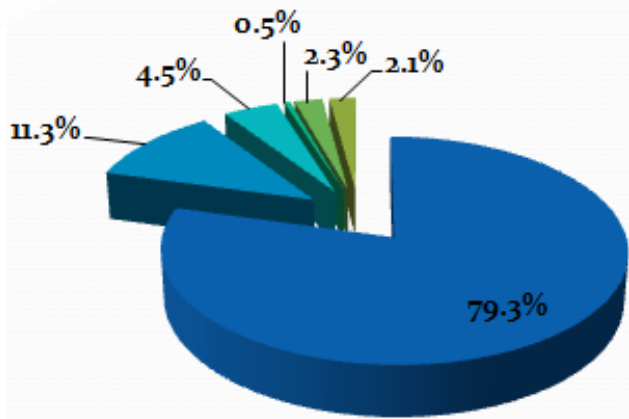


# Greater St. Albert Catholic Schools 2015-2016 Budget Highlights



## Total Revenues - \$68,688,377



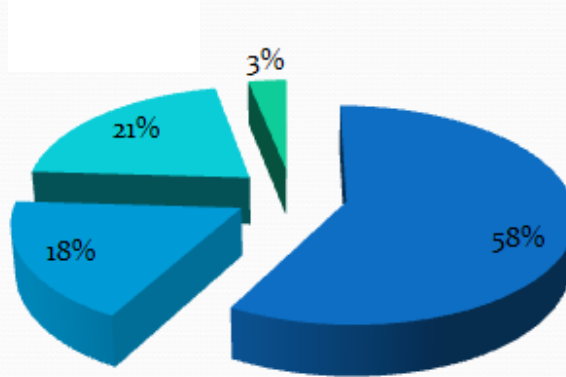
- AB Education - \$54,481,137
- Property Taxes - \$7,783,181
- Fees - \$3,072,450
- Other Sales & Services - \$323,720
- Amortization of Capital - \$1,569,896
- All Other Revenue - \$1,457,993



**BALANCED**



## Total Expenditures - \$68,688,377



- Certified Salaries & Benefits - \$39,832,063
- Support Salaries & Benefits - \$12,343,561
- Contracts, Services, & Supplies - \$14,335,070
- Amortization & Interest on Capital Debt - \$2,177,683

76% of Expenses are Salaries & Benefits

## A LOOK at the BUDGET



**15-16 Balanced Budget; Revenue = Expense**



Aug 31, 2016  
Accumulated  
Operating  
Surplus (AOS) =  
**\$1,241,653**



**323.2 FTE Certified Staff**  
**172 FTE Support Positions**



Focus on Individual **STRENGTHS**



**AOS covers 3.62 days of operating expenses**  
**1.8% of Budgeted Expenditures**



**Instructional Spending per FTE Student: \$9,595**

**Operational Spending per FTE Student: \$11,933**



**16 Schools; 3 Communities; 7 Trustees; 495.2 FTE Staff on a K-12 Journey**

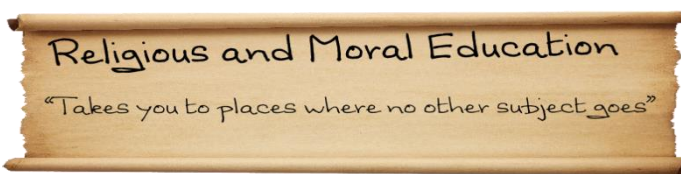
# 2015-2016 Budget Highlights

## BU-GETARY PRINCIPLE

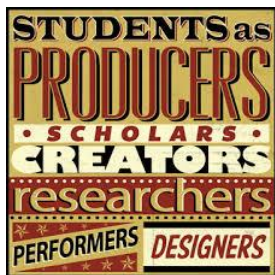
*All Schools and Departments will:  
Be responsive to programming needs that enable students to meet the Standards of Education prescribed by the Minister of Education*



*Ensure that Education a student's*



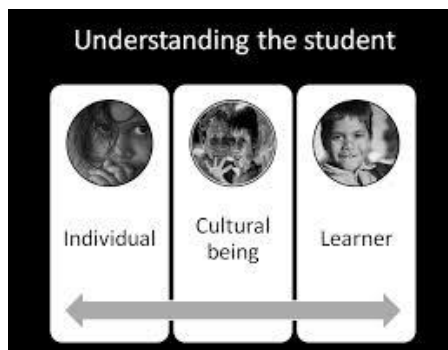
*K-12 Religious may be part of program plan*



*Develop program plans and pedagogy that places students in the center 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.

