

PASSION: We celebrate all students as gifts from God, so we further our dedication to their needs;

RELATIONSHIPS: We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;

COMMITMENT: Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;

HOPE: We constantly communicate a belief of what is possible for the student;

INNOVATION: We are committed to innovation, best practice and lifelong learning;

EXCELLENCE: We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Greater St. Albert Catholic Schools 

A welcoming,
Christ-centered
learning community

QUICK FACTS ABOUT GSACRD

- Our division currently has 17 schools serving St. Albert, Morinville & Legal including Carbondale, Cardiff, Cunningham, Guibault and Namao with one outreach location in St. Albert consisting of 577 staff members supporting our 6000 students.
- We are the first jurisdiction in Alberta to focus on employee strengths and engagement as pathways to student success.
- Our division has been assessed by Gallup as being the fastest improving work force in employee engagement within Gallup's global inventory of educational institutions and received the Gallup Great Workplace Award in 2017, 2018 and 2019.
- Our division's operating budget for 2018-2019 was \$70,404,867 with expenses of \$70,948,030.



BOARD OF TRUSTEES



Joe Besigneul (Board Chair), Cathy Proulx, René Tremblay, Serena Shaw, Joan Crockett (Vice-Chair) Greg Schell, Noreen Radford

For the complete Annual Education Results Report & Three-Year Education Plan combined report, please visit <https://www.gsacrd.ab.ca/administration/plans-and-reports>.

For information pertaining to Financial Statements, please visit <https://www.gsacrd.ab.ca/administration/financial-documents>.

Greater St. Albert
Catholic Schools



2018-2019 Annual Education Results Report and 2019-2022 Three-Year Education Plan

Summary



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Excellence in Student Learning through Faith, Relationships and Engagement.

SYSTEM PRIORITIES OF 2019-2020 THREE-YEAR EDUCATION PLAN

STRONG RESULTS FOR 2018-2019

PRIORITIES FOR GROWTH

ALL DONE IN HIS NAME

Focus on Faith:

- Students exercise their own ethical and entrepreneurial response to social justice based on Catholic Social Teachings;
- In every school, School Chaplains will build capacity for students and staff to know, model, and witness Jesus Christ;
- Pursue an animated and actionable representation of the Division Faith theme — Living like Jesus – servant, steward, and shepherd – that leads to visual impact at the school and division level;
- Develop further awareness of connections between our Catholic Faith and the spiritual beliefs / practices of our First Nations, Métis, and Inuit brothers and sisters.

Focus on Learning:

- As outlined in the Ministerial Order (#001 / 2013), educators apply competency-focused approaches to learning with specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
- Staff communicate learning goals and provide students and parents with timely access to information on how to achieve them;
- Students will access hands-on, differentiated instruction with a focus on visible learning. Practice progressions will be applied to improve learning and the achievement of all students through targeted strategies;
- Schools will respond to community feedback regarding best ways to make academic learning meaningful to their student and parent communities.

We are proud to communicate that our 2018-2019 Provincial Accountability Report demonstrates the following enviable results that convey the extent to which the Division outperformed other students in the province:

- For 100% or 16 out of 16 measures “Good” or “Excellent” designations have been achieved in the Overall Category. And no other school jurisdiction in the province has achieved this outcome for 2018-2019.
- An analysis of all jurisdiction results for 2018 – 2019 indicates that the frequency of “Overall” designations of “Issue” or “Concern” occurring throughout the Province for 2018 was a 73% rate for school jurisdictions. We are pleased to indicate because of this excellent report, that the Division is not reporting improvement priorities of this kind in our results report for our Overall Accountability Pillar to the government.
- The Division’s percentage of students exceeding results in provincial achievement tests at the Acceptable Standard is 9% higher than all other students in the province.
- The Division’s drop-out rate is 62% lower than the rest of the province.
- Our post-secondary transition rate is 21% higher than the province.
- The percentage of students completing high school within three years is 8% higher than the province.
- Our indigenous students’ drop-out rate is 2% lower than that of all other students in the province, and it is lower than the rate for all students within our division.
- Our indigenous students’ high school completion and transition into post-secondary rates have significantly exceeded results for all students within the province by 5% and 1% respectively.
- Our internal assessment of success indicates that no outcome is in decline and is either demonstrating consistent progress or a high yield result.

Going forward, our opportunities for further growth falls within two measures: the Provincial Achievement Test Standard of Excellence and the Diploma Exam Standard of Excellence where results are respectively the same or slightly below the provincial average.

Specific growth opportunities are evident through a focus on improving in the following areas:

Grade 6:

- Acceptable Standard in French Language Arts 6
- Standard of Excellence in Math 6 (French), Social Studies (English and French)
- Sustain improvement in Math 6 (English)

Grade 9:

- Acceptable Standard in English Language Arts 9, French Language Arts 9, Math 9
- Standard of Excellence in French Language Arts 9, Science 9, Science 9 K E, Social Studies 9 K & E

High School:

- Acceptable Standard in English 30-2
- Acceptable Standard and Standard of Excellence in French 30-1

Student leadership initiatives have addressed social justice opportunities in the following areas:

- Addressing bullying, distracted driving, hunger, and poverty;
- Supporting a wide array of programs that Catholic Social Services provides for the most needy in the Capital Region;
- Students understanding more fully the Truth and Reconciliation Calls to Action and how they can collectively acknowledge harms done to our indigenous people in the past while sharing in an understanding of Indigenous cultures so as to become more unified as brothers and sisters in Christ;
- Students have enhanced their prayer life by learning different types of prayer which includes meditative prayer (Taize prayer, the Rosary) and contemplative prayer through studying scripture (Lectio Divina).

Since we continue to emphasize approaches to teaching and learning that encourage students to consider how to live like Jesus and to be service-centered, we attribute our continuously high results on items that assess student safety, care, respect, fairness, and citizenship as connected directly to our persistence focus on service-centered cultures in all of our schools.

Through our students’ participation within the Gallup Student Poll, we have been able to determine that our students, when compared to 910,000 students internationally, exceed the international average of “hope” by 50%.

Based upon the previously mentioned data, it is safe to say that our division is achieving excellence by being responsive to our motto; “Faith in Our Students.”