

Greater St. Albert Catholic Schools



2013-2014 Annual Education Results Report

2014-2017 Three -Year Education Plan



Greater St. Albert Roman Catholic Separate
School District No. 734
Faith in Our Students

6 St. Vital Ave., St. Albert, AB T8N 1K2
Phone: 780-459-7711 | Fax: 780-458-3213
www.gascrd.ab.ca

The combined Three-Year Education Plan and Annual Education Results Report can be accessed on the GSACRD website <http://www.gsacrd.ab.ca/about-us/plans-and-reports>.

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

GSACRD promotes the involvement of school councils by:

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

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

Our Class Size Report can also be found on our website <http://www.gsacrd.ab.ca/download/9806>.

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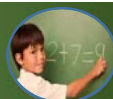
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Accountability



Noreen Radford
Board Chair

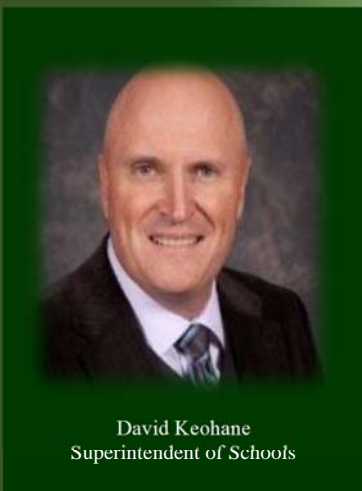
Message from the Board Chair & Superintendent of Schools

In our 150th year as a school jurisdiction, it is a great honour to present to our communities, our educational results report for 2013 – 2014 and our plan to build upon these results over the next three years.

Our school district was first established through the humblest of beginnings. The Grey Nuns took it upon themselves to begin our educational system by caring for seven orphans. Through the years they extended this mandate with strong awareness that education would be the foundation of family, faith, and community. Greater St. Albert Catholic Schools now serves 6000 students in St. Albert, Morinville, Legal, and many others through online learning throughout the province. It is the strength and moral purpose within our parents, teachers, and parishes to continue furthering “faith in our students” that brings us to this great anniversary date with tremendous results, and ambitious plans to report.

We are proud to be able to report that our results continue to demonstrate unprecedented success since the government’s accountability pillar has been in place. This report reveals that:

- ✓ for the second consecutive year, for every result in 16 areas of performance prioritized by our government, our results exceed provincial results for the same measures;
- ✓ the average rate of exceeding provincial performance in all accountability related areas is by 8%, a 3% improvement from last year;
- ✓ whereas last year, we reported the District improved its overall ranking of “excellent” from 9 to 10 areas. This year our improvement has grown from 10 to 11 areas with high school completion and Rutherford Scholarship Eligibility being contributing factors within this growth.



David Keohane
Superintendent of Schools

More than ever before, our students are able to realize their hopes and dreams for the future. Thank you to all who support our schools and work within them for building upon the foundational blocks of excellence that were established by our Grey Nuns. In the 150th year of our mandate, let’s be proud of these results and plans that so clearly indicate how our students learn, live fully, and serve others. Great things have and will happen, when Jesus abides in all that we do!



2014-2015 Board of Trustees



Accountability Statement



The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 for Greater St. Albert Catholic Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*.



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



The Board approved this combined Annual Education Results Report for the 2013-2014 school year and the Three-Year Education Plan for 2014 - 2017 on November 24, 2014.



Board Chair



Superintendent of Schools



Who is GSACRD?

District Profile

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

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

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

Our Schools

St. Albert Schools

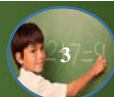
Albert Lacombe School	K-6 English
Bertha Kennedy Catholic Community School	K-6 English
École Father Jan	K-6 French Immersion
École Marie Poburan	K-6 French Immersion
École Secondaire Sainte Marguerite d'Youville	7-12 French Immersion
J.J. Nearing Catholic Elementary School	K-6 English
Neil M. Ross Catholic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

Morinville Schools

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

Legal Schools

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

As the evidence within our Accountability Pillar Report Card indicates, Greater St. Albert Catholic Schools continues to be an exemplar of growth in excellence for our service area and the province. We continue to be truly blessed to be at the “head of our class.” The Board thanks its students, parents/guardians, staff, administration, and Catholic parishes for their faithful commitment and support in making this happen.

Values and Core Commitments

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



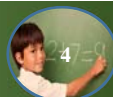
Mission Statement

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

Vision

Excellence in learning through faith, relationships, and engagement.

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



Our Collaborative and Strategic Focus

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

Community Consultation

Strategies stressed in this education plan have been through consultation with our school and parish communities, and district - wide administration. Six public stakeholder processes conducted since 2011, have attracted the contribution of 1000 community members, and have set the stage for the faith - based and student learning strategies that are stressed within this document. Unique within this version of our education plan, is the extent to which we have determined unique strategic approaches for each of our four high school programs. Results that were determined through our 2014 community conversation focusing on the optimal design of programs for high school students has made such planning possible.

Our principals have contributed a valued voice in determining strategies that address proficiency in literacy, numeracy, behavioural / programming supports for students, and the 10 competencies outlined within the provincial *Inspiring Education* mandate. Finally, our Board has stressed the importance of social justice education, purposeful prayer experiences for students, equitable access to technology within classrooms, and students undertaking the Gallup strength-based assessment with the goal of enriching their learning within the classroom. In order to reflect community interest that has been invested into this plan, and make it achievable, we have outlined strategies for the next three years. Strategies listed with an asterix (*) are considered to be of priority for the 2014 – 2015 school year.

GSACRD Framework for Action

The diagram on the following page indicates that the interrelationship between what defines “relationship,” the “core of our work,” and “outcomes” are clearly stated. The centre circle within the overlay of responsibilities at the school, district, and provincial levels is our district vision statement. Maintaining an awareness of the relationship between all stakeholders in our educational journey and the personalized, precise, and professional practices required to enhance these is at the heart of influencing meaningful growth within our school district.

Priorities for Growth

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

- reducing the drop-out rate of grades 9 – 12 students;

¹ *The Sacred Congregation for Catholic Education, The Catholic School, p. 11.*

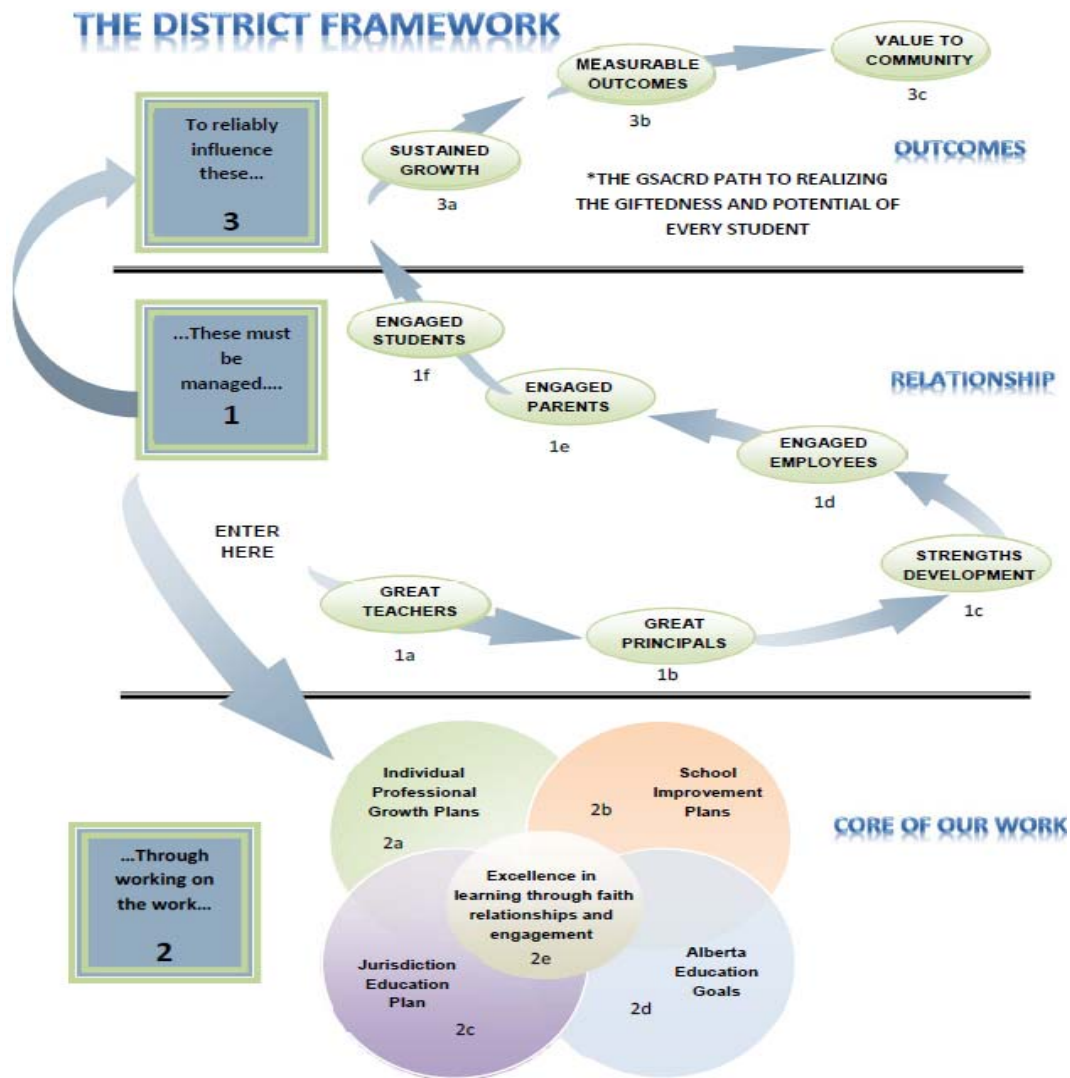


- furthering the hope, engagement and well-being of students in their goals to complete high school;
- enhancing achievement within Diploma exams by grade 12.

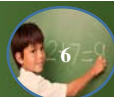
Greater St. Albert Catholic Schools continues to demonstrate continued improvement in each of these areas.

Faith as Passion

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



*Adapted from the GALLUP PATH™



Context for Continuous Improvement

As a voice of public interest in our schools, the Board of Trustees exercises its “over-sight” role in ensuring the mission for our school district is being effectively met. This report addresses an evaluation of district results according to the three components of the School District’s mission statement. Outcomes being assessed are those that are outlined within the Board’s 2014 – 2017 Three - Year Education Plan. In order for us to assess our progress so that we can validate our success or pursue growth opportunities, measurement tools are aligned with unique aspects of our mission.

Component 1: “Awaken Hearts and Minds”

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

Measurement: Measurement of staff engagement continues to include the 12 variables that the *Gallup Organization* has determined to be working conditions that consistently predicts strong levels of engagement, or the psychological and emotional attachment of employees. Staff communities at the school level receive this information to validate or reinforce leadership practices that can be exercised to enhance engagement levels. Such information supports results obtained under *Goal 2: Success for Every Student* and is assessed beginning on page 17 of this report.

Component 2: “Educate and Nurture”

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

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



Selecting the 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.



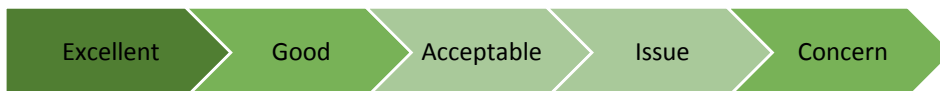
The improvement evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction results for each measure. This results in one of the following improvement levels:



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

Achievement					
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

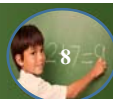
Similarly, each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following evaluations:



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

Component 3: “Live Fully and Serve Others”

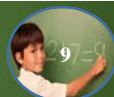
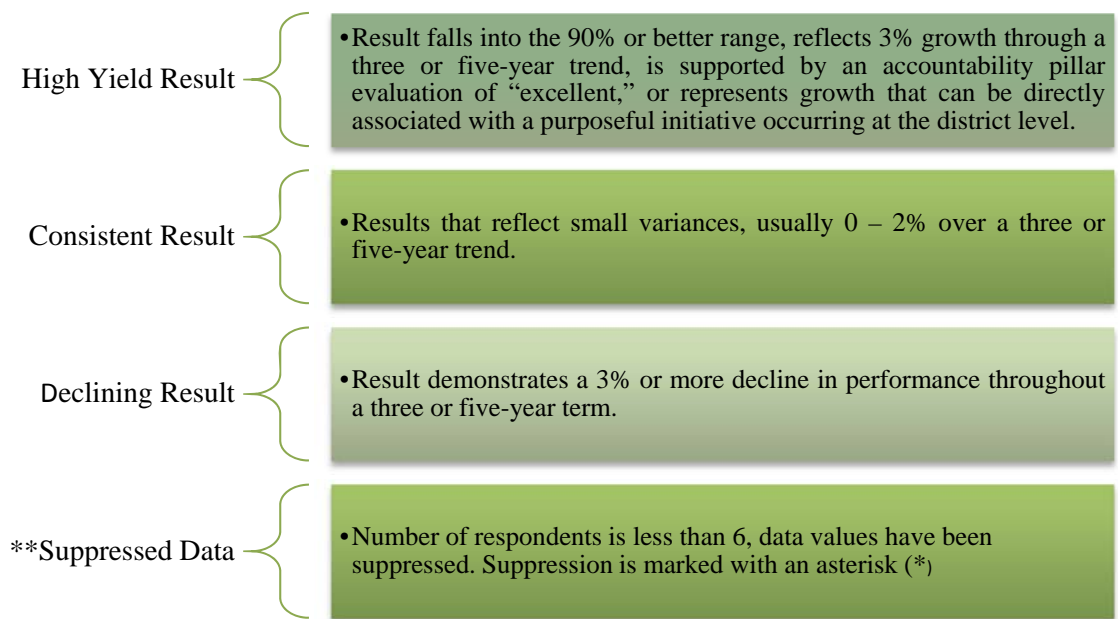
The assessment of all performance previously outlined in this report rests within this aspect of the mission of our school district. Our Catholic schools bring secular visions of “student achievement,” “safe and caring schools,” and “citizenship” to a far greater sense of significance. Through the influence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



Measurement: We believe that all results in this report are a reflection of our efforts to further a Catholic ethos within our schools. However, special emphasis during the 2013 – 2014 school year was spent enhancing the capacity of our staff and students to respond to the following theme: “Casting Our Nets – Called to Evangelize God’s Own People.” Based upon a theme that would complement the Archdiocese of Edmonton’s focus on evangelization, our schools promoted a culture of evangelization, faith formation, and vocations. Such work would encourage students, staff, and parents to more meaningfully seek to know, model, and witness Jesus Christ. Our review of this goal is based upon the extent to which our schools demonstrated actions that resulted in the preferential option for the poor and needy, promoted relevant, accessible, and meaningful religious education programming, and provided retreat experiences for all students that featured a lived experience and encounter with Jesus Christ. By assessing such work, we verify our success in meeting provincial measures of education relative to the overall quality of education in schools and their safe and caring nature. We also demonstrate that such efforts further active citizenship and preparation for the career paths of our students.

Result Assessment Methodology:

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



DISTRICT HIGHLIGHTS

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.7	92.3	92.0	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	87.1	86.7	86.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	91.6	93.3	92.6	89.2	89.8	89.5	Very High	Declined	Good
		Drop Out Rate	1.7	2.2	2.5	3.3	3.5	3.6	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	87.6	81.0	81.5	74.9	74.8	73.8	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.2	86.8	85.0	74.0	75.3	75.5	High	Maintained	Good
		PAT: Excellence	21.2	24.4	22.6	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	90.3	89.5	88.3	85.4	84.2	83.4	Very High	Improved	Excellent
		Diploma: Excellence	23.2	22.0	20.8	21.0	19.5	19.1	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	66.4	61.9	62.6	50.5	56.6	55.9	Very High	Improved	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	76.2	69.9	73.1	60.9	61.3	60.8	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	67.8	62.4	64.5	59.2	59.5	59.1	High	Improved	Good
		Work Preparation	81.8	83.6	82.5	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	88.3	87.9	87.7	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	83.2	84.8	84.2	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.6	85.0	85.3	79.8	80.6	80.2	Very High	Maintained	Excellent

Combined 2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	2.0	12.4	6.9	7.8	8.5	9.3	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	70.0	74.8	72.1	43.6	43.9	40.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	73.6	78.5	74.0	53.4	56.2	53.6	Intermediate	Maintained	Acceptable
		PAT: Excellence	12.0	8.6	9.2	6.3	6.3	6.4	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	97.1	81.4	77.9	78.2	75.2	75.7	Very High	Improved	Excellent
		Diploma: Excellence	28.6	15.3	9.5	10.4	8.4	8.0	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	42.0	34.5	34.9	18.9	21.2	20.0	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	56.0	64.3	51.5	33.0	35.1	33.9	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	42.6	75.3	68.4	32.1	32.2	31.2	Low	Declined	Issue



Processes That Build Strong Results

In 2014, Greater St. Albert Catholic Schools was honoured to be selected to present to the National Public Education Support Fund (NPESF), a United States based think-tank that promotes the advancement of education for students in America. The NPESF toured Alberta to visit and hear from school districts within our province that use effective system-based processes to further the improvement of student learning. When GSACRD presented, four processes, known as the 4-Cs, were shared as a basis through which our district has organized itself to achieve the results and plans that are highlighted in this report. Alberta’s education system is internationally known as being a “world class” learning system in meeting student learning needs and preparing students for the future. GSACRD is proud to report its jurisdictional approach in contributing to this result.

Coherence Making:

Successful organizations are defined by a high quality of performance and strong employee engagement, but are never immune to competing interests within the workplace. For this reason, these organizations are highly intentional and repetitive in their communication about what is worth doing, how to prioritize responsibility for it, and see it to completion. Borrowing from the advice of two world leaders in workplace management, and organizational effectiveness (Peter Drucker and Patrick Lencione), our district leadership team has developed a “District Playbook” which is dedicated to responding to six critical questions that an organization should be responsive to in order to enhance service to its public. School and district leadership teams make use of this resource to further a shared understanding of how to respond to daily challenges and maximize service to students.

Capacity Building:

Our schools need to be aware of common indicators that demonstrate how behavioural and academic success can be realized for students. For the past two years, all of our schools have contributed to refining a list of these indicators that form the basis for strategies used within the classroom, and inform decisions for professional growth for our teachers. In order to enhance the effectiveness of a learning team that supports the success of all students, these indicators have been placed on large “placemats” and are differentiated in their content to support the roles and responsibilities of parents, teacher assistants, and teachers.

Collaboration to Improve Student Learning:

Our schools have eight professional learning days within their annual calendars and we determine our focus on learning during these days to be a key component in achieving our many successes that are outlined within this report. When we involve school leadership teams in annually evaluating success in meeting jurisdictional goals, and setting a few but meaningful learning targets, time becomes a valued asset in completing such work. The District encourages collaboration within and between school leadership teams, but also engages within this process with schools and jurisdictions throughout the province. Schools periodically review their growth related processes by establishing daily, weekly, and monthly check points for evaluating progress.



The District continues to promote the following rationale for furthering the spirit of collaboration within our schools:

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

Curiosity – Fuelled from Initiation to Evidence:

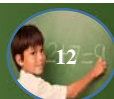
Confidence and motivation becomes enhanced when we promote strategic and healthy leadership dynamics within our district.

Our senior leadership team works with our principals in reviewing their results and improvement plans annually, affirming results, and providing advice on growth related priorities. Senior administration also reports to our principals promising practices learned from school visits with the goal of promoting requests for instructional leadership sessions between school principals. Finally, our senior leaders conduct learning walks throughout the school year to provide advice and feedback to principals with how their classroom visitations can bring result in meaningful feedback about teaching and learning being provided to teachers.

GSACRD continues to survey staffs regarding the 12 indicators of employee engagement in the workplace. Results from the Gallup Q¹² survey are analyzed with the goal of staff determining how to optimize the indicators of employee engagement. In 2015, a focus on enabling staff to understand and communicate essential elements of our district operations will enable all employees to have a better understanding of district operations, and communicate this information to our public.

In the last two years our interest in healthy workplace dynamics for our employees has extended to our interest in the quality of learning environments for students. The Gallup Student Poll is used to determine the extent to which students are engaged, hopeful, and experiencing well-being within their schools. As Gallup’s research verifies, students who are “thriving” within these three dimensions, improve their learning in school and increase the likelihood that they will be successful in post-secondary endeavors.

Our curiosity with the health of our work and learning environments, and our capacity to respond to the evidence that we receive have a strong correlation to the excellent results that are communicated within this report.



GOALS

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

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

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	92.0	92.5	93.3	91.6	Very High	Declined	Good
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.2	92.1	91.7	92.3	91.7	Very High	Maintained	Excellent
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.1	87.3	87.9	87.9	88.3	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6	81.1	82.9	83.6	81.8	High	Maintained	Good

Strategy:

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

Analysis:

As Pope Francis has reminded us, the love of the poor is foundational to Jesus’ life within the Gospel. Poverty manifests itself within injustices felt by citizens in developing countries, and through the loneliness of addiction and broken relationships within our own neighborhoods. Each of our schools supported Canadian Development and Peace through its Share Lent Program, an annual fundraising program to address hunger within the world. Catholic Social Services, a local Edmonton based agency which addresses the needs of new Canadians, the elderly, those addicted or impacted by HIV, addiction, and abuse, was strongly supported within each of our school’s social justice programs. Prayer and fundraising through our school “We Day” projects served as the primary mechanism for our schools contributing to this agency.

Strategy:

- Religious education is relevant, accessible, and meaningful for all high school students.

Analysis:

The District’s Religious Education Committee plays a vital role in supporting the faith life of our schools. Meeting time has been spent considering ways to enhance the spiritual formation of staff, whose witness to our faith shapes the Catholic character of our schools. While greater flexibility has been provided to students to access religious education within an online learning format, a significant effort has been made to conduct community based faith experiences. The Oblate Mission Team continues to play an essential role in enhancing the faith life of our schools by conducting liturgical celebrations and playing a pastoral and supportive role for students.



Strategy:

- Student retreats become available for all students that desire a lived experience and encounter with Jesus Christ.

Analysis:

Each of our schools conducted school based retreats for students, and continued to use the Oblate mission team to facilitate these programs. School “We Day” experiences resulted in students channeling their enthusiasm from the provincial rally and organizing one local and one global project that would make a difference in our world, raise awareness of social justice issues, or even contribute to building a school in a developing country. In mid-November 2014, five of our schools brought in “Feel the Pulse” retreats for their entire schools. These full-day retreats incorporated music, prayer, drama, testimony, and teaching. In March 2014, thirty students and staff from St. Albert Catholic High School made another mission trip to New Orleans, where the students continued the work of our district in assisting with the restoration of the city after Hurricane Katrina.



Our district continues to verify the quality of our faith-based mandate through measures outlined in the Provincial Accountability Pillar that are important to the cooperative, social, and citizenship dimensions of all public schools. Students, teachers, and parents strongly believe that our Catholic schools emphasis on the permeation of our faith brings a special meaning to these dimensions. With two of four measures being used to assess our success being rated as “excellent” and the other two being determined to be “good,” the following assessment is warranted:

Assessment: Consistent Result

Faith Goal 2014-2015: Shepherding Our Flocks; Called to Love One Another

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

Strategies:

- ***2014 – 2017** – schools demonstrate a preferential option for the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace;
- ***2014 – 2017** – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
- ***2014 – 2017** – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ;
- ***2014 – 2017** – religious education is relevant and promotes hope, engagement, and well-being in students;
- ***2014 – 2015** – all schools celebrate the 150th Anniversary of Catholic Education in our District through participation in the “Faith in our Future – 150 Steps along the Journey” innovative pedagogy project;
- ***2014 – 2015** – faith formation is more accessible for staff, students, and parents through: encouraging spiritual growth plan development for staff and support growth initiatives, offering evening faith development programs for families;
- **2015 – 2016** – families grow in their faith through conducting family welcoming instructional masses linked to the school district theme, involving the parish in school based faith initiatives, engage parents in their children’s religious education programs.



Goal One: An Excellent Start to Learning

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

Performance Measures:

- 80% of students will demonstrate readiness for grade one in emotional, social, intellectual, and physical development milestones using the following assessment tools in Kindergarten: Early Years Evaluation (EYE), Early Literacy Assessment, Early Years Interview (numeracy).
- Based upon Early Childhood Mapping (ECMAP) data, 80% of children with identified needs have participated in some type of intervention program.



Analysis:

There are no required performance measures for this goal. Therefore, an analysis and assessment at this time is not possible. As data related to the previously stated measures becomes established locally over the next three years, a trend will inform future practices.

Strategy:

- *2014 – 2017 Assessments and intervention (universal, targeted, intensive / individualized) plans enables students to meet social, emotional, intellectual and physical development milestones.

Goal Two: Success for Every Student

Provincial Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.0	88.1	87.2	89.5	90.3	Very High	Improved	Excellent
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.4	21.2	19.2	22.0	23.2	Very High	Maintained	Excellent

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.9	82.6	81.1	81.0	87.6	Very High	Improved Significantly	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	3.0	2.2	2.2	1.7	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	62.9	64.4	66.7	62.4	67.8	High	Improved	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	63.3	73.0	76.4	69.9	76.2	Very High	Improved	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.6	62.6	63.3	61.9	66.4	Very High	Improved	Excellent



Analysis:

The results within our Accountability Pillar report for 2013 – 2014 demonstrate that for the second consecutive year, 100% of results in the 16 areas of performance exceed provincial results relative to the same measures. The average rate of exceeding provincial performance is by 8% on all measures. This represents a 3% improvement from the previous school year. The measures associated with this specific outcome convey the cumulative impact of our schools’ effectively preparing students to complete school and continue with their post-secondary and career journeys. Results conveyed for these measures validate our tremendous story of success for 2013 – 2014. When our district claims to be a provincial leader in education and “ahead of its class” in fulfilling this role, it is because of the following strong depiction of how GSACRD results has exceeded those of the province for 2014 – 2015:

- Percentage of students writing 4 or more Diplomas: +16%
- Rutherford Scholarship Eligibility: +15%
- High School Completion Rate (3yr): +13%
- Transition rates to post-secondary: +9%
- Percentage of students meeting the Standard of Excellence on Diploma Exams: +5%

The most gratifying improvement with our results, because it has represented a joint focus of our district learning support teams and school based professional learning communities, has been our sustained success in diploma exams at both the acceptable standard and standard of excellence.

Assessment: High Yield Result

Strategies:

Morinville Community High School

- *2014 – 2017 – students experience an “innovative,” “hands-on” approach to learning that involves community partnerships;
- *2014 – 2017 – strong program variety enables students to achieve career interests;
- *2014 – 2017 – quality education meets the diverse learning needs of students;
- *2014 – 2017 – a variety of differentiation and formative assessment strategies improve student learning;
- *2014 – 2017 – flexible pathways for learning are established to address the formative needs of students;
- *2014 – 2017 – positive behavioural and academic supports enable all students to achieve.

St. Albert Catholic High School

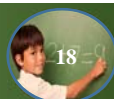
- *2014 – 2017 – a student advisory model intentionally furthers evidence of 21st Century Learning Outcomes, including innovation and an entrepreneurial spirit, career links to this evidence, and leadership development skills, as established through a student learning portfolio;
- *2014 – 2017 – increased choice, opportunity, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY and iLearn;
- 2016 – 2017 – the school becomes branded as a learning academy through its intentional focus on vocational, and post-secondary / career readiness and leadership development;
- *2014 – 2017 – a variety of differentiation and formative assessment strategies are used to improve student learning;
- *2014 – 2017 – flexible pathways for learning are established to address the formative needs of students;
- *2014 – 2017 – positive behavioural and academic supports enable all students to achieve.

École Secondaire Sainte Marguerite d'Youville

- *2014 – 2017 – increased choice, opportunity, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY and iLearn;
- *2014 – 2017 – post-secondary and career benefits of receiving single – track French Immersion programming are emphasized within a small school experience;
- *2014 – 2017 – a variety of differentiation and formative assessment strategies are used to improve student learning;
- *2014 – 2017 – flexible pathways for learning are established to address the formative needs of students;
- *2014 – 2017 – positive behavioural and academic supports enable all students to achieve.

St. Gabriel High School

- *2014 – 2017 – increased choice, opportunity, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and iLearn based upon facilitated collaboration between all District high school programs



- ***2014 – 2017** – a variety of differentiation and formative assessment strategies are used to improve student learning;
- ***2014 – 2017** – flexible pathways for learning are established to address the formative needs of students;
- ***2014 – 2017** – positive behavioural and academic supports enable all students to achieve.

Provincial Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.5	82.7	85.6	86.8	84.2	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.6	21.0	22.5	24.4	21.2	High	Maintained	Good

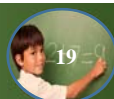
Analysis:

In each School Improvement Plan, schools set learning goals which are dedicated at the K – 9 level to focus on those numeracy and literacy related results that would confirm a strategic approach in improving the success of students in either or both of these areas. Schools use our indicators for the successful implementation of positive behavioural and / or academic supports to guide their interventions. Typically, differentiation of instruction is blended with effective whole group instruction techniques to generate the growth in student success that is expected. Additionally, our elementary schools use “data walls” and diagnostic assessment practices for students in the areas of numeracy and literacy to determine the variety and intensity of learning supports that are required. We are proud to report that the percentage of students meeting the Acceptable Standard on Provincial Achievement Tests exceeded those results within the province by 10%.

Assessment: Consistent Result

Strategies:

- ***2014 – 2017** - there is a promotion and move toward the development of the 10 competencies from Inspiring Education within the classroom.
- ***2014 – 2017** - there is a deeper understanding of what literacy and numeracy looks like in GSACRD classrooms;
- ***2014 – 2017** - diagnostic efforts and intervention plans dedicated to student success (K – 9) in meeting literacy and numeracy standards are exercised at the classroom level and across the district;
- ***2014 – 2017** - there is continued focus on the core instruction necessary at the universal level in order to ensure good pedagogy and success for all learners is in place, including:
 - ✓ a variety of differentiation and formative assessment strategies that improve student learning;
 - ✓ flexible pathways for learning that address the formative needs of students;
 - ✓ positive behavioural and academic supports that enable all students to achieve.



Provincial Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.1	87.3	87.9	87.9	88.3	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6	81.1	82.9	83.6	81.8	High	Maintained	Good

Analysis:

Although it can be challenging to further parental awareness that the goal of education is to promote active citizenship and prepare students for the world of work, our schools continue to deploy strategies and communications to demonstrate what is done in these areas. Our extensive focus on social justice continues to be our faith-based way of communicating that we care deeply about the sacred dignity of the human person. We are pleased to note that as a result of the government’s strong assessment of “active citizenship” within our schools, our stakeholders believe that an effective citizen is one who cares for the needs of others and the common good of society. Our faith dimension defines an “entrepreneurial” learner as one who can assess a learning outcome or social



circumstance and feel compelled to take self-initiative to gain mastery of learning, or make a positive difference for others. As we further our social justice focus in schools, enhance the timely and situational access of technology for students, and promote differentiated instruction and cross-disciplinary project-based learning, we anticipate that our communities will further success in preparing students for the world of work.

Assessment: High Yield Result

Strategies:

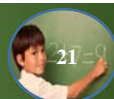
- ***2014 – 2017** - program planning and pedagogy places students in the centre and in charge of the learning process;
- ***2014 – 2017** - innovation, problem solving, and risk taking are encouraged within the learning process;
- ***2014 – 2017** - a curriculum is enriched for students that makes connections with real life applications.
- ***2014 – 2017** – Citizenship and entrepreneurship is promoted through the lens of Catholic social teaching where the protection of human life, the safe-guarding of the dignity of the human person and the “pursuit of the common good” is fundamental to advancing the fulfillment of God’s own people.
- ***2014 - 2017** – Project-based learning is developed within classrooms.

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.8	67.2	76.2	78.5	73.6		Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.3	8.2	11.0	8.6	12.0	11.0	Low	Maintained	Issue	12.0	13.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.8	68.4	83.8	81.4	97.1		Very High	Improved	Excellent			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.1	5.3	8.1	15.3	28.6		Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		2014	Achievement	Improvement	Overall	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	50.2	80.4	61.0	74.8	70.0		Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.3	5.3	3.0	12.4	2.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	39.0	61.4	*	75.3	42.6		Low	Declined	Issue	43.0	44.0	45.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	50.0	31.3	58.8	64.3	56.0		Intermediate	Maintained	Acceptable			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	50.2	33.5	36.6	34.5	42.0	59.0	Low	Maintained	Issue	60.0	61.0	61.0

The colours of the Accountability Pillar in the area of FNMI education do not portray a complete picture of the impact that our schools have made in this area. Guided by our belief that we should extend a preferential option to those students who are most in need due to cultural or social circumstances, we have made significant efforts to identify the learning needs of FNMI students who are not yet meeting desired academic success and provide appropriate supports accordingly. For the first year, in 2014 – 2015, GSACRD tracked the degree of hope, engagement, and well-being of our FNMI students. Since these indicators are predictive of academic success for all learners, we have been curious to determine how they manifest within the FNMI student population. Although we have determined that engagement and well-being for these students are similar to our general population, we have determined that FNMI learners are less “hopeful” as students within our schools. This understanding creates the need to further two key factors within the educational journeys of our 400 FNMI students. We need to provide ongoing mentorship and counselling for students who are not thriving through their participation in school, and enable these students to believe that an adult cares about, and supports their education on a daily basis. We also



need through our programming and counselling supports, to enable students to believe that they will graduate from school, and eventually receive a worthwhile and rewarding career.

Based upon our efforts to further this strategic approach within our schools, our results for 2014 – 2015 would indicate that we have been and will be pursuing high yield approaches to the benefit of our FNMI learners.

Our FNMI graduating students created remarkable and unprecedented achievement in diploma exams:

- ✓ 97% of students met the acceptable standard and 29% achieved at the standard of excellence.
- ✓ These students achieved at levels that are higher than our overall GSACRD averages and for that reason, the overall results for students in the province as well.

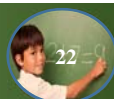
Our FNMI students achieved at rates significantly higher than those attending schools elsewhere in the province. The following data shows the difference in key accountability areas between GSACRD and the province:

- ✓ Drop Out Rate – 6% (or three times lower than what is experienced by FNMI students throughout the province)
- ✓ Transition Rate to Post Secondary within Six Years: +11%
- ✓ High School Completion within Three Years: +26%
- ✓ Rutherford Scholarship Eligibility: +23%
- ✓ Percentage of students meeting the Acceptable Standard on Provincial Achievement Tests: +20% (3% higher than last year)
- ✓ Diploma Examination Participation Rate: +23% (10% higher than last year)
- ✓ Percentage of students meeting the Acceptable Standard on Diploma Exams: +19% (8% higher than last year)
- ✓ Percentage of students meeting the Standard of Excellence on Diploma Exams: +6%

Assessment: High Yield Result

Strategies:

- ***2014 – 2017** – an assessment of FNMI engagement in schools through the assistance of the Gallup Student Poll survey instrument, activates program interventions to increase hope, engagement, and well-being for these students;
- ***2014 – 2017** – collaboration occurs between students, families, and elders with the intent of maximizing student engagement in learning;
- ***2014 – 2017** – partnership between home and school to occurs to establish innovative ways to build student engagement.



Goal Three: Quality Teaching and School Leadership

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

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
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.	84.8	87.1	85.4	86.7	87.1	Very High	Maintained	Excellent

As stated earlier within this report under the section “Processes that Build Strong Results,” collaborative and distributed leadership, coupled with a spirit of professional learning inquiry and curiosity are fundamental attributes in delivering and improving upon programs that make a significant difference in the lives of students. Based upon our growth with respect to this measure and our overall government assessment that is deemed to be “excellent,” we are extremely pleased to know that our results are validating our efforts.

Assessment: High Yield Result

Strategies:

- ***2014 – 2017** - professional learning is dedicated to the pyramid of supports (indicators of success) and “at elbow” support;
- ***2014 – 2017** – learning outcomes and competencies for students are addressed through a deeper, wider, and more equitable application of technology within all classrooms;
- ***2014 – 2017** – the Gallup Q¹² Engagement Survey (for staff) and the Gallup Student Poll (for students) enables workplace and programming adaptations to maximize the engagement of staff and students.



Goal Four: Engaged and Effective Governance

Provincial Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.4	83.2	84.5	84.8	83.2	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	92.0	92.5	93.3	91.6	Very High	Declined	Good

Analysis:

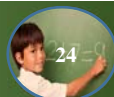
Our parent communities have been strongly engaged within our schools at the school council and the District levels. Our trustees have continued to liaise with each school council in our district. Last year, two “community conversations” dedicated to improving high school programming and processes for maximizing student engagement in schools resulted in 600 stakeholders being consulted. The results of these consultations are reflected in many strategies outlined within this report. The District continues to engage our school councils in recommending topics for consideration for our annual community conversations. In 2014 – 2015, for instance, our schools will be exploring with our public, our effectiveness in transitioning students to higher levels of learning, and the quality of the “digital citizenship” programs being provided within our schools.



Assessment: High Yield Result

Strategies:

- ***2014 – 2017** – emotional attachment (relationship and engagement) to school and district with all stakeholders through district community conversations and collaboration with parents at the school level;
- **2014 – 2015** – students in grades 5, 9, and 10 undertake a strength based assessment to be used for enrich learning engagement within the classroom.



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

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.2	92.1	91.7	92.3	91.7	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.0	85.2	85.8	85.0	84.6	Very High	Maintained	Excellent

Analysis:

For the second year, our schools responded to the protocols and intervention practices that are outlined within the District’s Safe and Caring Learning Communities Administrative Procedures. A healthy school community for all is one that sets high expectations for fully inclusive communities, educates students to respect and honour the diversity that occurs within these communities, and is responsive to any indication that the dignity of students is not being respected. Greater St. Albert Catholic Schools through its expectations, design for learning, and positive behavioural support intervention model has demonstrated a strong track record regarding results associated with this provincial outcome in the past. We note that our results for 2014 – 2015 have retained and built upon this well-deserved reputation.



Assessment: High Yield Result

Strategy:

- ***2014 – 2017** – implementation of the School District’s Safe and Caring Schools procedure aligns with the Education Act in assuring the sanctity and dignity of all students.



Future Challenges

✓ **Converting Challenges to Opportunities**

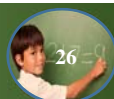
When striving to attain successful learning for all students, issues regarding resourcing and equity will always present new challenges. However, we are pleased to note that a few challenges listed in past editions of this report have been resolved within 2013 – 2014 thanks to strong advocacy and expertise being leveraged in bringing these concerns to resolution.

Last year, we indicated that addressing St. Albert and Morinville infrastructure needs on the basis of a growing student demographic in these communities was of top priority. We are pleased to report that with the recent announcement of new schools and school modernizations, we were able to have the top priorities within our capital plan addressed. On this basis, we look forward to a new elementary school in northwest St. Albert, and one on the southeast side of Morinville begin their planning and construction phases in early 2015. We are also pleased that our modernization for St. Albert Catholic High School will begin construction in 2015, and that we can begin to plan for a modernized junior high facility at Vincent J. Maloney School. We see great opportunity in enhancing our service to our growing student population through these announcements.

The success of our First Nations, Metis, and Inuit (FNMI) learners has also been stated as a priority for improvement. However, as outlined under Goal 2: Success for Every Student, our great success in this area, especially within our high school indicators, is cause for much celebration and hope in the future.

✓ **A Single but Important Focus**

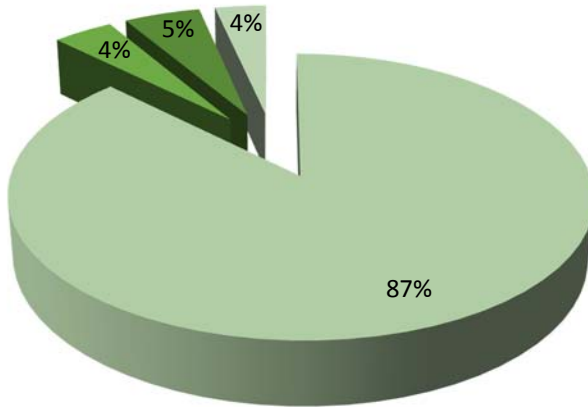
Greater St. Albert Catholic Schools continues to promote the retention of students within their K – 12 journeys as our strongest priority. The District respects the primary right of parents to choose educational programs for their students, however, we need to ensure that we are providing the correct kinds of programs and ethos within our schools that will result in students staying enrolled with us as they transition from grade 9 to grade 10. In 2013 – 2014, significant work was done in this area. A robust community consultation initiative entitled *Shaping Our Future* resulted in nearly 400 students, staff, and parents providing feedback on programming experiences that would be most conducive to retaining the enrollment of students within our high school programs. This conversation in itself was effective, as has been made evident by the slight increase in enrollment that we have experienced within our St. Albert High School programs for 2014 – 2015. It is anticipated that in 2015, when our greater community has an opportunity to respond to how our schools plan to implement recommendations from *Shaping Our Future*, we will be able to clarify the kinds of programming needs that our schools should be accountable for in maximizing parental support for K – 12 education within our district.



FINANCIAL RESULTS AND BUDGET SUMMARY

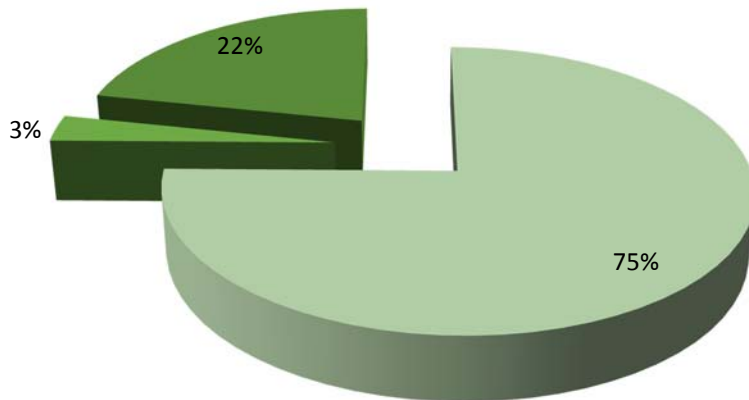
Summary of Financial Results 2013-2014

Total Revenues - \$67,988,422

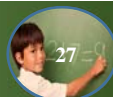


- Alberta Education - \$59,430,619 (includes Capital Revenue of \$1,609,704)
- Property Taxes - \$2,753,268
- Fees - \$3,478,981 (Instructional Fees - \$2,868,526; Transportation Fees - \$610,455)
- Other - \$2,325,554 (Fundraising, Gifts & Inv. Income - \$475,946; Other - \$1,849,608)

Total Expenditures - \$68,967,660



- Salaries and Benefits - \$51,884,747
- Amortization - \$2,116,517
- Services, Contracts & Other - \$14,966,396



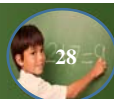
Audited Financial Statements

	2013	2014
Total Revenues	\$71,939,917	\$67,988,422
Surplus (Deficit) of Revenues over Expenditures	\$1,053,169	(\$979,238)
Cash and Temporary Investments	\$4,785,003	\$4,952,873
Total Assets	\$42,223,878	\$43,161,282
Unrestricted Net Assets	\$1,516,599	\$732,516
Restricted Net Assets	\$519,119	\$519,119
Investment in Tangible Capital Assets	\$4,197,296	\$4,002,141
School Generated Funds		
Total School Generated Funds Revenue	\$2,785,371	\$2,458,634
Total School Generated Funds Expenditure	\$2,731,904	\$2,442,340
Total Net School Generated Funds	\$53,467	\$16,294
Total instructional spending per student per school year: \$9,297		
Total operational spending per student per school year: \$11,453		
The Audited Financial Statement can be found at www.gsacrd.ab.ca/about-us/financial-documents or contact the Finance Department at (780) 459-7711. For further details on School Generated Funds, please refer to Note 15 in the Annual Financial Statements.		

Budget Summary 2014-2015

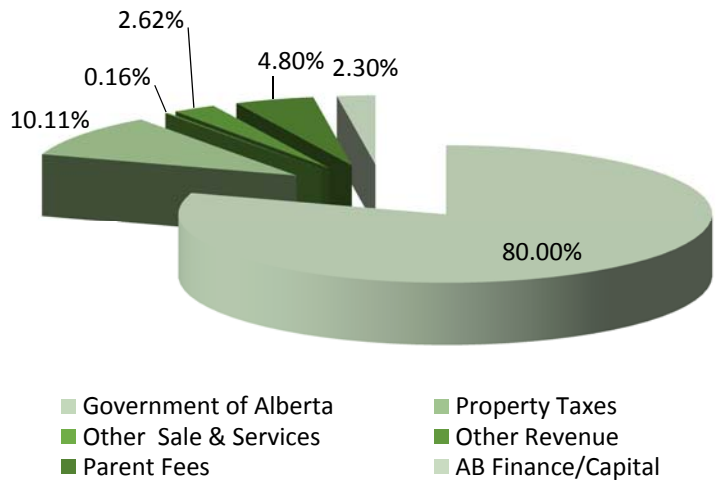
The Principles for the Basis of Allocations flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that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

The complete annual document of the Principles for the Basis of Allocations can be found at www.gsacrd.ab.ca/about-us/financial-documents by June 30th of each year.



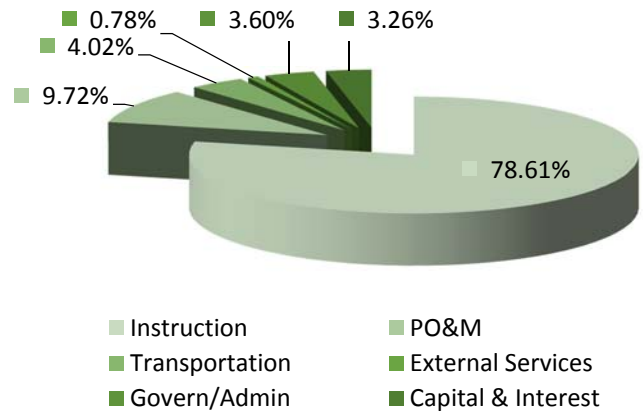
Fall Update to 2014-2015 Budgeted Revenues

Government of Alberta	\$55,395,169
Property Taxes	\$7,000,000
Parent Fees	\$3,326,296
Other Sale & Services	\$110,000
AB Fin/Capital	\$1,594,953
<u>Other Revenue</u>	<u>\$1,816,229</u>
Total Revenues	\$69,242,647



Fall Update to 2014-2015 Budgeted Expenditures

Instruction	\$54,620,676
PO&M	\$6,754,899
Transportation	\$2,795,231
Govern/Admin	\$2,501,411
External Services	\$545,327
<u>Capital & Interest (supported)</u>	<u>\$2,266,103</u>
Total Expenditures	\$69,483,647



The Budget Report, can be found at www.gsacrd.ab.ca/about-us/financial-documents or contact the Finance Department at (780) 459-7711.

CAPITAL AND FACILITIES PROJECTS AND PLANNING

Capital and Facilities Projects

The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our communities to pursue Catholic education in safe, and attractive buildings that are conducive to optimizing student learning. Given the District's tremendous success in receiving funding for all of its 2013 – 2014 capital project submissions, we are proud that we will be well positioned to realize this promise over the next three years.

Capital Planning Considerations

Capital planning considerations by the Board were developed to enhance facility and programming quality for our St. Albert Catholic High School and Vincent J. Maloney Junior high students, and retain their journeys within our system. Additionally, the Board was interested in sustaining strong support for our elementary programming in Morinville by advocating for additional facility expansion, modernization, or new school construction in this community.

In order to further this outcome, the Board, by motion in March, 2014, adopted ongoing changes to its plan based upon ongoing discussions with Alberta Education and its Capital Planning Branch. For a specific view of the most current status of the Board's Capital Plan, please access our Capital Plan 2015 - 2018 at www.gsacrd.ab.ca/about-us/plans-and-reports.

Operations and Maintenance

The Board's Operations and Maintenance annual operating budget is primarily determined by student enrolment. This budget manages all general repairs, snow removal, lawn maintenance, and contracted custodial services for the district in addition to many unique jobs requested by schools. All Operations staff are diligent in their work and maintain high standards for the operations of all facilities. This information supports the highly attentive and responsive nature of both the school-based administration and our maintenance department in being observant of facility conditions.

Infrastructure Maintenance Renewal (IMR)

This funding envelope, which addresses the modernization or replacement of existing facility components, is based upon the priorities of health and safety and programming needs of the district and managed by the Operations and Maintenance Department. The 2013 – 2014 IMR plan was developed with input from school-based administration, and in-house facility expertise. \$550,962 was expended on the start of 65 different projects throughout the District at all schools. \$631,050 was carried forward to 2014-15 for the completion of projects planned which were still ongoing as of August 31, 2014. Examples of projects included, but were not limited to, washroom renovations, gym floor refurbishing, HVAC, various alarm and motor replacements, roof maintenance, furnace and boiler repairs.



A View Forward

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

- Enhancing monitoring mechanisms of performance and project management effectiveness;
- Continuing with improvements to Facility Security Measures (eg. Lock-up, alarm systems, patrols, camera placements);
- Ongoing facility roof monitoring and maintenance;
- Continuing the engagement of a District Occupational Health and Safety Committee, with representation coming from all school sites, and offices.

Capital and Facilities Planning

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

Based upon the Board's effectiveness in clarifying project priorities to the Government of Alberta as determined by enrollment, utilization, programming, and health and safety needs, the following four priorities were approved for funding by the government in 2014, and at the time of this report are all in the planning phase:

1. Modernization of St. Albert Catholic High School

With the first phase of this project completed, an additional capital investment of approximately \$15,000,000 will result in the improvement of washroom facilities, HVAC systems, programming for students with diverse needs, physical education facilities, and the design of flexible classroom space dedicated to the application of technology, and achieving the competencies outlined in *Inspiring Education*.

2. Elementary School for Morinville

As a result of new legislation that enabled the Sturgeon School Division to operate public secular education in the Town of Morinville, the Minister assigned an elementary school to the newly operating Public School Board. The strong retention of our students within one fewer school has resulted in a utilization rate of 91% for the three GSACRD schools that operate in Morinville. Important to this matter is the fact that the only elementary school, Notre Dame, has a current utilization rate of 106%, and that there is no current space available for the District to respond to its pre-kindergarten program demands. Given this unusually high utilization rate in Morinville, we are appreciative that a project with a preliminary estimate of \$15,000,000 has been announced by the Government of Alberta.



3. New Kindergarten to Grade 9 School in 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 has continued for the 2014 – 2015 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 K – 9 school to the north of these programs, in the rapidly developing northwest Sector of the City of St. Albert. Our preliminary cost estimate for this project upon submission is \$20,000,000.



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

This additional upgrade will result in the modernization of instructional spaces that house programming for students with diverse learning needs, library services, and Career and Technology Studies. A preliminary estimate for this project is \$4,000,000.



Further information about Greater St. Albert Catholic School's Facility and Capital Plan can be found at www.gsacrd.ab.ca/about-us/plans-and-reports.