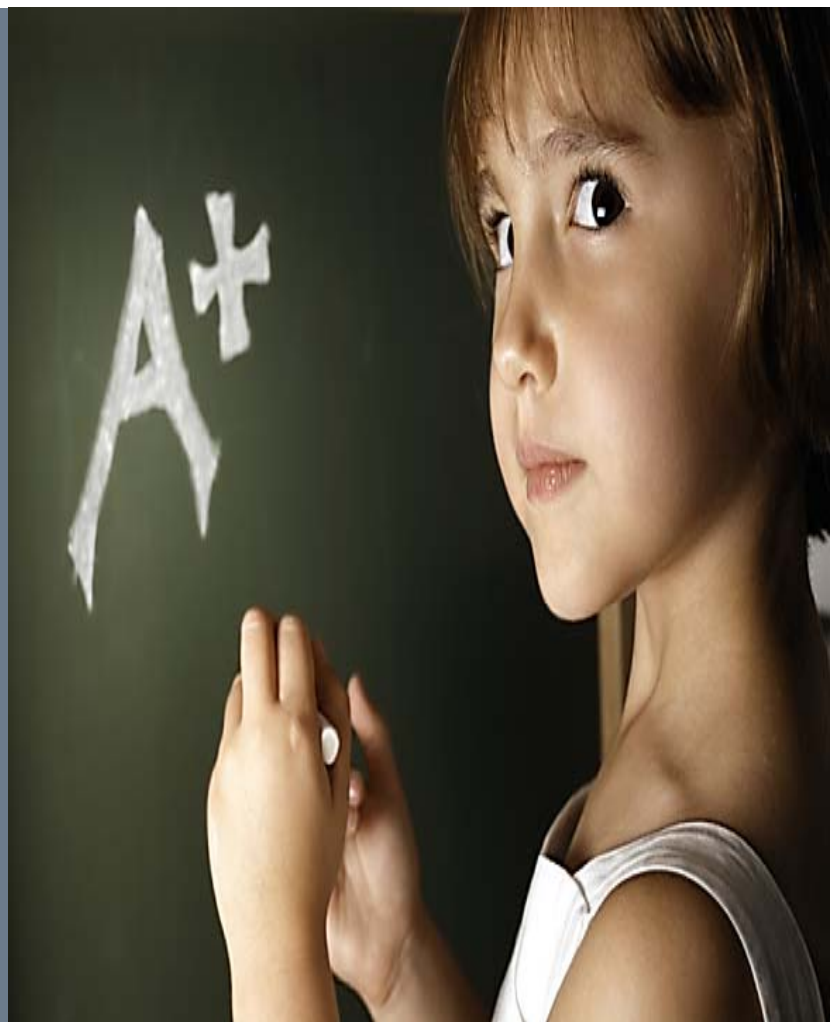


Annual Education Results Report



2010-2011

Faith in Our Students



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In accordance with the Schools Councils Regulation (updated 2007), Greater St. Albert Catholic Regional Division No. 29 will share its Annual Education Results Report with parents through school councils and with stakeholders through a distribution of the AERR Summary to parents and parishioners. School Results Reports are available at each school and on school websites.

A web link to individual schools can be accessed through the division website at www.gsacrd.ab.ca under Schools.

The jurisdiction's Alberta Initiative for School Improvement (AIS I) Annual Report, and Three-Year Education Plan can be found on the division website at <http://www.gsacrd.ab.ca> under Division Results, Reports and Forms. A print copy is available upon request. Contact Division Office @ 780-459-7711.

The jurisdiction's Class Size Report is posted on the division website at <http://www.gsacrd.ab.ca> under Division Results, Reports and Forms.

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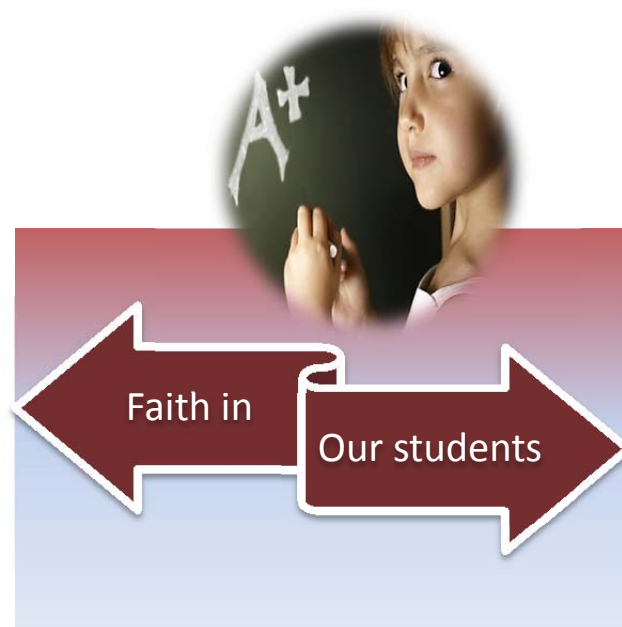
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Introduction



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- ❖ **Message from Board Chair**
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Annual Education Results Report
2010-2011



It gives me great pleasure, on behalf of my fellow Trustees to share with the Minister of Education; our parents, staff, and students; and our Catholic school community outstanding results and progress as confirmed by our Annual Education Results Report for the 2010 – 2011 school year. This report outlines the outstanding achievements and results of our staff and students.

The strong performance across all evaluation measures is a result of the hard work being done in our school communities each and every day. Research demonstrates that engagement of parents, our commitment to faith education and community stakeholder support are key to achieving academic success and excellence in all that we do. We are blessed with a community that recognizes the importance of involvement in our schools and a belief that our students will be successful in our schools and in their future endeavours.

Our work as trustees is to seek meaningful opportunities to involve our parents and guardians in their children’s learning at all levels during their educational journey. Annually, our trustees host opportunities to dialogue with our school community through division stakeholder forums to understand their perspectives and gather community feedback on future initiatives for our Division. This past year we explored the generative question of “What alternative programming should the school division explore to ensure future success for students in our Division?” This forum in addition to feedback gathered through monthly school councils is valuable to our trustees to gain a sense of the current perspectives and educational challenges that interest families. We thank all those who took the time to share their thoughts and ideas.

In all of our actions, the Division has maintained its commitment to providing a faith-based education. Our Division has always modeled belief in what it means to be “God’s own people,” and this past year has been no exception. All of our schools have shown that we are concerned about the needs of others in our classrooms, playgrounds and local and global communities. As a Catholic School division we continue to actively support programs and initiatives such as the Oblate Youth Ministry for their role in their spiritual development.

On behalf of the Board of Trustees, I would like to commend parents, and all Division staff who contribute to the success of the students in our District. The positive results outlined in our 2010-2011 AERR demonstrate your continued commitment to Catholic education in our Division.

Lauri-Ann Turnbull
Board Chair



Thank you for your interest in our Annual Education Results Report for 2010 – 2011. The enclosed information communicates that your school division has reached the enviable position of being a system and provincial leader in demonstrating success for the students in our care. The results in this report clearly communicate that “improvement” and “excellence” are two words that frequently describe the work of students and staff as they partner in the learning agenda of our schools.


The news that the highest possible provincial ratings of “Very High” or “Improved Significantly” occurs for nearly half of our accountability measures and that ratings of “High” and “Improved” are predominant throughout the balance of results conveys that our school system is extremely effective in obtaining results that are important to the public. Such results for all measures considered indicate that our schools excel in being safe and caring places for students to learn, strong in realizing the learning potential of each child, and are for the sake of each child, committed to continuous improvement.

However, a fundamental change agent that contributes to these results is our schools commitment to strong Catholic identity. A school system like ours that is built upon the premise that the image and likeness of God dwells within each student is also one that is dedicated to the highest possible care and program delivery for students. We believe that a child of God should receive nothing less. This also means that the model of Christ compels us to place the interests of each other as the basis for how we live our lives as individuals. Within this frame of reference, it is reassuring that this report communicates strong public perception in the areas of “educational quality,” “citizenship,” “parental involvement,” and “school improvement.” Furthermore, we are pleased that we are able to realize increased success in addressing drop-out rates and high school completion.

I offer my sincere thanks to our highly dedicated staff for continuing to demonstrate such strong professional efforts to bring these results to the forefront of public awareness. Further appreciation is to be extended to the continuous support of our parents, school councils, and our parishes. As our motto “Faith in Our Students” suggests, these stakeholders have enabled our students to realize our belief in them and their ongoing success. May this report verify that the ethos of Catholic education in our schools strongly supports your hopes and dreams for your children.

David Keohane
Superintendent of Schools

Our commitment to continuous improvement within our school division rests with our success in implementing our mission. This statement, which was re-developed in 2010, is as follows:



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.

On behalf of the public, the Board of Education exercises its “over-sight” role in determining that this mission for our school division is being effectively met. To this end, this report addresses an evaluation of divisional results according to the three components of the school division’s mission statement. Outcomes being assessed are those that are outlined within the Board’s 2010 – 2013 Three- Year Education Plan. To be able to assess our progress so that we can validate our success or pursue growth in providing optimal learning opportunities for our students, measurement tools are aligned with these 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 has continued to be a special focal point of our school division over the past year. Known in a collective sense as *engagement*, it has been the conviction of our school division that when staff members are highly engaged, predictably, this will further strong levels of student engagement in their learning. Last year our school division extended its support of engagement by pursuing the *Gallup Student Poll*, a research-based survey that verifies the level of student engagement within school.

Measurement: Measurement of staff engagement continues to include the 12 variables that the *Gallup Corporation* 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 1: High Quality Learning Opportunities for All*, and is assessed beginning on page 18 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 divisions and their schools in meeting the educational needs of students. Our school division 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:

- ❖ Very High
- ❖ High
- ❖ Intermediate
- ❖ Low
- ❖ Very Low

Selecting the 5th, 25th, 75th, and 95th 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:

- ❖ Improved Significantly
- ❖ Improved
- ❖ Maintaining
- ❖ Declined
- ❖ Declined Significantly

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

Improvement	Achievement				
	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:

- ❖ Excellent
- ❖ Good
- ❖ Acceptable
- ❖ Issue
- ❖ Concern

The Accountability Pillar results are linked to seven outcomes and associated measures that are referenced within *Goal 1: High Quality Learning Opportunities for All*; *Goal 2: Excellence in Learner Outcomes*; *Goal 3: Success for First Nations, Métis, Inuit Students (FNMI)*; and *Goal 4: Highly Responsive and Responsible Jurisdiction*. Since such results are the first point of reference for most of our divisional and school improvement initiatives, a summary of our overall results is listed on page 8 of this report. For any results showing “issue” or “concern,” targets are required by Alberta Education. This report lists targets if our results require adherence to Alberta Education’s expectations for target setting.

Component 3: “Live Fully and Serve Others”

The very basis for the assessment of all performance previously outlined within this report rests within this aspect of the mission of our school division. 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 talent 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 2010 – 2011 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; Called to be Church.” Based upon a scriptural reference (1 Peter 2: 9), the theme complemented the Archdiocese of Edmonton’s “Nothing More Beautiful” evangelization program. Like the program, our schools focused on the beauty of the Church and the Communion of Life in the Church. The first goal referenced in this report, our “Faith Goal,” is evaluated through listing processes that enable staff, students, and parents to celebrate liturgies with passion purpose, and joy, permeate the faith within teachable moments, and be of service to others in need. By engaging in such work, our provincial measures of safe and caring schools, high quality learning, active citizenship, and school improvement experienced growth as a result of our efforts to further this moral purpose.

Result Assessment Methodology

Finally, in order to make this document one that is a complete summation of divisional progress, it 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 and has one of the following three descriptors:

High Yield Result: This assessment is provided when the current result either falls into the 90% or better range, reflects 3% growth through a three or five-year trend, is supported by an accountability pillar evaluation of “excellent,” or represents growth that can be directly associated with a purposeful initiative occurring at the divisional level.

Consistent Result: This assessment occurs for current results that reflect small variances, usually 0 – 2% over a three or five-year trend.

Declining Result: Such an assessment is provided when a result demonstrates a 3% or more decline in performance throughout a three or five-year term.

Suppressed Data: When the number of respondents is less than 6, data values have been suppressed. Suppression is marked with an asterisk (*).

The annual education results report for Greater St. Albert Catholic Regional Division No. 29 2010-2011 school year was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2010-2011 was approved by the Board on November 28, 2011.



Board Chair




Superintendent of Schools

Division Highlights



Faith in Our Students

- ❖ **Accountability Pillar Overall Summary**
- ❖ **Highlights of Division Accomplishments**

Annual Education Results Report
2010-2011

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CRD No. 29			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.1	89.2	89.2	88.1	87.6	86.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	87.1	84.8	83.9	80.9	80.5	80.1	Very High	Improved Significantly	Excellent
		Education Quality	92.0	91.0	90.3	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	3.0	3.4	3.1	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	82.6	74.9	75.7	72.6	71.5	71.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.5	90.0	88.4	79.3	79.1	78.0	High	Maintained	Good
		PAT: Excellence	21.8	22.9	21.7	19.6	19.4	18.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	88.6	85.5	85.0	82.6	83.4	84.0	High	Improved	Good
		Diploma: Excellence	19.7	16.6	17.1	18.7	19.0	18.9	Intermediate	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	62.6	58.6	58.1	54.9	53.5	53.5	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	73.0	63.3	61.5	59.6	56.9	57.0	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	64.4	62.9	66.6	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	81.1	79.6	79.2	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	87.3	84.1	83.6	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	83.2	80.4	81.7	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.2	84.0	82.2	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

October 2011 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CRD No. 29			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	5.3	7.3	6.6	10.4	11.2	11.3	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	80.4	50.2	48.0	38.2	34.1	34.8	High	Improved	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	72.6	75.7	74.6	58.1	59.1	56.5	Low	Maintained	Issue
		PAT: Excellence	8.5	11.7	10.6	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	72.4	75.9	74.3	77.7	76.3	76.8	Very Low	Maintained	Concern
		Diploma: Excellence	6.9	10.3	9.7	7.4	8.7	9.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	33.5	50.2	40.0	19.1	16.7	16.6	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	31.3	50.0	47.8	32.1	27.5	27.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	61.4	39.0	39.0	31.2	33.9	31.8	High	Maintained	Good

The 2010 – 2011 school year produced important success stories to verify the effective implementation of the Board’s 2010 – 2013 Three-Year Education Plan. Most of these outcomes are specifically referenced against outcomes and measures elsewhere in this report. However, it is appropriate to allow these results to support conclusions about the effectiveness of our school division in fulfilling its accountability to the public.

Our Accomplishments

✓ Full, conscious, and active participation within our faith mandate ...

- ❖ 14 strategies linked to the division faith goal, Called to be God’s Own People; Called to be Church were fully addressed by all school communities;
- ❖ As a mechanism for catechesis and evangelization, schools participated in instructional masses;
- ❖ The monthly newsletter, *The Sower*, featured a series of articles on the permeation of faith in each of the core subject areas. Schools established permeation plans that focused upon the intentional, inherent, and incidental components of faith permeation;
- ❖ As a strong reflection of our focus on social justice, two thousand backpacks filled with school supplies were gathered and delivered to the Chicaman area in Guatemala;
- ❖ The Oblate Youth Ministry Team prepared a group of students at St. Albert Catholic High School and at École Secondaire Marguerite d’Youville to assist with continuing efforts to rebuild New Orleans, in the aftermath of Hurricane Katrina;
- ❖ An outdoor liturgy was conducted for nearly 6000 participants to celebrate the 150th anniversary of the St. Albert Parish.

✓ Learning environments that are safe and caring ...

- ❖ Students and parents have increased their satisfaction with the safe and caring nature of our schools by nearly 7% over the past five years. Teacher satisfaction continues to approach the 100% level.

✓ Provincial leadership in high school completion ...

- ❖ The division’s three-year completion rate improved close to 8% when compared to the previous year. At 82.6%, this result is 10% higher than what is achieved on a provincial basis.

✓ **Excellence in student learning ...**

- ❖ The school division's acceptable standard rates for the Provincial Achievement Testing programs exceeded the provincial average by 8%. At the standard of excellence, our overall results exceeded the province by 2%. A similar trend was experienced within the diploma exam courses where at the acceptable standard overall results exceeded the provincial average by 6%, and the standard of excellence by 1%;
- ❖ Since 2006, the five-year growth trend has resulted in a 9.1% gain of student eligibility for Rutherford Scholarships. Our most recent result exceeds the provincial result by 13%;
- ❖ Within the same time period, growth in community satisfaction with preparing students to model characteristics of active citizenship has increased by 5.7%. The current result exceeds the provincial average by 5.4%.

✓ **Improved learning results for FNMI students ...**

- ❖ The annual dropout rate for First Nation, Métis, and Inuit learners has decreased by nearly 4% since 2008. During the same time period, high school completion has increased by nearly 26%;
- ❖ Over the past two years, high school transition to post-secondary has improved by nearly 22%.

✓ **Effective working relationships between home and school ...**

- ❖ Community satisfaction with parental involvement in our schools has improved by nearly 3% over the past two years. Our most recent result exceeded the provincial average by 3%.

✓ **A culture of leadership, innovation, and continuous improvement ...**

- ❖ Community satisfaction with our capacity to improve and respond appropriately to student learning needs has had significant increase through the past five years and reflects an improvement of 7% throughout this time period. Teacher satisfaction in this area remains extremely high and remains 10% higher than the provincial average.

Division Faith Goal



❖ **Called to be God's People; Called to be Church**



Faith in Our Students

GSACRD Outcome: Staff, students, and parents or guardians become doers of the Word.

Introduction

Our faith dimension goal for 2010 – 2011 corresponded with the theme for the third year of the Nothing More Beautiful evangelization program the Archdiocese of Edmonton has hosted. Since the program has focused on the beauty of the Church and the Communion of Life in the Church, His Grace, Archbishop Richard Smith requested that all school jurisdictions with the archdiocese reflect and reinforce this theme through their annual faith goals. Additionally, the community celebrations of the founding of our faith communities in St. Albert and Morinville provided an excellent opportunity to celebrate the legacy of Church with two of the earliest faith communities within our province.

GSACRD Outcome: Celebrate liturgies with passion, purpose, and joy.

✓ **Strategy: Celebrate liturgical events at the local church as often as possible**

Unless there were extenuating circumstances, such as an unexpected funeral, school masses were celebrated at the church and not in school gymnasiums. This is the norm, not just for practical reasons, but for strengthening the vital relationship between school and parish.

The schools that are part of St. Albert Parish planned two family masses during the year. The school community was invited to join the parish community at a regularly-scheduled Saturday evening mass. Members of the school community assisted with the various ministries.

Similarly, school and parishes united on Catholic Education Sunday at the beginning of November. For 2010, a ceremony was incorporated into the mass at each parish, and all catechists in the school and in the parish were commissioned and blessed.

✓ **Strategy: Enhance the preparation, planning, implementation, and reflection of liturgical focuses for staff and students**

One area of focus for the Division last year was the joyful, yet reverent, celebration of liturgies. It was a topic of discussion at the Division's Religious Education committee meetings, and information was then shared with the school staffs. Each month, *The Sower* newsletter focused on a different aspect of liturgy, using a question/answer format. As well, a column called *Church Etiquette* highlighted a particular expectation or behavior at liturgy, such as genuflecting, the reverent reception of Holy Communion, or modest and appropriate attire for liturgy.

As we continue to work on meaningful liturgies that promote "full, conscious, and active participation" in the mass, more emphasis will need to be given to the incorporation of reflection and follow-up *after* each liturgy.

✓ **Strategy: Celebrate class masses as prescribed in the religion program**

As part of the religion program, it is recommended that students celebrate class masses or make a church visit once during the school year. Many of the schools have organized church visits for the kindergarten and Grade 1 students. Many of the Grade 3 classes in St. Albert have made a tradition of attending an instructional mass at the end of October each year.

✓ **Strategy: Celebrate an “instructional mass” annually for students**

There was a notable increase in the number of instructional masses that were requested in 2010-2011. Through the “instructional mass” process, as the mass is celebrated, instruction is provided at appropriate times, explaining each part of the mass and its significance. Students are involved in all aspects of ministry from leading the music, to proclaiming the music, to bringing up the gifts.

As a mechanism for catechesis and evangelization, some schools have strongly embraced these instructional masses. For example, Legal School arranged for all religion students to participate in an instructional mass during the school year. Similarly, all students at ESSMY attended a grade-level instructional mass during the year, as part of a student retreat day.

There certainly is an increased openness to instructional masses and, as the schools become more familiar with them, more schools are participating within the process.

✓ **Strategy: School leadership will enable staff and students to reflect upon liturgical events and adopt planning protocols to support such efforts**

Liturgical calendars are purchased for each staff member in the Division. A poster-size, laminated liturgical calendar is purchased for each school and is displayed in a prominent area so that students, staff, and parents are reminded of liturgical seasons, saints' feast days, and other special days in the life of the Church.

All schools schedule liturgical celebrations to acknowledge the liturgical year including Advent, Ash Wednesday, and Easter. They meet with their parish priests and with staff to set a liturgical plan for the year.

Each classroom is expected to have a prayer table that is maintained with the prayer cloth for that liturgical season (e.g. violet during Advent and Lent), a bible, a candle, and other symbols of our faith.

GSACRD Outcome: Permeate the faith within teachable moments.

- ✓ **Strategy: Inservice staff according to recommended practices for permeation so that it becomes inherent, incidental, and intentional**

In their Annual reports, many schools mentioned their efforts in integrating faith values in all subject areas and making cross-curricular connections with the religion program. At St. Albert Catholic High School, for example, each staff member is expected “to purposefully plan permeation at least three times per course.”

Prayer is an important part of the day in each of our schools, especially to begin the day, but staff members are encouraged to incorporate prayer throughout the day. They are provided with resources and ways to do this. For example, at École G. H. Primeau, the staff began a new tradition of Monday morning staff meetings which has also allowed them an opportunity to pray together. Classroom prayer is offered in various and engaging ways including music, video, visual art, and the use of SmartBoards.

During the 2010-2011 school year, the monthly newsletter, *The Sower*, featured a series of articles on the permeation of faith in each of the subject areas.

At our high schools, during the week of final exams, our Oblate Youth Ministry Team invited students to pray with them each day and light a candle of hope.

St. Gabriel Storefront and iLearn Centre offered monthly ‘stone soup days’ with guest speakers, prayer celebrations and, of course, a shared lunch.

A special effort seems to be made by many to acknowledge their school’s patron saint. Some of our elementary schools developed a liturgical plan for the year that centered around a theme related to our Division’s faith dimension goal. For instance, Vital Grandin School had class presentations at their monthly school assemblies. The theme changed slightly from month to month: *Called to be God’s own people of ... Welcome* (Sept.), *Gratitude* (Oct.), *Peace* (Nov.), etc.

- ✓ **Strategy: Guide permeation efforts through the application of the Christian Praxis Model and the resource “When You Teach within a Catholic School”**

Several of the schools presented their staff members with the booklet, *When You Teach in a Catholic School*. The staff at Legal School studied the material, using a jigsaw activity.

All new teachers and support staff were presented with a copy of *When You Teach in a Catholic School* at their orientation day in late August. Later in the year, those teachers who completed the Division’s Catholic Education Formation Program discussed the contents of this booklet as part of their coursework.

- ✓ **Strategy: Staff will participate within a school-based retreat to further address faith permeation needs within the learning community**

Our schools set aside one day a year for a staff retreat. Expectations were increased last year, and each staff retreat was to be a faith formation opportunity. Each school planned their own retreat day, and there was diversity in how these reflection days unfolded. For example, the staff of J. J. Nearing held their staff retreat at Newman Theological College. There they had a tour of the college and the seminary. The rest of the day was facilitated by our religious education consultant and a local seminarian, delving into the topic of permeation of faith values.

GSACRD Outcome: Be of service to others in need.

- ✓ **Strategy: Further division-wide participation within the “Oblate Guatemala Backpack Project”**

This project united all the schools in the Division, creating an awareness of the needs of those less fortunate and orchestrating a common effort to help them. Two thousand backpacks filled with school supplies were gathered and delivered to the Chicaman area in Guatemala. The project was very successful and has prompted another Division-wide service project during the 2011-2012 school year, in support of the Roots of Change Foundation.

- ✓ **Strategy: Participate in local and/or global service projects that are meaningful to each school community**

Greater St. Albert Catholic Schools has a notable history of supporting service projects. As part of their Thanksgiving liturgies, most schools incorporated a collection of items for the local food bank. Typically schools participate in fundraising projects during the seasons of Advent and Lent. Our schools raised money for the work of organizations such as the Lupus Foundation of Canada, the Zebra Foundation, Oxfam, and Development and Peace. Many of our students had their hair colored or cut so as to show their solidarity with cancer patients. Many schools held clothing drives, and lemonade / bake sales. Students raised money for the Terry Fox Foundation, jump rope for the Heart and Stroke Foundation, and fasted for 24 hours in solidarity with the world's hungry.

The majority of our students in K – 9 received educational newsletters from the Holy Childhood Association, a Catholic organization with the motto, ‘Children Helping Children’. Our students supported this organization by learning about the needs of children in developing countries, praying for them, and raising funds to support their needs. Students from eight of our schools attended the annual Holy Childhood Association mass at St. Theresa Catholic Church in May.

For the last ten years, our schools have participated in a project whereby students decorate plain paper bags for Christmas. Under the supervision of Mr. Jerry Moran, chaplain at the Edmonton Remand Centre, students at ESSMY help fill these bags with gifts and goodies. The bags were

then presented to the prisoners shortly before Christmas. Because of the tremendous interest from our schools, we now provide Christmas bags for two other prisons as well as the Marian Centre and Bissell Centre in Edmonton. Visiting the imprisoned is one of the seven corporal works of mercy.

In 2010-2011, the Oblate Youth Ministry Team prepared a group of students at St. Albert Catholic High School and at École Secondaire Marguerite d'Youville to travel to New Orleans and help with the ongoing efforts to rebuild communities that were hardest hit by Hurricane Katrina. Months of preparation were involved, and their stories and the transformative power of their experiences there continue to be shared.

On April 12, in response to the earthquake and tsunami that devastated Japan, students and staff across the Division paused for a Day of Prayer for Japan. A powerpoint presentation with video and with music was prepared for schools to use.

R. S. Fowler Catholic Junior High organized a Social Justice Day, bringing in guest speakers in a conference-style format.

After the forest fires that raged through Slave Lake last spring, over \$8000.00 was raised within our school community to support the needs of the Catholic schools in Slave Lake.

Once a month, students from St. Albert Catholic High School visit the Marian Centre in Edmonton to prepare and serve lunch to its patrons. Awareness and education increase because of the work of the school's *Give a Damn Club*.

GSACRD Outcome: Celebrate our history and our legacy as God's own people: Participating within the 150th St. Albert Parish Jubilee and 100th Anniversary in Morinville.

✓ **Strategy: Organize a prominent outdoor liturgy to celebrate our schools' solidarity with the 150th Jubilee Celebration of St. Albert**

Throughout the year, students and staff recognized and celebrated the milestone anniversaries in our three communities. Celebrations reached a climax, however, on June 2 when students and staff gathered with members of the parish communities and the community at large to praise and thank God at what we called our Jubilee Mass on the Hill. We were honored to have Archbishop Richard Smith preside with a number of our parish priests as concelebrants. It was a blessed time for all.

- ✓ **Strategy: Schools will find opportunities to promote the history contributing to the 150th Jubilee Celebration of St. Albert Parish through existing curricular links in social studies, language arts, and religious education**

To honor the 150th anniversary of St. Albert Church, the parish commissioned a couple of local actors by the names of Maureen Rooney and Paul Punyi to write a dramatic, historical account of Albert Lacombe. Through the generosity of the parish, each of our schools on the west side of the Trail was gifted with two performances.

École G. P. Vanier honored the French heritage of Morinville through an Artist in Residence program with Les Bucherons and their native heritage through a “hoop dancing” presentation.

Students at Morinville Community High School participated in the planning and painting of murals to commemorate the 100th anniversary of the Town of Morinville.

At École Secondaire Marguerite d'Youville, 120 students were involved in the painting of a 200 sq. ft. legacy mural in the hall near the office. It depicts the history of Marguerite d'Youville and the Grey Nuns and honors their work over the last 150 years. The mural also promotes the French language and culture. Under the mentorship of local artist, Lewis Lavoie, students have been involved in research, in planning, and in painting.

R. S. Fowler commissioned Mrs. Val Johnston to paint a mural on a feature wall in the school. The mural depicts Perron Street, as it was a hundred years ago with the Mission and Church in the background, as well as Perron Street today.

- ✓ **Strategy: Connect with historic families and visitors to advance student understanding of curricular links associated with the history of 150 years of the Catholic Church's presence in St. Albert and the 100th Anniversary of Morinville**

Students and staff of École Father Jan, in part because the school is located at the base of the hill where Albert Lacombe and Father Taché chose to establish a new community, seized the opportunity to examine and experience life in our community 150 years ago. They initiated a school-wide activity that placed children of all grades in founding families. Students studied the history of St. Albert and of some of its founding families, as well as the Oblate priests and Grey Nuns. They even celebrated a Winter Carnival in the way they might have 150 years ago.

At the same time, St. Emile Parish celebrated its 100th anniversary.

- ✓ **Strategy: Incorporate presentations, student events, and students' work linked to the 150th Jubilee through the 2011 Education Week celebration**

Our celebration of the 150th Jubilee was spread throughout the year, including Education Week, as determined by individual schools.

Analysis:

As outlined earlier in this report, the mission of our school division speaks of the capacity for students to “learn, live fully, and serve others.” It takes “a little bit of everything” to find opportunities in the learning day of child and the formation of a teacher to create an ethos worthy of this mission. The specific and varied school examples have been used to emphasize the intentional work of our schools to portray such moral purpose. The extensive work of our schools in permeating the life our schools, coupled with the strong satisfaction regarding the qualitative work of our schools affirms the following assessment.

Assessment: High Yield Result



Alberta Education Goal 1



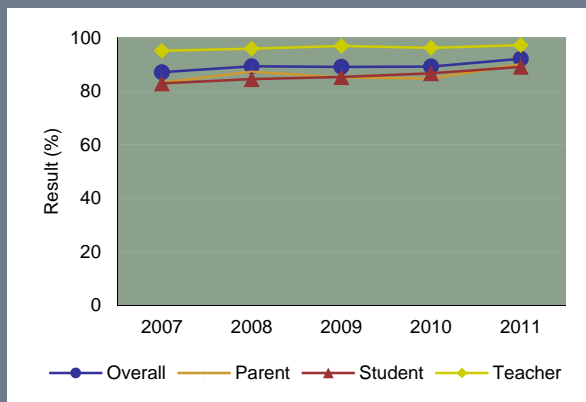
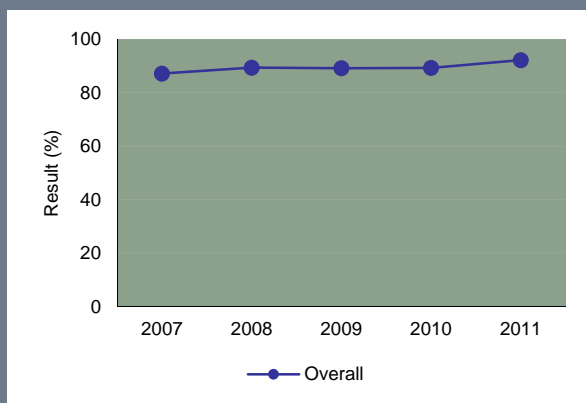
Faith in Our Students

❖ **High Quality Learning Opportunities**

Provincial Outcome 1.1: Schools environments are safe and caring.

Performance Measure 1.1.1		Results (in percentages)					
		2007	2008	2009	2010	2011	
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.	Overall	Authority (required)	87.1	89.3	89.1	89.2	92.1
		Province (optional)	84.2	85.1	86.9	87.6	88.1
	Teacher	Authority (optional)	95.1	95.9	96.9	96.2	97.2
		Province (optional)	92.6	93.1	93.8	94.4	94.5
	Parent	Authority (optional)	83.3	87.3	85.1	84.7	90.1
		Province (optional)	81.7	83.2	85.3	86.1	86.6
	Student	Authority (optional)	82.9	84.5	85.3	86.7	89.1
		Province (optional)	78.5	79.1	81.7	82.2	83.3

Graph of Overall Authority Results



Analysis: The Catholic Church proclaims that human life is sacred and that the dignity of the person is at the core of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all principles of our social teaching. This accounts for the following actions being exercised by our schools when a “safe and caring” environment is being considered:

- school liturgies and celebrations focus on contributions that students make to further the benefit of the common good within the school community;
- attention to the loving example of Christ is a hallmark of all school based discipline policies;
- school leadership exercises attention to “positive behavioural supports,” and a ‘Pyramid of Interventions’ based upon the individual circumstance of the student;
- schools adopt the Gallup Student Poll as a means to measure the quality of engagement, hope, and well-being in our schools. Schools re-examine student expectation policies, and programs on the basis of this information.

The intentional nature of our work in these areas has resulted in students and parents increasing their satisfaction with the safe and caring nature of our schools by nearly 7% over the past five years. Our staffs are to be commended for sustaining such a strong sense of belief in how their efforts promote the well-being of the child.

Assessment: High Yield Result

Provincial Outcome 1.2: The education system meets the needs of all K–12 students and supports our society and the economy.

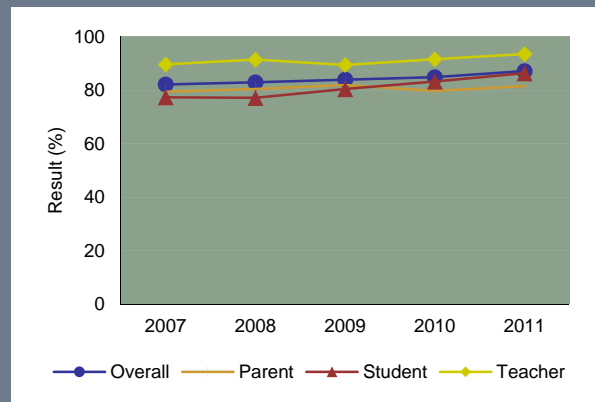
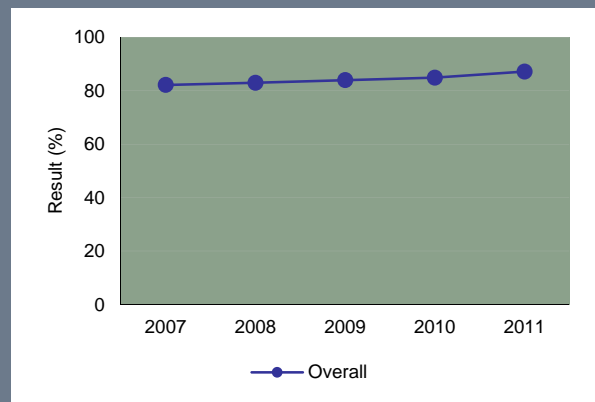
Performance Measure 1.2.1			Results (in percentages)				
			2007	2008	2009	2010	2011
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall	Authority (required)	82.1	82.9	83.9	84.8	87.1
		Province (optional)	78.5	79.4	80.3	80.5	80.9
	Teacher	Authority (optional)	89.6	91.4	89.4	91.5	93.5
		Province (optional)	85.7	86.4	86.8	87.7	87.6
	Parent	Authority (optional)	79.4	80.4	81.9	79.7	81.5
		Province (optional)	76.9	77.6	78.7	78.0	78.3
	Student	Authority (optional)	77.3	77.1	80.4	83.2	86.3
		Province (optional)	72.9	74.1	75.3	75.9	76.9

Analysis: Our students are essentially God’s gift to the future of creation. In response to this immense breadth of possibility, we teach to the entirety of this gift. Consequently, schools continue to provide students with a strong basic educational program that is enhanced through the following programming choices:

- International Baccalaureate education;
- French Immersion programming;
- Sports Academies, Power Up to Learn, and Fine Arts Media Enhancement programs;
- international travel;
- participation in social justice projects that furthers awareness to the dignity of humanity in local, national, and international circumstances.

In May, 2011, our Community Stakeholder Meeting explored the question: What specialized alternative programs are worth pursuing in our school division? Based upon the result of that meeting, the existing priorities previously outlined were confirmed by the strong support of parents, students, and staff who were in attendance. The overall improvement gain of 2% satisfaction in this area, and the 6% higher result for our division than the province strongly verifies this feedback.

Graph of Overall Authority Results



Assessment: High Yield Result

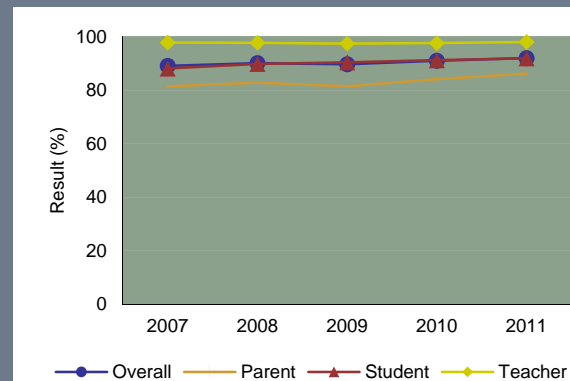
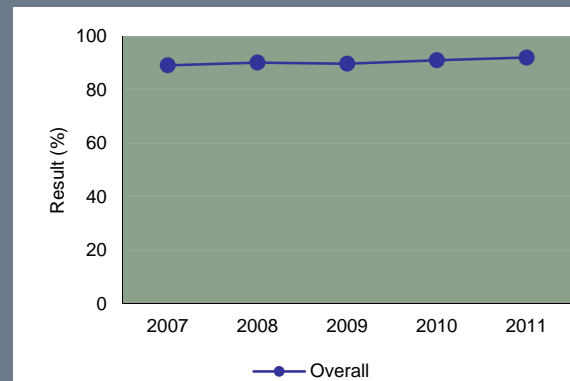
Goal 1: High Quality Learning Opportunities

Performance Measure 1.2.2			Results (in percentages)				
			2007	2008	2009	2010	2011
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority (required)	89.1	90.1	89.7	91.0	92.0
		Province (optional)	87.6	88.2	89.3	89.2	89.4
	Teacher	Authority (optional)	97.8	97.7	97.4	97.6	98.0
		Province (optional)	94.7	94.9	95.3	95.6	95.5
	Parent	Authority (optional)	81.4	82.8	81.4	84.1	86.2
		Province (optional)	81.8	83.0	84.4	83.9	84.2
	Student	Authority (optional)	88.1	89.8	90.4	91.2	91.9
		Province (optional)	86.4	86.6	88.3	88.2	88.5

Analysis: The Sacred Congregation on Catholic Education maintains that teachers and their practice of strong pedagogy and relationship skills with students are the most essential variables in determining the success of the Catholic school. For this reason, the following efforts to promote quality teaching and leadership for teaching continue to be furthered in our school division:

- through research from the *Gallup Corporation*, furthering specific staff selection processes for teachers and administrators that confirms research based characteristics of “teacher talent” and “effective teaching;”
- promoting staff awareness of how personal strengths can be best utilized to respond to the needs of students;
- enabling administrators to address and influence the “engagement” of staff in order to positively influence student learning and achievement.
- promoting awareness of student engagement in our schools through the implementation of the Gallup Student Poll.

Graph of Overall Authority Results



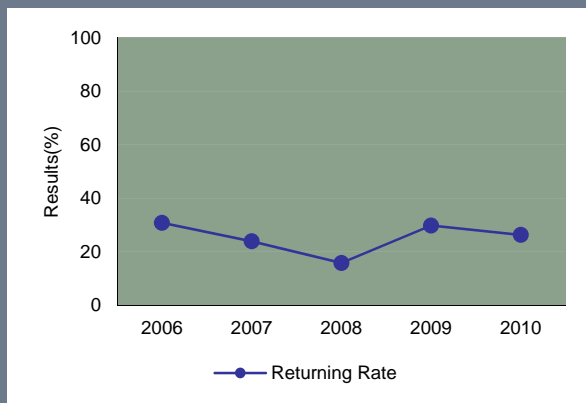
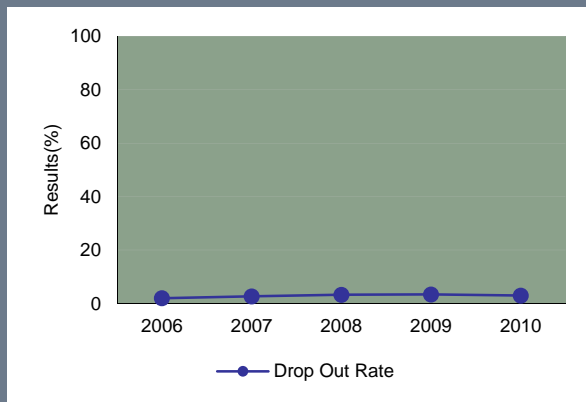
Trend data continues to suggest that teachers have maintained an extremely high perception of their capacity to provide excellent education. Additionally, this measure supports a trend for other performance measures linked to this goal, where achievement is “very high,” improvement is noted, and an overall rating of “excellent” is provided.

Assessment: High Yield Result

Provincial Outcome 1.3: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure 1.3.1		Results (in percentages)				
		2006	2007	2008	2009	2010
Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	2.0	2.7	3.3	3.4	3.0
	Province (optional)	4.7	5.0	4.8	4.3	4.2
Returning Rate	Authority (optional)	30.8	23.9	15.8	29.8	26.3
	Province (optional)	21.2	21.3	19.8	23.5	27.9

Graph of Overall Authority Results



Analysis: Through our ongoing efforts to be stewards of the learners entrusted to us, efforts continue to be in place to provide more flexible opportunities to pursue learning goals as students enter the high school grades.

Important support programs for students in our high schools are our iLearn Centres. These online learning facilities provide adaptive and extended learning opportunities aimed at meeting the needs of the 21st Century learner, as well as those whose educational interests become peaked through independent and flexible learning opportunities. Additionally, the St. Gabriel Storefront School provides opportunities for students who have encountered the need to receive “face to face” support through a more flexible and differentiated learning environment.

The division continues to pursue processes to increase communication with parents and track student progress to ensure course completion. Specifically, efforts have been made to increase student and parent awareness of high school graduation requirements and focus on career qualifications at the junior high level. School counseling services also support student career portfolios that are developed in grade 10.

These efforts have clearly demonstrated benefit to the division as our achievement ranking for our Drop-Out Rate is now “high,” accompanied by a “maintained” improvement indicator and an overall assessment of “good.” This result is an improvement over last year’s results where a decline in reducing dropout rates was noted.

Assessment: Consistent Result

Provincial Outcome 1.4: High school completion rates are showing continual improvement.

Performance Measure 1.4.1			Results (in percentages)				
			2006	2007	2008	2009	2010
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years**	Authority (required)	80.0	75.2	77.2	74.9	82.6
		Province (optional)	70.6	71.1	70.8	71.5	72.6
	Within 4 Years	Authority (optional)	86.2	82.6	80.4	84.0	82.8
		Province (optional)	76.1	76.1	76.3	76.1	76.9
	Within 5 Years	Authority (optional)	85.0	88.4	83.7	82.6	85.0
		Province (optional)	78.1	78.9	78.7	79.0	79.0

Analysis: An intensive tracking and response to student progress to ensure that they are completing requirements for a high school diploma or certificate continues to be in place.

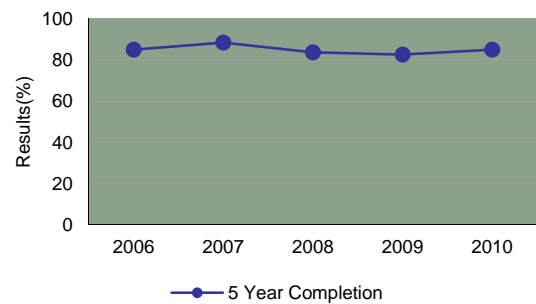
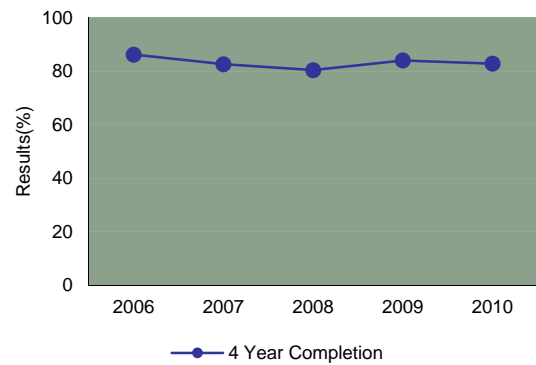
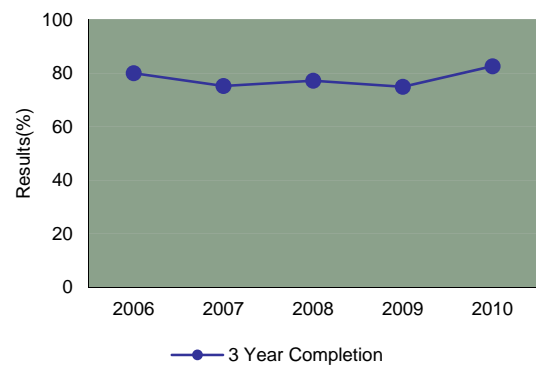
To accomplish this goal, the following strategies have been exercised:

- the division continued to contract the services of a retired administrator to track graduates ensuring that they successfully complete their programs and offering guidance to those who need to earn additional credits or complete required courses. This service also tracked the progress of Grade 12 students in their second term to ensure that they are on track to complete programs by the end of June;
- counseling at the high school level was dedicated to intensifying support for students as they work toward graduation.

An analysis of our 2010 results indicated that strategies like those previously mentioned have paid impressive dividends. The result that is part of our accountability mechanism is the 3 year completion rate. It is impressive to note that this result improved by nearly 8% when compared with the rate from the previous year. Of note is that the 83% success rate is the highest level of achievement that has occurred in the last five years. This explains why our achievement, improvement, and overall ratings are at the highest levels that the province provides.

Assessment: Consistent Result

Graph of Overall Authority Results



Alberta Education Goal 2



❖ **Excellence in Student Learning Outcomes**

Annual Education Results Report
2010-2011

Provincial Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measure 2.1.1		Results (in percentages)**									
PAT Results by Number Enrolled - Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).		2007		2008		2009		2010		2011	
		A	E	A	E	A	E	A	E	A	E
Overall***	Authority (required)	88.5	21.1	87.4	20.5	87.9	21.6	90.0	22.9	87.5	21.8
	Province (optional)	76.8	18.6	76.6	17.7	78.3	18.3	79.1	19.4	79.3	19.6

PAT Course by Course Results by Number Enrolled. (optional)			Results (in percentages)										
			2007		2008		2009		2010		2011		
			A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	Authority	90.4	24.0	91.9	22.7	93.0	29.3	91.0	27.4	93.1	22.8	
		Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	
	French Language Arts 3	Authority	n/a	n/a	n/a	n/a	90.6	12.5	95.4	15.6	91.1	23.7	
		Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	
	Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.3	28.3	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	
Grade 6	English Language Arts 6	Authority	91.8	25.2	91.9	27.2	91.7	24.8	93.6	26.4	90.5	22.7	
		Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	
	French Language Arts 6	Authority	95.6	14.0	98.0	26.0	92.6	20.4	96.0	25.3	80.0	15.2	
		Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	
	Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.9	23.4	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	
	Science 6	Authority	86.7	32.1	87.6	30.7	85.4	26.7	88.3	27.9	83.3	26.2	
		Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	
	Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	81.8	17.4	77.8	21.2	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	
	Grade 9	English Language Arts 9	Authority	91.7	16.3	81.2	12.5	88.5	17.2	91.6	15.3	87.6	18.1
			Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3
English Lang Arts 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	80.0	0.0	64.3	3.6	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	
French Language Arts 9		Authority	89.3	6.8	95.5	9.0	86.2	14.6	85.1	13.9	89.4	16.3	
		Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	
Mathematics 9		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	16.5	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	
Mathematics 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.8	20.5	68.8	10.4	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	
Science 9		Authority	80.4	11.9	81.4	10.7	81.9	14.8	85.8	20.1	84.8	21.9	
		Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	
Science 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	59.1	9.1	80.0	17.5	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	
Social Studies 9		Authority	n/a	n/a	n/a	n/a	n/a	n/a	79.9	19.4	74.9	20.3	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	
Social Studies 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	68.2	4.5	63.0	11.1	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	

Graph of Overall Authority Results



Analysis: Excellence in learner outcomes means that students are well prepared to serve their communities through Christ-centered engagement in life-long learning, work, citizenship, and social justice. We believe that high levels of achievement for students and the success of every learner enables students to maximize their capacity to serve the Kingdom of God. This explains our desire that student achievement will enable students to successfully complete programs and become the people God created them to be.

Through reviewing our Provincial Achievement Test (PAT) and Diploma Examination (DIP) results, we are proud of how they demonstrate our

desire to reveal the best of student potential in learning. As a result of writing these tests, our students outperformed their provincial counterparts in 12 of 13 Achievement Tests at the Acceptable Standard and in 12 of 13 at the Standard of Excellence. On the Diploma Examinations, GSACRD students met or exceeded their colleagues on all of the 11 examinations at the Acceptable Standard and on 6 of the 11 examinations at the Standard of Excellence. The overall results in the Diploma exams show GSACRD students 6% above their provincial counterparts on the Acceptable Standard and 1% above on the Standard of Excellence. The graph on page 30 reveals a very positive trend for Diploma Examinations over the past 5 years with the Acceptable Standard improved by 6.2% and the Standard of Excellence, improving by 4.2%. The implementation of the new Social Studies program has been very successful with GSACRD students bettering their colleagues in both years since the new program was launched province wide.

Analysis of Provincial Achievement Tests:

Grade 3 Results:

The trend graphs at the beginning of this section and on the following pages reveal the following information:

- GSACRD students significantly exceeded the provincial results at both the Acceptable Standard and Standard of Excellence in Provincial Achievement Tests in English Language Arts. GSACRD students averaged 11% higher on the Acceptable Standard and 5% on the Standard of Excellence.
- Over 93% of GSACRD students successfully met the Acceptable Standard in English Language Arts.
- The number of GSACRD students below the Acceptable Standard was much better than the provincial results in English Language Arts.
- The 5-year trend indicates that student achievement is improving over time at the Acceptable Standard and the Standard of Excellence in English Language Arts.

- Mathematics results for grade 3 were similar to those achieved in Language Arts with GSACRD students 10% ahead of the province on the Acceptable Standard and 2% higher on the Standard of Excellence.

Grade 6 Results:

- GSACRD students significantly exceeded the provincial results at the Acceptable Standard and the Standard of Excellence in all tests written in English.
- French Language Arts was below the province this year with the 5 year average remaining above the achievement in the province.
- The overall percentage of GSACRD students not meeting the Acceptable Standard was better than the province.
- The 5-year trend indicates that the number of students achieving the Acceptable Standard and the Standard of Excellence has remained very high and relatively constant over the past 5 years.

Grade 9 Results:

- GSACRD students have significantly exceeded the provincial results at the Acceptable Standard on all academic programs tested by the Provincial Achievement Tests (English Language Arts, French Language Arts, Social Studies, Science, and Mathematics).
- GSACRD students exceeded the provincial results at the Standard of Excellence in English Language Arts, French Language Arts, Science and Social Studies. Math was less than 1% below the province.
- The percentage of GSACRD students not meeting the Acceptable Standard is minimal when compared to provincial results.
- The 5-year trend indicates that the outstanding success of GSACRD grade 9 students has remained stable in all areas tested by the Provincial Achievement Tests.

Given the “high” achievement rating in both standards, and the stable progress noted when the previous year and the previous three year average results are considered, the following assessments of our results have been determined.

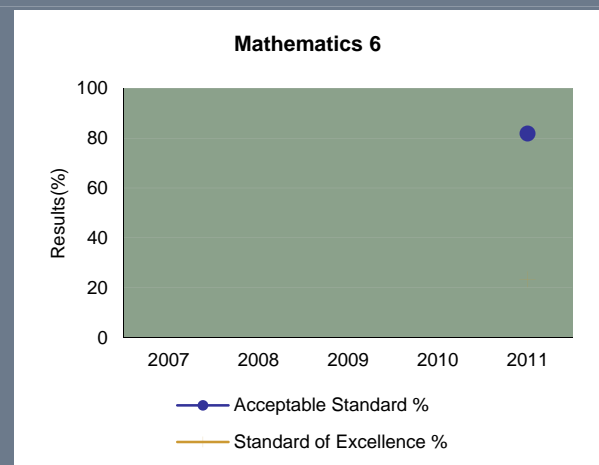
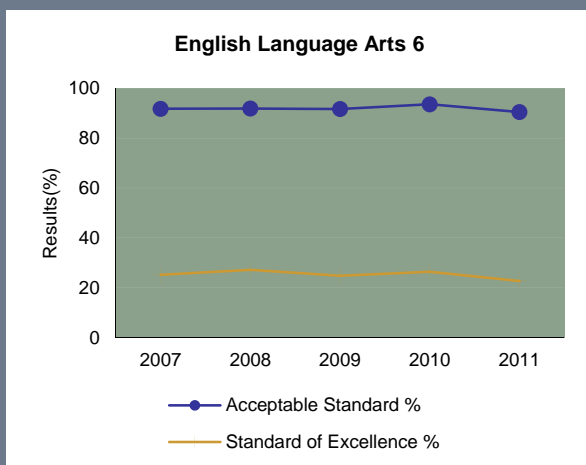
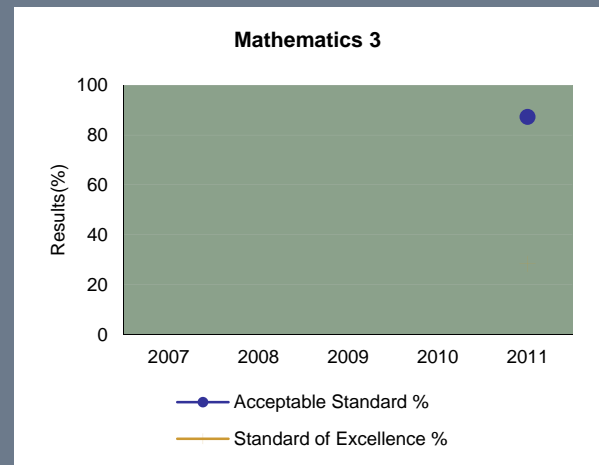
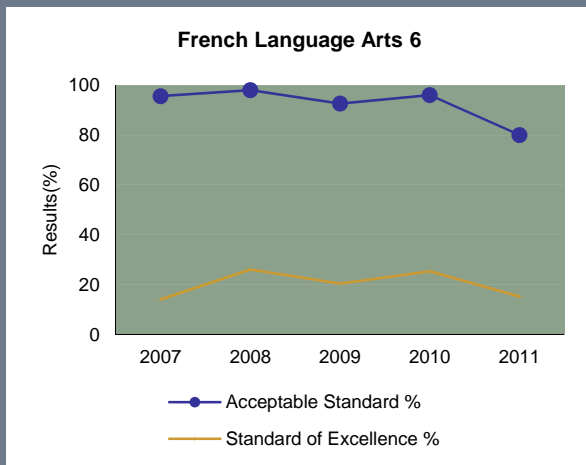
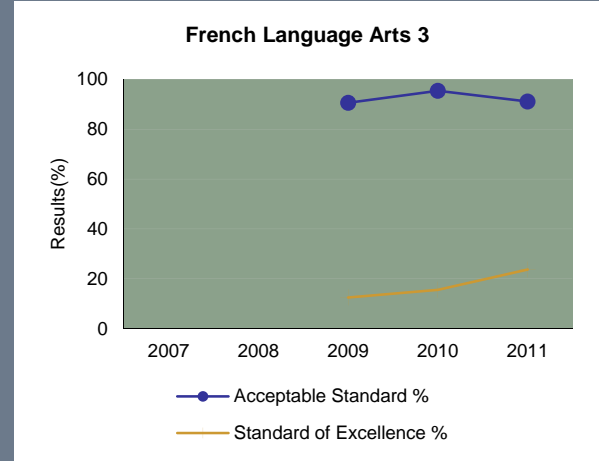
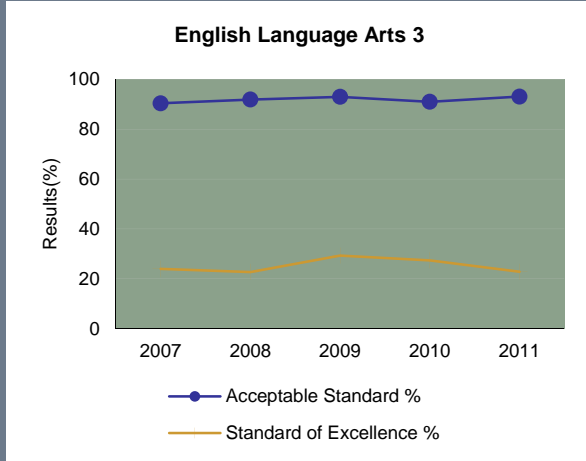
Acceptable Standard Assessment: Consistent Result

Standard of Excellence Assessment: Consistent Result



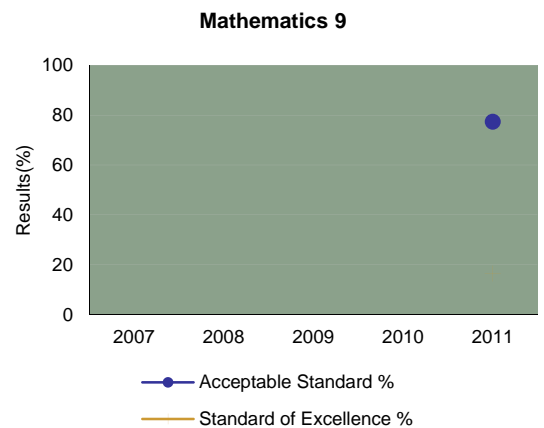
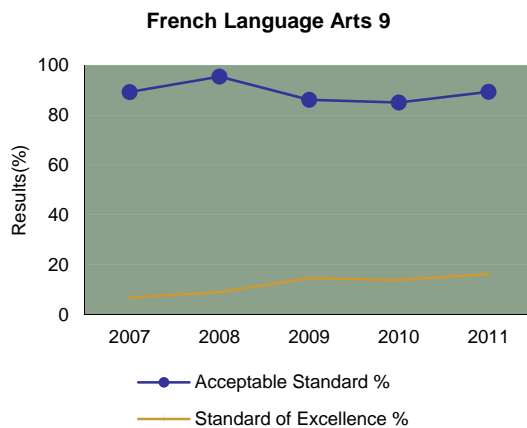
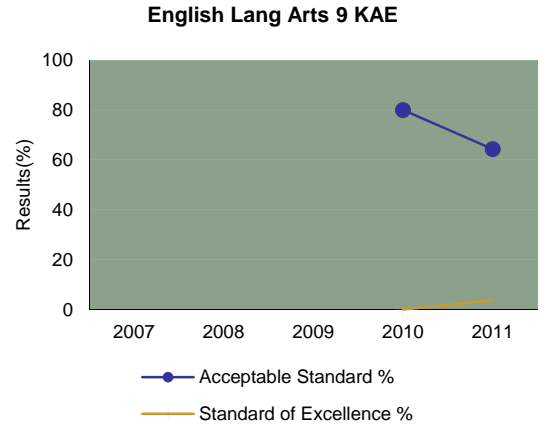
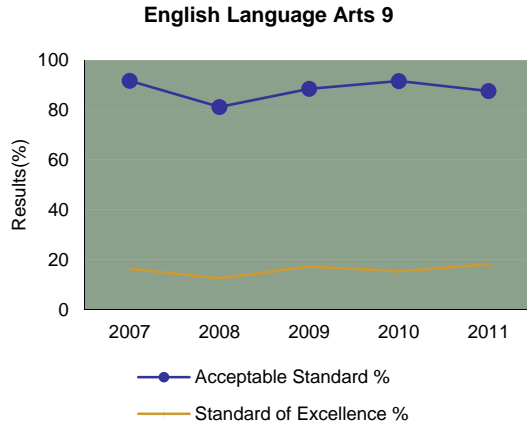
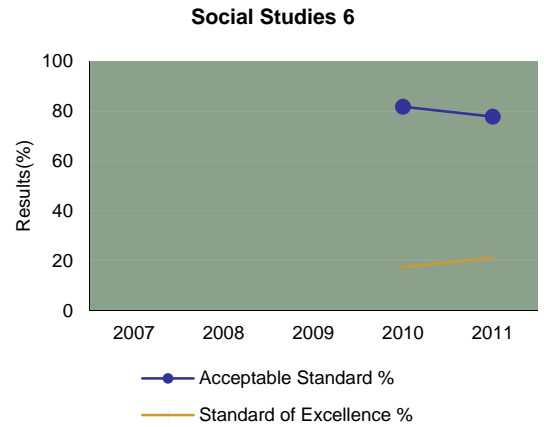
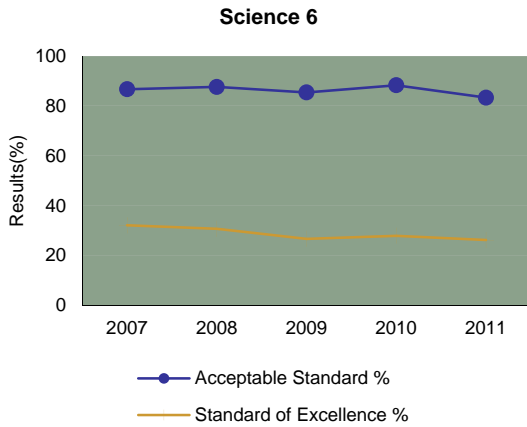
Goal 2: Excellence in Student Learning Outcomes

Graph of Provincial Achievement Test Results by Course



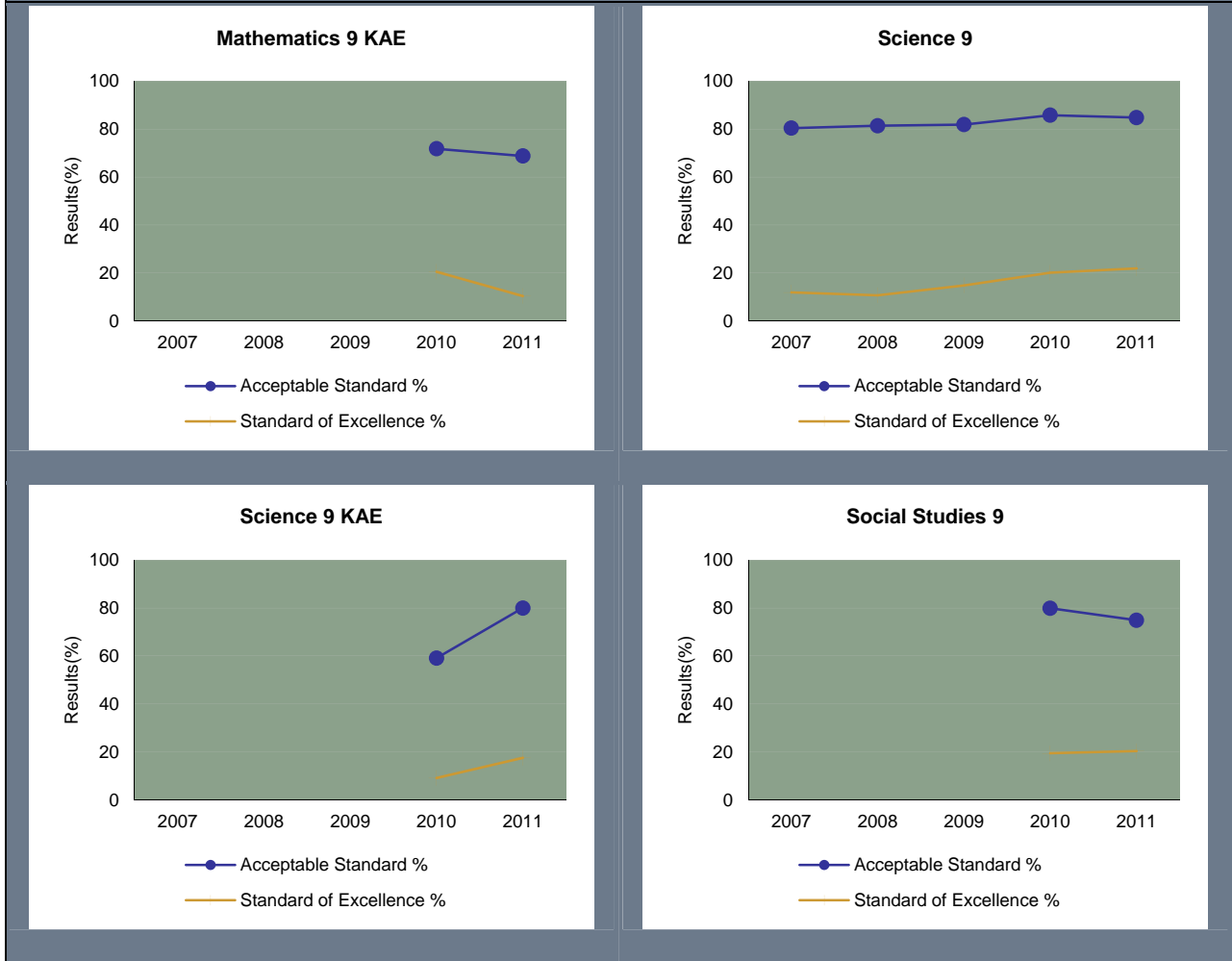
Goal 2: Excellence in Student Learning Outcomes

Graph of Provincial Achievement Test Results by Course

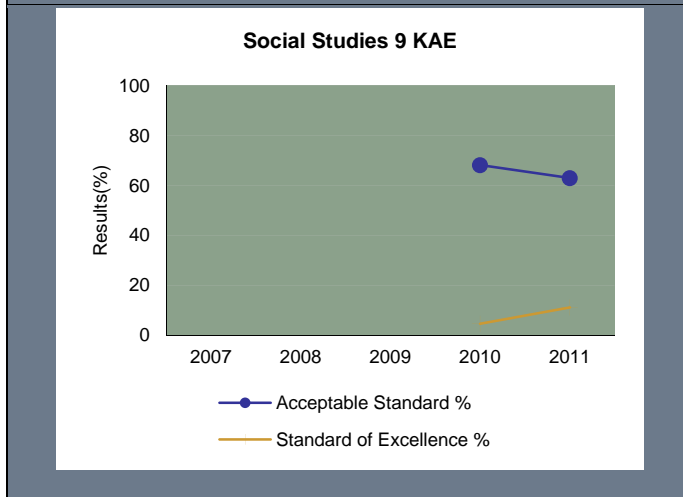


Goal 2: Excellence in Student Learning Outcomes

Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



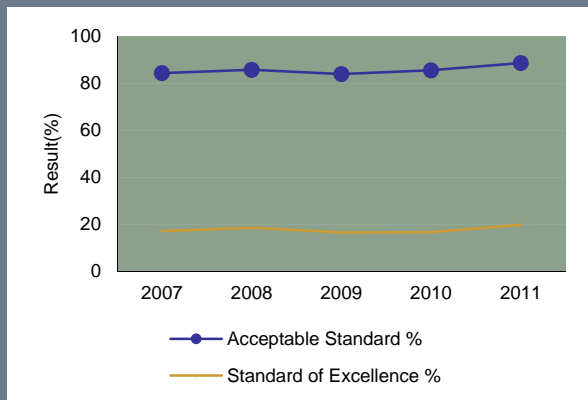
Goal 2: Excellence in Student Learning Outcomes

Performance Measure 2.1.2		Results (in Percentages)**									
Diploma Exam Results by Students Writing - Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).		2007		2008		2009		2010		2011	
		A	E	A	E	A	E	A	E	A	E
Overall***	Authority (required)	84.3	17.0	85.7	18.5	83.9	16.4	85.5	16.6	88.6	19.7
	Province (optional)	84.5	20.2	84.1	19.1	84.3	18.5	83.4	19.0	82.6	18.7

Performance Measure:		Results (in percentages)									
Diploma Exam Course by Course Results by Students Writing (optional)		2007		2008		2009		2010		2011	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	92.7	17.3	92.5	14.9	87.2	12.8	89.0	12.4	92.6	16.0
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1
English Lang Arts 30-2	Authority	91.9	13.8	91.5	5.9	94.5	14.5	95.7	11.3	93.3	8.4
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1
French Lang Arts 30-1	Authority	95.0	20.0	97.4	28.2	93.3	13.3	97.2	11.1	100.0	13.3
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3
Pure Mathematics 30	Authority	81.5	17.6	83.2	23.9	81.5	19.0	85.4	24.2	83.9	25.1
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7
Applied Mathematics 30	Authority	80.5	7.6	86.3	14.7	79.5	12.5	78.0	11.8	90.9	15.9
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8
Social Studies 30	Authority	79.2	17.2	82.6	17.8	74.5	18.6	72.9	6.3	n/a	n/a
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	86.7	18.5	90.5	20.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9
Social Studies 33	Authority	89.6	20.1	89.6	15.6	89.2	16.9	81.8	9.1	n/a	n/a
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	89.5	14.0	88.7	16.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9
Biology 30	Authority	73.6	21.3	74.6	23.8	77.3	21.4	79.2	19.3	82.4	26.7
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8
Chemistry 30 Old	Authority	85.3	27.7	89.1	37.1	n/a	n/a	n/a	n/a	n/a	n/a
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a
Chemistry 30	Authority	n/a	n/a	n/a	n/a	73.8	22.6	83.1	33.9	81.3	31.1
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7
Physics 30 Old	Authority	86.0	18.4	88.7	28.3	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a
Physics 30	Authority	n/a	n/a	n/a	n/a	83.3	25.0	78.6	17.9	83.3	26.9
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7
Science 30	Authority	*	*	100.0	10.0	100.0	22.2	91.7	33.3	100.0	36.4
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Authority Results



Analysis of Diploma Exams: As the final step of the provincial standardized testing program, our graduating students rely on these results to further post-secondary and career aspirations. Through the achievement of our AISI goals, discovering and applying the best research based instructional and assessment practices has been a goal of our high school professional learning communities. Trend data from our high school diploma exam results reveals the following:

- GSACRD students have exceeded the provincial results on all 11 diploma examinations at the Acceptable Standard.
- GSACRD students exceeded the province in 6 of the 11 diploma examinations at the Standard of Excellence.
- GSACRD’s participation rate (students writing 4 or more diploma exams) exceeded the provincial participation rate and was deemed to be at a high level as reported on the provincial Accountability Pillar.
- The participation rate of GSACRD students in French Immersion is more than twice that of the province.

An achievement level of “high” and improvements within the range of 3% for both standards through three years, accounts for the following assessment.

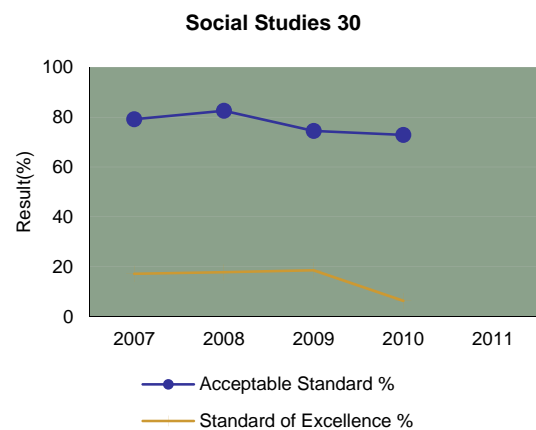
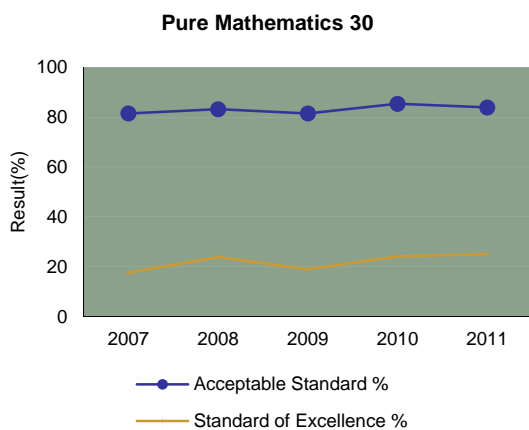
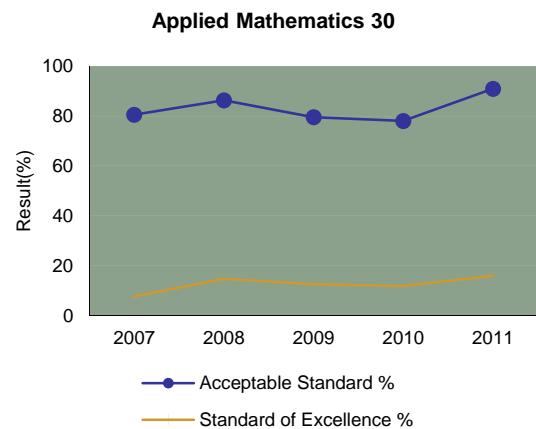
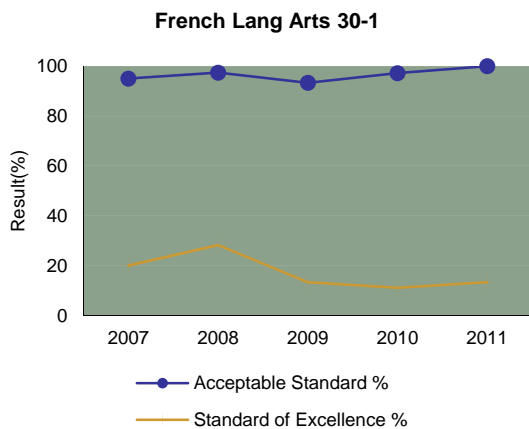
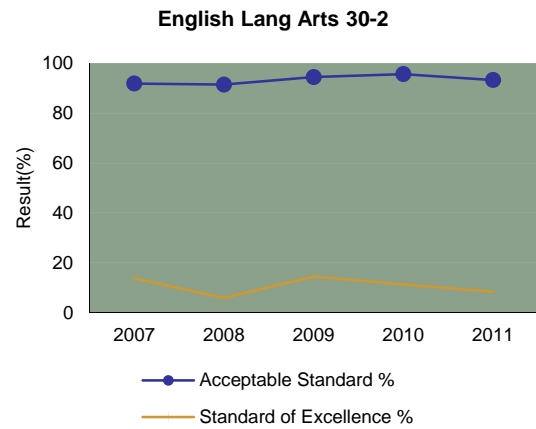
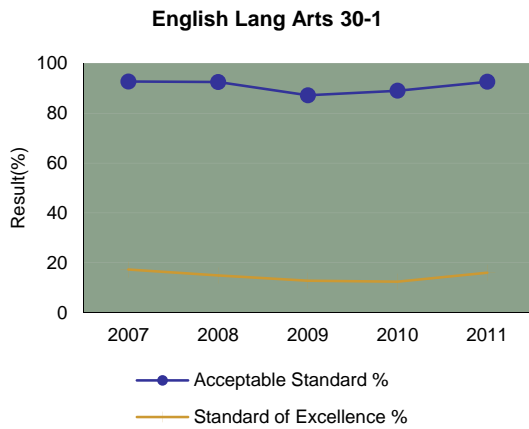
Acceptable Standard Assessment: High Yield Result

Standard of Excellence Assessment: High Yield Result



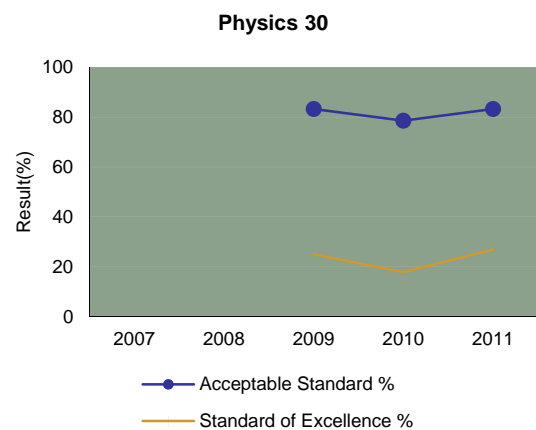
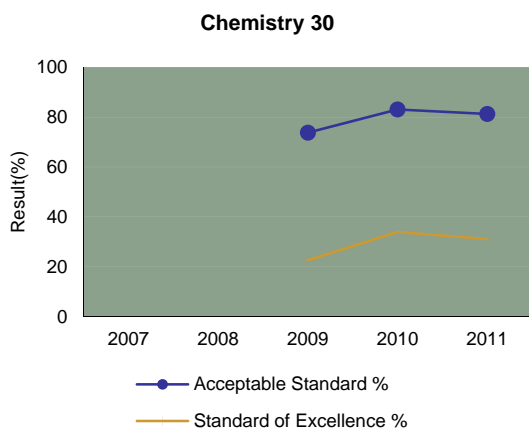
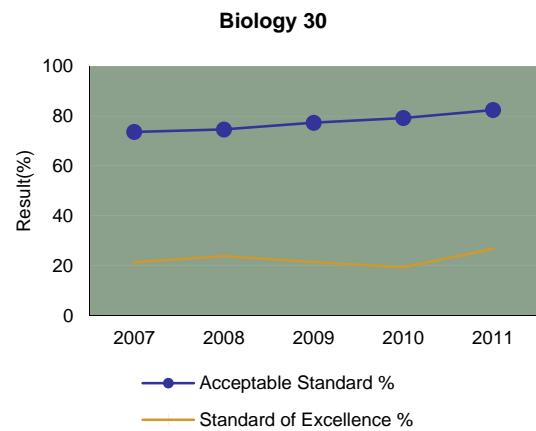
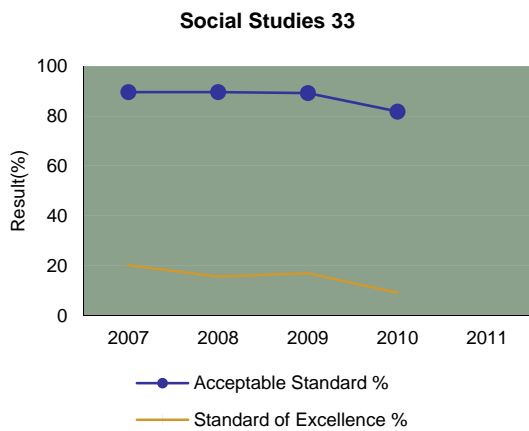
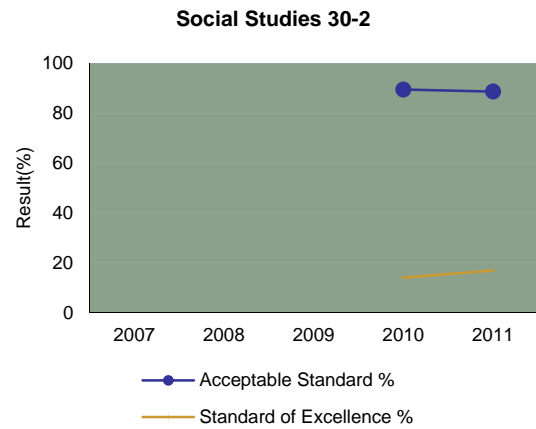
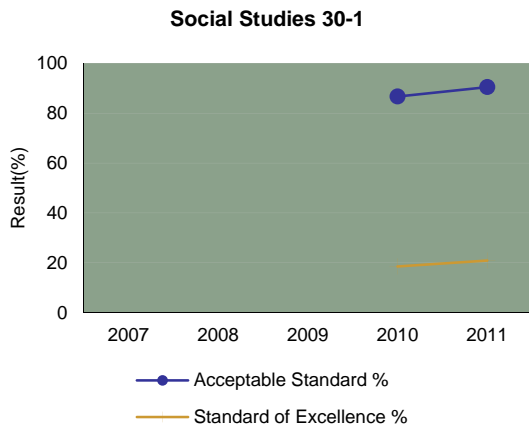
Goal 2: Excellence in Student Learning Outcomes

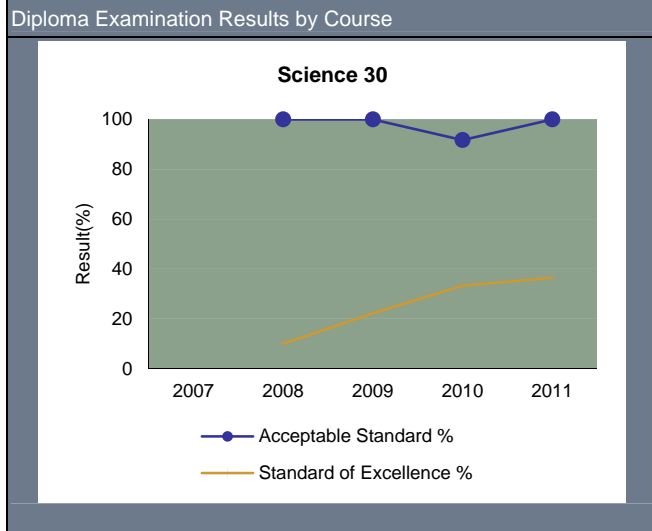
Diploma Examination Results by Course



Goal 2: Excellence in Student Learning Outcomes

Diploma Examination Results by Course





Performance Measure 2.1.3		Results (in percentages)				
		2006	2007	2008	2009	2010
Percentage of students writing four or more diploma examinations by the end of their third year of high school.	Authority (required)	63.6	56.6	59.1	58.6	62.6
	Province (optional)	53.7	53.6	53.3	53.5	54.9

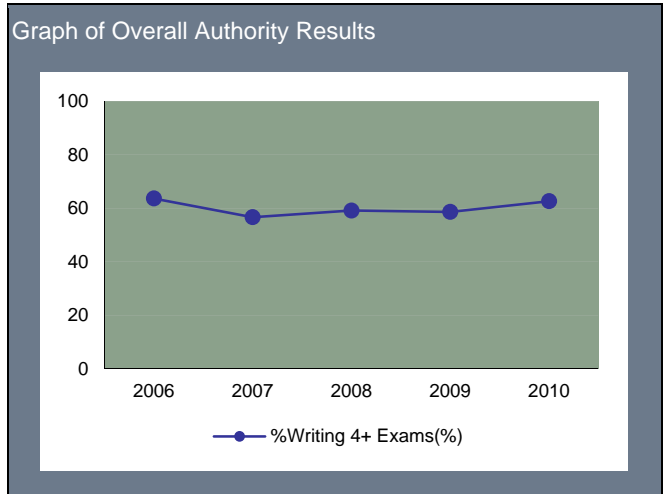
Analysis: Student participation in four or more diploma exams is entirely dependent upon the programs students select relevant to their abilities, post – secondary interests, and career opportunities. For this reason, it is apparent that this indicator varies from year to year. Placing this reality into perspective, the following conclusions may be drawn:

- during the past year, the divisional result (62.6%), exceeded the provincial result (54.9%) by 7.5%;

It is worth noting that as a reflection of our unique parental and student interest in programming, the participation of GSACRD students in French Immersion is more than twice of the province.

3% growth through three years and an “improved” designation has been used to rationalize the following assessment.

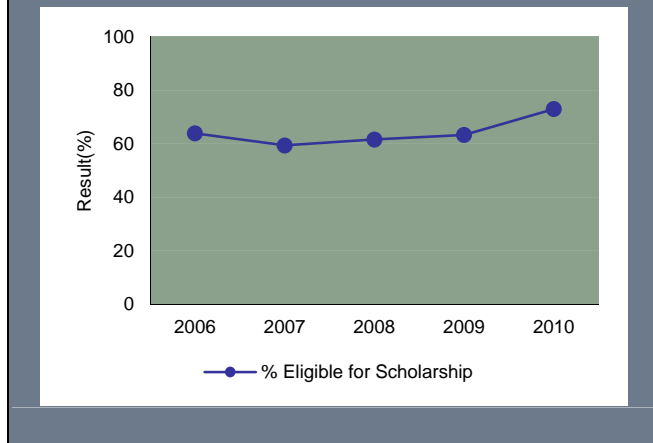
Assessment: High Yield Result



Goal 2: Excellence in Student Learning Outcomes

Performance Measure 2.1.4		Results (in percentages)				
		2006	2007	2008	2009	2010
Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority (required)	63.9	59.4	61.6	63.3	73.0
	Province (optional)	56.1	56.8	57.3	56.9	59.6

Graph of Overall Authority Results



Analysis: The Rutherford Scholarship eligibility indicator continues to be a basis for measuring student's efforts to pursue academic excellence, and realize God given potential. Since 2006, the five-year growth trend has resulted in a 9.1% gain. It is a reflection of the care and attention of our schools to student learning needs when one notes that 73% of students are currently eligible for this award.

The five-year growth trend (9.1%) and the 9% gain from the previous year factors into this assessment.

Assessment: High Yield Result



Provincial Outcome 2.2: Students are well prepared for lifelong learning.

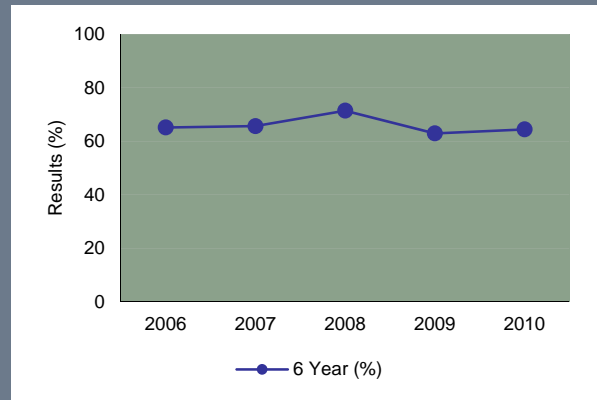
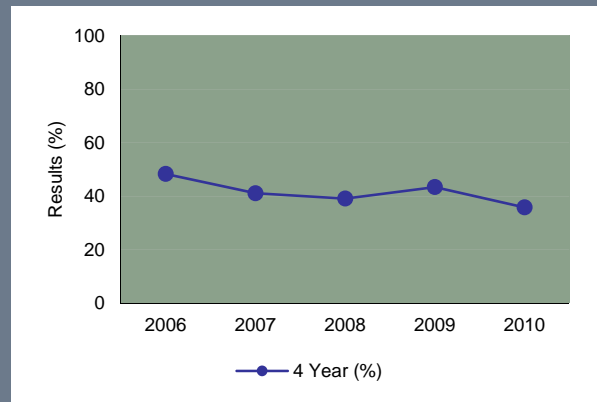
Performance Measure 2.2.1			Results (in percentages)				
			2006	2007	2008	2009	2010
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years**	Authority (required)	65.1	65.6	71.4	62.9	64.4
		Province (optional)	58.1	58.8	59.2	59.8	59.3
	Within 4 Years	Authority (optional)	48.3	41.1	39.1	43.4	35.8
		Province (optional)	37.7	38.7	38.9	37.5	37.8

Analysis: The accompanying data to this measure demonstrates an interesting display of the variance between the trends of numbers of students entering post-secondary between 4 and 6 years. Throughout the five-year trend, the rates of post – secondary transitioning within 6 years of completing high school for our school division is significantly higher than the province. The 6 year rate for last year exceeded the province by 5.1%.

Such information indicates that post-secondary transition from our high schools is higher than the province for the 6-year rate, but the gap is not as significant, nor as high in number when the 4-year rate is considered. It is anticipated that due to Alberta being impacted by the global economic recession, four-year transition rates will increase as students prioritize access to higher education over decreased opportunities to find immediate employment.

Currently, Alberta Education prioritizes as an accountability mechanism, school division success at the 6-year rate. Assessment of this measure is affected by our current result maintaining a “high” achievement result and stable performance occurring within the past five years.

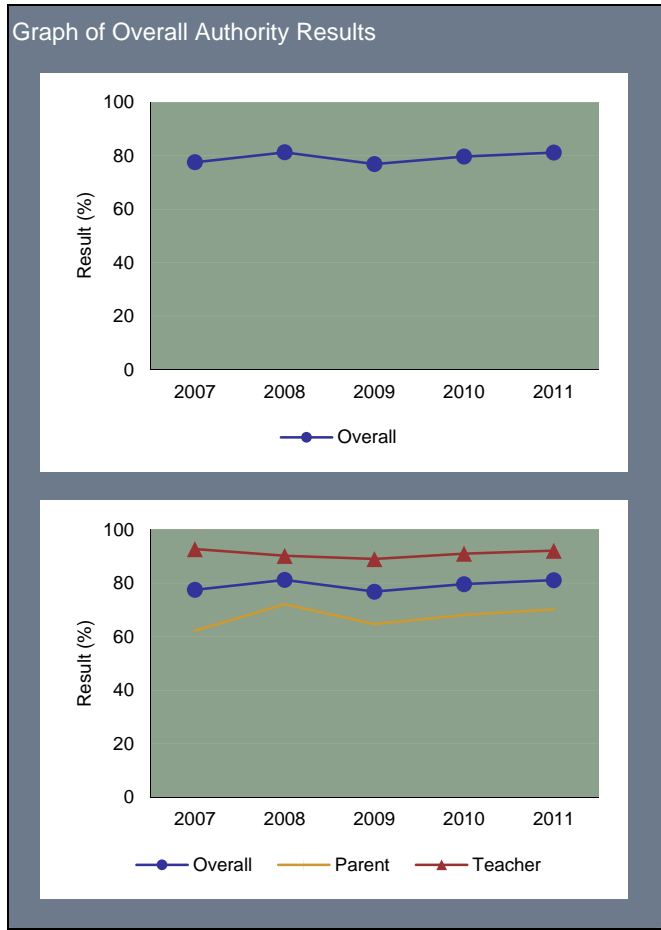
Graph of Overall Authority Results



Assessment: Consistent Result

Provincial Outcome 2.3: Students are well prepared for employment.

Performance Measure 2.3.1		Results (in percentages)					
		2007	2008	2009	2010	2011	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	Authority (required)	77.5	81.2	76.8	79.6	81.1
		Province (optional)	77.1	80.1	79.6	79.9	80.1
	Teacher	Authority (optional)	92.7	90.2	89.0	91.0	92.1
		Province (optional)	89.2	89.3	88.9	90.0	89.6
	Parent	Authority (optional)	62.2	72.1	64.7	68.1	70.2
		Province (optional)	65.1	70.9	70.2	69.8	70.6



Analysis: Parental satisfaction with this measure is lower than that expressed by the teaching population. Provincial data reveals a similar trend. The challenge that our school division faces is enabling our grade 4 parents to understand the correlation between social skills, co-operative learning, and self-discipline, and what will be expected of the world of work. Many of our elementary schools who do not receive as high a result with this measure, report that the “don’t know” choice becomes a default position for lack of parental awareness with the intentional work being conducted in this area. Communication through school council meetings and newsletters has become a favoured strategy to communicate to elementary school parents about the work being conducted in this area. It is anticipated that such efforts will decrease the percentage of “don’t know” decisions being made by parents.

The 1.9% increase that favours the 2011 result, compared to our division’s previous three-year average and an overall accountability pillar assessment of “good” has been factored into the assessment of this measure.

Assessment: Consistent Result

Provincial Outcome 2.4: Students model the characteristics of active citizenship.

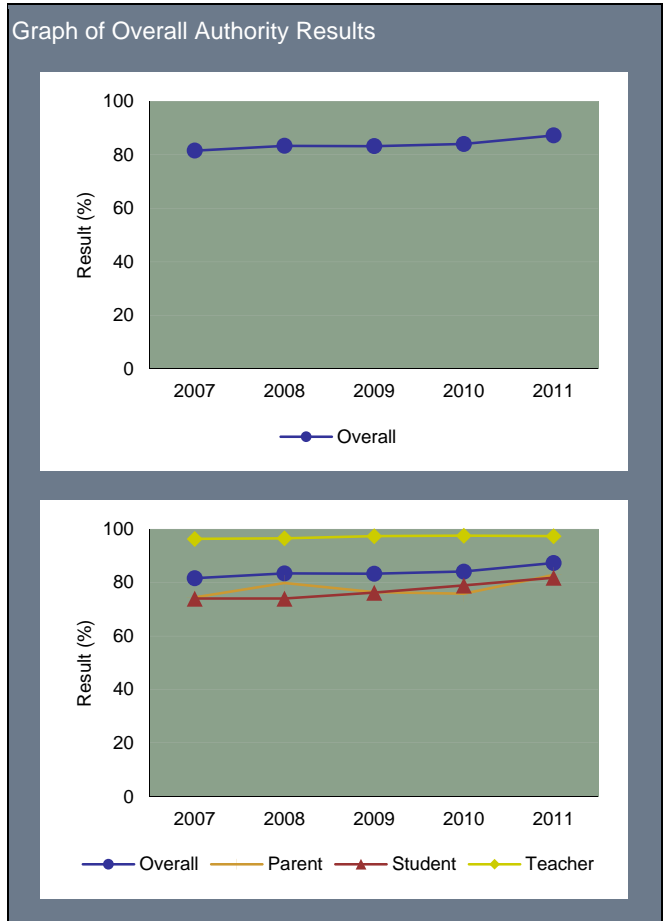
Performance Measure 2.4.1		Results (in percentages)					
		2007	2008	2009	2010	2011	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority (required)	81.6	83.4	83.3	84.1	87.3
		Province (optional)	76.6	77.9	80.3	81.4	81.9
	Teacher	Authority (optional)	96.3	96.5	97.3	97.5	97.3
		Province (optional)	89.9	90.6	91.8	93.0	92.7
	Parent	Authority (optional)	74.4	79.8	76.4	75.8	82.8
		Province (optional)	72.6	74.7	77.4	78.5	78.6
	Student	Authority (optional)	74.0	74.0	76.2	78.9	81.8
		Province (optional)	67.1	68.5	71.8	72.7	74.5

Analysis: Our programming for students continuously embraces the call for our youth to become “Christ for others” in their awareness of how our Church’s social teachings impact our understanding of society’s needs. Such moral purpose occurring within our schools explains the continuous five-year growth of our overall progress for this measure.

The fact that teachers lead the processes that are part of the student leadership programs and community volunteerism initiatives experienced by students accounts for the continuously strong satisfaction being expressed by this survey subgroup. Clearly our teachers through their dedicated work, believe that strong Christian formation for youth and student growth in citizenship are complementary realities. Improved parental and student results through time demonstrate that the leadership of our teachers in this area is strongly valued.

Steady 5.7% overall growth for this measure throughout the five-year trend, and an accountability pillar measure of “Very High” that has “Improved Significantly” to reach an overall rating of “Excellent” influences the following assessment.

Assessment: High Yield Result



Alberta Education Goal 3



❖ **Success for First Nations, Métis and Inuit (FNMI) Students**



Faith in Our Students

Annual Education Results Report
2010-2011

Provincial Outcome: Key learning outcomes for FNMI students improve.

Performance Measure 3.1.1		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2011
Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	1.8	3.5	9.2	7.3	5.3	
	Province (optional)	10.1	11.8	11.0	11.2	10.4	
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	Authority (required)	*	39.4	54.5	50.2	80.4	
	Province (optional)	35.2	34.7	35.6	34.1	38.2	
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	Authority (required)	*	13.4	56.3	50.2	33.5	40.0
	Province (optional)	17.7	16.0	17.2	16.7	19.1	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Authority (required)	*	33.3	60.0	50.0	31.3	
	Province (optional)	27.3	25.8	29.0	27.5	32.1	
High school to post-secondary transition rate of students within six years of entering Grade 10.	Authority (required)	*	*	*	39.0	61.4	
	Province (optional)	23.0	29.6	31.8	33.9	31.2	

Performance Measure 3.1.2		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
Provincial Achievement Test Results by Number Enrolled - Overall percentage of self-identified FNMI students in Grade 3, 6 and 9 who achieved and acceptable standard and the overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Authority (required)	78.6	11.7	78.1	10.5	69.9	9.8	75.7	11.7	72.6	8.5	78.0	12.0
	Province (optional)	53.0	5.5	54.1	5.3	56.3	5.3	59.1	6.4	58.1	6.0		
Diploma Exam Results by Students Writing - Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Authority (required)	93.8	6.3	*	*	72.7	9.1	75.9	10.3	72.4	6.9	84.0	15.0
	Province (optional)	77.4	9.5	77.1	10.2	77.1	8.2	76.3	8.7	77.7	7.4		

Analysis: For many of our First Nations students, given their social and economic difficulties throughout the province, school jurisdictions have been called to afford an extra sense of responsiveness to their educational needs. Such work is important when results indicate that FNMI students are not achieving at the same rate as our other students. Our Church compels us to extend a preferential option for those living among us who are by circumstance, not yet fully afforded the opportunities to realize their potential. Responsiveness to the provincial mandate for FNMI students is a natural fit for our School Division.

Within this section of the report, targets have been established for specific measures. This has been done in order to provide an awareness of the success needed to realize assessments for specific measures that are no longer of “issue” or “concern,” as reported within our accountability pillar report.

For GSACRD, the previously outlined results indicate some very promising results for the 340 students self-identified as being First Nations, Métis, or Inuit. Where trend data is evident, the past three years of data reveals the following:

Performance Measures 3.1.1

- The annual dropout rate of FNMI students since 2008 has decreased by nearly 4%.
- During the same period of time, high school completion has increased by nearly 26%.

It is worth noting that over the past two years:

- High school transition to post-secondary has improved by 22%.

Performance Measures 3.1.2

- When compared to the previous school year, our Provincial Achievement Test and Diploma exam results represent declining results on all measures by an average of 3% for both the acceptable standard and standard of excellence. Whereas by comparison to the province, our results are significantly higher, the decline in results is cause to assess our practices in being responsive to these students.
- Many of our schools have 6 or fewer self-identified FNMI students enrolled in their schools. This creates a challenge for them establishing concrete improvement plans, as their data, relevant to the province's accountability framework remains suppressed.
- Nonetheless, an overall strategy for pursuing overall continuous improvement relative to all FNMI measures, is to assess the engagement levels of students through the application of the Gallup Student Poll surveys, and make plans for specific students based upon the results of this survey. The Gallup research illustrates a positive correlation between student engagement and student learning. On this basis, we are hopeful that this kind of assessment will be an effective indicator of what steps will be necessary to optimize learning environments for our FNMI students.
- Given that enhanced Diploma Examination and Provincial Achievement Test results will be leading indicators in predicting the movement of all other measures outlined in 3.1.1, the following assessment has been provided.

Assessment: Declining Result



Alberta Education Goal 4



Faith in Our Students

❖ **Highly Responsive and Responsible Jurisdiction**

Provincial Outcome 4.1: The jurisdiction demonstrates effective working relationships.

Performance Measure 4.1.1			Results (in percentages)				
			2007	2008	2009	2010	2011
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority (required)	79.1	82.5	82.2	80.4	83.2
		Province (optional)	77.5	78.2	80.1	80.0	79.9
	Teacher	Authority (optional)	92.1	94.6	92.1	91.6	93.7
		Province (optional)	87.1	87.5	88.0	88.6	88.1
	Parent	Authority (optional)	66.2	70.3	72.2	69.3	72.7
		Province (optional)	67.9	69.0	72.2	71.3	71.7

Analysis: The role of the parent as the “primary educator” of our students is a value position that is at the heart of Catholic education. Our schools provide pedagogical expertise to advance the spiritual and educational dimensions associated with teaching to the entire child, but we do so to assist parents to achieve ultimate responsibility for the development of their children. It is for this reason that the data which assesses their involvement has importance to our school division. Clearly the data illustrates that:

- teachers value the contribution of parents to their child’s education and their perceptions consistently exceed opinions expressed elsewhere in the province in this regard;
- the trend over five years for our overall results within the school division has stayed within the 80% range;
- overall results have improved by nearly 3% over the past two years.

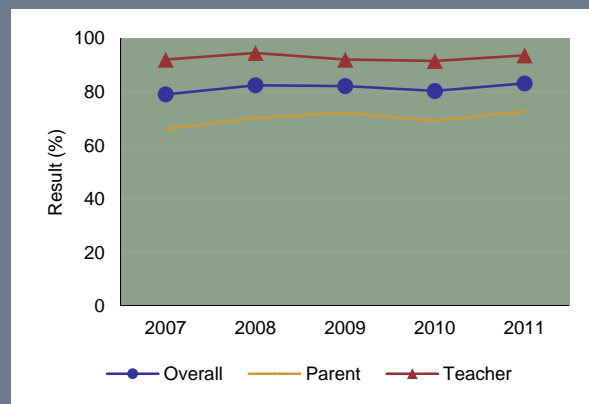
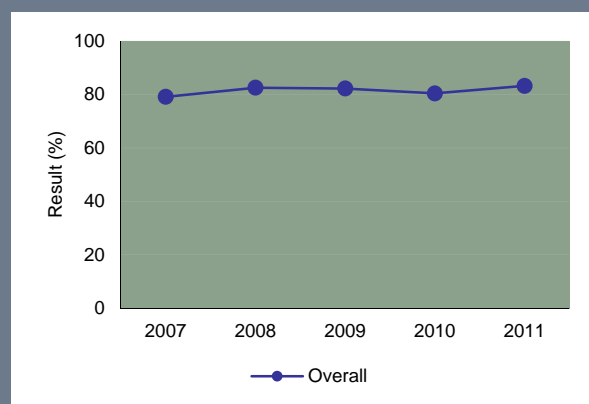
Parents of students with special needs continue to work with their child’s teacher(s) to develop a meaningful learning plan that also incorporates a Student Environmental Tasks Tool (SETT). This process facilitates identification of the most promising programming for students and is an essential component of our Universal Design for Learning process.

Our school communities have extremely active school councils and our School Board places a high priority in liaising with these groups.

Improved trend data, combined with the reality that the provincial government has increased its assessment of achievement to “very high” accounts for the following assessment.

Assessment: High Yield Result

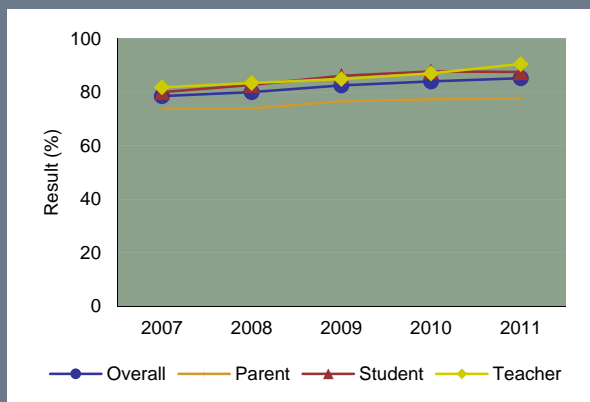
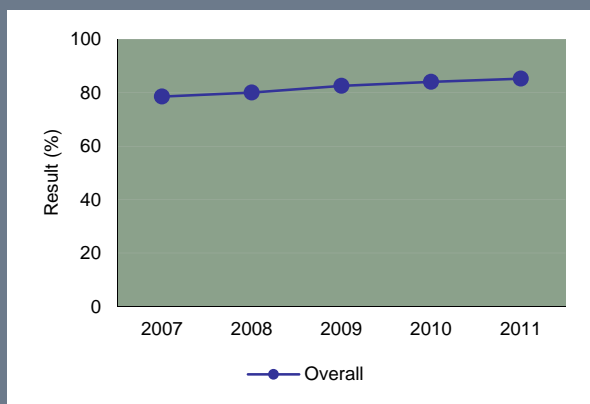
Graph of Overall Authority Results



Provincial Outcome 4.2: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure 4.2.1			Results (in percentages)				
			2007	2008	2009	2010	2011
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	Authority (required)	78.5	80.0	82.5	84.0	85.2
		Province (optional)	76.3	77.0	79.4	79.9	80.1
	Teacher	Authority (optional)	81.8	83.4	84.9	87.0	90.5
		Province (optional)	74.5	75.6	78.2	80.8	80.1
	Parent	Authority (optional)	73.8	73.9	76.6	77.3	77.6
		Province (optional)	75.1	75.9	78.1	77.0	77.3
	Student	Authority (optional)	80.0	82.7	86.1	87.7	87.5
		Province (optional)	79.3	79.5	81.8	81.8	82.9

Graph of Overall Authority Results

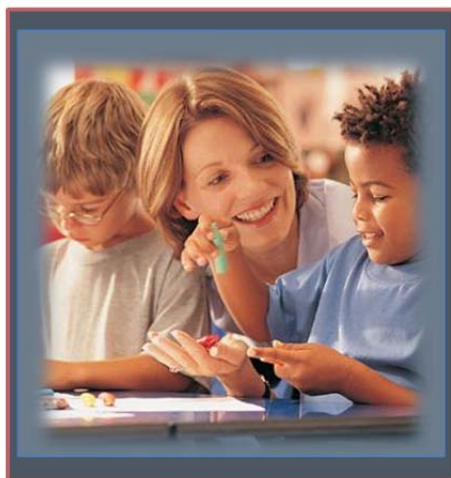


Analysis: School improvement is a challenging and complex endeavour. However, it is one that is better understood through the interdependent relationship of precision of practice, professional learning, and personalized interventions for students who do not yet meet desired levels of success. It continues to be gratifying to the staff members within our schools, that parents perceive their ongoing school improvement efforts to be those that help their children improve in their education. In addition to our teachers exercising meaningful professional development plans within their schools, we believe that the following divisional initiatives have been assistive to improving overall school improvement efforts:

- principals have enhanced the scope of teacher involvement in developing focuses of inquiry that are dedicated to the improvement of learning within schools;
- school improvement efforts are focused on making large investments in few priorities;
- shared dialogue of these goals with senior administration, through the divisional School Results Review (SRR) process, continues to occur on an annual basis;
- school-based activation of Alberta Initiative for School Improvement dollars has resulted in enhancing stronger student assessment strategies in course areas where improvement is necessary;
- activating an instructional coaching model, enhancing the focus of principal as instructional leader, and furthering personnel assistance to schools to assist with instructional practice (through our Learning Services Team), has assisted schools to realize their school improvement goals.

The overall trend data gain through five years has been significant and reflects satisfaction improving by 7%. It is worth noting that teachers' increase in satisfaction has been 9% through a similar time period. Furthermore, this result, when compared to the perspective of teachers within the province last year was higher by 10% and is a leading indicator in determining the "very high" achievement designation, and an "improved significantly" assessment for long term improvement. A teacher's belief in his / her capacity to make a difference in improving student learning, otherwise known as "efficacy," is a powerful determinant of school and school system improvement. This can only happen if professional development within a school system is sufficiently supportive of personal growth plan goals in scope and accessibility. Such significant results confirm the efforts that GSACRD makes in this regard and fully substantiates the assessment that has been provided for this measure.

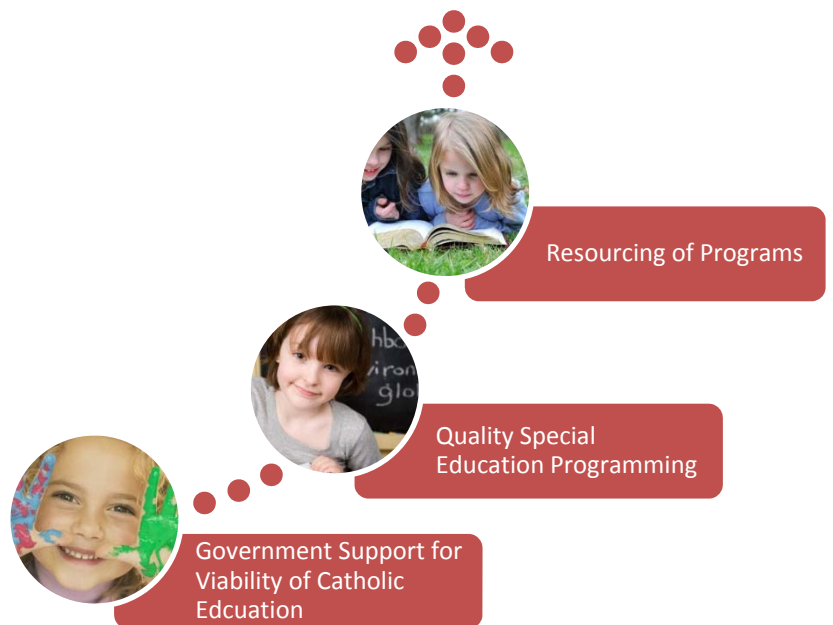
Assessment: High Yield Result



Future Challenges



Faith in Our Students



Our Challenges

In order to identify growth opportunities for the future, it is important to identify those challenges that need to be addressed. A listing of these is provided, accompanied by possible solutions that will assist our School Board as it contemplates the development of a new strategic plan.

✓ **Government Support for the Ongoing Viability of Catholic Public Education**

Catholic education and the success of student learning have a cause and effect relationship. It is because the moral imperative to see our students as the image and likeness of God is so deeply rooted within our culture, that we intentionally pursue outstanding results relative to safe and caring schools, and academic success. It is also a reality that these successes, as made evident in this report, are of tremendous importance to the success of our provincial educational system. We wish this lengthy legacy of success to continue, but will only achieve it through sustaining learning environments where our mandate is unencumbered in its implementation. As we cooperate with the government



to enable a secular education alternative to be made available in Morinville, we will be pursuing a long term solution that affords this educational choice, while enabling our mandate to continue.

✓ **Sustaining Quality Special Education Programming**

The continued success of our special education programming is highly dependent upon an investment in education that significantly surpasses existing levels of funding for special education services. For example, in order to sustain learning support facilitators for our schools, 865 dollars from the per pupil grant needs to be taken off the top to assure this service is in place. The requirement to change the face of how diverse learning needs are addressed within our schools needs to be supported by a resource model that supports the changes required to make this a success.

✓ **Resourcing our Programs**

The current funding framework for education does not adequately address programming costs within our region. A primary driver for our costs challenges is that the “differential” component of the model brings very few sources of divisional revenue that can enhance our economies of scale in meeting student learning needs. Our proximity to Edmonton, higher socio-economic status profile, and relatively small FNMI profile results in limited targeted per pupil dollars that would exceed the basic per pupil grant. While the recent



infusion of dollars for education by our premier was greatly appreciated, we are still operating from a reserve base that is less than 1% of our total operating budget. As a result, the case for the government investing in adequate, predictable, and sustainable long term funding for our students has never been more important.

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

As this report indicates, there are significant gains that have been made within the past few years relevant to decreased dropout rates, increased high school completion, and especially, the transitioning of these students to post – secondary institutions. However, we are conscious of the reality that many of these students are not yet meeting desired benchmarks for academic success, particularly from grades 9 – 12. With a mandated government goal now in place to address FNMI needs, we are stressing the importance of differentiating program and supports for those students within this demographic who are not meeting our academic targets. Furthermore, since we realize that engagement is a strong predictor student success, we will be exploring ways to use our data obtained from our Gallup Student Poll surveys to verify the extent to which these students are experiencing hope, well-being, and psychological – emotional attachment. Such experiences are foundational to strong student engagement in learning.



Financial Results



Provincial Rollup of Jurisdiction Audited Financial information may be found at <http://www.education.gov.ab.ca/funding/afs> .

Additional financial information can be obtained by contacting the Greater St. Albert Catholic School Division Office Finance Department at (780) 459-7711 and also on the division website at www.gsacrd.ab.ca under Division Results, Reports & Forms

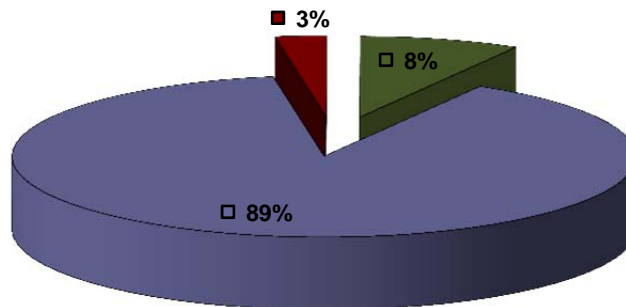


Faith in Our Students

Annual Education Results Report
2010-2011

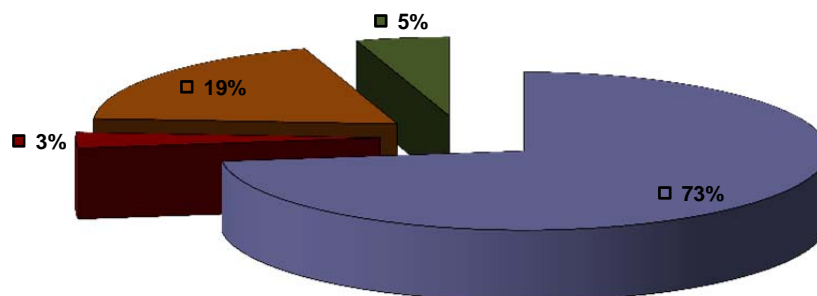
Total Revenues - \$67,984,670

- Province of Alberta - \$60,543,541
- Amortization of Capital Allocations - \$1,785,979
- Other \$5,655,150 (Transportation - \$486,634; School Generated Funds - \$2,838,058; Instructional Fees - \$1,066,936 Other - \$1,263,522)



Total Expenditures - \$69,373,028

- Salaries and Benefits - \$50,563,575
- Amortization - \$2,212,220
- Services, Contracts & Other - \$13,178,095
- Interest & Other - \$3,419,138



(Deficit) Surplus of Revenues over Expenditures (\$1,388,358)

For more information pertaining to School Generated Funds, see the division Audited Financial Statements at <http://www.gsacrd.ab.ca> under Quick links, Forms and Reports or contact the Finance Department at (780) 459-7711.

Audited Financial Statements

	2010	2010-Reinstated	2011
Total Revenues	\$68,190,764	\$67,786,489	\$67,984,670
(Deficit) Surplus of Revenues over Expenditures	(\$291,723)	(\$11, 339)	(\$1,388,258)
Cash and Temporary Investments	\$2,833,166	\$2,833,166	\$693, 458
Total Assets	\$41,712,541	\$42,128, 694	\$38,161,787
Unrestricted Net Assets	\$1,328,912	\$1, 609, 296	\$342, 935
Restricted Net Assets	\$205,315	4,205,315	\$198, 625
Investment in Capital	\$4,905,149	\$4,905,149	\$4,789,842

Total instructional spending per student per school year: \$8,459

Total operational spending per student per school year: \$10,779

The Audited Financial Statement can be found at <http://www.gsacrd.ab.ca> under Division Results, Report & Forms or contact the Finance Department at (780) 459-7711.



Capital and Facilities Projects



Faith in Our Students

❖ The Highlights

Annual Education Results Report
2010-2011

The Board of Education continues to support the enhancement and sustainability of facilities that enable our community to pursue Catholic education in safe and attractive buildings. The Greater St. Albert Catholic School Division is proud of the progress that it has made during the past year to further this aspect of its work.

Capital Planning Considerations

In December, 2010, the Board completed a value management study to address ways with which the final modernization needs of St. Albert Catholic High School and Vincent J. Maloney Junior High School could be completed. The Board still awaits the activation of these improvements through a funding announcement.

Additionally, 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. 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.

Further information about Greater St. Albert Catholic School's Facility and Capital Plan can be found at www.gsacrd.ab.ca under Publications and Downloads.

Infrastructure Maintenance Renewal

Ongoing renewal to our existing facilities was possible in 2010 – 2011 as a result of our allocation from Alberta Education in the amount of \$1,086,613. The division was able to schedule 51 different projects, which included work ranging from the recoating of gym floors, to refurbishing of bathrooms, to resolving drainage and heating issues. We greatly appreciate the significant dedication and proactive work of our divisional maintenance team in addressing this wide range of repairs and upgrades for our schools.

A View Forward

Through the assistance of 007 Architecture, a long term facility development plan was developed four years ago that is entitled, 2008 and Beyond: Long Term Facility Development Plan. This report has documented a thorough and detailed assessment of each school in the division along with recommendations to maintain current schools and prepare facilities for the long term expected programs within the division. The school division continues to use this plan as a reference point for future capital needs. It is anticipated that such a plan, in addition to the value management assessment that the Capital Planning Branch conducted will serve our Board well as it continues to advocate for optimal facilities in housing excellent educational programs for our students.