

Three - Year Education Plan

2011-2014



Greater St. Albert
Catholic Schools
6 St. Vital Ave
St. Albert, AB T8N 1K2

www.gsacrd.ab.ca



Faith in Our Students

Table of Contents

Accountability Statement	1
Division Foundation Statements	2
Accountability Pillar Overall Summary	4
Division Profile	5
Trends and Issues	5
Division Framework.....	7
A Change Agent Status	8
Faith Dimension Goal	9
Alberta Education Goal 1	10
Alberta Education Goal 2	13
Alberta Education Goal 3	15
Budget Highlights.....	16
Highlights of Capital and Facilities Plan	18
Parental Involvement & Publication Statement.....	19





Accountability Statement

The Education Plan for Greater St. Albert Catholic Regional Division No. 29 for the three years commencing September 1, 2011 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2011-2014 on October 24, 2011.

Signature of Board Chair

Signature of Superintendent of Schools



Board of Trustees

Back Row: Lauri-Ann Turnbull, Dave Caron, Noreen Radford, Rosaleen McEvoy

Front Row: Cathy Proulx, Jacquie Hansen, Joan Crockett

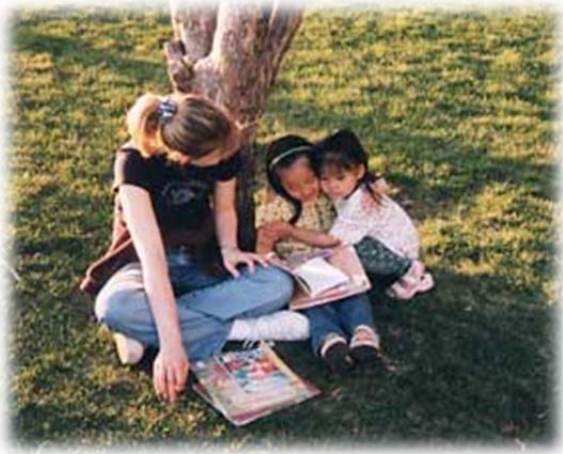


Division Foundation Statements

The following information clarifies the new mission, vision, values, and core commitment statements of the school division and their relevance to decision making processes that are made on behalf of the students in our care. The intention of the school division is to reference key decision making responsibilities against the authority that is implicit within these directional statements.

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.



Our Vision

Excellence in learning through faith, relationships and engagement.



Values and Core Commitments

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

Our Core Commitments to the Value

Passion	We celebrate all students as gifts from God, so we further our dedication to their needs;
Relationships	We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;
Commitment	Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;
Hope	We constantly communicate a belief of what is possible for the student;
Innovation	We are committed to innovation, best practice and lifelong learning;
Excellence	We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.



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

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Division Profile

Serving the children, youth, and families residing in and around the communities of Legal, Morinville (including Cardiff RCSSD No. 684), and St. Albert, Greater St. Albert Catholic Regional Division No. 29 (GSACRD) is the only Catholic public school jurisdiction in Canada. GSACRD schools are Catholic schools that welcome and serve all students who wish to experience its unique educational enterprise.

A Catholic school enables students to realize their God given gifts. Furthermore, all educational experiences within Catholic education enhances a student's relationship to God through the example of Jesus Christ. Throughout this experience, we expect that students will realize their potential so that students become Christ for others, and as such, are always in pursuit of the common good. When further examined from this perspective, the academic success of students is essential to the fulfillment of God's plan for the goodness of creation. It is for this reason that we take the academic formation and the fulfillment of our students' learning potential as being integral to our faith mandate. We believe that by supporting the accountability expectations of the provincial government within the context of the teachings of our faith, we are able to realize our vision for "excellence" in the education of our students.

As the evidence within our Accountability Pillar Report Card indicates, GSACRD continues to be a high performing school division. The division thanks its students, parents/guardians, staff, administration, Board of Trustees, Catholic parishes and other worshipping communities, and the extended community for their faithful commitment and support.

Trends and Issues

In a recent CASS (College of Alberta School Superintendent) Leadership Conference, leading Canadian education researchers, Michael Fullan, Ben Levin and Lyn Sharrat confirmed that high performing Canadian school jurisdictions focus on few and focused goals. Accordingly they afford deep learning within these priorities and stress capacity building of those entrusted with leading growth opportunities. This explains our continued efforts to restrict the priorities of our work through activating a limited set of common divisional strategies. In this way, schools can provide a more specific and targeted focus as the evidence would reflect is necessary, given the local circumstances of the learning community.

All strategies applied within our schools are activated within a common framework for school improvement called the "GSACRD Path." As the following diagram indicates, the interrelationship between what defines "relationship," the "core of our work," and "outcomes" is clearly stated. The centre circle within the overlay of responsibilities at the school, divisional, and provincial levels is our divisional vision statement. Maintaining an awareness of the relationship between all stakeholders in our educational journey and the personalized, precise, and professional practices required to enhance these is at the heart of influencing meaningful growth opportunities within our school division.



Current evidence suggests that the most important improvement priorities for our school division rests in the following areas: the success of our First Nations, Métis, and Inuit (FNMI) learners, reducing the drop-out rate of grades 9 – 12 students, and enhancing achievement within Diploma exams by grade 12. Our Spring Stakeholder meeting, which resulted in over 100 participants from every stakeholder group and community within our division confirmed that maintaining existing alternative programs, and the

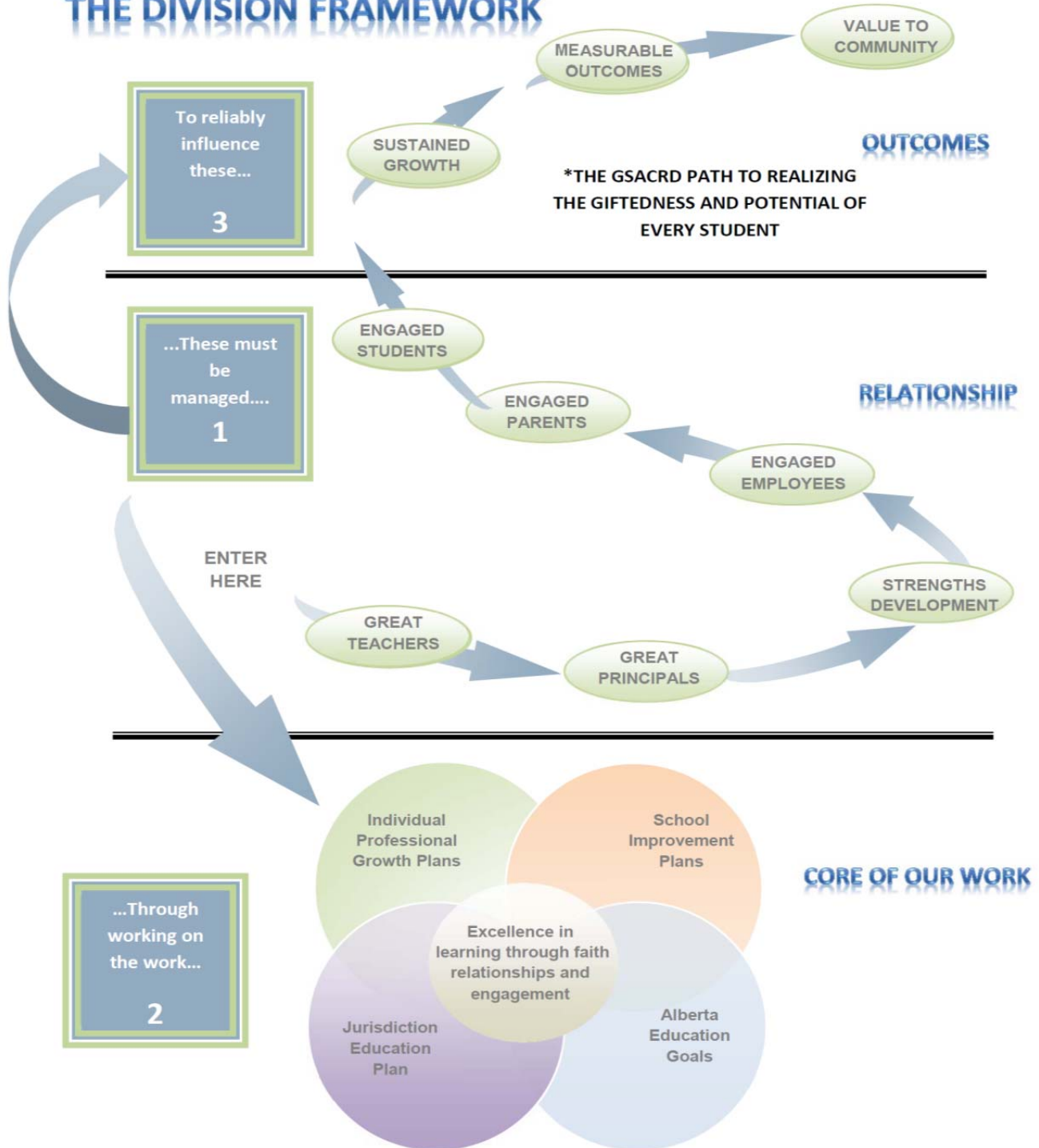
involvement of technologies that meaningfully engage students within their learning are important priorities to stress throughout the school division in addressing student learning needs. Additionally, we concur that the province's new goal and outcomes structure for system improvement appropriately stresses the importance of literacy and numeracy for all students by grade nine as a strong predictor of success within high school.

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





THE DIVISION FRAMEWORK



*Adapted from the GALLUP PATH™



A Change Agent for Education

A consequence of being able to realize the moral imperative of our work, has been provincial attention to our outstanding results in addressing the broad spectrum of student programming needs. Within the Government of Alberta's current Action on Inclusion initiative, GSACRD was selected as one of 12 school divisions in the province that effectively applies research based practices in addressing diverse learner needs. Since addressing these needs occurs most effectively within an inclusive learning environment, during the 2011 – 2012 School Year, our school division will be funded to demonstrate for the rest of the province how effective inclusive education transforms learning within our schools. The systemic practices that are part of our educational delivery model rely on enhancing common strategies to support key outcomes and collaboration amongst staff and between staff and parent communities. This explains GSACRD being designated as a "change agent" in furthering the success of what has traditionally been referred to as special education programming.

It is our strong belief that our efforts in furthering the success of every student rests in applying a framework that proactively and situationally responds to each student's needs. Whereas the specific nature of this framework can be accessed through the following link: www.gsacrd.ab.ca, the following outcomes, dedicated to its success are as follows:

1. The establishment of a collaborative learning team responsible for the development of an effective learning environment for every student.
2. Intentional planning for every student based upon multiple sources of data (individual student profiles, class profiles, data walls, etc.)
3. Enhanced literacy across grades and content areas to improve achievement of students.
4. Schools build a strength and asset based approach to supporting positive behavior through the development of a pyramid of positive behavior supports.





Faith Dimension Goal

CALLED TO BE GOD'S OWN PEOPLE; CALLED TO BE DISCIPLES OF THE LORD

GSACRD Outcome: Students are learning and living their faith.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0	90.3	Very High	Improved	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.1	89.2	Very High	Improved Significantly	Excellent

Strategy:

- ◆ We will build discipleship by welcoming all, conscientiously modelling faith and purposefully planning compelling liturgies, permeation of faith, staff faith formation, and service to others.





Alberta Education Goal One

SUCCESS FOR EVERY STUDENT

Provincial Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	87.5	87.9	Very High	Improved	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	21.8	21.1	Very High	Improved	Excellent

Strategy:

- ◆ Purposefully plan for each child based on multiple sources of evidence.



**Provincial Outcome: Students achieve educational outcomes.**

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations.	88.6	84.6	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations.	19.7	17.3	Intermediate	Maintained	Acceptable
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	82.6	75.7	Very High	Improved Significantly	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	3.1	High	Maintained	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	62.6	58.1	High	Improved	Good
High school to post-secondary transition rate within six years of entering Grade 10.	64.4	66.6	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	73.0	61.5	Very High	Improved Significantly	Excellent

Strategy:

- ◆ Purposefully Plan with each child based on their strengths, aspirations, and goals throughout their education in preparations for post-secondary.
- ◆ Sustain existing alternative programs within the division to enhance student engagement.

AISI Strategies:

- ◆ Use assessment for learning and differentiated instruction strategies in all subject areas.
- ◆ Continue to build capacity and understanding about assessment theories and their practical application in the classroom.
- ◆ Use inquiry-based learning with students in all programs of study and in all grades.
- ◆ Build capacity in use of inquiry-based learning and instructional technologies.
- ◆ Build a common understanding of student engagement.



Provincial Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.3	83.6	Very High	Improved Significantly	Excellent
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.	81.1	79.2	High	Maintained	Good

Strategies:

- ◆ Intentionally teach skills required to work in a collaborative, critical-thinking, project-based, problem-solving society.
- ◆ Use technology where appropriate to engage in meaningful curriculum-based learning so that students can learn any time, any place, any pace.





Alberta Education Goal Two

TRANSFORMED EDUCATION THROUGH COLLABORATION

Provincial Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0	90.3	Very High	Improved	Excellent
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.	87.1	83.9	Very High	Improved Significantly	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.1	89.2	Very High	Improved Significantly	Excellent

Strategy:

- ◆ All stakeholders collaborate to determine, define, clarify and communicate school-wide expectations for behaviour and learning.





Provincial Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	81.7	Very High	Maintained	Excellent
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.	85.2	82.2	Very High	Improved Significantly	Excellent

Strategies:

- ◆ Use multiple strategies to engage parents in a more direct and interpersonal relationship to work toward student learning excellence.
- ◆ Build capacity of staff through strategic deployment, collaboration, and coaching of all staff for the betterment of all division relationships and learning.





Alberta Education Goal Three

SUCCESS FOR FIRST NATIONS, MÉTIS AND INUIT (FNMI) STUDENTS

Provincial Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3-yr Avg.				Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.3	6.6	Intermediate	Maintained	Acceptable			
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	80.4	48.0	High	Improved	Good			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	72.6	74.6	Low	Maintained	Issue	78.0	79.0	80.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	8.5	10.6	Low	Maintained	Issue	12.0	14.0	16.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	72.4	74.3	Low	Maintained	Issue	84.0	85.0	86.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	6.9	9.7	Low	Maintained	Issue	15.0	16.0	17.0
*Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.5	40.0	Low	Maintained	Issue	40.0	45.0	48.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	61.4	39.0	High	Maintained	Good			
*Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	31.3	47.8	Very Low	Maintained	Concern	40.0	45.0	50.0

♦ As per the Alberta Education expectation, targets have been set for these measures with an overall rating of "issue" or "concern".

Strategy:

- ♦ Through applying the Gallup Student Poll, establish an understanding of the engagement of FNMI students.
- ♦ Establish supports to enhance expressed engagement needs.



Budget Highlights

PRINCIPLES FOR THE BASIS OF ALLOCATIONS

The Principles for the Basis of Allocations flow from the foundational statements of the Division and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that decisions are best made by those persons closest to the source where such decisions will be applied. However, while the Principles acknowledge the benefit of site-based management, they also honor the need for solidarity among our schools, assuming that all areas of financial allocation in the Division have a shared role in serving the needs of students. Finally, socialization is deemed to be the value that bridges the two previous components together. It assumes that all who work on behalf of students must be active in demonstrating behaviors that support each other with respect to the interdependent nature of everyone working for the needs of all students. Consequently, from time-to-time, adjustments to the site-based and the Division's budgets may be required to facilitate prudent fiscal stewardship of the Division.

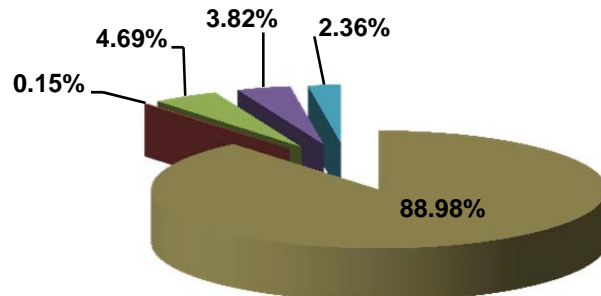
The complete document for the Principles for the Basis of Allocations Report can be found at www.gsacrd.ab.ca once available.



BUDGETED REVENUES 2011-12

Revised November 28, 2011

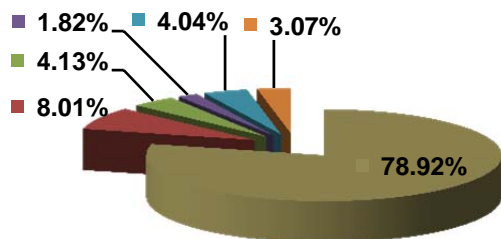
AB Education	\$63,692,236
Parent Fees	\$2,737,970
AB Fin/Capital	\$1,687,052
Other Revenue	\$3,358,355
Other Sale & Services	\$108,400
Total Revenues	\$71,584,013



AB Education
Other Sale & Services
Other Revenue
Parent Fees
AB Finance/Capital

BUDGETED EXPENDITURES 2011-12

Revised November 28, 2011



Instruction
Transportation
Govern/Admin
PO&M
External Services
Capital & Interest

Instruction	\$56,547,279
PO&M	\$5,738,448
Transportation	\$2,960,325
External Services	\$1,305,417
Govern/Admin	\$2,896,000
Capital & Interest (supported)	\$2,202,932
Total Expenditures	\$71,650,401

BUDGETED OPERATIONAL DEFICIT (\$66,388)

To view the Budget Report, please visit
<http://www.gsacrd.ab.ca> in Division Results, Reports & Forms



Highlights of Facility and Capital Plans

This government has requested school boards to not submit new plans for the 2011 – 2013 planning cycle if boards are electing to retain their previous plan's proposals from the previous year.

Consequently, the Board will be retaining its top three capital priorities as submitted to government in June, 2009. These include the following:

✓ Modernization of St. Albert Catholic High School

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

✓ Modernization of Vincent J. Maloney (VJM) Junior High School

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

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

For the 2010 - 2011 School Year, the existing attendance boundary in the East Kingswood area of St. Albert was removed to promote parental choice in selecting elementary programming. This decision enabled new students who reside in close proximity to Neil M. Ross School to attend its programs, while also enabling new opportunities to be in place for Vital Grandin who has in place a City wide-transportation service to access the new Fine Arts and Media Enhancement (FAME) program. This opportunity will continue for the 2011 – 2012 school year. It is anticipated that the expected growth in both school communities will assist their feeder junior high school, R.S. Fowler, to experience growth as well. The total impact of these expected enrolment trends will be the need to plan for a new elementary school to the north of these programs, in the rapidly developing Erin Ridge area.

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.



Parental Involvement & Publication Statement

The 2011-2014 Three-Year Education Plan can be accessed on the GSACRD website www.gsacrd.ab.ca under Division Results, Reports & Forms

Letters have been sent to stakeholders informing them of the website address and link.

Copies of the 2011-2014 Three-Year Education plan will be distributed to schools and principals will communicate the plan to their school councils.

Highlights of the 2011-2014 Three-Year Education Plan will be distributed to staff and parents and will be available at the Catholic parishes.

GSACRD promotes the involvement of school councils by:

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

GSACRD school principals invite input from their respective school councils into the annual improvement plans. School improvement plans are aligned with the Alberta Education Business Plan, the GSACRD Three-Year Education Plan, and the priorities of the local school community.

(Section 13 of the School Councils Regulation (Alberta Regulation 113/2007))

