in past years have been resolved in 2013—2014 thanks to strong advocacy and expertise being leveraged to bring these concerns to resolution:

- All priorities within our Three -Year Capital Plan were addressed by the government. This includes:
 1. the St. Albert Catholic High School Phase 2 Modernization;
 2. a new elementary school planned for Morinville that will alleviate high utilization (106%) within Notre Dame School;
 3. a new K-9 school scheduled for development in northwest St. Albert;
 4. the Vincent J. Maloney 7-9 Phase 2 Modernization.
- Through the “Shaping Our Futures” initiative, strong community consultation has enabled us to determine pathways to promote the retention of students within their K—12 journeys.
- Our FNMI learners demonstrated unprecedented academic success within our schools.

Jesus, as our Master Teacher, inspires our desire to care for all of God’s people within and beyond the walls of our schools.

Highlights of our efforts for 2013—2014 were as follows:

- 550 participants contributed to our Community Conversations that are dedicated to improving our service to our students.
- Each school supported Canadian Development and Peace through the Share Lent Program.
- Prayer and fundraising through school based “We Day” Projects served as the primary mechanism to support our local and international charities.
- The Oblate Youth Ministry team played a critical role in enhancing pastoral supports and faith enhancing experiences for our students. The team’s work included support for school based retreats, religious celebrations and social justice initiatives, which included another trip to New Orleans where service was dedicated to restoring homes devastated by Hurricane Katrina.
- Schools developed approaches to support the hope, engagement, and well-being of students through evidence provided by the Gallup Student Poll.