



Greater St. Albert
Catholic Schools

Faith in Our Students



Three-Year

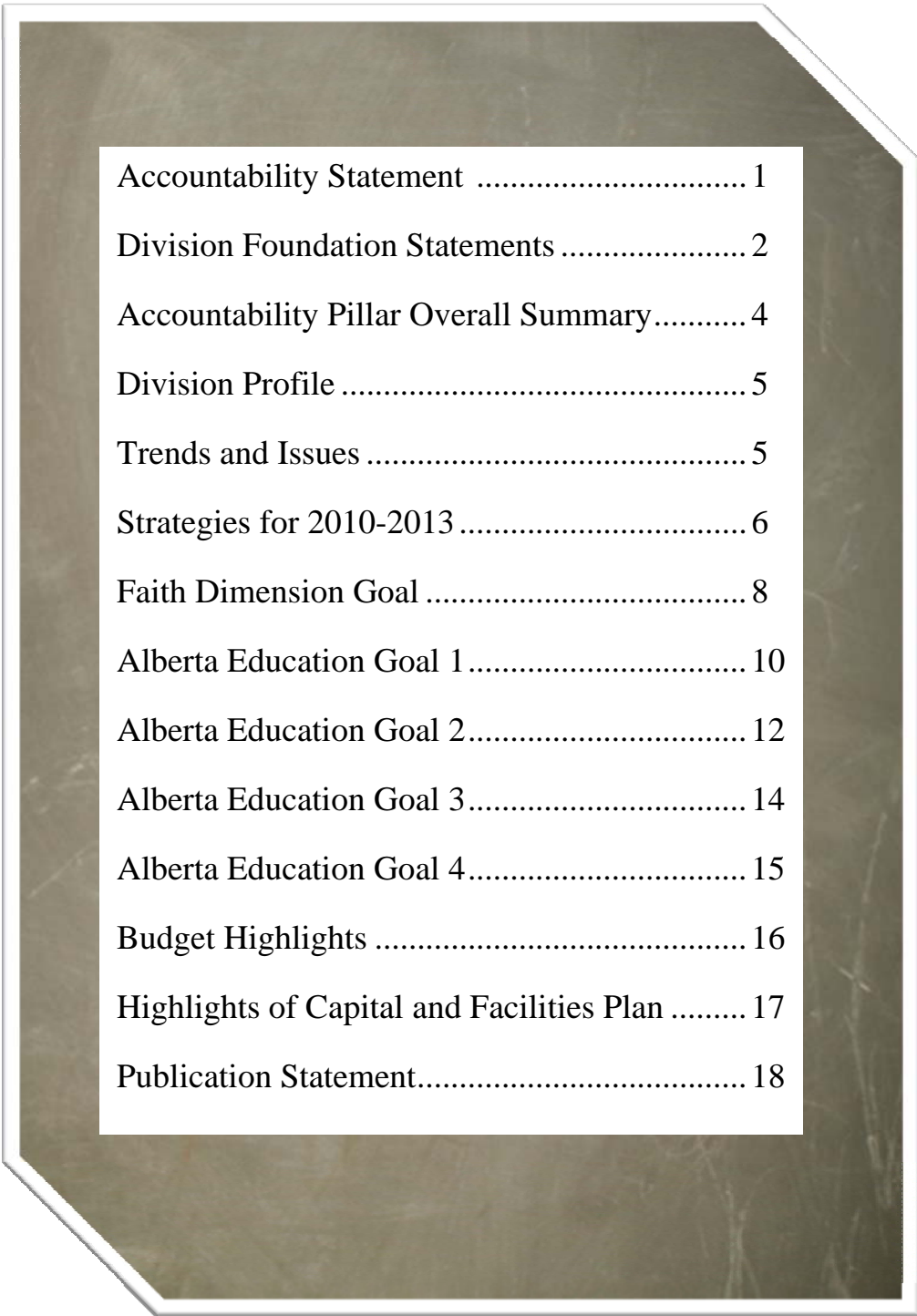
Education

Plan

2010-2013

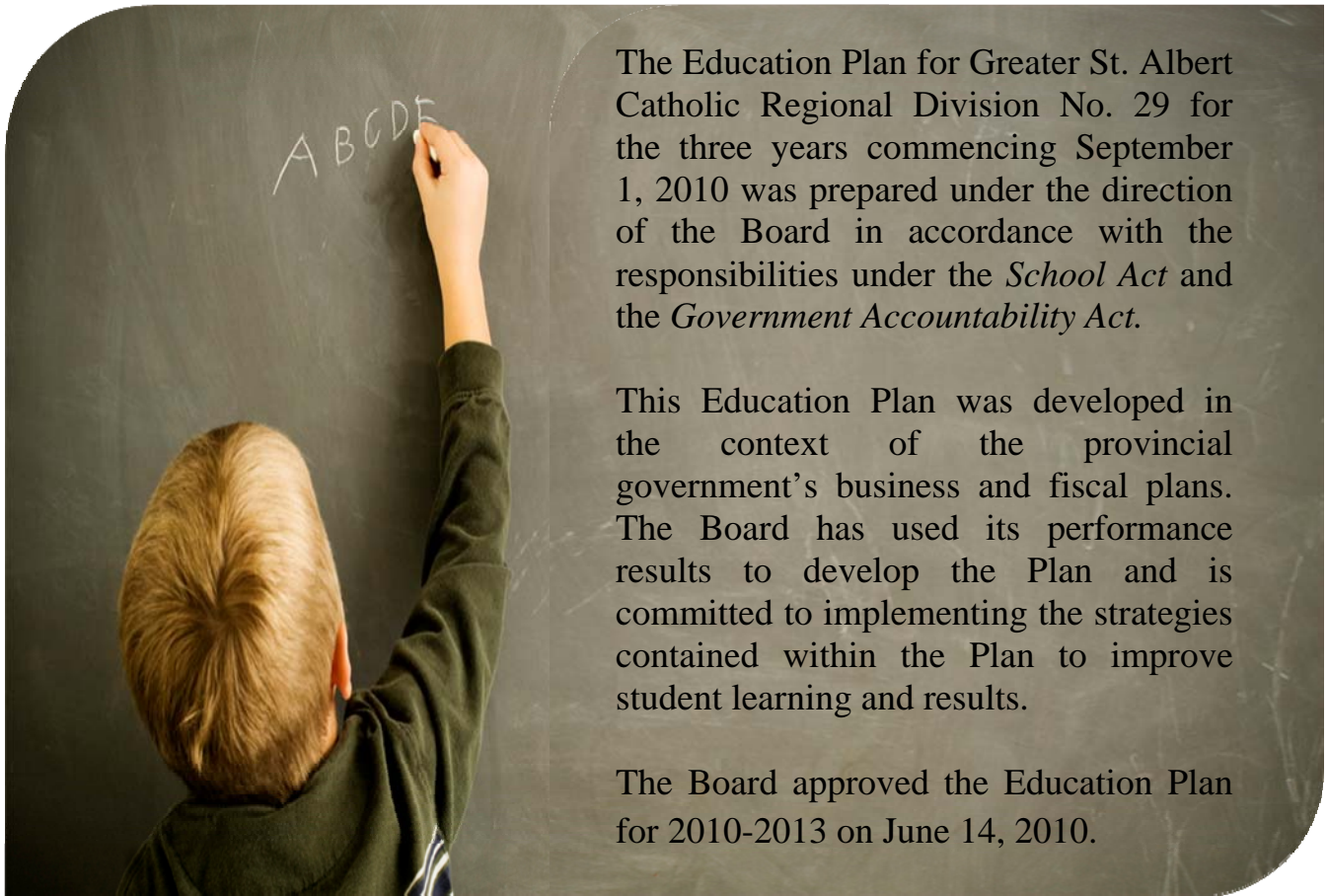
Greater St. Albert Catholic Schools
6 St. Vital Ave
St. Albert, AB
T8N 1K2
www.gsacrd.ab.ca

Table of Contents

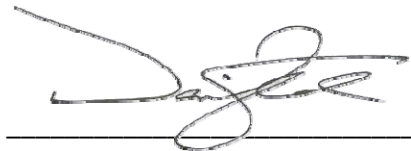


Accountability Statement	1
Division Foundation Statements	2
Accountability Pillar Overall Summary.....	4
Division Profile	5
Trends and Issues	5
Strategies for 2010-2013	6
Faith Dimension Goal	8
Alberta Education Goal 1.....	10
Alberta Education Goal 2.....	12
Alberta Education Goal 3.....	14
Alberta Education Goal 4.....	15
Budget Highlights	16
Highlights of Capital and Facilities Plan	17
Publication Statement.....	18

ACCOUNTABILITY STATEMENT



Signature of Board Chair



Signature of Superintendent of Schools



Division Foundation Statements

In response to the expectations of the 2009 – 2012 Three Year Education Plan, much of the 2009 – 2010 School Year was spent involving our school-based administrative teams, school councils, and staff in determining foundational statements that will play a critical role in decision making processes at every level throughout the school division. 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.

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.

The mission represents the fundamental reason for the organization's existence. A mission begs the question, "What are we here to do together?"

It includes all of the elements of our purpose so we can ensure that our vision and goals clearly reflect our mission.

Our Vision

Excellence in learning through faith, relationships and engagement.

Vision: An Image of our Desired Future

A vision is a picture of the future we seek to create. It is described in the present tense, as if it were happening now. It shows where we want to go and what our learning communities will be like when we get there.

A vision gives shape and direction to the organization's future and it helps stakeholders set goals to take our schools closer to it.



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.



Accountability Pillar Overall Summary

October 2010 Accountability Pillar Overall Summary

Goal	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
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	89.2	89.1	88.5	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	Good	Program of Studies	84.8	83.9	83.0	80.5	80.3	79.4	Very High	Improved	Excellent
			Education Quality	91.0	89.7	89.7	89.2	89.3	88.4	Very High	Improved	Excellent
			Drop Out Rate	3.4	3.3	2.6	4.3	4.8	4.8	High	Declined	Acceptable
			High School Completion Rate (3 yr)	74.9	77.2	77.4	71.5	70.8	70.9	High	Maintained	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.0	87.9	87.9	79.1	78.3	77.2	Very High	Improved	Excellent
			PAT: Excellence	22.9	21.6	21.1	19.4	18.3	18.2	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.5	83.9	84.6	83.4	84.3	84.3	Intermediate	Maintained	Acceptable
			Diploma: Excellence	16.6	16.4	17.3	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	58.6	59.1	59.8	53.5	53.3	53.6	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate (Revised)	63.3	61.6	61.6	56.9	57.3	56.7	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.9	71.4	67.4	59.8	59.2	58.7	High	Declined	Acceptable
			Work Preparation	79.6	76.8	78.5	79.9	79.6	78.9	High	Maintained	Good
			Citizenship	84.1	83.3	82.8	81.4	80.3	78.3	Very High	Improved	Excellent
	Goal 4: Highly responsive and responsible education system	Parental Involvement	Good	Parental Involvement	80.4	82.2	81.3	80.0	80.1	78.6	High	Maintained
Continuous Improvement		Excellent	School Improvement	84.0	82.5	80.4	79.9	79.4	77.6	Very High	Improved Significantly	Excellent



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.

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

From a systems perspective, theorists remind us that in the end, all organizations are perfectly designed to obtain the results that they continue to get. Consequently, if we are to enhance the success of our students, we need to be consciously aware of what changes are necessary within our efforts to bring about the world we wish to create. Jim Collins reminds us that great organizations pursue this process with a relentless discipline to prioritize efforts that will make a difference in advancing the mission and vision of the organization, and say "no" to those processes that detract from this goal, or exhaust resources necessary to fulfill its purpose.

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 transition to post secondary educational settings for our graduate students. Additionally, we are interested in experiencing the same growth of student success from grades 4 – 12, as is being experienced throughout the province. Upon assessing our provincial accountability pillar data and consulting with our community stakeholders, these improvement strategies and other important improvement priorities have been incorporated into the "faith dimension goal" and provincial goals that shape this document.



Strategies for 2010-2013

1. Celebrate liturgical events at the local church as often as possible
2. Enhance the preparation, planning, implementation, and reflection of liturgical focuses for staff and students
3. Celebrate class masses, as prescribed in the religion program
4. Celebrate an “instructional mass” annually for students
5. School leadership will enable staff and students to reflect upon liturgical events and adopt planning protocols to support such efforts
6. Inservice staff according to recommended practices for permeation so that it becomes inherent, incidental, and intentional
7. Guide permeation efforts through the application of the Christian Praxis Model and the resource “When You Teach within a Catholic School”
8. Staff will participate within a school based retreat to further faith permeation needs within the learning community
9. Further division-wide participation within the “Oblate Guatemala Backpack Project”
10. Participate in local and/or global service projects that are meaningful to each school community
11. Organize a prominent outdoor liturgy to celebrate our schools’ solidarity with the 150th Jubilee Celebration of St. Albert
12. 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
13. 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
14. Commission the development of a visual (sacramental) display to serve as a lasting reminder of this event
15. Incorporate presentations, student events, and students’ work linked to the 150th Jubilee through the 2011 Education Week celebration
16. Provide timely and appropriate support through a “Pyramid of Intervention” for students who are at-risk because of academic or social / emotional needs
17. Enable technology to enhance student learning within the full spectrum of learning needs for our school communities
18. Support the faith journey of students so as to respect their current circumstances, while furthering the growth of their relationship to God through the example of the Catholic faith



-
19. Make students and parents aware of high school graduation requirements and career qualifications at the junior high level
 20. Provide counseling services to support student career portfolios
 21. Provide alternative differentiated programming opportunities for students to achieve success in diploma examination courses
 22. Focus on the application of the Gallup Student Poll to measure engagement, hope, and well being in our schools
 23. Establish Grade 9 and Grade 10 student partnerships to further peer mentoring and the building of relationships
 24. Use available technologies for students to provide accessible and optimal learning for students
 25. Enable Professional Learning Communities to focus on the decline of students achieving at the Standard of Excellence from grades 4 – 12
 26. Build capacity and understanding about instructional strategies and assessment theories and their practical application in the classroom
 27. Assign staff members to mentor FNMI learners in a situational and timely manner to support a “student growth plan”
 28. Promote supportive relationships between the GSACRD and FNMI communities with the goals of establishing common and shared supports to assist the success of students
 29. Incorporate First Nations cultural and spiritual considerations within educational programming
 30. Increase parental awareness of involvement opportunities in schools through the use of websites, email, and newsletters
 31. Promote optimal engagement for all stakeholders at all levels: student, staff, and parents
 32. Through diverse and varied mediums, promote the skills of staff to make a positive and personalized connection with their students’ parents on a regular basis
 33. Establish special communication processes for new families of our schools within the first month of school



Faith Dimension Goal

Called to be God's Own People; Called to be Church

Our faith dimension goal for 2010 – 2011 corresponds with the theme for the third year of the Nothing More Beautiful evangelization program that the Archdiocese of Edmonton is hosting next year. Since the program will focus on the beauty of the Church and the Communion of Life in the Church, His Grace, Archbishop Richard Smith has asked that all school jurisdictions within the archdiocese reflect and reinforce this theme through their annual faith goal.

The theme is based on the following scripture passage:

But you are a chosen race, a royal priesthood, a holy nation, God's own people, in order that you may proclaim the mighty acts of Him who called you out of darkness into his marvellous light. (1 Peter 2: 9).

In order to make our students feel connected to this theme, our schools will focus on the central focus of a church community: “God’s own people.” The four outcomes and corresponding strategies that will promote the association of all of our people to the Body of Christ and a closer communion with God are as follows:

GSACRD Outcome	GSACRD Strategies
✦ Celebrate liturgies with passion, purpose, and joy	1, 2, 3, 4, 5
✦ Permeate the faith within teachable moments	6, 7, 8
✦ Be of service to others in need	9, 10
✦ Celebrate our history and our legacy as God's own people: Participating within the 150 th St. Albert Parish Jubilee and 100 th Anniversary of Morinville	11, 12, 13, 14, 15

These outcomes and strategies are expected to continue to positively impact provincial accountability pillar measures listed below that are also associated with important qualitative components of our faith dimension.



Performance Measure	Current Result	Previous 3-yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	89.2	88.5	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	91.0	89.7	Very High	Improved	Excellent
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	84.1	82.8	Very High	Improved	Excellent
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	84.0	80.4	Very High	Improved Significantly	Excellent



Alberta Education Goal One

High Quality Learning Opportunities

Provincial Outcome: School environments are safe and caring.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	89.2	88.5	Very High	Maintained	Excellent

GSACRD Strategies: 16, 18, 22, 23

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

Performance Measures	Current Result	Previous 3-yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	84.8	83.0	Very High	Improved	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	91.0	89.7	Very High	Improved	Excellent

GSACRD Strategies: 16, 17, 20, 22



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

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Annual dropout rate of students aged 14 to 18.	3.4	2.6	High	Declined	Acceptable

GSACRD Strategies: 19, 20, 21, 22, 23

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10.	74.9	77.4	High	Maintained	Good

GSACRD Strategies: 19, 20, 21, 22, 23



Alberta Education Goal Two

Excellence in Student Learning Outcomes

Provincial Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	87.3	86.7	Very High	Maintained	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	22.0	21.1	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	82.7	84.8	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations.	16.8	18.1	Intermediate	Maintained	Acceptable
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.6	59.8	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	63.3	61.6	High	n/a	n/a

GSACRD Strategies: 16, 22, 24, 25, 26

Provincial Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
High school to post-secondary transition rate of students within six years of entering Grade 10.	62.9	67.4	High	Declined	Acceptable

GSACRD Strategies: 16, 22, 24, 25, 26



Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6	78.5	High	Maintained	Good

GSACRD Strategies: 16, 22, 24, 25, 26

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	84.1	82.8	Very High	Improved	Excellent

GSACRD Strategies: 18, 22, 24, 25, 26



Alberta Education Goal Three

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

Provincial Outcome: Key learning outcomes for FNMI students improve. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans)

Performance Measures	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Annual dropout rate of self-identified FNMI students aged 14-18.	7.3	4.8	Low	Maintained	Issue	6.0	5.0	4.0
High school completion rate of self-identified FNMI students within three years of entering Grade 10.	50.2	47.0	Very Low	Maintained	Concern	55.0	60.0	65.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	70.9	75.5	Low	Maintained	Issue	75.0	80.0	85.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	10.1	12.0	Very Low	Maintained	Concern	15.0	18.0	23.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	75.9	78.8	Low	Maintained	Issue	77.0	80.0	83.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	10.3	15.7	Low	Maintained	Issue	12.0	15.0	17.0
Percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering Grade 10.	50.2	34.9	Intermediate	Maintained	Acceptable			
Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.	50.0	46.7	Intermediate	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	39.0	n/a	Very Low	n/a	n/a			

GSACRD Strategies: 27, 28, 29



Alberta Education Goal Four

Highly Responsive and Responsible Jurisdiction

Provincial Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	80.4	81.3	High	Maintained	Good

GSACRD Strategies: 30, 31, 32, 33

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

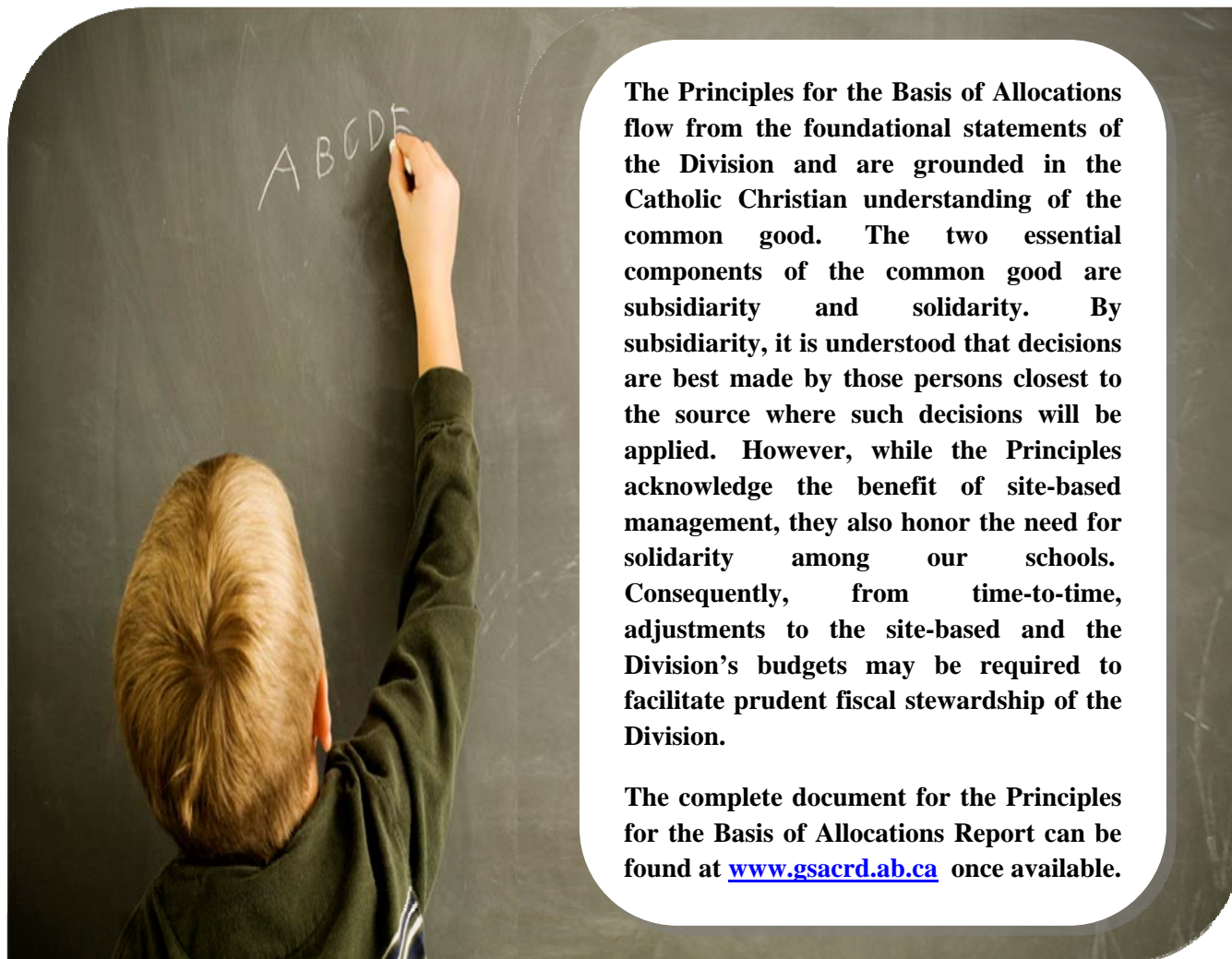
Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	84.0	80.4	Very High	Improved Significantly	Excellent

GSACRD Strategies: 18, 24, 26, 30, 31



Budget Highlights

Principles for the Basis of Allocations

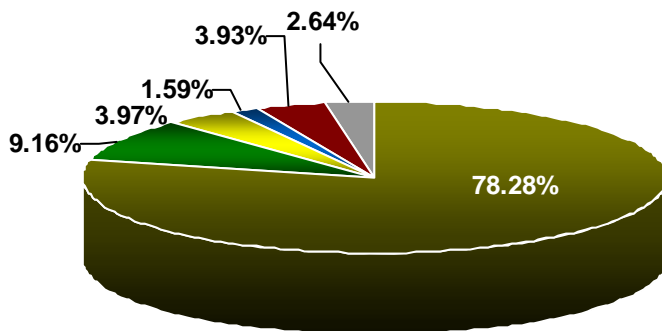
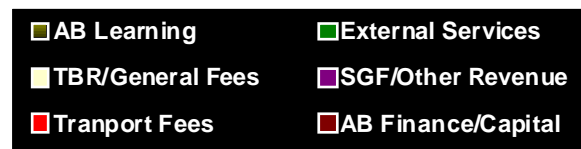
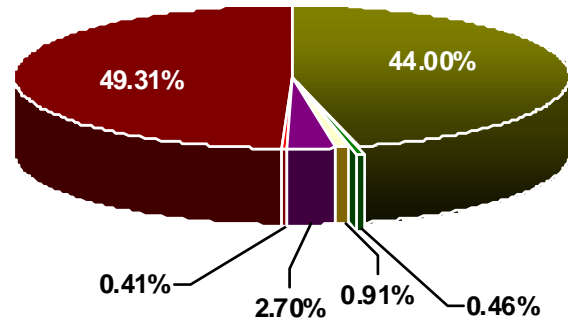


The Principles for the Basis of Allocations flow from the foundational statements of the Division and are grounded in the Catholic Christian understanding of the common good. The two essential components of the common good are subsidiarity and solidarity. By subsidiarity, it is understood that decisions 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. 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 2010-11

AB Education	\$59,442,088
Transport Fees	\$496,500
TBR/Gen Fees	\$1,100,000
AB Fin/Capital	\$1,775,930
SGF/Other Rev	\$3,251,663
External Services	\$560,000
<hr/>	
Total Revenues	\$66,626,181



Budgeted Expenditures 2010-11

Instruction	\$52,959,798
PO&M	\$6,164,651
Transportation	\$2,668,908
External Ser	\$1,070,000
Govern/Admin	\$2,645,395
Capital	\$1,775,930
<hr/>	
Total Expenditures	\$67,284,682

Budgeted Operational Deficit (\$658,501)

To view the Budget Report, please visit
<http://www.gsacd.ab.ca> Publication and Downloads



Highlights of Facility and Capital Plans

Normally boards are expected to provide highlights of upcoming Facility and Capital Plans as a component of the Three Year Education Planning process. However, given the recent decline in global markets, and the recession being experienced within our province, the prognosis for our Government investing in new school buildings over the short run is not strong. This explains the government's request 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 will be removed to promote parental choice in selecting elementary programming. This decision enables new students who reside in close proximity to Neil M. Ross School to attend its programs, and also enables new opportunities to be in place for Vital Grandin, who will have in place City wide-transportation services to access the new Fine Arts and Media Enhancement (FAME) program that will be initiated at the school for 2010 - 2011. 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.



Publication Statement

The 2010-2013 Three-Year Education Plan can be accessed on the GSACRD Website www.gsacrd.ab.ca under Plans and Reports.

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

Copies of the 2010-2013 Three-Year Education plan will be distributed to schools and principals will communicate the plan to their school councils.

Highlights of the 2010-2013 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:

- Hosting stakeholder forums to address emerging issues and trends;
- Sharing information and planning at school council meetings;
- Sharing information and planning at Council of Council meetings;
- Collaborating on matters such as AISI, Cycle 4, school year calendar, administrative procedures, and reporting student achievement;
- Trustees liaison at school council meetings;
- The School Council Chairs folder in First Class; and
- Ongoing communication between senior administration and the Council of Council 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))

