

# Greater St. Albert Catholic Schools

## 2015-2016 Annual Education Results Report

## 2016-2019 Three -Year Education Plan



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

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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/38758>.

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



Serena Shaw  
Board Chair

Pope Francis has recently reminded us that “true education enables us to love life and open us to the fullness of it.” As our District annually reviews its success in furthering student capacity to meet local and provincial education goals, we can see why our students remain poised to find their place in our world, and make it a better place for everyone.

In 2015 – 2016, our accountability for provincial outcomes demonstrated that for all areas, Greater St. Albert Catholic Schools exceeded provincial results by an average of 5%. The largest gap between our results and those of the province is seen in the areas that best predict students contributing substantially to higher education, careers, and the communities where they one day will live. Our Rutherford Scholarship Eligibility exceeds the province by 12%. High School Completion is 10% higher, and Diploma Exam Participation and Post-Secondary Transition share in bettering the province by 6%. Most importantly, 98.8% of students who journey through our junior high and high school programs end up completing school.

We are proud that across our K – 12 system we can celebrate that our students, teachers, and parents satisfaction rates exceed provincial results regarding the quality of our program of studies, our focuses on work preparation and citizenship, and our efforts to improve in serving the learning needs of students.

It takes a highly dedicated, and focused approach by each school community to contribute to these overall results. We hope that through reading this annual report, you will come to know how intentional we are in making our motto, “faith in our students” a vivid reality.

Finally, our excitement for the future is evident in how we are planning to optimize learning for First Nations, Metis, and Inuit students, those students with diverse learning needs, and all students who will need skills and competencies in applying technology, and critical thinking skills to meet the expectations of post-secondary learning, and the workplace.

The fact that our district will be getting closer to complete four new capital projects for schools over the next three years demonstrates our commitment to addressing public interest in our programs, and learning facilities that will be the envy of our province.

In the end, it is our commitment to caring for each other in our school community through the example of Jesus Christ that will continue to make our schools attractive to our parents and students. Many thanks to the dedication and example of our staff who make this outcome possible. Thank you to our parishes and parents for your strong support of our schools. Through your continued support, we look to continuing to make our schools places where our students can grow abundantly in learning. May these students continue to use their skills and talents to advance their dreams and visions for the future, and those of fellow citizens within God’s Kingdom. God Bless!



David Keohane  
Superintendent of Schools

## 2016-2017 BOARD OF TRUSTEES

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Joan Crockett, Cathy Proulx, Joe Becigneul, Serena Shaw,  
Noreen Radford, René Tremblay, Rosaleen McEvoy

## ACCOUNTABILITY STATEMENT

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The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 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 Planning and Transparency 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 2015-2016 school year and the Three-Year Education Plan for 2016-2019 on November 28, 2016.

Board Chair

Superintendent of Schools

## 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*

<b>St. Albert Schools</b>	<b>Grades Served</b>
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

<b>Morinville Schools</b>	<b>Grades Served</b>
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

## Grades Served

K-9 English

### Our Relationship to Government Accountability

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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. 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

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#### *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.

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

Community consultation has been a highly collaborative, in-depth, and long-term process involving school and parish communities, and district-wide administration. Since 2011, twelve public stakeholder focus groups have attracted the contributions of 6800 community members. Contributions were analyzed and community priorities distilled as faith-based student learning approaches emphasized in this education plan. Because our education plan emerged from *emic data* (community voices and perspectives), we have articulated *district-specific outcomes* that reflect unique community priorities for student learning in Kindergarten-Grade 9 and in each of our four high schools.

As instructional leaders in schools, principals’ voices have been invaluable in the consultation process. They articulated strategies to improve students’ engagement in learning, literacy and numeracy, positive behaviour, and cross-curricular competencies. Principals also focused on how to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students. To that end, they requested the creation of a FNMI Advisory Committee (indigenous and non-indigenous representatives) to support staff

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



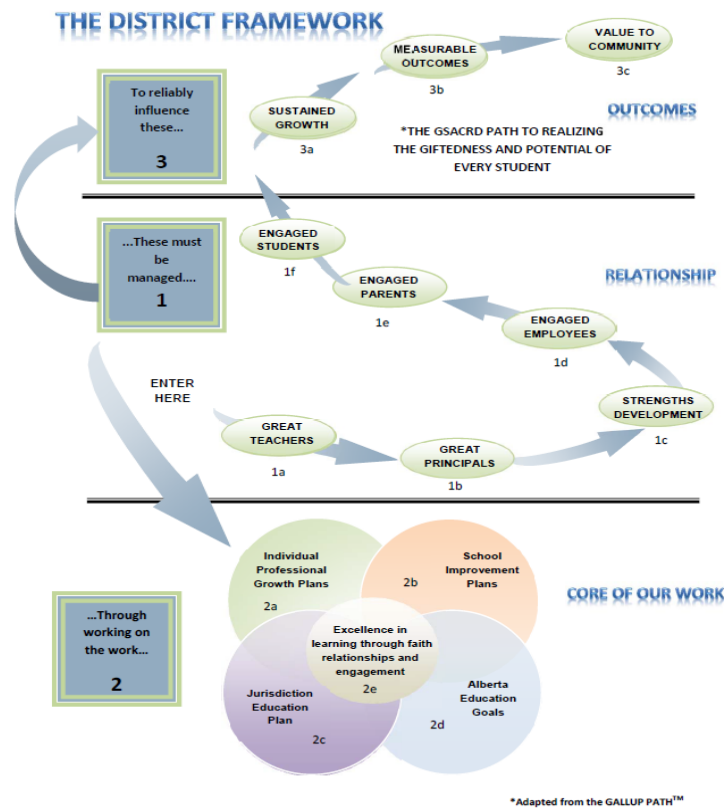
with resources and practices to enact *Education for Reconciliation*<sup>2</sup>. District leaders then formed a FNMI Leadership Committee (trustees, superintendents, health services and district staff) to govern decisions about how to bring such resources and practices to parents to build generative home-school connections. Principals collected quantitative and qualitative data for each FNMI student to assess which strategies most improved students' capacities to achieve their goals. Career counselling and success/grad and post-secondary coaching have been critical supports for secondary FNMI students.

Our Board of Trustees guided operational decisions based on community consultation results. They emphasized the need for students to develop ethically-oriented entrepreneurial spirits by participating in corporal and spiritual works of mercy, faith-based retreats, spontaneous prayer, and engaging religious education. They aimed for students to experience differentiated learning by having access to flexible furnishings, multimodal learning options, varied academic and behavioural supports, comprehensive assessment practices, and assistive technologies. Students took part in the Gallup strength-based assessment to identify their strengths. In times of struggle, they drew from a continuum of restorative practices to grow as ethical and engaged citizens within their face-to-face and digital communities.

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.

### 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 success in learning within our school district.



<sup>2</sup> Truth and Reconciliation Commission of Canada: Calls to Action, 2015.

## *Priorities for Growth*

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

- sustain Excellent Overall rating for 10 measures on the Accountability Pillar and sustain a minimum of +5% above the province for all 16 measures;
- increase from Good to Excellent Overall for Safe and Caring Schools, PAT and Diploma Standard of Excellence, Diploma Participation Rate, Transition Rate, and Work Preparation;
- sustain FNMI students' performance at the Acceptable Standard and Standard of Excellence on PATs.
- improve FNMI students' performance at the Acceptable Standard on Diplomas and continue to provide FNMI students with additional interventions and supports to eliminate the gap in achievement between them and other students, especially in high school;
- improve French 6 Acceptable Standard and English 9 Standard of Excellence;
- improve Biology 30 and Chemistry 30 at the Acceptable Standard; Physics 30, Social 30-1 at the Acceptable Standard and Standard of Excellence; and French 30-1 and Math 30-1 at the Standard of Excellence;
- continue to improve K-12 students' hope, engagement, and well-being and to set goals to complete high school and to understand better the world of work and career possibilities that exist;
- sustain a high standard of success with a drop-out rate of 1.2%.

Greater St. Albert Catholic Schools continues to be a leading example of educational excellence with exemplary achievement of all students, including FNMI students, compared to the province, and GSACRD has a notably low dropout rate (1.2%), 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 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 2015 – 2018 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. These results help to explain the strong academic results that are listed within our analysis of Outcome One: Alberta’s Students are Successful.

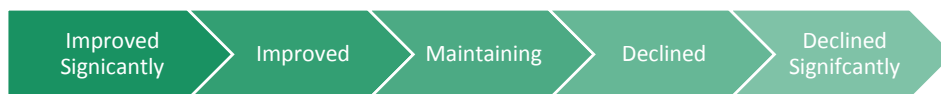
### Component 2: “Educate and Nurture”

The purpose of funding from Alberta Education is to achieve success in student learning. The ministry’s demonstration of growth 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 *achievement* and *improvement*, and then given an *overall* evaluation that combines both. The achievement evaluation is based upon comparing the current jurisdiction result against fixed standards for each measure, which falls within one of the following achievement levels:



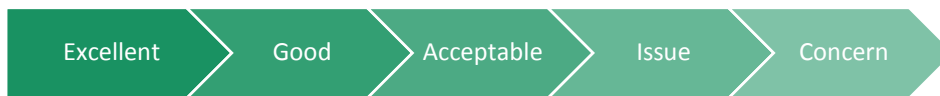
Selecting the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to 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 2015-2018 Three-Year Education Plan Framework: *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”**

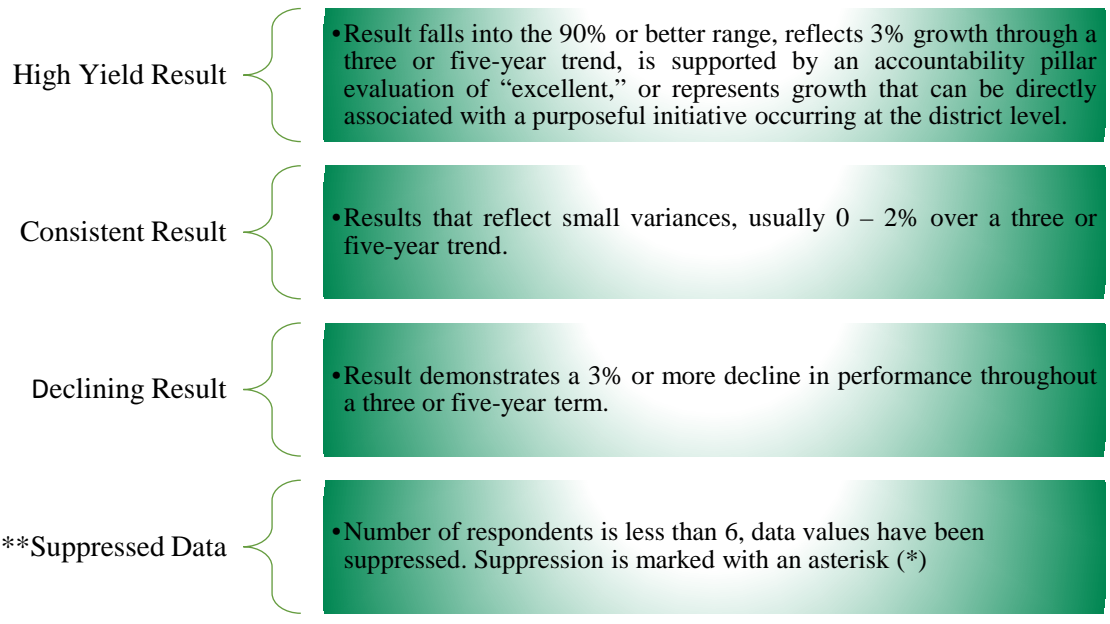
The assessment of all performance previously outlined in this report rests within this aspect of the mission of our school district. Our Catholic schools bring secular visions of “student achievement,” “safe and caring schools,” and “citizenship” to a far greater sense of significance. Through the influence 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:** Results in this report are a reflection of our efforts to further a Catholic ethos within our schools. During 2015 – 2016, school communities focused on the theme: “Faith in our Families: Supporting the Domestic Church,” which was rooted in Pope Paul VI’s great encyclical on evangelization, *Evangelii Nuntiandi*, in which he pronounced, “There should be found in every Christian family the various aspects of the entire Church.” He called our school communities to become more holy through their family life by proclaiming the Word of God, investing in faith formation, and sharing their love through charity and service. Our review of this goal is based upon the extent to which our school communities demonstrated actions that resulted in the preferential option for the poor and needy, promoted meaningful religious education programming, provided faith-based retreat experiences for students, promoted increased hope and engagement in students, and supported faith development for families and a greater home-school

connection through faith formation activities. 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 2016 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	Good	Safe and Caring	90.8	93.0	92.3	89.5	89.2	89.1	Very High	Declined	Good
Student Learning Opportunities	Excellent	Program of Studies	87.0	87.1	87.0	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.8	92.9	92.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.2	1.3	1.7	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	86.4	84.6	84.3	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	84.9	84.0	84.5	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	21.9	19.8	21.0	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	90.4	90.1	90.0	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	24.0	19.3	21.5	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	60.5	61.5	63.0	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	73.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	65.0	65.3	65.7	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	83.0	85.5	83.6	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	87.7	89.5	88.6	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	83.6	85.8	84.6	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.1	86.7	85.4	81.2	79.6	80.0	Very High	Maintained	Excellent

## Combined 2016 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734 (FNMI)			Alberta (FNMI)			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	3.1	2.8	4.2	6.1	7.0	7.2	High	Maintained	Good
		High School Completion Rate (3 yr)	90.8	71.2	72.0	50.2	47.7	46.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	83.0	74.4	74.6	52.4	52.1	52.8	High	Improved	Good
		PAT: Excellence	15.5	10.2	10.0	6.3	6.5	6.2	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	79.6	84.7	87.4	78.2	78.3	77.3	Low	Maintained	Issue
		Diploma: Excellence	19.4	15.3	18.6	10.0	9.5	9.4	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	43.0	49.3	38.6	20.7	21.0	20.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	68.0	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	26.2	48.1	60.1	33.5	33.0	33.3	Very Low	Declined	Concern

## Processes That Build Strong Results

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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 they 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 three 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 – Fueled 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.



## OUTCOMES

### FAITH OUTCOME 2015-2016: FAITH IN OUR FAMILIES; SUPPORTING THE DOMESTIC CHURCH

*Furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.*

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.5	84.8	83.2	85.8	83.6	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.	91.7	92.3	91.7	93.0	90.8	Very High	Declined	Good
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	87.9	88.3	89.5	87.7	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.	82.9	83.6	81.8	85.5	83.0	High	Maintained	Good

#### Strategy:

- ✓ **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.

#### Analysis:

We dedicated our contributions of funds, time, and talents to Catholic Social Services locally and to Development and Peace globally through prayer, education, and fundraising.

Locally, our district dedicated prayers throughout the year to the Sign of Hope Campaign, a team of representatives who pursue charitable support for Catholic Social Services. Throughout the year, staff, students, and parents completed prayer cards to share their intentions with Sign of Hope representatives. Globally, our schools held a minimum of six liturgies during the year and dedicated prayers to people in need at different times in the year: Day of Prayer for the Philippines; Day of Prayer for Development and Peace; and Special Prayers for those who were hurt or who lost their lives in Typhoon Haiyan.

Students learned how to be global citizens who contributed their time and talent to various initiatives promoted by Development and Peace representatives. These representatives offered multiple presentations to school communities about fundraising projects such as our district priority project, which was to build Pope Francis School and Village. They also mobilized school communities to address issues such as climate change, waste in our world, water shortages, pollution, and so on. Each school had a dedicated group of passionate teachers and student leaders to explore project-based service learning tied to their curricular areas. Due to such extensive school-based leadership in service learning inspired by Development and Peace, our District website linked to their resources.

Our school and district communities raised approximately \$90,000.00 for the reconstruction of Pope Francis School in the area of Tacloban in the Philippines, which was hit by Typhoon Haiyan in November 2013. Fundraising efforts at each of our 16 schools varied widely, with many creative and unique ideas: coffee houses, bake sales, carnivals, box-lunch auctions, a “buy a brick” campaign, garage sales, bottle drives, theme dress up days, sport challenges and even a district-wide fun run. Each of the activities included opportunities for raising awareness about issues of social justice guided by the principles of Catholic Social Teaching. In August 2015, representatives from our district, including our superintendent, a principal and consultant joined Development and Peace staff on a trip to the city of Tacloban where they gained first-hand experience with both the devastation and the efforts in rebuilding.

Such a vibrant relationship with Catholic Social Services and Development and Peace contributed significantly to teachers’, parents’, and students’ satisfaction with opportunities to engage in active citizenship locally and globally, and with feeling involved in decisions about students’ education.

**Strategy:**

- ✓ **2015 – 2017** – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process.

**Analysis:**

To grow our students as social entrepreneurs, schools were encouraged to use the *See-Judge-Act* discernment model. Through social justice projects, students sought to be aware of the world around them by learning about local and global issues of importance to their communities. Through such service learning opportunities, students practiced the *see-judge-act* methodology by addressing injustices (poverty, discrimination, waste in the world) based on Gospel values and Church teachings. Many schools had a student-led social justice group that seized such opportunities to be change agents. For example, when students looked in the garbage after lunch and discovered and weighed the “wasted food”, such students publicized their findings and called on others to make better choices about reducing waste.

This focus on developing students as social entrepreneurs is correlated with students’, staff members’, and parents’ satisfaction with students growing in their respect of each other, their sense of fairness, and their care for each other and the world. Such attitudes are critical for students’, staff members’, and parents’ assessment of students’ readiness to thrive at school, in the world of work, and in life.

**Strategy:**

- ✓ **2015 – 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. Many of our schools had day-long retreats led by “Feel the Pulse” and “Face2Face Ministries” or “CrissCross” Youth Ministries. In addition to such locally organized retreats, in February 2016, approximately 150 grade 8 students from 3 of our schools were given the opportunity to attend a Faith Development Day offered by Edmonton Catholic Schools. They were inspired by two world-class speakers and participated in a Mass celebrated by Archbishop Smith of the Archdiocese of Edmonton. Retreats

provide students with opportunities for a personal encounter with Jesus Christ and a faith experience which draws from and enlivens the foundation of knowledge and skills learned in their religious education programs. Students are required to be leaders and owners of their learning when they engage in retreats. Students', staff members', and parents' positive assessments of students' opportunities to model active citizenship is a strong indicator of students' readiness for living a morally-grounded faith life at and beyond school.

**Strategy:**

- ✓ **2015 – 2017** – religious education is relevant and promotes hope, engagement, and well-being in students.

**Analysis:**

Through active participation in their religious education programs, which were centered on service learning and active engagement in faith life, students were called to change not just what they did but who they were as individuals. Although it is not easy to assess identity changes within students, we measured their willingness to set goals for the future or “hope” in the Gallup Student Poll. We also measured stakeholder perceptions on how invested students were in their learning or “student engagement” in the Gallup Student Poll. Through service-oriented project-based learning (e.g., when students decreased waste of food at school, they reported feeling proud.), students reported that they felt more “connected” to their learning and “more hopeful” about setting and reaching goals. Parents', students', and staff members' satisfaction with how students were actively engaged citizens and prepared for the work world is notably high. We contend that our focus on authentic and relevant programming for students was critical to such ratings.

**Strategy:**

- ✓ **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.

**Analysis:**

Our mandate as a Catholic district is to develop “Excellent Catholic Teachers” and “Excellent Catholic Leaders.” To that end, all staff had opportunities to learn about their faith, to nurture others to grow as leaders of faith, and to share their faith within and beyond their local contexts.

The district offered faith formation sessions to administrators at monthly meetings. Sessions focused on diverse topics such as “How to Support the Domestic Church” and “Faith Formation for Families.” Administrators studied *Laudato Si*, the latest encyclical by Pope Francis and other theological texts. In addition to session-based learning and book studies, principals were invited to take part in well-recognized conferences in religious education (Blueprints, SPICE, and the Religious Education Congress).

In addition to supporting faith formation of principals, the District Religious Education and Christian Family Life Consultant led a District Religious Education Committee. These were representatives from each school and parish within our jurisdiction, and they gathered to discuss ways of enhancing faith life in schools. Such representatives served as religious education resource people, model witnesses to the faith, and instructional leaders who modelled how to carry out faith-related projects in schools and parishes.

While principals were an important focus of faith formation, Greater St. Albert Catholic Schools devoted considerable time and resources to developing new teachers as Catholic leaders. New teachers were required to complete two post-secondary courses in either religious education or theology prior to receiving permanent contracts. Experienced teachers were also supported financially to continue their education by completing a Masters Degree in Religious Education (MRE) through Newman Theological College. In September 2015, six teachers began their graduate studies together at Newman. In addition to those teachers who chose to complete their MRE, others may not have selected graduate work but were drawn into “Theology on Tap” sessions twice annually at pubs in St. Albert. Two sessions that involved 70-80 participants confirmed the importance of these informal learning invitations to enrich faith formation of all staff.

Our staff and students have access to publications that are designed to promote and educate others about our Catholic faith and to provide ways to lead faith formation within schools. We published *The Sower*, a monthly newsletter to promote implementation of the District Faith Goal. These newsletters were posted to the District website. Complementary to this publication, a monthly publication, “Telling Our Story” was a newsletter that documented and shared the faith news from our schools. “Telling Our Story” is shared with our parish communities via distribution at weekend Masses.

Developing staff and students as faith-filled learners is the cornerstone of our district culture. Such a culture has guaranteed that parents, staff, and students see students as owners of their learning and responsible decision-makers.

**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:**

In addition to faith assemblies, prayer celebrations, and masses that schools regularly invited families to attend, many schools hosted “instructional masses.” The Religious Education Consultant often led such masses by taking part in mass alongside staff and students while stopping to “think aloud” and narrate what certain symbols and practices (physical and verbal) meant. The narration intermixed insights from history and theology that enriched the meaning of the mass experience. Families grew in their faith through such instructional masses and through working closely with parish priests and communities to enliven their faith participation and formation.

Our Faith Outcome in this education plan has engaged students in their learning and inspired parents, staff, and students to assess students as caring, responsible, and globally-minded citizens who own their learning within a faith-based education system. With three of four provincial performance measures demonstrating very high achievement in parental involvement, safe and caring schools, and active citizenship, our district demonstrates excellent results.

**Assessment: High Yield Result**

## FAITH OUTCOME 2016-2017: OPENING THE DOORS OF MERCY – LOVE IN ACTION

*Furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.*

### Strategies:

- ✓ **2016 – 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;
- ✓ **2016 – 2017** – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
- ✓ **2016 – 2017** – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ;
- ✓ **2016 – 2017** – religious education is relevant and promotes hope, engagement, and well-being in students;
- ✓ **2016 – 2019** – pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district levels;
- ✓ **2016 – 2019** – teach students a model of spontaneous prayer for our blessings and the needs of others;
- ✓ **2016 – 2017** – focus on the intentional incorporation of the corporal and spiritual works of mercy within the culture of the school.



## OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.7	85.9	83.5	84.0	84.9	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.9	23.3	19.9	19.8	21.9	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.3	89.5	90.5	90.1	90.4	Very High	Maintained	Excellent
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.3	21.9	23.4	19.3	24.0	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.8	81.0	87.3	84.6	86.4	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.5	2.3	1.6	1.3	1.2	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.8	62.1	69.7	65.3	65.0	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	73.1	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	63.0	61.5	66.1	61.5	60.5	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	87.9	88.3	89.5	87.7	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.	82.9	83.6	81.8	85.5	83.0	High	Maintained	Good

### Analysis:

The desired outcome that is assessed in this section of the report addresses accountability measures that demonstrate the academic success of students during school, and the likelihood of students completing high school and transitioning to post-secondary education and/or the world of work. Greater St. Albert Catholic Schools continues to be an exemplary contributor within the province on all such measures within this outcome. Our district achieved “Good” or “Excellent” as overall ratings for 16 out of 16 measures, which is an improvement from last year (15 out of 16 measures at the same ratings). In 2016, students who wrote

provincial achievement tests (PAT) and diploma examinations (DIP) outperformed students provincially. In 2016, our Overall ratings for PAT and DIP Acceptable Standard and Standard of Excellence improved by one level of achievement. Our high school completion rate has markedly increased over five years and is now 10% higher than the province. In parallel, those students who dropped out of school in our district is less than half the percentage of students who drop out in the province and is exceptionally low (1.2% drop-out rate). Rutherford Scholarship eligibility exceeded the province by 12%. Our students are rated by all stakeholders as “Excellent” active citizens who are well prepared for the world of work. Greater St. Albert Catholic Schools is a provincial leader for all measures that predict students’ success in life.

Our results are consistently high, which makes us a leader in Alberta with respect to ensuring our students are successful at completing high school and entering successfully into the work world.

### **Assessment: Consistent Result**

#### **Strategies:**

#### **Morinville Community High School demonstrates this outcome so that:**

- ✓ **2016 – 2019** – students experience an “innovative,” “hands-on” approach to learning that involves community partnerships;
- ✓ **2016 – 2019** – strong program variety enables students to achieve career interests;
- ✓ **2016 – 2019** – quality education meets the diverse learning and career needs of students;
- ✓ **2016 – 2019** – a variety of differentiation and formative assessment strategies improve learning for all students with targeted strategies for FNMI students;
- ✓ **2016 – 2017** – flexible pathways for learning are established to address the formative needs of students;
- ✓ **2016 – 2017** – positive behavioural and academic supports enable all students to achieve.

#### **St. Gabriel demonstrates this outcome so that:**

- ✓ **2016 – 2019** – increased choice, opportunity, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and iLearn. Grade 9 students in St. Albert will be made aware of the program opportunities provide by St. Gabriel High School.
- ✓ **2016 – 2019** – a variety of differentiation and formative assessment strategies are used to improve student learning including seminars and enhancements to the Learner Management System;
- ✓ **2016 – 2019** – flexible pathways for learning health and wellness, and career exploration are established to address the formative needs of students;
- ✓ **2016– 2019** – positive behavioural and academic supports enable all students to achieve.
- ✓ **2016 – 2019** – enhance student learning opportunities and experiences through the existing Pathways program, the use of my BluePrint and collaboration with SACHS Work Experience and RAP opportunities.

*District Specific Outcome: Validate components of a 21<sup>st</sup> Century Learning focus and shared campus approach at SACHS and ESSMY.*

**Strategies:**

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

- ✓ **2016 – 2019** – students participate in course related practicums outside the walls of the school community;
- ✓ **2016 – 2018** – students experience enhanced accessibility to sport and wellness activities;
- ✓ **2016 – 2018** – students experience choice in dual-track French-Immersion programming.

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

- ✓ **2016 – 2019** – students receive similar 21<sup>st</sup> Century Learning focuses to those experienced within the SACHS program;
- ✓ **2016 – 2019** – 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;
- ✓ **2016 – 2019** – students are provided opportunities to participate within SACHS athletic programs.

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

- ✓ **2016 – 2017** - there is a promotion and move towards the development of the 10 competencies from Inspiring Education within the classroom;
- ✓ **2016 – 2017** - there is a deeper understanding of what literacy and numeracy looks like in GSACRD classrooms;
- ✓ **2016 – 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;
- ✓ **2016 – 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 behavioral and academic supports that enable all students to achieve.





## OUTCOME TWO: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Performance Measure	Results (in percentages)						Target	Evaluation		
	2012	2013	2014	2015	2016	2017	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).	74.4	78.1	71.4	74.4	83.0	-	High	Improved	Good	
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).	10.8	8.8	10.9	10.2	15.5	-	Intermediate	Improved	Good	
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.8	81.3	96.2	84.7	79.6	89.4	Low	Maintained	Issue	
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.4	14.1	26.4	15.3	19.4	-	Intermediate	Maintained	Acceptable	

Performance Measure	Results (in percentages)						Target	Evaluation		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	69.8	70.2	74.8	71.2	90.8	-	Very High	Improved	Excellent	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.0	7.5	2.4	2.8	3.1	-	High	Maintained	Good	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.7	72.6	59.6	48.1	26.2	62.1	Very Low	Declined	Concern	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	68.0	-	n/a	n/a	n/a	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	43.0	32.7	33.7	49.3	43.0	40.2	Low	Maintained	Issue	

### Analysis:

As of October 2016, our First Nations, Métis and Inuit (FNMI) students achieved at a higher rate at the Acceptable Standard for provincial achievement tests (PAT) than other students provincially (+9%), and, when compared to 2015, FNMI students improved by 9% on the PAT at the Acceptable Standard and by 5% at the Standard of Excellence on the PAT. FNMI high school students increased their performance at the Standard of Excellence on the diploma examinations by 4%. As well, our FNMI high school students drop out less than FNMI students provincially.

In the Fall of 2016, we formed Greater St. Albert Catholic's First Nations, Métis and Inuit (FNMI) Advisory Committee and a First Nations, Métis and Inuit (FNMI) Leadership Committee. For the Advisory Committee, we chose members from Alexander Cree First Nations reserve and school jurisdiction, focusing on leaders within this community, including two elders and a University representative from the Faculty of Native Studies. We have also chosen members who are of non-indigenous backgrounds who have a passion for developing closer relationships with our indigenous community members and for bringing forward

change in their contexts. All members have committed to the following goals: a) to share and recommend strategies for how to reduce the gap in achievement between our Aboriginal students and all other students, b) to understand, share and recommend strategies to enact “Education for Reconciliation,” which is part of the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015) within our school communities, and c) to build capacity of all staff to participate in achieving the above mentioned goals. To date, we have met three times and experienced professional development in the form of a “blanket exercise” developed with locally prepared scripts that draw from emic data (actual words of elders and indigenous community leaders) that we are now recommending to all schools.

Our FNMI Leadership Committee is comprised of both school superintendents from the Alexander First Nation and from our district, and district educational staff and community health providers. This committee meets to determine best ways to involve our families and parents, and to consider home-school community agency connections to meet the above three goals of the FNMI Advisory Committee. Representatives advise on questions such as best ways to offer PD, to communicate with certain groups, to decide on grant opportunities and home-school community resources that would move the work of the FNMI Advisory Committee forward with respect to the strategies outlined in this education plan.

Graduate Coaches, Grade Coordinators, Youth and Success Coaches, School Counsellors, Learning Support Facilitators and Administrators are working together as teams to attend to each FNMI student’s learning plan during high school and in transitioning to post-secondary settings and/or the work world. Because we acknowledge that transitioning from high school to the “next phase” of schooling or the work world is a “concern” according to Accountability Pillar results, the above described teams within schools submit their plans to District administration who then provides district resource staff (District Psychologist, Family Social Worker) to assist with students in need of greater interventions and home-school supports outlined in greater detail under Outcome Three in this plan.

The root of FNMI students’ struggles with secondary to post-secondary transitioning is connected to such students not writing diploma exams, underperforming on diploma exams when they do write them, and not determining next steps after high school. To address such barriers to these critical steps in transitioning, each FNMI student who has not yet achieved expected learning targets has developed a learning profile and plan with one of the above mentioned resource people in schools. This intensive form of individual planning is intended to ensure that FNMI students will have more supports than they may have had in the past to excel and to transition into post-secondary by writing and succeeding on diploma exams.

Our students have maintained good results on the Provincial Achievement Test, Acceptable Standard and Diploma Examination, Standard of Excellence, and high school students are completing school at an Excellent rate.

**Assessment: Consistent Result**

**Strategies:**

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

- ✓ **2016 – 2019**– 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;
- ✓ **2016 – 2019** – innovative partnerships between home and school occurs to build student engagement;
- ✓ **2016 – 2019** – truth and reconciliation furthers staff awareness of trust, respect, and understanding of FNMI efforts to honour cultural strengths in a changing world;
- ✓ **2016– 2019** – a district-wide FNMI education advisory committee will recommend school based processes to maximize student engagement in learning;
- ✓ **2016-2019** – a day to celebrate FNMI heritage within our schools is conducted annually;
- ✓ **2016-2019** – career counselling and post-secondary enrollment coaching is provided for FNMI students.



## OUTCOME THREE: ALBERTA’S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	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.	91.7	92.3	91.7	93.0	90.8	Very High	Declined	Good

### Analysis:

Greater St Albert Catholic Schools prides itself on maintaining consistently high satisfaction results by sustaining safe and caring learning environments for all students. More than 90% of stakeholders were satisfied that our district has “safe” and “caring” schools. Greater St Albert Catholic Schools implemented a number of strategies to ensure such exceptional assessments of our learning environments.

One key strategy was the establishment of a pedagogical framework, Universal Learning Design (ULD), which is focused on faith formation, formative assessment, differentiated learning, and positive behavior. Implementation of ULD depended on teachers differentiating instruction by providing students with universal, targeted and intensive supports identified in a “pyramid of supports.” This pyramid included practices and services (school based counselling, child and youth advocacy, and peer – group support initiatives) intended to acknowledge student diversity as a resource to be respected and celebrated. Differentiated instruction also focused on the identification of students’ strengths using the Gallup organization strength surveys and development of strengths through strategies that helped students identify, understand, and maximize their strengths.

A second key strategy was to focus on religion and health programming that emphasized the development of students’ hope and engagement. The delivery of these programs ensured that students were highly involved in developing contemporary competencies (collaboration, critical thinking, global understanding, care for self and others) that are central to thriving in school, work, and life. In addition to such programming, we developed administrative procedures and school conduct policies designed so that school communities articulated and enacted safe and caring school procedures. One administrative procedure focused on developing students as digital citizens by applying a Catholic perspective in teaching and reinforcing key positive behaviour choices and practices at all grade levels (K – 12).

Our district will continue to prioritize pedagogies, practices, programs, and procedures that support our schools to sustain safe and caring learning environments for all students.

### Strategy:

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

- ✓ **2016– 2019** –the School District’s Safe and Caring Schools procedure is implemented and applicable  
District Administrative procedures are aligned with current and future legislation.

## Analysis:



In 2015-2016, our district continued to support our most vulnerable students who presented academic and emotional-behavioural challenges. Our focus was to establish a culture of dignity and respect in schools, and to engage in restorative practices in school, classroom, and home-school discipline. To establish and sustain a culture of dignity and respect in schools, our new Safe and Caring Learning Environments Administrative Procedure 359 was written to guide administrators' revisions of school conduct policies that

outlined an acceptable and unacceptable code of conduct at the district and school levels. These codes defined preventative and responsive disciplinary actions aimed to be restorative and resolution focused. Additionally, our district wrote Accommodating and Respecting Gender Identity and Expression Administrative Procedure 360, which was dedicated to ensuring that appropriate program accommodations would be made to address gender identification and expression needs within a fully inclusive environment. In connection to this administrative procedures, our district established a Universal Learning Design (ULD) philosophy of teaching and learning and integral to this philosophy is a positive behaviour and differentiated (basic/universal, targeted, intensive) teaching approach to students' social-emotional and academic learning. In keeping with a preventative and responsive stance towards discipline, counsellors focused on developing school-wide language and practices to address students' *social-emotional learning* (SEL): self-awareness, responsible decision-making, social awareness, self-management, and relationship skills. Some examples of initiatives at the elementary level were: The Incredible Flexible You; Zones of Regulation; Caring School Communities; Dare to Care; De-escalating Student Agitation presentations to all staffs (across 2014-2015 and 2015-2016). These initiatives were educational programs that enabled students to self-regulate. In addition to these initiatives, our district was funded by the Alberta Wellness Fund to hire a K-12 District Wellness Coordinator to teach designated "School Health Champions" to create "Healthy Schools, Healthy Learners" action plans to promote healthy eating, healthy active living and positive social environments within school communities. In conjunction with increasing staff understanding of social-emotional learning practices and programs, counsellors educated staff about how to embrace students' queries into gender identification and expression. Counsellors shared resources for group discussions and worked with teachers and administrators to integrate such practices and resources to complement administrative procedures established.

Our focus on developing community language, understandings, practices, and resources to address stakeholder queries into safety and diversity within schools and home-school contexts has resulted in high satisfaction results.

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

- ✓ **2016 – 2019** – student diversity and the Church’s unconditional respect for the dignity of the human person is respected and celebrated through school based counselling, advocacy, and peer – group support initiatives.

**Focus on Bullying**

- **2016-2017** – District wide common language as it pertains to addressing bullying (possibly developed by counselors) is promoted;
- **2016-2019** – right relationships, and conflict resolution as components of the healthy schools initiative in all schools are furthered;
- **2016-2017** – awareness of how “restorative” practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporate on a routine basis within our schools;
- **2016-2019** – universal and anonymous vehicles for reporting bullying is emphasized;
- **2016-2019** – students and families are counselled and enhance their locus of control by understanding the power of personal choice, discernment, and finding ways to resolve problems.

**Analysis:**

Schools are provided with counsellors who ensure that preventative and responsive measures are taken to address student mental health issues as they arise in school. In addition to School Counsellors, Learning Service Facilitators, Success Coaches, and Youth Coaches were also educated about a wide range of mental health indicators and strategies. Last year, the focus was on recognizing “Trauma and the Developing Brain” in determining the function and purpose of disruptive behavior and utilizing a competing behavior pathway strategy to support alternative or replacement behaviors.

In addition to this focus, at counsellors’ meetings, the following topics were discussed and explored: Trauma and the Developing Brain; Anxiety; Substance Use, Misuse and Addictions; Running Targeted Groups; The Role of the Counsellor on School Learning Teams/in building Positive Behaviour Supports; and Self-Harm. More effective and timely response from community experts and resources also became a key topic for counsellor meetings and two presentations were done, one by Child & Adolescent Mental Health on how they can assist when families require supports and interventions, and the other by the Family Resource Centre about parenting and family programs at all levels. Schools were offered programs for parents about mental health and wellness. The topics ranged from recognizing mental health issues on a continuum to when schools need “consent” and why schools collect information through ongoing “record-keeping” about students’ mental health concerns.

Our comprehensive focus on developing mental health education, services, and practices has resulted in our stakeholders rating our school communities as safe, caring, respectful, and fair learning environments. Our results show a variance that is no greater than 2% within the three to five-year trend.

**Strategies:**

**Focus on Mental Health**

- School Based
  - **2016-2019** - consistent counsellor availability to assist with the presentation of issues is provided;
  - **2016-2019** - success coaches to support students at risk are utilized;
  - **2016-2019** - resources to achieve school based goals are prioritized.
- Community Links
  - **2016-2019** - more effective and timely response from community expertise are obtained;
  - **2016-2017** - staff are trained to in understand indicators of mental health issues for students;
  - **2018-2019** - a student conference on mental health is organized with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
  - **2016-2019** - parents are educated about Mental-Health and Wellness Programs provided at the school level;
  - **2016-2019** - screening and supports within early childhood programs are provided.

Over a five-year trend, the district has consistently achieved more than 90% satisfaction with the safe and caring nature of our schools. Such a strong trend of achievement merits the following rating.

**Assessment: Consistent Result**

**OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOLS AND SCHOOL AUTHORITY LEADERS**

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	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.	85.4	86.7	87.1	87.1	87.0	Very High	Maintained	Excellent

**Analysis:**

Greater St. Albert Catholic Schools has been committed to Universal Learning Design (ULD) based on a Universal Design for Learning philosophy that is rooted in differentiation of instruction emphasizing multimodal learning options and assistive technologies, comprehensive assessment, positive academic and behavior supports within a faith-based context for teaching and learning. Such a research-informed stance has supported our district to achieve consistently very high and excellent ratings for our stakeholder satisfaction with a broad range of programming for students.

Our focus on fine arts, career, technology, health and physical education programming within a ULD framework has resulted in excellent ratings of our K-12 programming by all stakeholders.

In 2015-2016, technology integration and differentiation of instruction were the focus of professional learning within a ULD teaching and learning framework. In every school, a “pedagogical lead” (Ped Lead) with a district-supported FTE acted as a “lead teacher” on staff who offered professional learning as staff

PD sessions and at-the-elbow collaborative support for individual teachers. Last year, Ped Leads' professional learning focused on "differentiated learning" to meet the needs of students with varying learning styles, interests, strengths, and abilities. This involved using and revising our current differentiated "Pyramid of Supports" (Universal, Targeted, Intensive) to ensure that technology was a support to and not a driver of learning. The second focus was "learning environments are flexible and interactive," which involved teachers in designing learning possibilities involving low, medium and high tech options for tasks. The third professional learning focus was "digital citizenship". Teachers learned various strategies to ensure that students accessed digital information creatively and effectively for learning and communication, and that technology was used critically, safely, and in an ethical manner.

Assistive technologies (Read&Write for Google Chrome, Google Classroom, Gmail) and several other tools provided universal supports for student learning. Pedagogy leads had opportunities to provide at-the-elbow support on the implementation of these tools with staff members at their schools. In addition, District Consultants worked on enacting Policy Directions 1 - 4 on the Learning and Technology Policy Framework by having every school submit a "My Learning My Device" plan that outlined key activities to effectively integrate technologies to differentiate learning within flexible and interactive learning environments. Ultimately, a foundation of knowledge about using technology to create conditions for successful differentiation within a safe and caring digital environment was the primary goal in 2015-2016.



Given such a breadth and depth of programming for students and professional learning for staff, stakeholders rated our offerings as "Excellent" overall. As we continue our learning journey, we will emphasize similarly rich learning opportunities for everyone in our community.

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

#### **Strategies:**

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

- ✓ **2016 – 2017** – professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school based plan;
- ✓ **2016 – 2017** – District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- ✓ **2016 – 2017** – a scope and sequence of skills and competencies for the application of technology to learning is established for each grade learner;
- ✓ **2016-2017** – learning is demonstrated as a priority and technology serves as a tool;
- ✓ **2017-2018** – minimum standards for teacher competencies are regularly updated;
- ✓ **2018-2019** – transparent and measurable results for how technology improves student learning are established;



- ✓ **2016 – 2019** – student choice and voice as a strategy for improving learning is encouraged;
- ✓ **2016 – 2019** – online etiquette to match social skills is taught.

## OUTCOME FIVE: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
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.	85.8	85.0	84.6	86.7	85.1	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.5	84.8	83.2	85.8	83.6	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.5	93.3	91.6	92.9	91.8	Very High	Maintained	Excellent

### **Analysis:**

The collaborative culture within our district that allows for parent participation within our education system is made notably evident through the effectiveness of our school councils, and through the strong support of our parents on community engagement activities and surveys. On average, over the last three years, parents rated their involvement 4.1% higher than that of parents in other Alberta jurisdictions. In December, 2015, a ThoughtExchange survey was conducted online to gather community feedback about perspectives and needs in the area of student mental health and wellness, and bullying. In February, a face-to-face community conversation took place with community stakeholders about “How can we ensure that there is consistency in technology use as students progress from elementary to junior high into high school?” What came out of the ThoughtExchange and community conversation were two strategies for this education plan. One was “to train staff to understand indicators of mental health issues for students” and the other was “to develop a scope and sequence of skills and competencies for the application of technology to learning for each grade learner.” Using emic data from our parents’ voices has been an integral part of developing this and previous education plans.

In an international press release published in a case study in the fall of 2016, Gallup recognized Greater St. Albert Catholic Schools as a “top-performing” organization based on staff engagement results for more than eight years. Gallup noted that since 2008 our district has consistently outperformed international workplace staff engagement ratings based on 12 indicators assessed in the Q<sup>12</sup> Staff Engagement Survey. More than 90% of staff voluntarily completed the survey, which is higher than the Gallup employee participation average of 88%, and “engaged employees [in GSACRD] outnumber actively disengaged employees by a 12-to-1 margin, which puts the district at a best-practice standard” (p.2).<sup>3</sup> Since 2008, Greater St. Albert Catholic Schools not only has “best-practice standard” employee engagement ratings, we also have one of the highest increases in employee engagement (+14%) compared to all other education sector organizations worldwide. This year, our staff engagement was 4.28 out of 5.0, which exceeded Gallup’s average for educational organizations, 4.20. Our dedication to ensuring optimal employee engagement is ultimately based on our goal to ensure that our students are engaged in school. According to the 2015 Gallup Student Poll, approximately 6 in 10 grades 5-10 students in the district are engaged in

<sup>3</sup> Gallup (2016). *Engagement growth through leadership development: Case Study*. Gallup Inc.

school, which outpaced the Gallup Student Poll average. These results cited define our district at a “world class” status and identify us as a “best workplace” environment. Greater St. Albert Catholic Schools is an Excellent school district as assessed by parents, staff and students. Such accolades are rooted in our commitment to continual improvement, involvement of parents, and rich programming opportunities within schools.

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

#### **Strategies:**

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

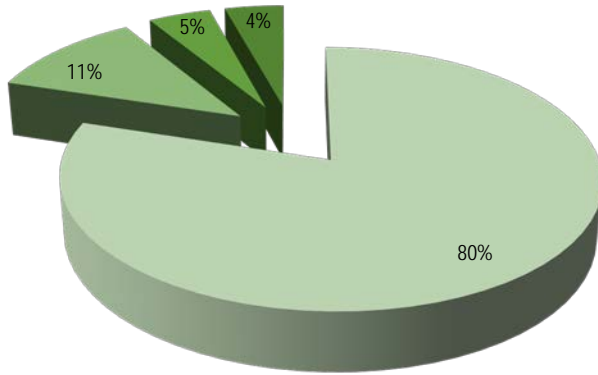
- ✓ **2016 – 2017** – emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online -collaboration with parents at the school level;
- ✓ **2016 – 2017** – community feedback in enhancing transitioning between school programs is enhanced through;
  - schools collaborating with 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.
- ✓ **2016 – 2017** – 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.
- ✓ **2016 – 2017** – students in grades 5, 9, and 10 undertake a strength based assessment to be used for enriching learning engagement within the classroom.



# FINANCIAL RESULTS AND BUDGET SUMMARY

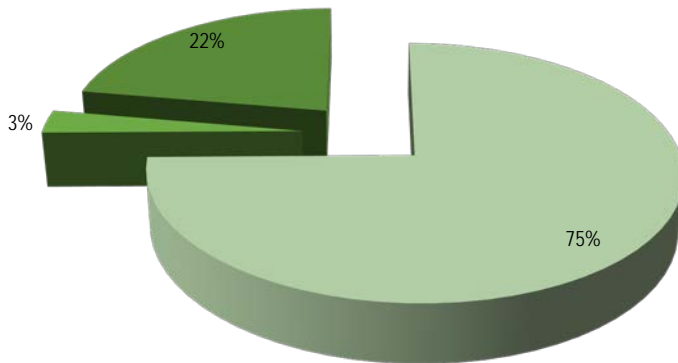
## SUMMARY OF FINANCIAL RESULTS 2015-2016

Total Revenues - \$70,368,905



- Alberta Education - \$56,188,805 (includes Capital Revenue of \$1,622,329)
- Property Taxes - \$8,020,225
- Fees - \$3,174,879 (Instructional Fees - \$2,516,053; Transportation Fees - \$658,826)
- Other - \$2,984,996 (Fundraising, Gifts & Inv. Income - \$483,082; Other - \$2,501,914)

Total Expenditures - \$69,907,334



- Salaries and Benefits - \$52,284,403
- Amortization - \$2,064,161
- Services, Contracts & Other - \$15,558,770

## AUDITED FINANCIAL STATEMENTS

	2016	2015
Total Revenues	\$70,368,905	\$70,550,233
Surplus (Deficit) of Revenues over Expenditures	\$461,571	\$237,895
Cash and Temporary Investments	\$4,935,530	\$4,818,371
Total Assets	\$46,128,684	\$40,554,695
Unrestricted Net Assets	\$845,505	\$755,377
Restricted Net Assets	\$877,664	\$446,093
Investment in Tangible Capital Assets	\$4,230,073	\$4,290,201
<b>School Generated Funds</b>		
Total School Generated Funds Revenue	\$2,612,467	\$2,642,931
Total School Generated Funds Expenditure	\$2,929,621	\$2,700,453
Total Net School Generated Funds	(\$317,154)	(\$57,522)
Total instructional spending per student per school year: \$9,548		
Total operational spending per student per school year: \$11,829		
The Audited Financial Statements can be found at <a href="http://www.gsacrd.ab.ca">http://www.gsacrd.ab.ca</a> under the Quick Links, Financial Documents 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.		
To view the provincial roll up of financial statement information (AFS), please visit <a href="https://education.alberta.ca/financial-statements/combined-statements/">https://education.alberta.ca/financial-statements/combined-statements/</a>		

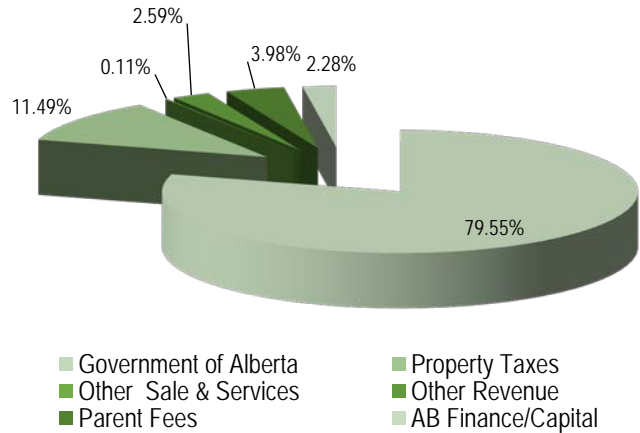
## BUDGET SUMMARY 2016-2017

**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 at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) by June 30<sup>th</sup> of each year.

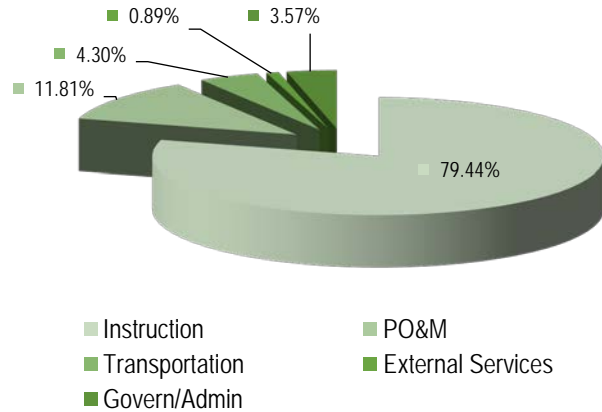
### Fall Update to 2016-2017 Budgeted Revenues

Government of Alberta	\$55,389,208
Property Taxes	\$ 8,000,000
Parent Fees	\$ 2,772,675
Other Sale & Services	\$ 78,245
AB Fin/Capital	\$ 1,587,508
<u>Other Revenue</u>	<u>\$ 1,802,408</u>
<b>Total Revenues</b>	<b>\$69,630,044</b>



### Fall Update to 2016-2017 Budgeted Expenditures

Instruction	\$55,844,966
PO&M	\$ 8,299,919
Transportation	\$ 3,025,358
Govern/Admin	\$ 2,506,446
<u>External Services</u>	<u>\$ 623,187</u>
<b>Total Expenditures</b>	<b>\$70,299,876</b>



Projected Deficit Budget – (\$669,832)

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

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

The 2014 - 2015 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. The Board was equally interested in sustaining opportunities for Catholic education in new growth areas. 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.

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 compelling cases within the plan resulted in every priority within the updated Capital Plan being addressed. This resulted 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 confirmed its Morinville elementary school location within the Westwinds Area Structure Plan.

During the 2015 - 2016 school year, two new school naming committees comprised of representatives from our school and parish communities, proposed a list of priorities to the Board, which recommended names for the newly awarded St. Albert and Morinville schools. By resolution, the Board approved the naming of the St. Albert K - 9 School to be Sister Alphonse Academy and the name of the Morinville elementary school to be St. Kateri Tekakwitha Academy.

At the time of this report, the Board is pleased that the first phase of the St. Albert Catholic High School Modernization is completed and now anticipates the final phase to be completed for September 2017. The Vincent J. Maloney Junior High modernization is in the final stages of design in preparation for tendering the project for construction. Construction of Sister Alphonse Academy has commenced and St. Kateri Tekakwitha Academy is expected to be ready for tendering in the Spring of 2017. The District web-site continues to provide specific status updates on all projects as they progress to completion.

In March 2016, the Board approved the submission of a new list of modernization projects as follows:

- an estimated \$1.85 Million renovation of the career and technology studies facilities for Morinville Community High School that will address an upgrade to the current food studies, cosmetology, fashion studies, and flexible student gathering spaces;
- an estimated \$1.4 Million heating and ventilation upgrade for Bertha Kennedy Elementary School.

A copy of the District's current 2017 – 2020 Capital Plan can be obtained at the following link: <https://gsacrd.webguide-forschools.ca/download/87208>.

## **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 2015 – 2016, our staff demonstrated a 97% completion of requested work orders. The district continued its trend of experiencing a decrease of work orders being submitted (120 fewer work orders were generated in 2015 compared to 2014). This outcome was due to an excellent preventative maintenance strategy being implemented by Operations staff. Our staff are to be commended for achieving these excellent results while completing a variety of specialized projects dedicated to supporting the recommendations of the City of St. Albert Safe Journeys to School initiative.

## **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 as managed by the Operations and Maintenance Department. The 2015 – 2016 IMR plan was developed with input from school-based administration and in-house facility expertise. Of the \$1,093,875 in 2015 – 2016 IMR funding received and the \$907,171 carried forward from 2014 – 2015, a total of \$2,001,046 was approved to be spent on 109 different projects throughout the District at all 16 schools. Examples of projects included, but were not limited to washroom renovations, instructional space improvements, gym floor refurbishing, parking lot refurbishment, various alarm and motor replacements, roof maintenance, and upgrades to heating controls.

## **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:

- moving away from a paper-based methodology for completing work orders and incorporating a digital submission process;
- transitioning to LED lighting in all schools, that once installed, will create a 15-year maintenance free status for future replacements;

- completing washroom renovations which will include water saving toilets, auto shut off taps, new counters, sinks, partitions, and flooring.



## WHISTLE BLOWER

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 2015 - 2016, there were no disclosures made during this time period.