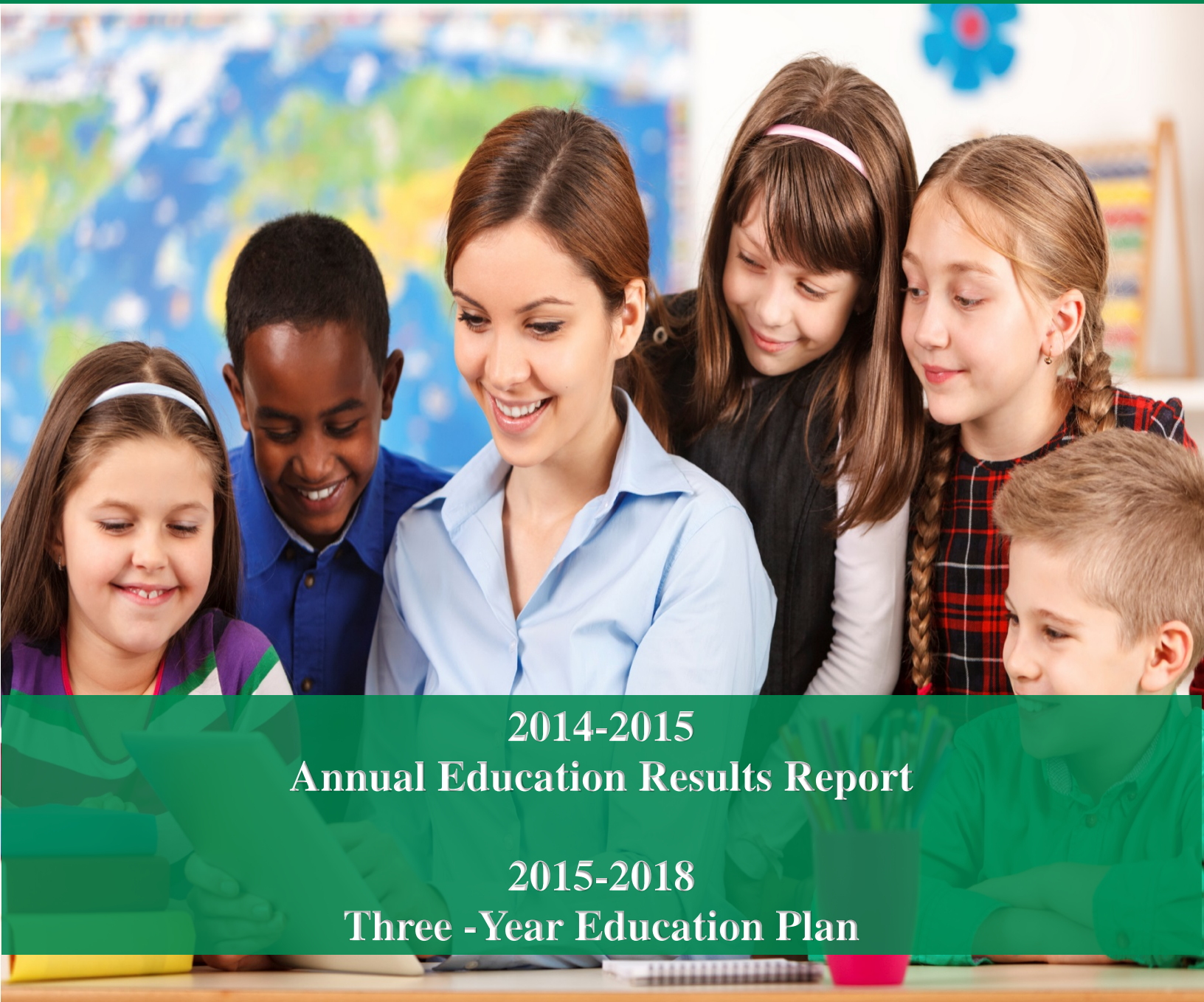


# Greater St. Albert Catholic Schools



## 2014-2015 Annual Education Results Report

## 2015-2018 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](http://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>. Our Class Size Report can also be found on our website at <http://www.gsacrd.ab.ca/download/38160>.

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).

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## Accountability

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



*Noreen Radford  
Board Chair*

In our 151<sup>st</sup> year as a school jurisdiction, it is a great honour to present to our communities, our educational results report for 2014 – 2015 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 blesses our Board with this opportunity to share with our community, the tremendous results and ambitious plans contained within this document.

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

- ✓ For 15 of 16 measures within the provincial Accountability Pillar mandate for educational authorities, Greater St. Albert Catholic School’s results have exceeded provincial results;
- ✓ The average rate of exceeding provincial performance in all accountability related areas is by 6%;
- ✓ Strong differences between our results and those of the province include:
  - Provincial Achievement Tests – Acceptable Standard: +11%
  - Rutherford Scholarship Eligibility: +10%
  - High School Completion Rate: +9%
  - School Improvement: +7%
  - Citizenship: +6%
  - Parental Involvement: +5%
  - Diploma Exams – Acceptable Standard: +4%



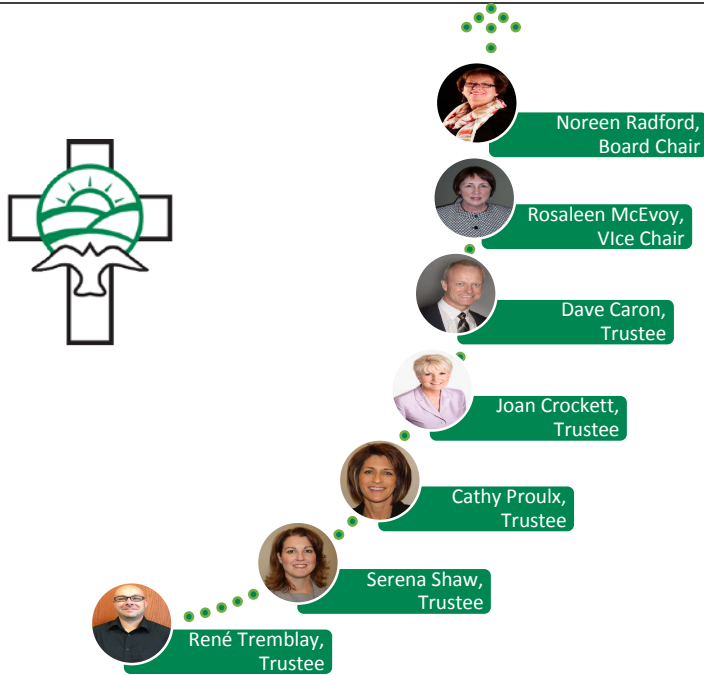
*David Keohane  
Superintendent of Schools*

A legacy is most easily defined as something that is left behind for others to make effective use of in the future. Therefore the best legacies are those that ease the burden of future endeavors and cast a ray of hope on whatever the future provides. Our 150 year legacy supports a future that promises to our graduates a way to live fulfilled lives for the prosperity of fellow Albertans, Canadians, and our brothers and sisters throughout the world. As such, year 151 (2016) and beyond are destined to be great years for education in our service areas. Great things have and will happen, when our “faith in each other” abides in all that we do! Sincere thanks to all who work within our mandate, and entrust us with the education of their children.

God Bless!



## 2015-2016 Board of Trustees



## Accountability Statement



The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for Greater St. Albert Roman Catholic Separate School District No. 734 were 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 2014-2015 school year and the Three-Year Education Plan for 2015-2018 on November 23, 2015.

Board Chair

Superintendent of Schools



## Who is GSACRD?

### *District Profile*

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

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

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

During the 2014 – 2015 School Year, the District celebrated its legacy of 150 years of Catholic education in our region. We are blessed that for 16 schools in three communities our motto and mandate of *Faith in Our Students* continues to be of significant value to our parents, students, and staff.

### *Our Schools*

St. Albert Schools	Grades Served
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	Grades Served
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	Grades Served
Legal School	K-9 English

***Our Relationship to Government Accountability***

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. This explains why, our schools are essential participants in enhancing the dignity, common good, prosperity, and fulfillment of all Albertans. 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.

***Mission Statement, Vision, Values and Core Commitments***



***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.

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.

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

### ***Our Collaborative and Strategic Focus***

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

### **Community Consultation**

Strategies stressed in this education plan have been through consultation with our school and parish communities, and district - wide administration. Nine public stakeholder processes conducted since 2011, have attracted the contribution of 2600 community members, and have set the stage for the faith - based and student learning strategies that are stressed within this document. This education plan continues to stress unique strategic approaches for each of our four high school programs that have been developed through community consultation over the past two years.

Our principals as instructional leaders, have provided 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. They have also stressed the importance of staff understanding the recent outcomes of the Truth and Reconciliation Commission of Canada, and its local impact upon First Nations families. In this way, our district staff will enhance their capacity to more authentically and compassionately understand the importance of honouring FNMI cultural needs in a changing world.

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



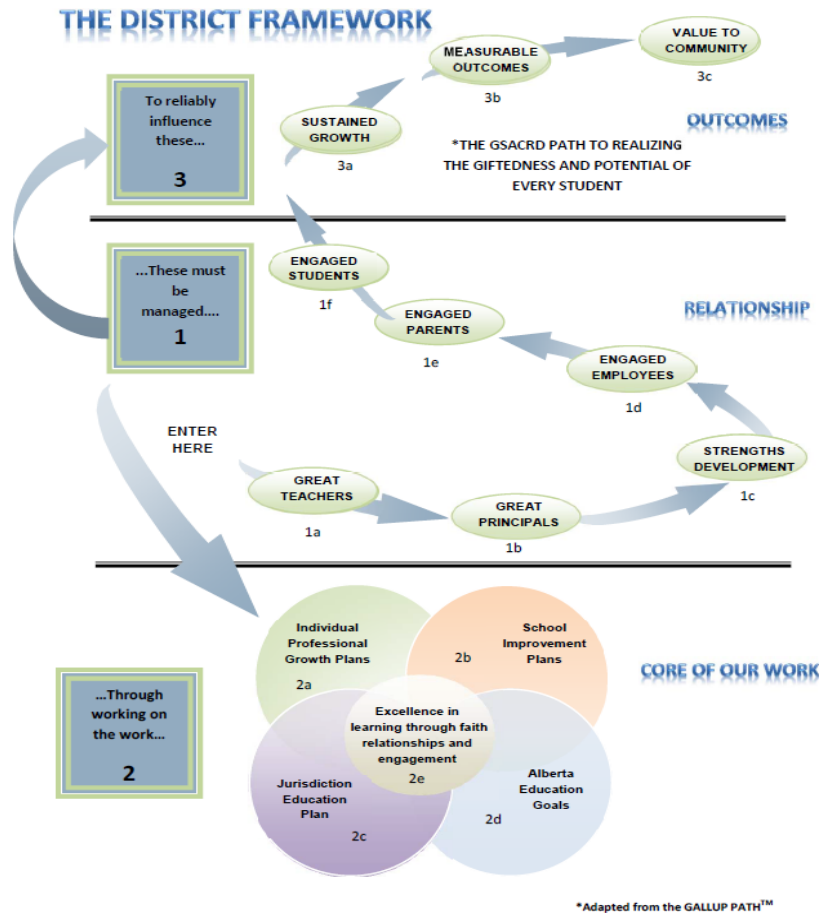


In order to appropriately value community interest that has been invested into this plan, and make this input achievable, we have outlined strategies for implementation within a one, two, or three year timeframe. On a go forward basis, strategies will be reviewed for their effectiveness in meeting district needs at the end of their implementation period.

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.

### GSACRD Framework for Action

The diagram 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 indicates that the most important improvement priorities for our school district rests in the following areas:

- reducing the drop-out rate of grades 9 – 12 students;
- enhancing the success of students in grades 6 and 9 in achieving the standard of excellence on Provincial Achievement Tests;
- furthering the hope, engagement and well-being of students in their goals to complete high school;
- enhancing achievement within Diploma exams in grade 12.

Greater St. Albert Catholic Schools continues to demonstrate no overall decline in these areas, and exemplary achievement with a drop-out rate (1.1%) that is considered to be a standard bearer for the province.

## 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.

## Context for Continuous Improvement

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As a voice of public interest in our schools, the Board of Trustees exercises its “over-sight” role in ensuring that 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 were 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 the three basic components 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 Desired Outcome One: Every Student is Successful and is assessed beginning on page 22 of this report.

## Component 2: “Educate and Nurture”

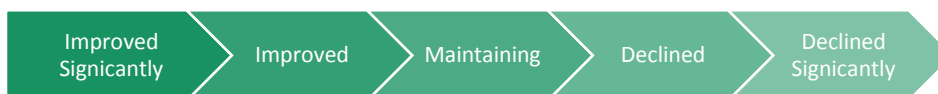
The purpose of funding from Alberta Education is to achieve success in student learning. The ministry’s demonstration of growth in this regard is dependent upon the success of school jurisdictions and their schools in meeting the educational needs of students. Our school district associates its success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

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



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

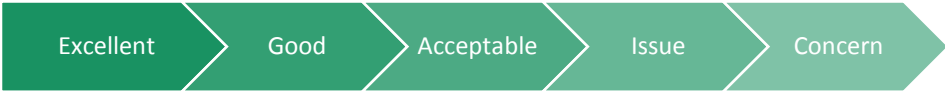
The improvement evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction results for each measure. This results in one of the following improvement levels:



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

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 specific outcomes and associated measures that are referenced within our *Desired Faith Outcome; Desired Outcome One: Every Student is Successful; Desired Outcome Two: Alberta has Quality Teaching and School Leadership; Desired Outcome Three: Alberta’s Education System is Governed Effectively; and Desired Outcome Four: First Nations, Metis and Inuit Students are Successful*. For any results showing an overall evaluation of “issue” or “concern,” targets are required by Alberta Education. For the seventh consecutive year, 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”**

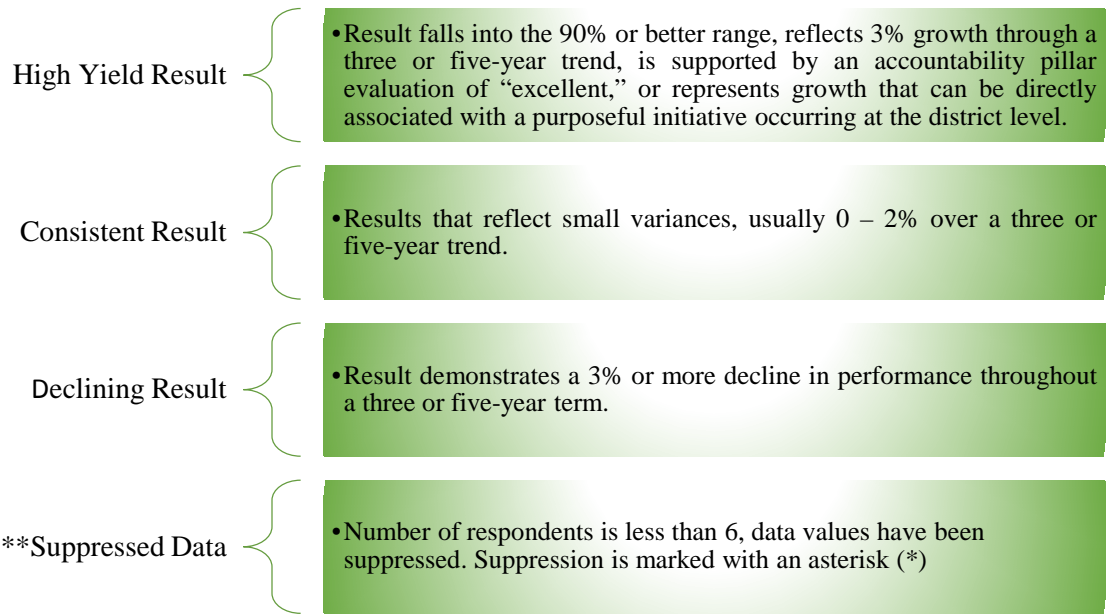
The assessment of all performance previously outlined in this report rests within this aspect of the mission of our school district. Our Catholic schools bring secular visions of “student achievement,” “safe and caring schools,” and “citizenship” to a far greater sense of significance. Through the influence 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 2014 – 2015 school year was spent enhancing the capacity of our staff and students to respond to the following theme: “Shepherding Our Flocks: Called to Love One Another.” 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:**

In order to make this report one that is a complete summation of district progress, the document affirms success, but also informs growth opportunities. Therefore, a process for interpreting last year’s results is in order. For this reason, to complement the Accountability Pillar, an overall assessment is provided for each “desired outcome” that is based upon one of the following four classifications:



## District Highlights

### Combined 2015 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	93.0	91.7	91.9	89.2	89.1	88.9	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	87.1	87.1	86.4	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	92.9	91.6	92.5	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.1	1.7	2.1	3.4	3.3	3.3	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	85.0	87.6	83.2	76.4	74.9	74.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.0	83.6	84.7	73.0	73.1	73.9	High	Maintained	Good
		PAT: Excellence	19.8	20.0	21.7	18.8	18.4	18.9	High	Declined	Acceptable
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	90.1	90.5	89.1	85.2	85.5	84.6	High	Maintained	Good
		Diploma: Excellence	19.3	23.4	21.6	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	61.7	66.4	63.8	54.9	50.5	54.4	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	71.5	76.2	74.2	61.2	60.9	61.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	66.2	67.8	65.6	59.8	59.2	59.0	High	Maintained	Good
		Work Preparation	85.5	81.8	82.8	82.0	81.2	80.4	High	Improved	Good
		Citizenship	89.5	88.3	88.1	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	85.8	83.2	84.2	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.7	84.6	85.1	79.6	79.8	80.1	Very High	Improved	Excellent



### Combined 2015 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	0.0	2.0	5.8	8.0	7.8	8.4	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	88.8	70.0	68.6	46.0	43.6	42.6	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.4	71.8	74.5	52.1	51.4	52.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	10.2	10.7	9.8	6.5	5.8	5.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	84.7	96.2	86.4	78.3	78.4	76.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.3	26.4	17.3	9.4	10.1	9.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	63.4	42.0	37.7	20.2	18.9	19.9	High	Improved	Good
		Rutherford Scholarship Eligibility Rate	60.0	56.0	59.7	31.5	33.0	34.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	42.2	42.6	59.0	30.3	32.1	31.5	Low	Maintained	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.

### Coherece 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 21<sup>st</sup> 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 Q<sup>12</sup> survey are analyzed with the goal of staff determining how to optimize the indicators of employee engagement.

In the last three 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.



## Desired Outcomes

### Desired Faith Outcome 2014-2015: Shepherding Our Flock; Called to Love One Another

*Specific 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		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	84.5	84.8	83.2	85.8	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.1	91.7	92.3	91.7	93.0	Very High	Improved	Excellent
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.3	87.9	87.9	88.3	89.5	Very High	Improved	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.1	82.9	83.6	81.8	85.5	High	Improved	Good

#### Strategy:

- **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.

#### Analysis:

The Greater St. Albert School District continued to be represented on the Sign of Hope Campaign, a community represented team of work sector and agency representatives who pursue charitable support for Catholic Social Services (CSS). The Archdiocese of Edmonton considers CSS to be the most significant local community support agency for Catholic parishes. Thanks to the diligent work of *Sign of Hope*, funding was raised last year for over 60,000 clients by being responsive to elder abuse, sexual exploitation of youth, family breakdown and violence, fetal alcohol disorder, substance abuse, HIV/AIDS, homelessness, immigrant and refugee settlement needs, and community inclusion for adults with developmental disabilities. Our District staff and students supported CSS through:

- ✓ prayer (including a petition for CSS in our Prayers of the Faithful at liturgies);
- ✓ fundraising for the annual *Sign of Hope* campaign, which helped the campaign exceed its goal of \$3.1 million. We note that the education sector raised more than it ever has and was one of the most successful groups in generating support for the campaign;
- ✓ an employee pay deduction program for staff who wished to contribute;

- ✓ retreat opportunities for school staff to visit some of the Catholic Social Services programs and to provide some volunteer service at those sites.

Unique within our support last year was that in November, 2014 representatives from every school visited the Rotary Centre for New Canadians, one of the programs that CSS operates. There our District met with a number of program directors to discuss ways in which students and staff in our District can volunteer their help and their support. Schools responded extremely well by collecting resources, clothing, and belongings that are essential for various CSS programs.



While Catholic Social Services remained our local charity of choice, on a global level we emphasized our support for Canadian Development and Peace. For the 2014 – 2015 school year, as a District Legacy Project to celebrate 150 years of Catholic education in our region, GSACRD entered into a unique and exciting partnership with Canadian Development & Peace. As a district, we committed to raising \$200 000.00 for the reconstruction of schools in

the area of Tacloban in the Philippines, which was hit by Typhoon Haiyan on November 2013. Representatives from the national office for Development & Peace flew to Edmonton in November to address all administrators, provide detailed information, and answer questions. Our schools spent the year exploring ways of contributing to the work of Development and Peace in the areas of prayer, education, and fundraising.

The value added dimension of working with Canadian Development and Peace in this manner is that our project has become a “project based learning” pedagogy initiative as a way of furthering our students understanding of social justice and its transformational role in furthering the dignity of humankind in our world. The social justice based learning model, of “see,” “judge,” “act,” has become a pathway for students understanding how to be justice focused in relationship to global issues and issues impacting “right relationship” within their own school communities.



Canadian Development and Peace recently prepared a year-end report that summarizes our partnership and the progress we have made. This report can be found at <http://www.gsacrd.ab.ca/programs/faith-education/development-and-peace> on our District website. It is anticipated that educational and charitable support for this project will extend through a three year commitment within our district’s Three Year Education Plan.

**Strategy:**

- **2014 – 2017** – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process.

**Analysis:**

In addition to our schools working with students to use the philosophy of Canadian Development and Peace in responding to needs of others, the theme for last year's Faith Dimension goal, *Shepherding Our Flock - Called to Love One Another*, was particularly instructive as a focal point for our schools' religious education programs. The theme was inspired by the post-resurrection story in John's gospel (21: 1 – 19), where Jesus asks Peter three times if he loves Him, and each time encourages Peter to 'feed my lambs'. Shepherding remains a beautiful image of the supportive and persistent social responsibility that we are called to exercise within in our schools, leading others to Christ, feeding them with His word, and loving them through this example. Consequently, our schools, through the work of staff and student leadership teams developed their own unique themes to further their call to attend to local community needs – some examples being *Called to Love One Another ... Building God's Kingdom*; *We will Follow Him: In Faith, In Love, and In Service*; and *Grow, Pray, Serve*.

**Strategy:**

- **2014 – 2017** – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ.

**Analysis:**

In our faith tradition, retreats are opportunities to strengthen and deepen our relationship with God and with each other. For this reason, retreats for students and staff continued to be a priority for our school communities throughout the 2014 – 2015 school year.

In October, 2014, Pure Witness Ministries provided day-long student retreats for four of our schools. In mid - November, another four schools brought in Feel the Pulse retreats for their entire school. These well - received, full-day retreats incorporated music, prayer, drama, testimony, and teaching. The Oblate Youth Ministry Team within our district provided retreats for a number of the other schools, and St. Albert Catholic High School brought in the National Evangelization Team (NET) to work with the school's students.

Throughout the past year, each school organized their own annual staff retreat, many of them reinforcing our work in the areas of shepherding and feeding our flock. A few of our staffs were involved in service projects at the Bissell Centre and the Mustard Seed in downtown Edmonton, as well as programs offered through Catholic Social Services.

**Strategy:**

- **2014 – 2017** – religious education is relevant and promotes hope, engagement, and well-being in students.



### **Analysis:**

The District believes that when students experience our religious education programs through current, applicable, and experiential circumstances, they experience a strong personal connection to their family, school, and community. As Gallup research would tell us, strong hope, engagement, and well-being, translates into enhanced success for students achieving academic goals and furthering post-secondary education.

Last year in our high school programs, students were provided with greater flexibility to complete religious education within online programs. However, these programs were complemented with face – to – face seminars that promoted greater awareness of global and social issues, and instruction around focused themes of interest using local and guest teachers to animate discussions and enhance awareness.

High school flex-block scheduling was used to promote topics of interest to students, and to create seminars that would enhance deeper understanding of topics addressed within religious education programs.

High school students were also incorporated into our junior high and elementary retreat teams who brought exemplary role modelling to our younger students regarding how to promote a caring student community that promotes the common good and dignity of one another.

### **Strategy:**

- **2014 – 2015** – all schools celebrated the 150<sup>th</sup> Anniversary of Catholic Education in our District through participation in the “Faith in Our Future – 150 Steps Along the Journey” innovative pedagogy project.

### **Analysis:**

In order to enhance awareness to the legacy of our educational mandate, each of our 16 schools were provided days within the school year to show-case the contributions of our schools to yesterday, today, and tomorrow. 150 examples of how we promoted our district were part of a yearly blog, entitled: “Faith in Our Future – 150 Steps Along the Journey.” Focuses from our schools were unique and innovative, ranging from days when our schools showcased project based learning activities, played social games from the past, focused on a specific charitable donation, and even arranged for staff and students to dress in period clothing, going back 50 to 150 years. The cumulative activity of the year was the District’s 150<sup>th</sup> Anniversary Mass on the Hill, when all 6000 students within our district gathered to celebrate our legacy as community on the Seven Hills Site, the location of the first educational program within our district.



### Strategy:

- **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;

### Analysis:

Building the capacity of staff and parents to understand and promote our faith, increases the likelihood that it will be modelled and witnessed to our students. For this reason, during the previous school year a varied and intentional approach was exercised to promote the spiritual growth of teachers and parents within our communities.

The District hosted two Theology on Tap sessions during the year. These sessions provide a relaxed and welcoming format for staff to engage with guest speakers on topics of interest to the viability of our education mandate. One guest speaker was Dean Sarnecki, a former teacher, high school chaplain and principal, who is now the executive director of the Alberta Catholic School Trustees Association (ACSTA). Mr. Sarnecki facilitated a discussion around current issues in Catholic education. In another session, the Ukrainian Eparcy, Bishop David Motiuk, provided an awareness to the ministry of Pope Francis, and how the Holy Father's focus on experiencing the Joy of the Gospel, brings fulfillment to all Christians.

Since Greater St. Albert Catholic Schools requires that new teachers have two courses in either religious education or theology prior to receiving permanent contracts, the district enables new teachers to satisfy this requirement within our district, through participation in our Catholic Education Formation Program. Seven new teachers participated within the program's one full-day session and three evening sessions. Topics discussed include the Creed, sacraments, prayer, Sacred Scripture, Church history, Church teaching on Mary and the saints, and permeation of faith. Participants engaged within required readings, reflections, and a class presentation.

For our "principal educators," faith formation sessions at the beginning of each of our regular administration meetings enhanced the capacity of our school based administrators to be instructional leaders for our teachers. Themes for the year focused on:

- ✓ a close look at what it means to 'shepherd our flock';
- ✓ a close look at Psalm 23 (*The Lord is My Shepherd*);
- ✓ the Spiritual Works of Mercy;
- ✓ Dr. Richard Rymarz's book *So You're teaching Religion!* and its key messages and implications for schools;
- ✓ Pope Francis' *The Joy of the Gospel* (*Evangelii Gaudium*); and
- ✓ an introduction to the Acts of the Apostles;
- ✓ Lectio Divina (Holy Reading) of Scripture;
- ✓ the Five Marks of Catholic Education as summarized by Archbishop Michael Miller of Vancouver.

Given such personal formation, our school administrators continued to prioritize time within every monthly staff meeting for staff faith formation. Many used the same presentation as was offered at their

administrator's meeting. District school based religious education representatives also worked with administrators in facilitating these sessions.

Four times during the year representatives from each of the schools and some parishes gathered to discuss ways of enhancing the faith life in our schools. Much of our gathering time was dedicated to faith formation on topics previously outlined. At these gatherings, district leaders also explored ways of using technology as a tool in religious studies and optimizing engagement for students.

In terms of district publications, *The Sower*, continued to be published as a home - grown staff faith formation program. This monthly newsletter was used as a mechanism to promote implementation of the District faith goal. These newsletters were posted on the District website, under 'Faith Education', for easy access in the future. Complementary to this endeavor, a monthly community publication named, *Telling Our Story*, brought aware to members of our parent and parish communities with respect to the many ways that faith was brought to life for students within our schools.

**Strategy:**

- **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.

**Analysis:**

Throughout 2014 - 2015, both Holy Family Parish and St. Albert Parish participated in the Sacramental Education Initiative organized by the Archdiocese of Edmonton. School administrators met every two months with their parish priest(s) and sacramental education coordinators to discuss how parish and school can more effectively work together to enhance the sacramental life of our students. Such work addressed our desire to foster greater involvement of families in the sacramental preparation of their children. The process was very beneficial as a means of establishing a closer working relationship and stronger lines of communication between school and parish, all for the sake of the students and their families. A similar process took place in the communities of Legal and Morinville. School administration, the religious education consultant, and the parish priest(s) met every two months. Such work was particularly helpful in St. Emile Parish, St. Jean Baptiste Parish, and St. Albert Parish, where the priests were new to the community this year.

The quality of our intentional efforts to bring excellence to Catholic education becomes verified by how our students, staff, and parents assess the qualitative dimensions of education within our schools that are common to all provincial schools. As our results in the areas of parental participation, safe and caring schools, active citizenship, and preparation for the world of work demonstrate, our stakeholders believe that these dimensions become optimized through the full, conscious, and active promotion of our faith mandate. With three of four measures being used to assess these areas receiving a government classification of "excellent," and one measure demonstrating 4% growth over five years, the following assessment is warranted.

**Assessment: High Yield Result**



## Desired Faith Outcome 2015-2016: Faith in Our Families; Supporting the Domestic Church

*Specific 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:

- **2015 – 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;
- **2015 – 2017** – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
- **2015 – 2017** – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ;
- **2015 – 2017** – religious education is relevant and promotes hope, engagement, and well-being in students;
- **2015 – 2016** – 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.





## Desired Outcome One: Every Student is Successful

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.2	87.3	89.5	90.5	90.1	High	Maintained	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.3	19.3	21.9	23.4	19.3	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	82.6	81.1	81.0	87.6	85.0	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	2.2	2.2	1.7	1.1	Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	64.4	66.7	62.4	67.8	66.2	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	73.0	76.4	69.9	76.2	71.5	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	62.6	63.3	61.9	66.4	61.7	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.3	87.9	87.9	88.3	89.5	Very High	Improved	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.1	82.9	83.6	81.8	85.5	High	Improved	Good

### Analysis:

The desired outcome that is assessed within the section of the report addresses those accountability measures that best demonstrate the success of students in completing high school and transitioning into post-secondary education. The outcome is also associated with qualitative measures that further public awareness of how prepared our students are to model citizenship and be prepared for the world of work. As a contributing jurisdiction to the success of our province, Greater St. Albert Catholic is a leading indicator of effective preparation for students in the pursuit of post-secondary goals. The District



continues to outperform the province regarding high school completion, participation, and post-secondary eligibility rates. In 2014 – 2015, the District demonstrated a 7% higher overall achievement rate than the province when drop-out rates, diploma exam participation, high school completion, Rutherford Scholarship Eligibility, and transitioning into post-secondary are considered. 8 of 9 measures used by the government regarding the success of every student has received the two highest overall assessments (good, excellent) from the government, with no overall declines in performance being noted. Our community perception with how prepared our student are to be citizens of the world is 6% higher than the provincial perspective regarding this measure. Given our high expectations for success, we consider our achievement in diploma exams at the standard of excellence to represent an opportunity for growth within the future. Results would indicate that we are exceeded by the province by 2% in the area of diploma exams at the standard of excellence. With consideration of all of these variables, the following assessment is provided.

***Assessment: Consistent Result***

**Strategies:**

Morinville Community High School demonstrates this outcome so that:

- **2015 – 2017** – students experience an “innovative,” “hands-on” approach to learning that involves community partnerships;
- **2015 – 2017** – strong program variety enables students to achieve career interests;
- **2015 – 2017** – quality education meets the diverse learning needs of students;
- **2015 – 2017** – a variety of differentiation and formative assessment strategies improve student learning;
- **2015 – 2017** – flexible pathways for learning are established to address the formative needs of students;
- **2015 – 2017** – positive behavioural and academic supports enable all students to achieve.

**Strategies:**

St. Gabriel demonstrates this outcome so that:

- **2015 – 2016** – 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;
- **2015 – 2017** – a variety of differentiation and formative assessment strategies are used to improve student learning;
- **2015 – 2017** – flexible pathways for learning are established to address the formative needs of students;
- **2015 – 2017** – positive behavioural and academic supports enable all students to achieve



*Specific GSACRD Outcome: Validate components of a 21st Century Learning focus and shared campus approach at SACHS and ESSMY*

**Strategies:**

**St. Albert Catholic High School demonstrates this outcome so that:**

- **2015 – 2016** – students participate in leadership training programs, and post-secondary / career path exploration ;
- **2015 – 2016** – students participate in course related practicums outside the walls of the school community;
- **2015 – 2018** – students experience enhanced accessibility to sport and wellness activities;
- **2015 – 2018** – students experience choice in dual-track French-Immersion programming.

**École Secondaire Sainte Marguerite d’Youville demonstrates this outcome so that:**

- **2015 – 2018** – students receive similar 21<sup>st</sup> Century Learning focuses to those experienced within the SACHS program;
- **2015 – 2018** – students experience the benefits of a small single track French Immersion program at the high school level, while seeking more robust and personalized timetabling offerings through a partnership with SACHS ;
- **2015 – 2018** – students are provided opportunities to participate within SACHS athletic programs.

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.0	84.7	85.9	83.6	84.0	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).	20.8	21.9	23.3	20.0	19.8	High	Declined	Acceptable

**Analysis:**

2014 – 2015 marked the first year within the province’s achievement testing program that the grade three achievement tests were not factored into an overall assessment of learning. With the advent of Student Learning Assessments (SLAs) at the start of grade 3, grade three mathematics and language arts testing assessments have been removed from the accountability pillar. The results within this report considers grade 6 and grade 9 results in language arts, math, science,



and social studies. Within these results, our district's students equaled or better their peers in 9 of 11 examinations at the Acceptable Standard and in 10 of 11 at the Standard of Excellence. Put another way, the overall success of our grades 6 and 9 students within the Acceptable Standard exceeded provincial students by 10%, and within the Standard of Excellence these students exceeded the province by 4%. Results would indicate that our opportunities for growth rest within the Standard of Excellence in grade 9 in math and science. Given these realities, the following assessment is warranted.

***Assessment: Consistent Result***

**Strategies:**

**K – 9 educational programs demonstrate this outcome so that:**

- **2015 – 2017** - there is a promotion and move toward the development of the 10 competencies from Inspiring Education within the classroom.
- **2015 – 2017** - there is a deeper understanding of what literacy and numeracy looks like in GSACRD classrooms;
- **2015 – 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;
- **2015 – 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.
  - learning walks that show evidence of focused literacy and numeracy strategies across the curriculum.



## Desired Outcome Two: Alberta has Quality Teaching and School Leadership

*Specific 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		
	2011	2012	2013	2014	2015	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.	87.1	85.4	86.7	87.1	87.1	Very High	Maintained	Excellent

### Analysis:

The District's efforts to provide strong and diverse programming choice for students within highly inclusive environments continues to be validated by this qualitative measure. Furthermore, professional learning that is balanced between school based professional learning days, "at elbow" support for classroom practice from school based pedagogy lead teachers, and collaborative school improvement planning, factors into a robust and professional learning protocol for our teachers. However, we must indicate within this analysis that our quantitative (testing) and qualitative (satisfaction) results demonstrate that inclusion in our district continues to be complementary to student success. Through a universal learning design mindset our schools pre-think the climate and ergonomics of a classroom based upon each students programming need, and then provides differentiated supports in the areas of pedagogy and assistive technologies to further student learning. Our success explains why we do not focus on "special education" as a separate category of programming for learners, and far more on "diverse learner" needs, where as much as possible, students will have programming accommodations and supports provided in a classroom location common to every student.

This result for 2014 – 2015 is 6% higher than what was experienced throughout the province. The "very high" achievement designation and overall assessment of "excellent" validates the assessment for this measure.

### Assessment: *High Yield Result*

### Strategies:

#### **K – 12 educational programs demonstrate this outcome so that:**

- **2015 – 2017** - professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school based plan
- **2015 – 2017** – learning outcomes and competencies for students are addressed through a deeper, wider, and more equitable application of technology within all classrooms;
- **2015 – 2017** – District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning.

## Desired Outcome Three: Alberta’s Education System is Governed Effectively

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

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	84.5	84.8	83.2	85.8	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0	92.5	93.3	91.6	92.9	Very High	Maintained	Excellent

### Analysis:

The collaborative culture within our district that allows for parental participation within our education is made very evident through the effectiveness of our school councils, and the strong level of support of our parent community in supporting community based learning activities, and community engagement strategies. In 2014 – 2015, nearly 50% of eligible stakeholders participated within a web – based community conversation dedicated to high school programming. Furthermore, feedback from Council of School Council Meetings and focus groups dedicated to digital literacy and transitioning of students between our K – 12 programs resulted in a new strategic direction associated with this outcome. It must be stressed that the extremely high level of engagement of our staff in their work contributes to the strong overall success of student learning and the perspective that the overall quality of education in our district is very strong. In 2014 – 2015, the engagement of staff as measured through the Gallup Q12 (Staff Engagement) survey confirmed our second highest result in the last eight years. The overall perception of engagement based upon 12 critical indicators was 4.18 / 5 for 2014 – 2015. Within Gallup’s international data base, this result places our district at “world class” status as a “best workplace” environment. Considering this result, and the attainment of an overall assessment of results being “excellent” for both measures associated with this specific outcome, the following assessment is very well deserved.

*Assessment: High Yield Result*

### Strategies:

#### **K – 12 educational programs demonstrate this outcome so that:**

- **2015 – 2017** – emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online -collaboration with parents at the school level;
- **2015 – 2016** – community feedback in enhancing transitioning between school programs is enhanced through:
  - schools collaborating each other to promote continuity of programming from K – 12
  - making early and timely notifications of programming opportunities for students
  - encouraging students to be an important source of promotion for our schools;
- **2015 – 2016** – community feedback in promoting effective digital literacy programs in K – 12 occurs through:
  - the integration of digital citizenship being a core component of how citizenship is taught within schools

- developing a common ethical and moral framework promoting “self-regulation” through which digital citizenship will be taught
  - maintaining equity of access of technology to all students within the District;
- **2015 – 2017** – students in grades 5, 9, and 10 undertake a strength based assessment to be used for enriching learning engagement within the classroom.

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

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	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.	92.1	91.7	92.3	91.7	93.0	Very High	Improved	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.2	85.8	85.0	84.6	86.7	Very High	Improved	Excellent

**Analysis:**

Perhaps the greatest compliments that the public can provide a school is that it sustains safe and caring learning environments, and that for the sake of the success of all students, the learning community continues to find new and meaningful ways to improve in meeting student needs. Such are the kinds of schools that research would tell us are most desirable for parents, teachers, and students to engage and learn within. The District is blessed that we continue to make incremental gains beyond 90% satisfaction range in the area of safe and caring schools, and that our school improvement result is 7% higher than what is experienced throughout the province. The many and varied intentional efforts that are taken by our schools to enable such satisfaction to occur has been validated by the achievement, improvement, and overall result assessments that have been provided by the province. These results, best described as “excellent,” explains the following assessment.

**Assessment: High Yield Result**

**Strategies:**

**K – 12 educational programs demonstrate this outcome so that:**

- **2015 – 2017** – implementation of the School District’s Safe and Caring Schools procedure and applicable District Administrative procedures are aligned with current and future legislation;
- **2015 – 2018** – student diversity is respected and celebrated through school based counselling, advocacy, and peer – group support initiatives.

## Desired Outcome Four: First Nations, Métis and Inuit Students are Successful

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

Performance Measure	Results (in percentages)					Target 2015	Evaluation		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.6	74.4	77.3	71.8	74.4		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).	9.2	11.0	7.6	10.7	10.2	14.0	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	75.5	81.8	81.3	96.2	84.7		Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.2	11.4	14.1	26.4	15.3		Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Target 2015	Evaluation		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	80.4	61.0	74.8	70.0	88.8		Very High	Improved	Excellent
Drop Out Rate – annual dropout rate of self-identified FNMI students aged 14 to 18	5.3	3.0	12.4	2.0	0.0		Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	61.4	*	75.3	42.6	42.2	63.0	Low	Maintained	Issue
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	31.3	58.8	64.3	56.0	60.0		High	Maintained	Good
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.5	36.6	34.5	42.0	63.4		High	Improved	Good



### **Analysis:**

Due to small sample sizes associated with a few of the previous measures being used, the colours and ratings of the Accountability Pillar as they apply to FNMI education do not portray a complete picture of the success of these students. Greater St. Albert Catholic has achieved learning results for our FNMI students that would be the envy of our province. The following facts are compelling:

- For eight of nine measures, a five year trend analysis confirms an average growth in success of 12%;
- Our students achieved at a higher rate at the acceptable standard in provincial achievement tests than all other provincial students;
- Our students achieved at the same level of success at the acceptable standard in Diploma Exams as all other students in the province;
- Most importantly, our students have demonstrated that there is no learning gap between their achievement and that of all students within the province.

Given that our faith mandates compels us to provide a preferential option for students who are most impacted by cultural and social barriers, we are extremely pleased to see that our efforts in furthering conditions for success for our FNMI learners has resulted in such strong results. We credit the vision of district and school based leadership teams and the compassionate and differentiated approach of our highly skilled teaching staff to bring the following basic strategies into the learning equation of our FNMI students:

- Know our FNMI students by name, circumstance, and need;
- Provide one – to – one mentorship and diagnostic driven supports for students who do not reach learning targets;
- Learn and respond to what the Gallup Student Poll tells us about the degree of hope, engagement, and well-being that is being experienced by our First Nation students.

Since our district has eliminated the gap between FNMI learners and all other students within the province for the second consecutive year, we are proud to be a lighthouse jurisdiction for the province with respect to this outcome, and very deserving of the following assessment.

### ***Assessment: High Yield Result***

#### **Strategies:**

- **2015 – 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;
- **2015 – 2017** – collaboration occurs between students, families, and elders with the intent of maximizing student engagement in learning;
- **2015 – 2017** – partnership between home and school to occurs to establish innovative ways to build student engagement;
- **2015 – 2017** – truth and reconciliation furthers staff awareness of trust, respect, and understanding of FNMI efforts to honour cultural needs in a changing world.

## Addressing Challenges through New Opportunities

### ✓ *Timely Infrastructure Development*

Last year, we were pleased to report that with the recent announcement of new schools and school modernizations in the province, we were able to have every top priority within our capital plan addressed. Our challenge in moving plans for construction forward was linked to delays in securing school sites for development, and the tendering of our modernizations in a timely manner. However, now that sites have been secured within the St. Albert - Jensen Lake and Morinville - Westwinds Area Structure Plans, we look forward to the construction of the two awarded schools in these communities. We are also pleased that our modernization for St. Albert Catholic High School will begin construction in 2016, and that we can complete tendering for a modernized junior high facility at Vincent J. Maloney School as soon as possible. We see great opportunity in enhancing our service to our growing student population through these announcements.

### ✓ *Addressing Student Choice for High School*

We are very optimistic that the extensive consultation work conducted over the past two years regarding high school programming in St. Albert, will pay rewarding dividends in the future. Based upon the recommendations of the Shaping Our Future Report, furthering cooperative endeavors between our high school programs has already shown strong student retention gains. Specifically, the recent provision of French Immersion programming within St. Albert Catholic High School has enabled our District to retain 60 students over the past two years who would have otherwise pursued other non – district supported choices for high school programming in French had the solution not been recommended and put into action.

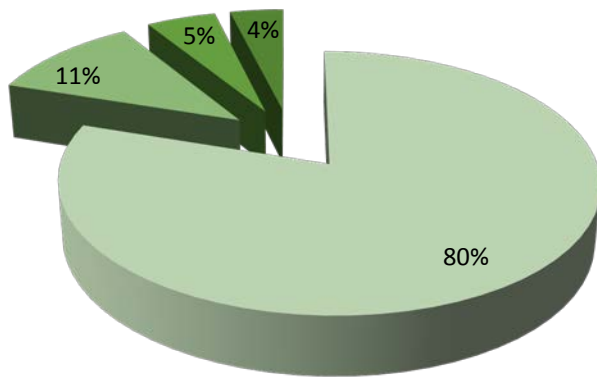
### ✓ *Attending to Student Mental Health Needs*

Reflecting a provincial trend, recent evidence suggests that supports for student mental health requires more local training, time, and expertise within our counselling services than has ever been experienced in the past. We anticipate that our upcoming community consultation dedicated to the topic of mental health will provide valuable additional insight into future direction that will be taken regarding this topic. For certain, an approach that is cross-ministry dependent and responsive will be a strong consideration for the future.

# Financial Results and Budget Summary

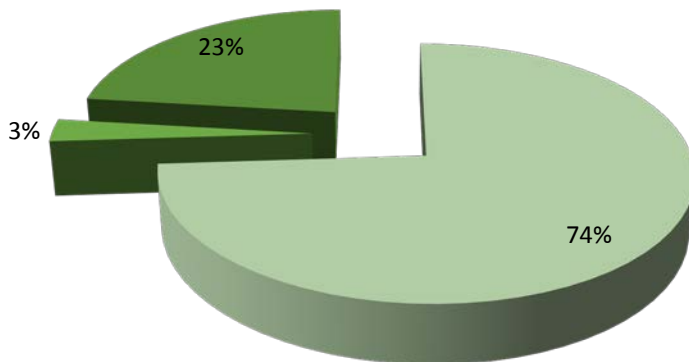
## Summary of Financial Results 2014-2015

### Total Revenues - \$70,550,233



- Alberta Education - \$56,497,466 (includes Capital Revenue of \$1,594,953)
- Property Taxes - \$7,810,316
- Fees - \$3,531,230 (Instructional Fees - \$2,931,321; Transportation Fees - \$599,909)
- Other - \$2,711,221 (Fundraising, Gifts & Inv. Income - \$598,440; Other - \$2,112,781)

### Total Expenditures - \$70,312,338



- Salaries and Benefits - \$52,026,641
- Amortization - \$2,029,704
- Services, Contracts & Other - \$16,255,993



## Audited Financial Statements

	2015	2014 (RESTATED)
Total Revenues	\$70,550,233	\$67,988,422
Surplus (Deficit) of Revenues over Expenditures	\$237,895	(\$979,238)
Cash and Temporary Investments	\$4,818,371	\$4,952,873
Total Assets	\$40,554,694	\$45,596,801
Unrestricted Net Assets	\$755,377	\$732,516
Restricted Net Assets	\$446,093	\$519,119
Investment in Tangible Capital Assets	\$4,290,201	\$4,002,141
<b>School Generated Funds</b>		
Total School Generated Funds Revenue	\$2,642,931	\$2,458,634
Total School Generated Funds Expenditure	\$2,700,453	\$2,442,340
Total Net School Generated Funds	(\$57,522)	\$16,294
Total instructional spending per student per school year: \$9,289		
Total operational spending per student per school year: \$11,515		
The Audited Financial Statements can be found at <a href="http://www.gsacrd.ab.ca/about-us/financial-documents">http://www.gsacrd.ab.ca/about-us/financial-documents</a> or contact the Finance Department at (780) 459-7711. For further details on School Generated Funds, please refer to Note 14 in the Annual Financial Statements.		

## Budget Summary 2015-2016

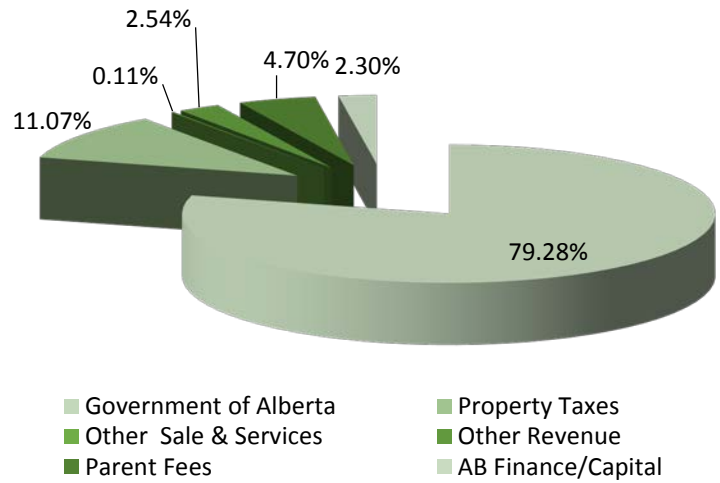
**The Principles for the Basis of Allocations** flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that decisions are best made by those persons closest to the source where such decisions will be applied. However, while the Principles acknowledge the benefit of site-based management, they also honor the need for solidarity among our schools, assuming that all areas of financial allocation in the District have a shared role in serving the needs of students. Finally, socialization is deemed to be the value that bridges the two previous components together. It assumes that all who work on behalf of students must be active in demonstrating behaviors that support each other with respect to the interdependent nature of everyone working for the needs of all students. Consequently, from time-to-time, adjustments to the 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 on our website at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) by June 30<sup>th</sup> of each year.



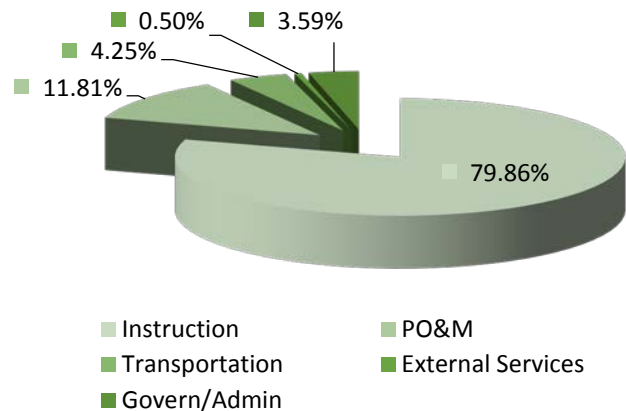
### Fall Update to 2015-2016 Budgeted Revenues

Government of Alberta	\$55,760,716
Property Taxes	\$ 7,783,200
Parent Fees	\$ 3,305,660
Other Sale & Services	\$ 80,000
AB Fin/Capital	\$ 1,617,109
<u>Other Revenue</u>	<u>\$ 1,788,055</u>
<b>Total Revenues</b>	<b>\$70,334,740</b>



### Fall Update to 2015-2016 Budgeted Expenditures

Instruction	\$56,268,908
PO&M	\$ 8,321,871
Transportation	\$ 2,991,170
Govern/Admin	\$ 2,528,846
<u>External Services</u>	<u>\$ 351,962</u>
<b>Total Expenditures</b>	<b>\$70,462,757</b>



**Projected Deficit Budget – (\$128,017)**

The Budget Report, can be found at <http://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*

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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 2014 – 2015 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.

The 2016 – 2019 Capital Plan was submitted to Alberta Education as per Board approval at the March 23, 2015 Regular Meeting. Strong advocacy and the presentation of a compelling cases within the plan resulted in every priority within the updated Capital Plan being addressed. This will result in:

- A \$15,000,000 modernization being awarded to St. Albert Catholic High School;
- A \$15,000,000 elementary school being awarded to the Town of Morinville;
- A \$20,000,000 K – 9 school being awarded to the City of St. Albert;
- A \$4,000,000 modernization of Vincent J. Maloney School

By October, 2015 the District was successful in securing a site for the K – 9 school in St. Albert, through obtaining a School Reserve allocation in the Jensen Lake Area Structure Plan. Within a similar time frame, the District was able to confirm its Morinville elementary school location to be located within the Westwinds Area Structure Plan.

The complexity of the province managing 232 school construction projects, has resulted in delays in tendering for the District's modernization projects, but in November, 2015 confirmation from the Capital Planning Branch has been provided that tendering for the St. Albert Catholic High School has been completed, and planning for the Vincent J. Maloney project has been initiated.

The District will have the unique opportunity in March, 2016 to plan for a completely new set of projects within its 2017 – 2020 Capital Plan. Such work will be completed through providing a simultaneous consideration of the needs of all 16 schools in the area of health and safety, programming, and expansion.

A copy of the District's current 2016 – 2019 Capital Plan can be obtained at the following link: <http://www.gsacrd.ab.ca/download/28722>.

## 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 have been diligent in their work in maintaining high standards for the operations of all facilities. For 2014 – 2015, our staff demonstrated a 100% completion of requested work order. Furthermore, the district experienced a decrease of work orders being submitted due to the preventative maintenance strategy being implemented by Operations staff.

## 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 2014 – 2015 IMR plan was developed with input from school-based administration, and in-house facility expertise. Of the \$2,082,341 in 2014 – 2015 IMR funding received and the \$631,050 carried forward from 2013 – 2014, a total of \$1,806,220 was expended on 97 different projects throughout the District at all 15 schools. \$907,171 was carried forward to 2015 – 2016 for the completion of projects planned which were still ongoing as of August 31, 2015. Examples of projects included, but were not limited to washroom renovations, instructional space improvements, gym floor refurbishing, Heating, Ventilation and Air Conditioning (HVAC) systems, various alarm and motor replacements, roof maintenance, improvement of site drainage, furnace and boiler system 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 replacements);
- Ongoing facility roof monitoring and maintenance;
- Furthering the engagement of a District Occupational Health and Safety Committee, with representation coming from all school sites, and offices.

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](http://www.gsacrd.ab.ca/about-us/plans-and-reports).

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan / Annual Education Results Report. The Policy and Requirements for School Board Planning and Results Reporting, April 2015 made this reporting mandatory for the submission of this and future reports. For 2014-2015, there were no disclosures made during this time period.

