



**Greater St. Albert Catholic Schools**

*Faith in Our Students*



**2012-2013**

**Annual Education Results**

**2013-2016**

**Three-Year Education Plan**

Greater St. Albert Roman Catholic Separate  
School District No. 734  
6 St. Vital Ave., St. Albert, AB  
Phone: 780-459-7711 | Fax: 780-458-3213  
[www.gsacrd.ab.ca](http://www.gsacrd.ab.ca)

The combined Three-Year Education Plan and Annual Education Results Report can be accessed on the GSACRD website [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) under Quick Links, Forms and Reports.

Letters are sent to community stakeholders informing them of the website address and copies are distributed to schools and principals who will communicate the plan to their school councils.

GSACRD promotes the involvement of school councils by:

- Engaging school councils and the Council of Councils in assisting the school board's promotion of generative governance by determining the focus for stakeholder forums;
- Sharing information and planning at school council meetings and our Council of Councils meetings;
- Collaborating on matters such as the school year calendar, administrative procedures, and reporting student achievement;
- Having trustee liaison opportunities occur at school council meetings;
- Establishing as a communications link for our School Council Chairs access to our online communications network; and
- Furthering ongoing communication between senior administration and the Council of Councils' chairperson.

GSACRD school principals invite input from their respective school councils into the annual improvement plans. School improvement plans are aligned with the Alberta Education Business Plan, the GSACRD Three-Year Education Plan, and the priorities of the local school community. Such work is aligned with Section 13 of the School Councils Regulation (Alberta Regulation 113/2007).

The GSACRD Class Size Report can also be found on our website under Quick Links, Forms and Reports.

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## ACCOUNTABILITY



Joan Crockett  
Board Chair



David Keohane  
Superintendent of Schools

### *Message from the Board Chair & Superintendent of Schools*

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It is with great pleasure that we present to our communities our educational results for 2012 – 2013 and our plan to build upon these results during the next three years. The strength of professional practice from all employees becomes a more powerful influence when we realize God’s call to serve as co-creators. Relating to students through the example of Jesus builds a better world for them and strengthens their desire to use their gifts and talents in abundance for the good of society. The achievements of this report reveals what happens when we work collaboratively and demonstrate “Faith in Our Students.” Given these excellent results, we must also stress the importance of all stakeholders having “faith in each other” in achieving desired outcomes.

The collective work of our homes, schools, district office, and parishes working together has demonstrated results for our district that are unprecedented since the government’s accountability framework has been in place. We are proud to report that:

- For every result in 16 areas of performance prioritized by our government, our results exceed provincial results for the same measures.
- The average rate of exceeding provincial performance is by 5.4% on all measures.
- The District has improved in its overall ranking of “Excellent” from 9 areas last year to 10 areas for 2012 – 2013.

The enclosed goals, outcomes, and strategies demonstrate that we take our role seriously in being responsive to our provincial mandate for education and being of great value to the families who support us.

Sincere thanks are extended to our students, parents, and parishes for enabling GSACRD to be leaders in furthering a world-class educational system with our province. May you be as proud of our results as we are of your continued support.

Joan Crockett  
Board Chair

David Keohane  
Superintendent of Schools

## 2013-2014 Board of Trustees



## Accountability Statement



The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013 for Greater St. Albert Catholic Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*.



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 2012-2013 school year and the Three-Year Education Plan for 2013 - 2016 on November 25, 2013.

*Joan Crockett*  
Board Chair



*[Signature]*  
Superintendent of Schools

## Who is GSACRD?

### District Profile

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Greater St. Albert Catholic Schools (GSACRD) serves the City of St. Albert, Towns of Morinville and Legal, all located north of Edmonton, as well as portions of the rural areas surrounding these communities. Greater St. Albert Catholic Schools was formed January 1, 1995, bringing together three formerly independent school districts (St. Albert Catholic School District No. 3, Thibault Roman Catholic Public School District No. 35 and Legal School District No. 1738) -- all of which have historic significance in the region.

In 1994, discussions began among the three school districts on regionalization. On January 1, 1995 all three formerly independent school jurisdictions began to operate under the corporate name Greater St. Albert Catholic Regional Division No. 29.

On July 1, 2012, new legislation came into effect which assured that Catholic and public secular education could be provided to residents who live within St. Albert, Morinville, Legal and adjacent service areas. The Greater St. Albert Catholic Schools legal name was formally changed to Greater St. Albert Roman Catholic Separate School District No. 734. The District continues to operate under the Greater St. Albert Catholic Schools name comprised of 16 schools serving 6000 students.

### Our Schools

#### St. Albert Schools

Albert Lacombe School	K-6 English
Bertha Kennedy Catholic Community School	K-6 English
École Father Jan	K-6 French Immersion
École Marie Poburan	K-6 French Immersion
École Secondaire Sainte Marguerite d'Youville	7-12 French Immersion
J.J. Nearing Catholic Elementary School	K-6 English
Neil M. Ross Catholic School	K-6 English
Richard S. Fowler Catholic School	7-9 English
St. Albert Catholic High School	9-12 English/French
St. Gabriel High School	9-12 English
Vincent J. Maloney Catholic Jr. High School	7-9 English
Vital Grandin Catholic School	K-6 English

#### Morinville Schools

École Georges H. Primeau Middle School	5-8 English/French
Morinville Community High School	9-12 English/French
École Notre Dame Elementary School	K-4 English/French

#### Legal Schools

Legal School	K-9 English
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Our Catholic schools enable students to realize their God given gifts. Furthermore, all educational experiences within our system nurtures a student's relationship to God through the example of Jesus Christ. Throughout this experience, we expect that students will achieve their potential by being Christ for others, and in a spirit of gratitude and generosity, pursue peace and justice for all. When further examined from this perspective, the academic success of students is essential to the fulfillment of God's plan for the goodness of creation. We believe that by supporting the accountability expectations of the provincial government within the context of the teachings of our faith, we are able to realize our faith mandate and our vision of "excellence" in the education of our students.

As the evidence within our Accountability Pillar Report Card indicates, Greater St. Albert Catholic Schools is the highest performing school system in our service area. We are truly blessed to be at the "head of our class." The Board thanks its students, parents/guardians, staff, administration, and Catholic parishes for their faithful commitment and support in making this happen.

## *Values and Core Commitments*

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Values are the beliefs that reflect our mission and guide our actions to achieve our vision. Core commitments are expressed in terms of behaviours that reflect our values. Core commitments are not goals, they are the actions we are committed to performing in every aspect of our organizational life.



*Mission Statement*

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

*Vision*

Excellence in learning through faith, relationships, and engagement.

*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.

## *Our Collaborative and Strategic Focus*

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As the Catholic Church's Sacred Congregation on Catholic Education reminds us, our Catholic schools are "an irreplaceable source of service, not only to the pupils and its other members but also to society." Indeed, "society can take note from the Catholic school that it is possible to create true communities out of a common effort for the common good."<sup>1</sup> This means that we tap into the collective expertise and wisdom of teachers, parents, and community resources who work closely with the learning of children, thereby enabling their common interest to be of first importance.

### *Community Consultation*

Strategies stressed in this educational plan have been through consultation with our school and parish communities, and district - wide administration. Four public stakeholder forums conducted since 2011, attracted the contribution of 400 community members, and has set the stage for the faith - based and student learning strategies that are stressed within this document. Our principals have contributed strategies that address proficiency in literacy, numeracy, and behavioural / programming supports for students. Finally, our Board has stressed the importance of professional learning of staff and equitable student access to technology in our schools. In order to reflect community interest that has been invested into this plan, and make it achievable, we have outlined strategies for the next three years. Strategies listed with an asterix (\*) are considered to be of priority for the 2013 – 2014 school year.

### *GSACRD Framework for Action*

The diagram on the following page indicates that the interrelationship between what defines "relationship," the "core of our work," and "outcomes" are clearly stated. The centre circle within the overlay of responsibilities at the

school, district, and provincial levels is our district vision statement. Maintaining an awareness of the relationship between all stakeholders in our educational journey and the personalized, precise, and professional practices required to enhance these is at the heart of influencing meaningful growth within our school district.

### *Priorities for Growth*

Our evidence continues to indicate that the most important improvement priorities for our school district rests in the following areas:

- reducing the drop-out rate of grades 9 – 12 students,
- enhancing achievement within Diploma exams by grade 12.

Greater St. Albert Catholic Schools continues to demonstrate continued improvement in each of these areas.

### *Faith as Passion*

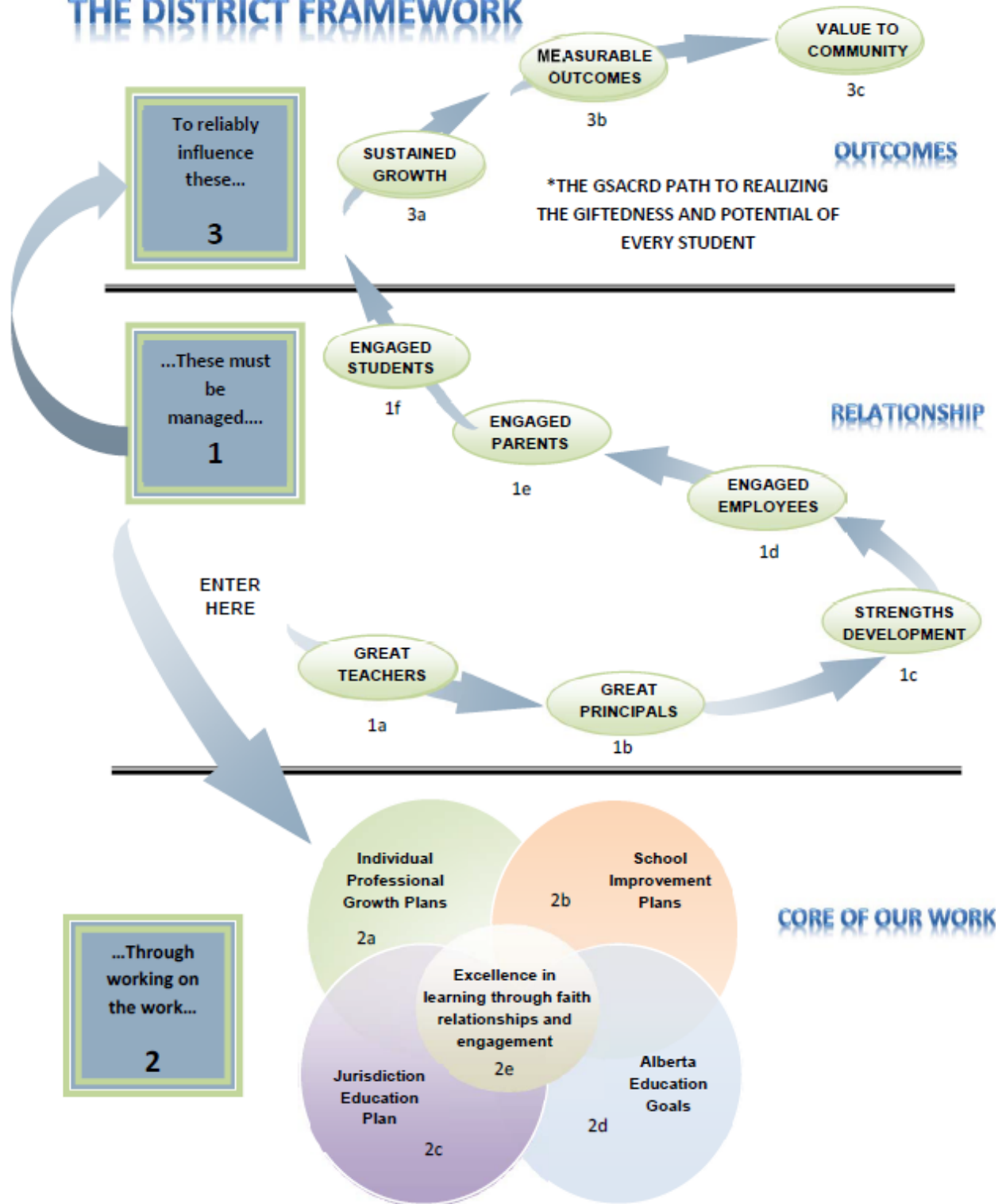
We believe that it is our moral imperative to see the face of Christ in every child. This belief not only drives the faith dimension of our work, but it is also at the heart of our passion and motivation to apply current and research based professional practice to all endeavours. This includes the approaches to teaching and learning that achieve the outcomes and measurements for learning that the government sets, and the processes applied to furthering effective community engagement. All of these efforts are at the heart of enabling the giftedness and potential of each child to be realized through the dedicated vocation of our employees and the additional support of our home, district leadership, and parish communities.

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<sup>1</sup> *The Sacred Congregation for Catholic Education, The Catholic School, p. 11.*



# THE DISTRICT FRAMEWORK



\*Adapted from the GALLUP PATH™

# Context for Continuous Improvement

As a voice of public interest in our schools, the Board of Trustees exercises its “over-sight” role in ensuring the mission for our school district is being effectively met. This report addresses an evaluation of district results according to the three components of the School District’s mission statement. Outcomes being assessed are those that are outlined within the Board’s 2013 – 2016 Three- Year Education Plan. In order for us to assess our progress so that we can validate our success or pursue growth opportunities, measurement tools are aligned with unique aspects of our mission.

## Component 1: “Awaken Hearts and Minds”

Consciously enhancing the passion, purpose, conviction, and joy of staff through their engagement in serving student learning continues to be a special focal point of our school district. Known in a collective sense as *engagement*, it has been the conviction of our school district that when staff members are highly engaged, this will further strong levels of student engagement in their learning. Last year our school district extended its support of engagement by pursuing the *Gallup Student Poll*, a research-based survey that verifies the level of student engagement within our schools.

Measurement: Measurement of staff engagement continues to include the 12 variables that the *Gallup Organization* has determined to be working conditions that consistently predicts strong levels of engagement, or the psychological and emotional attachment of employees. Staff communities at the school level receive this information to validate or reinforce leadership practices that can be exercised to enhance engagement levels. Such information supports results obtained under *Goal 2: Success for Every Student* and is assessed beginning on page 15 of this report.

## Component 2: “Educate and Nurture”

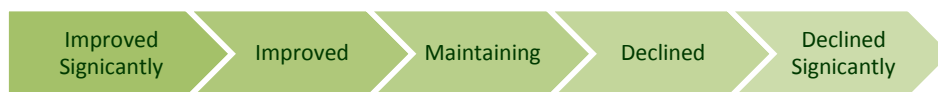
The purpose of funding from Alberta Education is to achieve success in student learning. The ministry’s demonstration of growth in this regard is dependent upon the success of school jurisdictions and their schools in meeting the educational needs of students. Our school district associates its success in educating and nurturing students by being respondent to the outcomes and measures that comprise the province’s “Accountability Pillar.”

Measurement: Results linked to measures within this accountability framework are evaluated on two bases: achievement and improvement. These results are then given an overall evaluation that combines the achievement and improvement evaluations. The achievement evaluation is based upon comparing the current jurisdiction result against fixed standards for each measure. This results in one of the following achievement levels:



Selecting the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to ten years. Greater St. Albert Catholic Schools’ results on each measure are compared against these fixed standards each year.

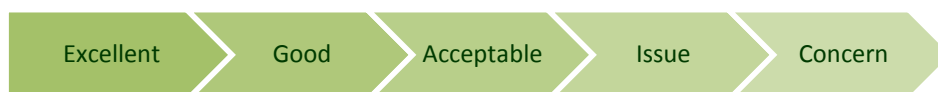
The improvement evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction results for each measure. This results in one of the following improvement levels:



The evaluations of improvement and achievement are combined for the overall evaluation for the measure, as depicted in the table below.

Achievement					
Improvement	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

Similarly, each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following evaluations:



The Accountability Pillar results are linked to eight outcomes and associated measures that are referenced within our *Faith Goal, Goal 2: Success for every Student; Goal 3: Quality Teaching and School Leadership; and Goal 4: Engaged and Effective Governance*. For any results showing “issue” or “concern,” targets are required by Alberta Education. The Accountability Pillar for GSACRD demonstrates no declining results, therefore targets are not publicly stated within this report.

### Component 3: “Live Fully and Serve Others”

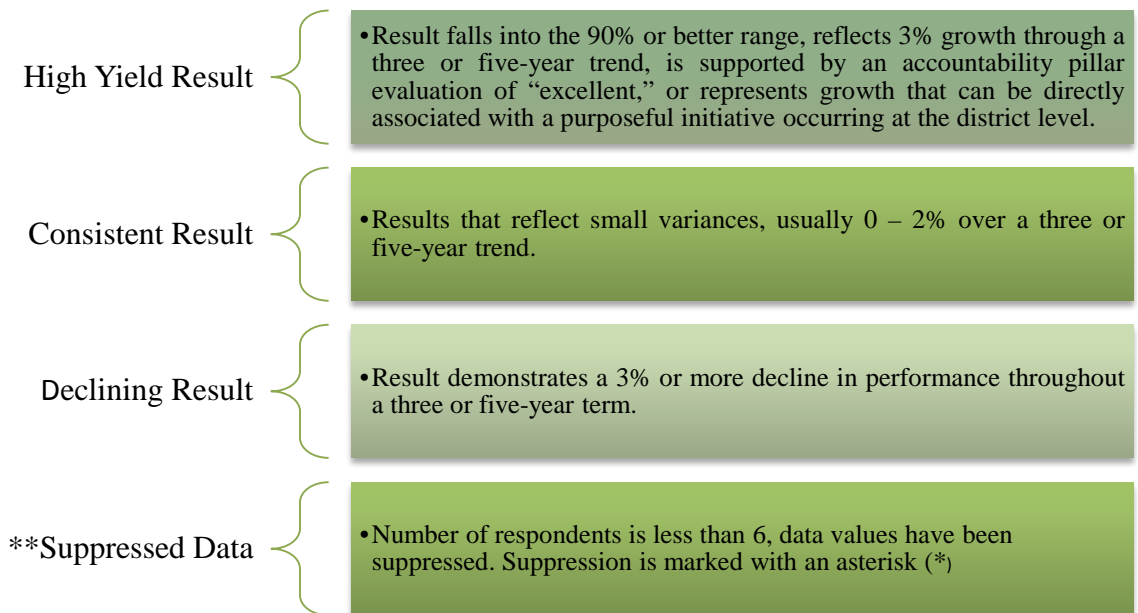
The assessment of all performance previously outlined in this report rests within this aspect of the mission of our school district. Our Catholic schools bring secular visions of “student achievement,” “safe and caring schools,” and “citizenship” to a far greater sense of significance. Through the influence of gospel values, and church teaching, our classrooms permeate instruction with the moral purpose of caring deeply for the development of “self,” and “others,” for the good of creation. To this end, our mandate promotes the abundant discovery of God given talents within our students so that they may bring benefit to the Kingdom of God through their social and vocational endeavors.

Measurement: We believe that all results in this report are a reflection of our efforts to further a Catholic ethos within our schools. However, special emphasis during the 2013 – 2014 school year was spent enhancing the capacity of our staff and students to respond to the following theme: “Called to be God’s

Own People; Living the Mission.” Based upon a theme that would complement the Archdiocese of Edmonton’s “Nothing More Beautiful” evangelization program, our schools promoted a culture of evangelization, faith formation, and vocations, so that students, staff, and parents would know, model, and witness Jesus Christ. Our review of this goal is based upon the extent to which our schools demonstrated actions that resulted in the preferential option for the poor and needy, promoted the modeling and witnessing of our staff through faith formation, and engaged youth groups in furthering the ethos of Catholicity within our schools. By assessing such work, we verify our success in meeting provincial measures of education relative to the quality and safe and caring nature of our schools. We also demonstrate that such efforts further active citizenship and preparation for the career paths of our students.

**Result Assessment Methodology:**

To make this document one that is a complete summation of district progress, the report affirms success, but also informs growth opportunities. As such, a process for interpreting last year’s results is in order. For this reason, to complement the Accountability Pillar, an overall assessment is provided that has one of the following four descriptors:



# DISTRICT HIGHLIGHTS

## Accountability Pillar Overall Summary (Combined Results)

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			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	Excellent	Safe and Caring	92.3	91.7	91.0	89.0	88.6	88.1	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	86.7	85.4	85.8	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	93.3	92.5	91.8	89.8	89.4	89.3	Very High	Improved	Excellent
		Drop Out Rate	2.2	2.2	2.9	3.5	3.2	3.9	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	81.0	81.1	79.5	74.8	74.1	72.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.8	89.0	89.0	79.0	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	24.8	23.3	22.6	18.9	20.8	19.9	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	90.8	86.9	86.6	84.6	83.1	82.5	Very High	Improved Significantly	Excellent
		Diploma: Excellence	25.8	21.4	20.7	21.7	20.7	20.1	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.9	63.3	61.5	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	69.9	76.4	70.9	61.3	61.5	59.4	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.4	66.7	64.7	59.5	58.4	59.2	High	Maintained	Good
		Work Preparation	83.6	82.9	81.2	80.3	79.7	79.9	High	Improved	Good
		Citizenship	87.9	87.9	86.4	83.4	82.5	82.0	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	84.8	84.5	82.7	80.3	79.7	79.8	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	85.0	85.8	85.0	80.6	80.0	80.0	Very High	Maintained	Excellent

## FNMI Accountability Pillar Overall Summary (Combined Results)

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	12.4	3.0	5.2	8.5	9.0	10.2	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	74.8	61.0	63.8	43.9	40.2	37.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.4	79.7	76.4	61.8	58.4	58.6	Intermediate	Maintained	Acceptable
		PAT: Excellence	8.8	13.9	11.2	6.1	6.6	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	88.1	79.2	76.1	77.1	75.8	76.0	High	Maintained	Good
		Diploma: Excellence	16.7	4.2	7.1	9.5	9.2	8.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	34.5	36.6	40.1	21.2	19.6	18.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	64.3	58.8	46.7	35.1	34.4	31.4	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	75.3	*	50.2	32.2	30.2	31.8	Very High	Improved	Excellent

## *Processes That Build Strong Results*

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The following cultural components of the district are hallmarks of our success. These components and the investment made by staff to bring them into being are as follows:

### *Being a Strength-Based Organization:*

An important part of Catholic teaching on human relationships is to have a positive understanding of each other, and to seek community success through bringing out the best in each other. Using Gallup research regarding the strengths that are pre-disposed to staff and students, the District understands the importance of having a shared awareness of people's strengths. Most importantly, the District believes that when work groups are structured so that a balance of staff strengths are combined, better results happen for students. All staff participate in the Gallup Strength Finder Assessment, and are encouraged to work with each other and use their strengths to have a positive impact on the goals of their schools.

### *Furthering Safe, Caring, and Inclusive Learning Communities:*

In 2013, the District embraced the philosophy of the government's Inspiring Education initiative. A procedure that empowers schools to adopt Catholic teaching with respect to the sanctity and dignity of human life, and incorporate these principles into student conduct expectations, and behavioural support planning for all students was put in place. The District strongly attributes its inclusive learning environment model, and its focus on social justice, where students become Christ for others, to our extremely high public satisfaction with the "safe and caring" nature of our schools.

### *Determining What Success Looks Like in Teaching and Learning:*

Our schools believe that when classrooms are designed with the appropriate social, academic, and behavioural supports for learning, student learning needs are most effectively addressed. Last year, the District focused on principals and teachers determining what the indicators of success in these areas would be. As a result, rubrics outlining these indicators have been developed to assist with lesson planning, prioritizing classroom supports, and furthering the instructional leadership of principals.

### *Making Hope Happen for our Students:*

With increased interest, the District continues to focus on student completion of the Gallup Student Poll. Research confirms that students who are hopeful about their future set goals, have a strong sense of well-being, and are more engaged in learning. Hope, as an isolated variable, can contribute to an additional grade increment in learning. Our schools use the results of this poll to determine aspects of student life that can be more fully supported by staff and parents. In 2014, we will be able to determine the extent to which hope, engagement and well-being is prevalent in our First Nations, Metis, and Inuit students.

### *Focusing on Organizational Health:*

Successful organizations are not simply "bottom line" focused. They pursue results through a relationship methodology that furthers strong levels of collaborative inquiry, and clarity of roles and responsibilities. GSACRD continues to survey staffs regarding the 12 indicators of employee engagement in the workplace. Results from the Gallup Q<sup>12</sup> survey are analyzed with the goal of staff determining how to optimize the indicators of employee engagement. In 2014, a focus on enabling staff to understand and communicate essential elements of our district operations will enable all employees to have a better understanding of district operations, and communicate this information to our public.

### *Collaborative Cultures through Instructional Leadership:*

The principal to teacher relationship is best served when mentorship and coaching is at the forefront of the experience. During 2013, an emphasis on furthering understanding of the role of principal as instructional leadership was a focus within the District. A self-assessment tool has been developed to enable principals and staffs conduct an assessment of instructional leadership within the school. Schools have the capacity to determine growth related strategies based upon the following indicators:

- Instructional decisions being driven by student achievement data;
- Creatively insuring quality instructional time;
- Supporting teachers in implementing high quality 21<sup>st</sup> century instruction.

## GOALS

### *Faith Goal 2012-2013: Called to be God's Own People; Living the Mission*

*GSACRD Outcome: Furthering a culture of evangelization, faith formation, and vocations within our schools; students, staff, and parents know, model, and witness Jesus Christ.*

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.7	91.0	92.0	92.5	93.3	Very High	Improved	Excellent
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.	89.1	89.2	92.1	91.7	92.3	Very High	Improved	Excellent
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.3	84.1	87.3	87.9	87.9	Very High	Improved	Excellent
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.	76.8	79.6	81.1	82.9	83.6	High	Improved	Good

#### **Strategy:**

- Schools demonstrate sensitivity towards the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace.

#### **Analysis:**

As the outcome associated with this goal suggests, knowing, modeling, and witnessing Jesus Christ is at the heart of living the mission of our faith. God's new covenant for Christians, as expressed through the example of Jesus, is that we demonstrate our love for our creator through how we express our love for one another. It is important for our students to become aware of local and international agencies that further the intent of the new covenant. It is equally important for our students to become aware of the difference that is made when they support these agencies. Through its 100 programs serving the sick, alienated, abused, and lonely, 60,000 people in central and northeast Alberta find pathways to a better life through their participation in Catholic Social Services. The service of our staff and students raised nearly \$10,000

for the agency last year. Processes that our schools used to gain awareness of Catholic Social Services and contribute to its programs included:

- school fundraising projects and staff visits / retreats to program locations;
- school participation in a Day of Prayer for Catholic Social Services;
- school poster contests;
- engaging agency guest speakers to educate students at assemblies and during religious education programs;
- staff donations being made at our opening and closing District masses.



Additional contributions to Catholic Social Services was made through our annual staff payroll deductions program.

The Canadian Catholic Organization for Development and Peace is the official international development organization of the Catholic Church of Canada. The generous support of individual, school, and parish donations has enabled a lengthy legacy of service within this organization for over 40 years. During this time, 15,200 initiatives in fields such as agriculture, education, community action have been exercised, as well as the consolidation of peace and advocacy for human rights in 70 countries.

Each of our elementary schools engage in a global awareness of establishing justice through studying the work of this program. Schools engaged guest speakers to speak to the philosophy of Development and Peace, and fundraised for this organization through their Lenten and Easter projects.

**Strategy:**

- The evangelization efforts of the Archdiocese of Edmonton's Nothing More Beautiful Program become a basis for staff faith formation within our schools.

**Analysis:**

The District's faith dimension goal corresponded with the theme for the fifth and final year of the Archdiocese of Edmonton's evangelization program. Thanks to the use of technology, school and district administration teams were able to view the recorded program on a monthly basis. The sessions presented, which focused on faith leaders witnessing to service, and the value of evangelization, were used by principals to lead faith formation sessions at monthly school staff meetings.

**Strategy:**

- Engage youth groups in acquiring knowledge, modelling, and Witnessing of Christ in our schools through: community service, bearing witness to Oblate Youth Ministries, conducting retreats for all students.

**Analysis:**

The Oblate Youth Ministry Team have are a primary source of leadership in creating awareness for students of what a lived experience in Jesus Christ looks and feels like. This team has made our faith relevant and experiential to students





by leading school based retreats and the annual New Orleans Mission Trip for our high school students. Each year, one of our high schools participates in the extremely rewarding work of assisting with the restoration of New Orleans due to the aftermath of Hurricane Katrina. In March, 2013, thirty students and staff from École Secondaire Marguerite d'Youville made GSACRD's contribution to this worthy cause.

The District is also interested in furthering the initiative of staff, students, and community faith leaders in advancing the experiential component of our faith dimension. The call to support the most needy and marginalized of society was strongly evidenced by the following:



- November 2012 - the District set aside a day to celebrate the 200<sup>th</sup> house constructed by Habitat for Humanity in the Edmonton Area. This milestone was significant as the house was built in St. Albert. The District raised nearly \$5000 to support this project.
- December 2012 - our schools were once again involved in decorating 2500 Christmas bags filled with gifts and goodies for the inmates at the Edmonton Remand Centre, the Fort Saskatchewan Penitentiary, the Grande Cache Institution, and the Edmonton Marian Centre. This project supported the imprisoned and the hungry, and reinforced the extent to which we are called to live with charity and compassion.
- “We Day – Together We Make a Difference” projects within our schools, many of which restored dignity to the living conditions of underdeveloped countries. Juvenile Diabetes, and Roots of Change (an organization that helps the poor in Nicaragua) were championed by many students who attended We Day. Collectively these projects raised more than \$90,000 to further the health and dignity of their recipients.

Greater St. Albert Catholic Schools verifies the quality of its faith-based mandate through measures that are important to the foundational and qualitative component of all public schools. The measures include the quality of education, its safe and caring

nature, the extent to which active citizenship is evident, and how we prepare students for the world of work. Students, teachers, and parents believe that our Catholic schools' faith permeation bring a value added dimension to these measures. With five consecutive years of improvement noted, all of the measures that were 3% or greater, and an overall rating of “excellent” on three of four measures, the following assessment is warranted:

Assessment: High Yield Result

## *Faith Goal 2013-2014: Casting Our Nets – Called to Evangelize God’s Own People*

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*GSACRD Outcome: Furthering a culture of evangelization, faith formation, and vocations within our schools; students, staff, and parents know, model, and witness Jesus Christ.*

### **Strategies:**

- **\*2013 – 2016** – Schools demonstrate sensitivity towards the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace.
- **\*2013 – 2014** – Religious education is relevant, accessible, and meaningful for all high school students.
- **\*2013 – 2014** – Student retreats become available for all students that desire a lived experience and encounter with Jesus Christ.
- **2014 – 2015** – Faith formation is more accessible for staff, students, and parents through: encouraging spiritual growth plan development for staff and support growth initiatives, offering evening faith development programs for families.
- **2015 – 2016** – Families grow in their faith through conducting family welcoming instructional masses linked to the school district theme, involving the parish in school based faith initiatives, engage parents in their children’s religious education programs.



## Goal One: An Excellent Start to Learning

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**Note:** 2013 – 2014 marks the first year that this provincial goal will be pursued in our schools. There is no historical data to report on this goal and as further planning develops in 2013 – 2014 measures will be established to verify the impact of strategies being used to achieved desired outcomes.

**Provincial Outcome:** *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

**GSACRD Outcome:** *Children have access to high quality; early education programming and support to enable their readiness for school success in grade one.*

### Strategy:

- Collaborate with early Education Coalition to: educate the public about early learning development milestones and community support available, access and coordinate services and supports. (GSACRD Strategy)
- Offer preschool programming opportunities to increase readiness of all students.



## Goal Two: Success for Every Student

*Provincial Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Prov. 2013	Evaluation		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.1	85.5	87.5	86.9	90.8	84.6	Very High	Improved Significantly	Excellent
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.3	18.9	21.9	21.4	25.8	21.7	Very High	Improved	Excellent

Performance Measure	Results (in percentages)					Prov. 2012	Evaluation		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	77.2	74.9	82.6	81.1	81.0	74.8	High	Maintained	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.3	3.4	3.0	2.2	2.2	3.5	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	71.4	62.9	64.4	66.7	62.4	59.5	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	61.6	63.3	73.0	76.4	69.9	61.3	High	Maintained	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.1	58.6	62.6	63.3	61.9	56.6	High	Maintained	Good

### Analysis:

The capacity of students to demonstrate success in meeting provincial learning outcomes and successfully complete high school in preparation for post-secondary education is foundational to this outcome. For 2012 – 2013, our District was a provincial leader in this area, demonstrating significantly higher achievement than the province in the following areas:

- Percentage of students meeting the Acceptable Standard on Diploma Exams: +6%
- Percentage of students meeting the Standard of Excellence on Diploma Exams: +4%
- Rutherford Scholarship Eligibility: +9%
- High School Completion Rate (3yr): +6%

It is worth noting that our students exceeded provincial results on all post-secondary entrance related diploma examinations.

With the exception of our post-secondary transition rate (the most difficult measure to influence within the system), the average improvement for all measures through a five-year trend was 5%. The drop-out rate trend is excluded from this calculation, given its low but improving status through a similar trend. It is worth noting that the government overall rating of our results for this measure is stated as “Excellent.”

Assessment: High Yield Result

**Strategies:**

- \*2013 – 2016 – Focus on rigorous and relevant learning for students.
- \*2013 – 2016 – Share new language of assessment with students and parents.
- \*2013 – 2016 – Establish flexible pathways to learning.
- \*2013 – 2016 – Emphasize critical and higher level thinking skills.
- \*2013 – 2014 – School learning goals focus on Differentiation and Assessment.
- 2014 – 2015 – School learning goals focus on Positive Behavioural Supports, Differentiation and Assessment.
- 2015 – 2016 – Develop flexible pathways to learning for students.

*Provincial Outcome: Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Prov.	Evaluation		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.0	90.2	87.7	89.0	89.8	79.0	Very High	Maintained	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.3	22.6	21.9	23.3	24.8	18.9	High	Improved	Good

**Analysis:**

The District believes that literacy and numeracy focuses within the provincial achievement testing programs are critical in influencing the success of our high school programs. Our results in Provincial Achievement Tests (PATs) significantly exceeded results achieved in the province by the following margins:

- Percentage of students meeting the Acceptable Standard on PATs: +11%
- Percentage of students meeting the Standard of Excellence on PATs: +6%

Stable but “very high” results at the Acceptable Standard has resulted in an overall provincial rating of “Excellent” in this area.

A 3.5% growth through five years for results at the Standard of Excellence is the result of continued efforts to reflect successes achieved in grade 3, and at the grades 6 and 9 levels.

Assessment: High Yield Result

**Strategies:**

- \*2013 – 2016 – Diagnostic efforts and intervention plans dedicated to student success (K – 9) in meeting literacy and numeracy standards are exercised at the school level.
- \*2013 – 2016 – Make effective use of diagnostic tools and/or targeted interventions on a consistent district-wide basis.
- \*2013 – 2016 – Continue to focus on the core instruction necessary at the universal level in order to ensure good pedagogy and success for all learners.

- **\*2013 – 2016** – Promote critical and higher level thinking skills.

*Provincial Outcome: Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Prov. 2013	Evaluation		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.3	84.1	87.3	87.9	87.9	83.4	Very High	Improved	Excellent
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.	76.8	79.6	81.1	82.9	83.6	80.3	High	Improved	Good

**Analysis:**

Our students maximize the value system of our faith by doing good works for others in chosen vocations and occupations. In this way, our school system is essentially a K – life system that recognizes Christian service, and meaningful contributions to careers as being essential to the promotion of a prosperous province for all Albertans. We are proud that satisfaction with our students modeling active citizenship validates our intentional efforts in this area. An overall rating of “Excellent” in this area is noteworthy. When the extent to which students are prepared for the world of work is considered, community satisfaction indicates that an improvement of nearly 7% through a five-year trend has occurred.



Assessment: High Yield Result

**Strategies:**

- **\*2013 – 2016** - Program planning and pedagogy places students in the centre and in charge of the learning process.
- **\*2013 – 2016** - Innovation, problem solving, and risk taking are encouraged within the learning process.
- **\*2013 – 2016** - A curriculum is enriched for students that make connections with real life applications.
- **\*2013 – 2016** – Promote citizenship and entrepreneurship to promote Catholic social teaching dedicated to the protection of human life, the safe-guarding of the dignity of the human person and the “pursuit of the common good” in advancing the fulfillment of God’s own people.
- **\*2013 - 2016** – Encourage project-based learning.

*Provincial Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Prov. 2013	Evaluation			Targets			
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2013	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.4	76.2	73.2	79.7	78.4	61.8	Intermediate	Maintained	Acceptable				
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.7	11.4	8.3	13.9	8.8	6.1	Very Low	Maintained	Concern	10.1	11.0	12.0	13.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	77.3	78.3	70.8	79.2	88.1	77.1	High	Maintained	Good				
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.5	13.0	4.2	4.2	16.7	9.5	Intermediate	Maintained	Acceptable				

Performance Measure	Results (in percentages)					Prov. 2012	Evaluation			Targets			
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	54.5	50.2	80.4	61.0	74.8	43.9	High	Maintained	Good				
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	9.2	7.3	5.3	3.0	12.4	8.5	Very Low	Declined	Concern	10.1	11.0	12.0	13.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	39.0	61.4	*	75.3	32.2	Very High	Improved	Excellent				
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	60.0	50.0	31.3	58.8	64.3	35.1	High	Maintained	Good				
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	56.3	50.2	33.5	36.6	34.5	21.2	Low	Maintained	Issue	58.0	59.0	60.0	61.0

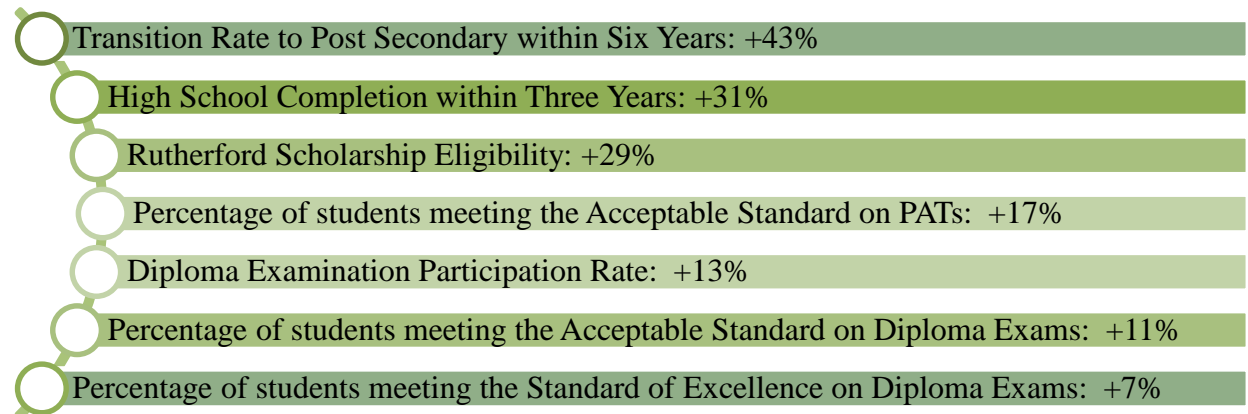


### Analysis:

Although issues and concerns have been noted in areas of the previous report, care should be taken in interpreting the data due to a small sample size, and the extreme variances that can occur in percentage changes as a result of this fact. Nonetheless, improvement targets have been noted in areas where further growth opportunities can occur.

### Strong Indicators of Success for FNMI Learners:

It should be noted that based on our 2012 – 2013 results, our FNMI students are achieving at rates significantly higher than those attending schools elsewhere in the province. The following data shows the significant achievement difference between GSACRD and the rest of the province:



Assessment criteria used elsewhere in this report would not accurately reflect the results as previously stated. Nonetheless, it will be important for schools to note from their data areas where supports are required. Additionally, an incorporation of District strategies will predictably have a positive impact on identified growth areas.

### Strategies:

- **\*2013 – 2016** – Conduct an assessment of FNMI engagement in schools through the assistance of the Gallup Student Poll survey instrument, and activate program modifications based upon the results.
- **\*2013 – 2016** – Collaborate with students, families, and elders with the intent of maximizing student engagement in learning.
- **\*2013 – 2016** – Emphasize a partnership between home and school, for a cultural understanding that creates innovative ways to build student engagement.



## Goal Three: Quality Teaching and School Leadership

*Provincial Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Prov.	Evaluation		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement
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.	83.9	84.8	87.1	85.4	86.7	81.5	Very High	Maintained	Excellent

### Analysis:

The relationship that will make the biggest difference in the education of its students is the teacher / student relationship, and the environmental / pedagogical supports for the classroom that enable success in learning to happen. For this reason, a focus of our District classroom support model and the work of principals as instructional leaders is to work with teachers in enabling our descriptors of social, academic, and behavioural supports to have maximum application. This explains the strategic initiative listed below which is known as our pyramid of supports model, and the “at elbow” support that District consultants and principals provide for teachers.

An important component of our learning support model is the differentiation of instruction for students based upon where their needs are emphasized within the pyramid of supports and the corresponding indicators of classroom support that teachers have developed. This is an inclusive philosophy for learning which assumes that all learners are special learners with unique needs. The philosophy is one which de-emphasizes the notion of special education and includes a design that enables all students to experience the right kinds of learning supports.

In 2013 – 2014, a Technology to Design for Diversity Project is being initiated with three participating schools focusing on how different approaches to differentiated instruction can be enhanced through the application of technology in the classroom. It is anticipated that what the District learns from this work will have broad based application throughout the District and during the implementation of the District’s Three Year Education Plan.

Through the implementation of the programs outlined within the province’s measure of this outcome, great community satisfaction continues to be obtained in our District. The quality of education received through the range of programs offered is a testament to our teachers and principals in working diligently together to further the success of each student within our schools. The overall provincial ranking of “Excellent” for this measure explains the following assessment.

Assessment: High Yield Result

### Strategies:

- **\*2013 – 2016** - Professional learning is dedicated to the pyramid of supports (indicators of success) and “at elbow” support.
- **\*2013 – 2016** – Learning outcomes and competencies for students are addressed through a deeper, wider, and more equitable application of technology within all classrooms.

# Goal Four: Engaged and Effective Governance

*Provincial Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Prov. 2013	Evaluation		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.2	80.4	83.2	84.5	84.8	80.3	Very High	Improved	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.7	91.0	92.0	92.5	93.3	89.8	Very High	Improved	Excellent

**Analysis:**

The Gallup Organization’s research and assessment tools dedicated to the collaboration and engagement of students, staff, and parents, is a significant focus of our School District. Furthermore, the District values the relationship between School Councils and the School Board. Each School Council has a trustee who serves as a Board liaison to the council. School Councils play an active role in advising the Board of its yearly generative governance strategy. For the past four years, our councils have recommended questions that can be further explored at community engagement sessions that are called, Community Conversations. In these settings, students, staff, and parents, jointly find answers to questions being explored that eventually reflects a community voice in our Three Year Education Plan.

In 2012 – 2013, two Community Conversations were held that involved 200 participants from our school communities, town / municipal governance, and support service agencies. These questions, whose answers are incorporated into the strategies of our education plan were:

1. How can we prepare students for jobs that don’t exist today?
2. What should learning look like for our students three years from now?

The government’s assessment of community satisfaction with parental involvement in our schools, and the overall quality of education that our students receive is noted as being of “Very High” achievement and “improved,” which results in an overall ranking of “Excellent.” This extremely high ranking by the government corresponds with the high level of engagement that we are able to determine from our intentional work with students, staff, and parents.

Assessment: High Yield Result

**Strategy:**

- **\*2013 – 2016** – Build emotional attachment (relationship and engagement) to school and district with all stakeholders. (Tie Ins: passion, engagement, belonging, loyalty, discipleship)

*Provincial Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Prov. 2013	Evaluation		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall
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.	89.1	89.2	92.1	91.7	92.3	89.0	Very High	Improved	Excellent
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.	82.5	84.0	85.2	85.8	85.0	80.6	Very High	Maintained	Excellent

**Analysis:**

In addition to the work that the District has done to advance the implementation of a Safe and Caring Schools Administrative Procedure, the social cohesion, and empathy for others that is experienced through prayer, liturgies, and service projects, is instrumental in furthering the well-being of students in our schools.



The success and improvement efforts of our schools within the government’s accountability structure, is an ongoing focus within our District. School Education Plans are established collaboratively amongst employees, and results, and feedback loops are established with our School Councils. Multiple messaging approaches at the school level communicates to our communities the work that schools are engaging within to meet success within the Accountability Pillar. Last year, our Board continued its tradition of recognizing each of our schools for their contribution to District results through BELRA (Board of Education Leadership Recognition Award) presentations to each of our 16 schools. The overall ranking of “Excellent” for both measures associated with this outcome, substantiates the following assessment.

**Assessment: High Yield Result**

**Strategy:**

- **\*2013 – 2016 -** Review and implement the School District’s Safe and Caring Schools procedures to assure the sanctity and dignity of all students.



## Future Challenges

To continue to pursue growth related opportunities, it is important to understand challenges that need to be addressed. A listing of these is provided, and possible solutions. This context will assist our District as it contemplates the development of a new strategic plan for 2014 – 2015.

### ✓ **Addressing Facility Needs in St. Albert and Morinville**

Retaining students within the K – 12 journey of a Catholic education is a primary focus of our jurisdiction. Facility needs to accommodate programming goals in St. Albert, and population growth in Morinville must be addressed if this priority is to be achieved.

The District's interest to obtain high school facilities with the same life-cycle capacity and programming amenities as exists for all public education students in St. Albert is behind the modernization application that exists for St. Albert Catholic High Schools.

In Morinville, the utilization of facilities in this community is at 91%, and the utilization of Notre Dame Elementary is well over 100%. District plans to transition pre-kindergarten programming back to the school (*aligned with Goal 1: An Excellent Start to Learning*), will place additional strain on the school's utilization. As stressed with our 2013 – 2016 Three-Year Education Plan, facilities to address enrollment needs with only one existing elementary school is a key priority.

### ✓ **Retention and Transition from Grades 9 to 10**

Greater St. Albert Catholic Schools has a priority to retain students on the K – 12 journey. Students transitioning into our English and French Immersion High Schools have shown interest in enrolling in other schools of choice in the community. At the same time, our high schools continue to be top performers in the region and province. Based upon the track record of our high schools, we are able to provide greater opportunity for more students to enrol in competitive university programs than any other system in our service area.

Since it continues to be a focus of our high schools to determine how we can continue to move from “great” to “excellent,” 2013 – 2014 will be marked with an opportunity to understand more clearly what our schools can offer in furthering this journey. “Assurance” is an important component of the new accountability work for school boards. As such, being able to know with increasing certainty what is of value to the supporters of our high school programs will go a long way in assisting the District to optimize service to our supporters. The District looks forward to the opportunity to be responsive to the interests of our supporters through this consultation process.

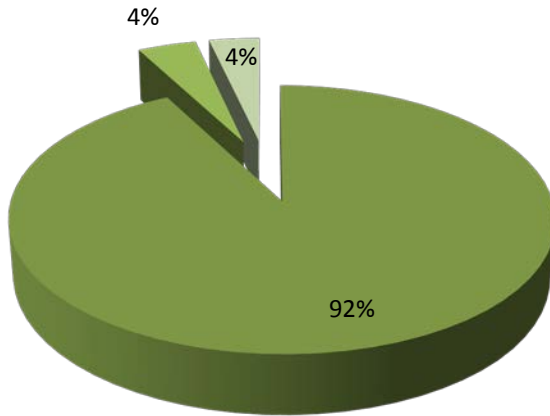
### ✓ **First Nations, Métis and Inuit (FNMI) Learner Success**

This report indicates that there continues to be significant gains with respect to Provincial Achievement Test results, Diploma Exam results, and high school completion. Our FNMI students are demonstrating gains not experienced elsewhere within the province. For this reason, we are extremely proud of the relationship that we have been able to establish with FNMI families and their tremendous support for the learning journey of their children. Nonetheless, our profile of FNMI students is 329 students and we realize that attending to their collective needs as effectively as possible enhances the principle of equity for student success that we want to experience for every learner in our jurisdiction. For 2013 – 2014, the District has arranged for our *Gallup Student Poll* to track the engagement of FNMI learners, and therefore determine the effectiveness of our mentorship, and differentiated models to support learning for these students. Schools will base their support plans for FNMI students on the basis of these results.

# FINANCIAL RESULTS AND BUDGET SUMMARY

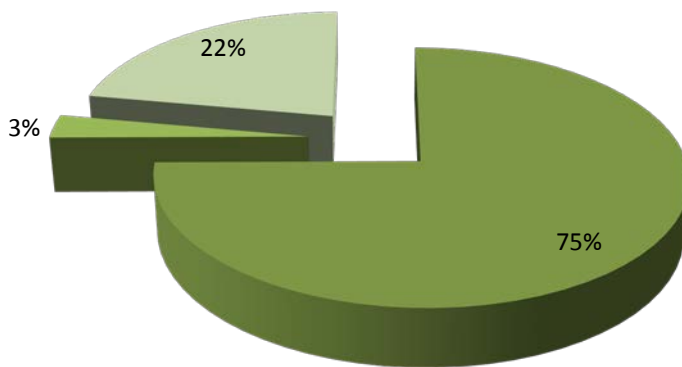
## Summary of Financial Results 2012-2013

### Total Revenues - \$71,939,917



- Alberta Education - \$66,370,365 (includes Capital Revenue of \$1,686,537)
- Fees - \$2,997,570 (Instructional Fees - \$2,625,562; Transportation Fees - \$372,008)
- Other - \$2,571,982 (Fundraising, Gifts & Inv. Income - \$456,524; Other - \$2,115,458)

### Total Expenditures - \$70,886,748



- Salaries and Benefits - \$53,070,650
- Amortization - \$2,118,166
- Services, Contracts & Other - \$15,697,932

## Audited Financial Statements

	2012	2012-Restated	2013
Total Revenues	\$72,332,083	\$72,296,452	\$71,939,917
Surplus (Deficit) of Revenues over Expenditures	\$154,628	\$383,484	\$1,053,169
Cash and Temporary Investments	\$2,685,313	\$2,685,313	\$4,785,003
Total Assets	\$38,539,376	\$42,655,393	\$42,223,878
Unrestricted Net Assets	\$772,012	\$465,827	\$1,516,599
Restricted Net Assets	\$198,625	\$198,625	\$519,119
Investment in Capital	\$4,515,393	\$4,515,393	\$4,197,296
<b>School Generated Funds</b>			
Total School Generated Funds Revenue	\$2,592,776	\$2,592,774	\$2,785,371
Total School Generated Funds Expenditure	\$2,917,207	\$2,917,207	\$2,731,904
Total Net School Generated Funds	(\$324,731)	(\$324,733)	\$53,467
Total instructional spending per student per school year: \$9,085			
Total operational spending per student per school year: \$11,433			
The Audited Financial Statement can be found at <a href="http://www.gsacrd.ab.ca">http://www.gsacrd.ab.ca</a> under the Quick Links, Reports & Forms or contact the Finance Department at (780) 459-7711. For further details on School Generated Funds, please refer to Note 16 in the Annual Financial Statements.			

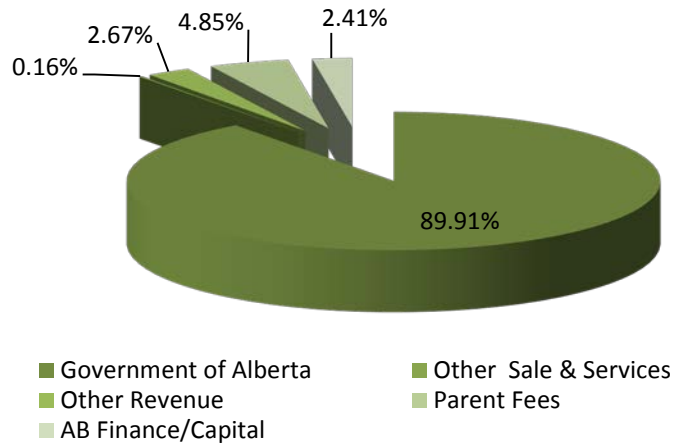
## Budget Summary 2013-2014

**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 site-based and the District's budgets may be required to facilitate prudent fiscal stewardship of the District.

The complete annual document of the Principles for the Basis of Allocations can be found at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) by June 30<sup>th</sup> of each year.

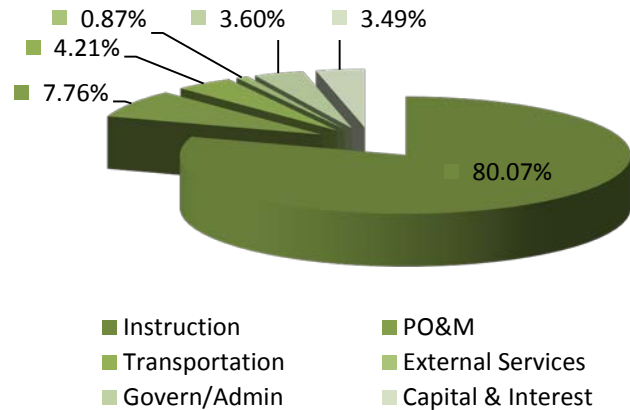
## Fall Update to 2013-2014 Budgeted Revenues

Government of Alberta	\$60,867,759
Parent Fees	\$3,280,860
Other Sale & Services	\$110,000
AB Fin/Capital	\$1,629,691
<u>Other Revenue</u>	<u>\$1,807,015</u>
Total Revenues	\$67,695,325



## Fall Update to 2013-2014 Budgeted Expenditures

Instruction	\$54,277,236
PO&M	\$5,258,316
Transportation	\$2,854,610
Govern/Admin	\$2,440,253
External Services	\$587,672
<u>Capital &amp; Interest (supported)</u>	<u>\$2,366,731</u>
Total Expenditures	\$67,784,818



Projected Budget Deficit (\$89,493)

The Budget Report, can be found at <http://www.gsacd.ab.ca> under the Quick Links, Reports & Forms or contact the Finance Department at (780) 459-7711.

## CAPITAL AND FACILITIES PROJECTS AND PLANNING

### *Capital and Facilities Projects*

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The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our community to pursue Catholic education in safe, and attractive buildings that are conducive to optimizing student learning. Greater St. Albert Catholic Schools is proud of the progress that it has made during the past year to further this aspect of its work.

#### **Capital Planning Considerations**

Capital planning considerations of the Board have been established to enhance facility and programming quality for our St. Albert Catholic High School students, and retain their journey within our system. Additionally, the Board has been interested in sustaining strong support for our elementary programming in Morinville by advocating for additional facility expansion, modernization, or new school construction in this community.

In order to further this outcome, the Board, by motion, adopted ongoing changes to its plan based upon ongoing discussions with Alberta Education and its Capital Planning Branch. For a specific view of the most current status of the Board's Capital Plan, please access our Capital Plan 2014- 2017 at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) under Quick Links, Forms and Reports.

#### **Operations and Maintenance**

The Board's Operations and Maintenance budget is primarily based upon student enrolment. Due to the diligent work of our maintenance department in being responsive to maintenance requests, more work orders were completed throughout 2012 than were issued, which allowed the department to address other projects and handle some previously contracted items in-house. Most importantly, preventative work orders continue to increase. This information supports the highly attentive and responsive nature of school-based administration and our maintenance department in being observant of facility conditions.

#### **Infrastructure Maintenance Renewal (IMR)**

This funding envelope, which addresses the modernization or replacement of existing facility components, is based upon the priorities of health and safety and programming needs of the district. The 2012 – 2013 IMR plan was developed with input from school-based administration, and in-house facility expertise. \$963,455 was expended on 66 projects throughout the District. \$359,615 was carried forward to 2013-14 for the completion of projects planned which were still ongoing as of August 31, 2013. Examples of projects included, but were not limited to, washroom renovations, gym floor refurbishing, HVAC, various alarm and motor replacements, roof maintenance, boiler repairs, etc.

#### **A View Forward**

In addition to advocating for our facility needs to the province, proactive considerations to maximize our overall Capital and Facilities strategy will include:

- Enhancing monitoring mechanisms of performance and project management effectiveness;
- Continue with improvements to Facility Security Measures (eg. Lock-up, alarm systems, patrols, camera placements);



- Continue the engagement of a District Occupational Health and Safety Committee, with representation coming from all school sites, and offices.

## ***Capital and Facilities Planning***

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The Board has clarified its priorities to the Government of Alberta based upon the following four priorities:

### **1. Modernization of St. Albert Catholic High School**

With the first phase of this project completed, an additional capital investment would result in the improvement of washroom facilities, HVAC systems, programming for students with diverse needs, and physical education facilities.

### **2. Elementary School for Morinville**

As a result of new legislation that enabled the Sturgeon School Division to operate public secular education in the Town of Morinville, the Minister assigned an elementary school to the newly operating Public School Board. The strong retention of our students within one fewer school has resulted in a utilization rate of 91% for the three GSACRD schools that operate in Morinville. Important to this matter is the fact that the only elementary school, Notre Dame, has a current utilization rate of 110%. Given this unusually high utilization rate in Morinville, it is important that a new elementary school will be developed to accommodate our growth needs.

### **3. New Kindergarten to Grade 9 School in Erin Ridge (North, St. Albert)**

For the 2010 - 2011 School Year, the existing attendance boundary in the East Kingswood area of St. Albert was removed to promote parental choice in selecting elementary programming. This decision enabled new students who reside in close proximity to Neil M. Ross School to attend its programs, while also enabling new opportunities to be in place for Vital Grandin who has in place a City wide-transportation service to access the new Fine Arts and Media Enhancement (FAME) program. This opportunity will continue for the 2013 – 2014 school year. It is anticipated that the expected growth in both school communities will assist their feeder junior high school, R.S. Fowler, to experience growth as well. The total impact of these expected enrolment trends will be the need to plan for a new elementary school to the north of these programs, in the rapidly developing Erin Ridge area.

### **4. Modernization of Vincent J. Maloney (VJM) Junior High School**

This additional upgrade would result in the modernization of instructional spaces that house programming for students with diverse learning needs, library services, and Career and Technology Studies.

Further information about Greater St. Albert Catholic School's Facility and Capital Plan can be found at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) under Quick Links, Forms and Reports.