



Greater St. Albert Catholic Schools



**2016-2017
Annual Education Results Report**

**2017-2020
Three -Year Education Plan**

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The combined Three-Year Education Plan and Annual Education Results Report can be accessed on the GSACRD website <https://www.gsacrd.ab.ca/administration/plans-and-reports>. Our Class Size Report can also be found on our website at <https://www.gsacrd.ab.ca/download/117686>.

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 understanding emerging district priorities;
- 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

Thank you for your interest in Greater St. Albert Catholic Schools' 2016 - 2017 Annual Education Results Report and its 2017 - 2020 Three-Year Education Plan.

We welcome this opportunity to articulate our successes, growth opportunities, and plans for the future. Mindful of the obligation of our mission to educate and nurture each student to learn, live fully, and serve others, it is our duty to convey to our public and especially our parents, how Catholic education and our commitment to inclusion delivers on this promise.

Our Catholic Church reminds us that it is the duty of citizens to contribute along with civil authorities to the good of society in a spirit of truth, justice, solidarity, and freedom. For this reason, we value the opportunity to support provincially mandated outcomes, and accountability structures. We know that our special focus on the God given gifts of each student, and optimal supports are what defines our District as a leader in the province.

Consequently, this report celebrates that:

- 10 overall assessments of “Excellent” have been provided by the Government for the 15 measures that are part of the Provincial Accountability Pillar.
- Greater St. Albert Catholic Schools exceeded the performance of the Province by an average of 5% on all measures.
- The District’s percentage of students meeting the Acceptable Standard on Provincial Achievement Tests is 10% higher than all other students in the province.
- The District’s drop-out rate is 44% lower than the rest of the province.
- The percentage of students completing high school within three years is 8% higher than the Province.
- Our indigenous students out-performed all other students in the province on Diploma Exams at the Acceptable Standard by 11%.

Going forward, growth in the area of all students experiencing success on Diploma Exams and the Acceptable Standard will be our priority of focus.

We are excited that our focus on the leadership of Jesus as our inspiration for daily living will receive a three-year focus. Focusing on Jesus as servant, steward, and shepherd in each of these years provides many exciting opportunities for our schools to animate their programs through a more focused approach on these examples of Christian living.

While our Three-Year Education plan focuses on five key outcomes of the Provincial Government, we are also excited about establishing student wellness priorities and criteria for learning with students so that evidence of success is visible in all classrooms.

Thank you to our dedicated staff who have demonstrated significant evidence of student success highlighted in this year’s report. In addition, thank you to our families for supporting our Catholic school system. We know that we exist to respond to the needs of your children through learning and faith. May our plans for the future bring you confidence and peace knowing that we will serve students and their learning needs, realizing brighter futures for all. God bless.



David Keohane
Superintendent

2017-2018 BOARD OF TRUSTEES



Trustees: Joe Becigneul, Cathy Proulx, René Tremblay (Vice-Chair), Serena Shaw (Board Chair), Joan Crockett, Greg Schell, Noreen Radford

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 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 2016-2017 school year and the Three-Year Education Plan for 2017-2020 on November 27th, 2017.

Board Chair

Superintendent of Schools

DISTRICT PROFILE

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

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

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

During the 2014 – 2015 School Year, the District celebrated its legacy of 150 years of Catholic education in our region. In 2016 - 2017 we extended our service area through the addition of the Carbondale and Namao School Districts into Greater St. Albert Catholic Schools. We are blessed that for 16 schools in three communities, our motto and mandate of Faith in Our Students continues to be of significant value to our parents, students, and staff.



Our Schools

St. Albert Schools

Albert Lacombe School

Grade K-6 English

Bertha Kennedy Catholic Community School

Grade K-6 English

École Father Jan

Grade K-6 French Immersion

École Marie Poburan

Grade K-6 French Immersion

École Secondaire Sainte Marguerite d'Youville

Grade 7-12 French Immersion

J.J. Nearing Catholic Elementary School

Grade K-6 English

Neil M. Ross Catholic School

Grade K-6 English

Richard S. Fowler Catholic School

Grade 7-9 English

Sister Alphonse Academy

Grade K-9 (Opening September 2018)

St. Albert Catholic High School

Grade 9-12 English/French

St. Gabriel High School

Grade 9-12 English

Vincent J. Maloney Catholic Jr. High School

Grade 7-9 English

Vital Grandin Catholic School

Grade K-6 English

Morinville Schools

École Georges H. Primeau Middle School

Grade 5-8 English/French

Morinville Community High School

Grade 9-12 English/French

École Notre Dame Elementary School

Grades K-4 English/French

St. Kateri Tekakwitha Academy

Grade K-6 (Opening 2019)

Legal Schools

Legal School

Grade 9-12 English



Our Relationship to Government Accountability

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

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

Mission Statement, Vision, Values and Core Commitments

Mission Statement

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

Vision

Excellence in learning through faith, relationships, and engagement.

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

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

Our Collaborative and Strategic Focus

As the Catholic Church’s Sacred Congregation on Catholic Education reminds us, our Catholic schools are “an irreplaceable source of service, not only to the pupils and its other members but also to society.” Indeed, “society can take note from the Catholic school that it is possible to create true communities out of a common effort for the common good.” 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, fourteen public stakeholder focus groups have attracted the contributions of 10,280 community members.

Last year, the District’s prioritized focus was a boundary review for the City of St. Albert. This work resulted in approved boundaries to address newly formed areas to the east of St. Albert and an attendance area for Sister Alphonse Academy (K - 9) in St. Albert.

A District wide survey that attracted over 3,000 participants, 61% of which were students, set the stage for our schools finding out program priorities that would be strongly engaging to students. These contributions have been analyzed on a school by school basis and will result in principals establishing through their education plans, programming that responds to these interests at the local level. Our rebranding approach in providing a recreation academy at Vital Grandin and Advanced Placement courses at École Secondaire Ste. Marguerite d’Youville were the direct result of our district surveying.

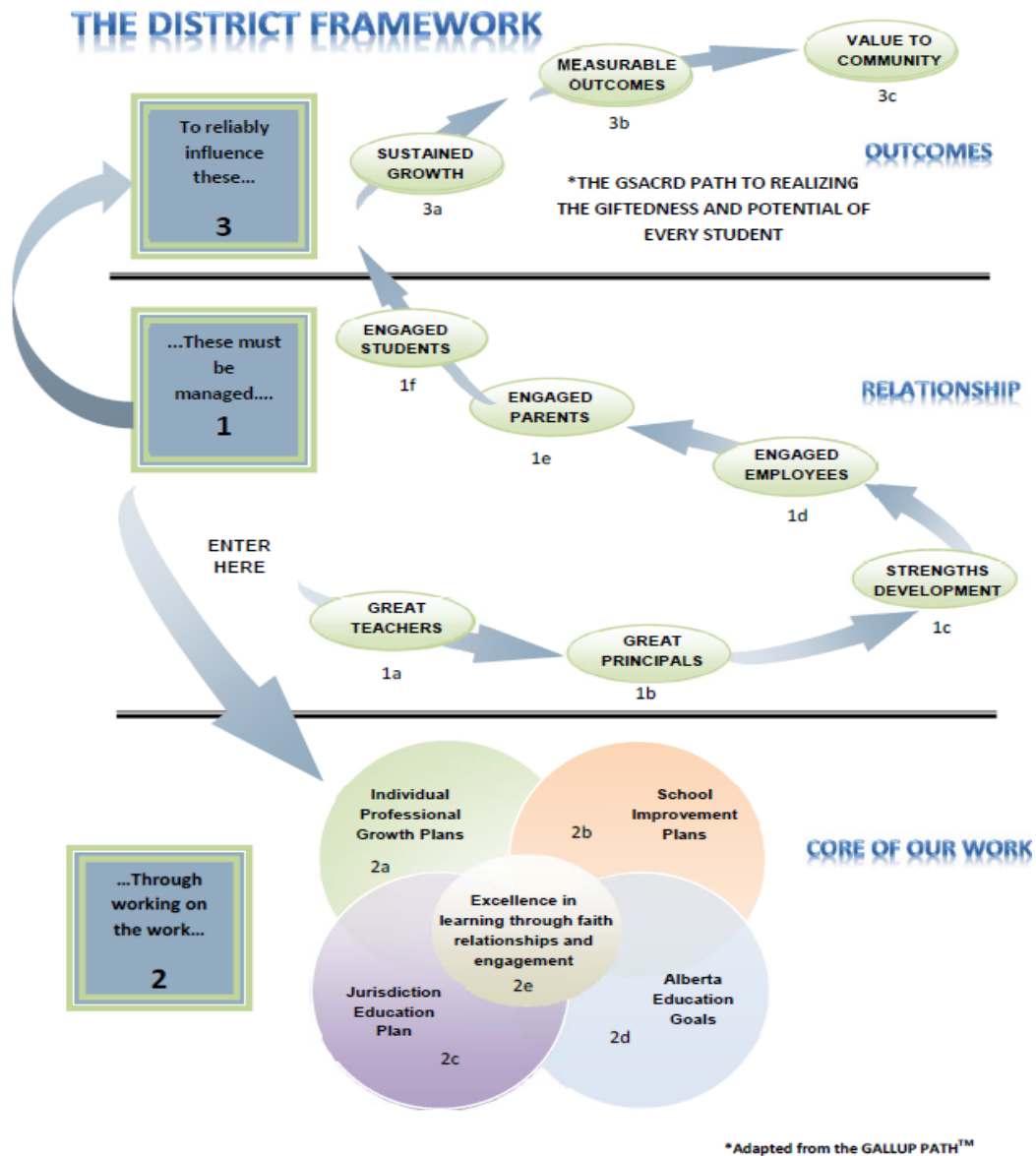
Since, historically, a significant amount of the strategic intent of our education plan has emerged from emic data (community voices and perspectives), in this report we have articulated district-specific outcomes that reflect unique community priorities for each of our four high schools.

As instructional leaders in schools, principals’ voices have been invaluable in the consultation process. They articulated strategies to improve students’ engagement in learning and pursue programming priorities that are important to our parents. They have also committed to a diagnostic assessment and intervention plan to ensure student success in meeting literacy and numeracy strategies as well as the use of assistive technologies to empower all learners. Thanks to a public engagement strategy that has enabled students to share perspectives on programming, our school administration and staff are committed to providing learning opportunities beyond core subject education that are relevant to student interests. Our principals have strongly endorsed the work of our education and leadership committees dedicated to indigenous education that will assist our students in deepening their understanding of Truth and Reconciliation.

As a result of our school communities prioritizing learning that enhances “world of work” applications, the Board of Trustees have recommended a faith goal which will enable students to more fully appreciate the three leadership attributes of Jesus: servant, steward, shepherd. The Board has also confirmed that the focus on strength-based assessments of students will lead to enriching learning engagement within the classroom and a furthering of hope in completing high school, undertaking post-secondary education, and pursuing a meaningful career.

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.



Priorities for Growth

Last year, the District reported through an evidence-based assessment 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, Provincial Achievement Tests (PATs) and Diploma Standard of Excellence, Diploma Participation Rate, Transition Rate, and Work Preparation;
- sustain indigenous students' performance at the Acceptable Standard and Standard of Excellence on PATs;
- improve indigenous students' performance at the Acceptable Standard on Diplomas and continue to provide First Nations, Métis and Inuit 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%.

We are proud to communicate that our 2016 - 2017 results confirms that the most enviable standard to maintain - sustaining an Excellent Overall rating for 10 measures - was achieved by the District. Our Safe and Caring, Diploma Exam Participation, Transition Rate and Work Preparation data sets received overall assessments of "Excellent" with all other improvement priorities being designated as "Good." We note that our indigenous students at the Acceptable Standard on Diploma Exams have exceeded the achievement of all other GSACRD students and provincial students. Currently, about 6 in 10 5th through 12th grade students are engaged in learning, a result which outpaces the results of the most recent Gallup Student Poll. Our drop-out rate had a very slight increase but is still recognized as being "Maintained" with an overall rating of "Excellent."

Our opportunity for improvement is evident in the following areas:

Grade 6

- English Language Arts, Math, Science (French) - Standard of Excellence;
- French Language Arts, Social Studies (French) - Acceptable Standard.

Grade 9

- French Language Arts - Standard of Excellence;
- Math (French), Social Studies (French) - Acceptable Standard and Standard of Excellence.

Grade 12

- English 30 – 1, Social 30 – 1 – Acceptable Standard (Three -Year Average);
- Social 30 – 2 – Acceptable Standard and Standard of Excellence (Three-Year Average).

More specifics regarding student learning achievements and improvement priorities will be reviewed within the assessment of Provincial Outcomes One - Five within this report.

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 endeavors. 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

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 2016 – 2019 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. Our school district continues its support of student engagement by participating within 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.

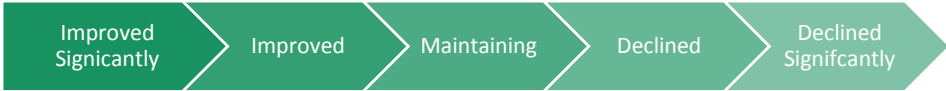
Component 2: “Educate and Nurture”

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:



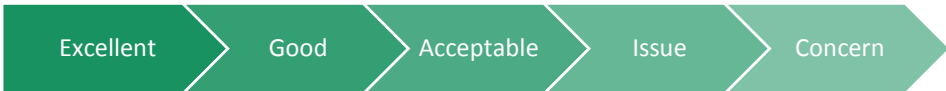
Selecting the 5th, 25th, 75th, and 95th percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to ten years. Greater St. Albert Catholic Schools’ results on each measure are compared against these fixed standards each year. The improvement evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction results for each measure. This results in one of the following improvement levels:



The evaluations of improvement and achievement are combined for the overall evaluation for the measure, as depicted in the table 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 2016-2019 Three-Year Education Plan Framework: Desired Faith Outcome: Opening the Doors to Mercy: Love in Action; 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, Métis and Inuit Students are Successful. For any results showing an overall evaluation of “issue” or “concern,” targets are required by Alberta Education. The Accountability Pillar summary for GSACRD demonstrates exemplary results by revealing that in 14 of 15 areas evaluated, overall ratings of “Good” or “Excellent” has occurred.

However, since an evaluation of “Issue” was identified for Diploma Exam Results at the Acceptable Standard, a specific improvement strategy will be outlined through the analysis of this measure in relationship to Provincial Outcome One: Alberta’s Students are Successful.

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 2016 - 2017, school communities focused on the theme: “Opening the Doors of Mercy: Love in Action,” which was in support of Pope Francis’ Jubilee Year of Mercy, a focus for the global Catholic Church. Our schools examined the Seven Corporal Works of Mercy and Seven Spiritual Works of Mercy, which collectively articulate the opportunities to support humanity within its most vulnerable experiences. Therefore, 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, animated the District Theme, promoted increased hope and engagement in students, and conveyed an intentional incorporation of the corporal and spiritual works of mercy within the culture of the school. 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:

High Yield Result	}	<ul style="list-style-type: none"> • Result falls into the 90% or better range, reflects 3% growth through a three or five-year trend, is supported by an accountability pillar evaluation of “excellent,” or represents growth that can be directly associated with a purposeful initiative occurring at the district level.
Consistent Result	}	<ul style="list-style-type: none"> • Results that reflect small variances, usually 0 – 2% over a three or five-year trend.
Declining Result	}	<ul style="list-style-type: none"> • Result demonstrates a 3% or more decline in performance throughout a three or five-year term.
**Suppressed Data	}	<ul style="list-style-type: none"> • Number of respondents is less than 6, data values have been suppressed. Suppression is marked with an asterisk (*)

DISTRICT HIGHLIGHTS

Combined 2017 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	93.1	90.8	91.8	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.4	87.0	87.1	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	92.7	91.8	92.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.7	1.2	1.4	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	85.4	86.4	86.1	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.4	84.9	84.1	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	20.2	21.9	20.5	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.5	87.5	88.1	83.0	82.7	83.1	Intermediate	Declined Significantly	Issue
	Diploma: Excellence	20.8	23.1	22.1	22.2	21.2	21.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	63.7	60.5	62.7	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	73.8	73.1	73.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.8	65.0	66.7	57.9	59.4	59.3	Very High	Improved Significantly	Excellent
	Work Preparation	86.9	83.0	83.4	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	89.4	87.7	88.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.2	83.6	84.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.8	85.1	85.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	2.2	3.1	2.7	5.8	6.1	6.7	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	88.9	90.8	78.9	53.6	50.2	47.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.5	83.0	76.2	51.7	52.4	52.1	Intermediate	Maintained	Acceptable
	PAT: Excellence	9.2	15.5	12.2	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.9	80.9	87.0	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.3	19.1	21.5	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	59.3	43.0	42.0	21.8	20.7	20.3	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	78.8	68.0	68.0	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.7	26.2	44.6	31.8	33.5	33.3	High	Improved	Good
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Processes That Build Strong Results

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

Coherence Making:

Successful organizations are defined by a high quality of performance and strong employee engagement, but 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 set of strategies that demonstrate how behavioural and academic success can be realized for students. For the past four 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 strategies have been placed on a large placemat that aligns the local and provincial outcomes of our education plan with student-focused descriptors of actions that would constitute success in meeting these outcomes.

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:

- Supporting teachers in implementing co-constructed success based criteria for the classroom;
- Instructional decisions being driven by visible evidence of student success in learning;
- Creatively insuring quality instructional time.

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 meaningful feedback about instructional practices that will optimally impact student learning.



GSACRD continues to survey staffs regarding the 12 indicators of employee engagement in the workplace. Results from the Gallup Q¹² survey are analyzed with the goal of staff determining how to optimize the indicators of employee engagement.

For 2016 - 2017, the District experienced its highest level of employee engagement since initiating this measurement nine years ago. The District achieved an engagement to disengaged ratio of 22:1 a phenomenon that placed the District in a “best practice” category and resulted in the District receiving Gallup’s Great Workplace Award.



In the last four 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 has a strong correlation to the excellent results that are communicated within this report.

OUTCOMES

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.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.3	91.6	92.9	91.8	92.7	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.3	91.7	93.0	90.8	93.1	Very High	Improved	Excellent
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	88.3	89.5	87.7	89.4	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.	83.6	81.8	85.5	83.0	86.9	Very High	Improved	Excellent

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.

Analysis:

Schools focused upon local and global service learning opportunities for Catholic Social Services and the Canadian Catholic Organization for Development and Peace. Locally, for Catholic Social Services, schools dedicated prayers and raised money for counselling for youth, and home and nursing care for elders, as two examples. Schools also engaged in service projects such as the collection of coats, hats, and mittens for the “Uplift Day of Mercy.” Globally, our administrators committed to a partnership project with the Canadian Catholic Organization for Development and Peace. From 2013 - 2017, we raised \$208,000.00 to build the Pope Francis Village and Pope Francis School in Tacloban, Philippines after the area had been destroyed by Typhoon Haiyan in November 2013. While contributing towards this partnership project, schools also used resources produced by Development and Peace to initiate activities addressing global issues such as climate change, waste in our world, water shortages, pollution, and the role of women. Such a vibrant relationship with Catholic Social Services and Development and Peace has 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.

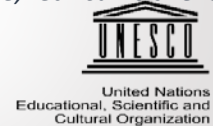
- ✓ **2016 – 2017** – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process.

Analysis:

Our schools were encouraged to use the *See-Judge-Act* discernment decision-making model to develop students’ competencies to exercise their own ethical and entrepreneurial response to injustices and inequities. Through social justice projects emphasizing this model, students sought to be aware of the world

around them by learning about local and global issues of importance. 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 “WE Day” group of student leaders who participated in a WE Day event in Calgary and committed to leading their schools in social justice programs/projects throughout the year. One school, École Secondaire Sainte Marguerite d’Youville (ESSMY) (Grades 7-12) engaged in intensive efforts to improve literacy in their community by starting a “Colour Your World” program. A core group of students created a colouring book with student writing and student illustrations designed to educate the community about how low levels of literacy disadvantages those who do not speak English. This core group of students gave presentations and championed this cause on social media and through multiple local events and organizations to raise money to support families who had just arrived in Canada and/or who had struggled to secure employment due to low levels of literacy. ESSMY high school students also wrote a white paper about the need to take an active role in Education for Reconciliation and their paper was presented at the Youth Assembly at the United Nations Conference in 2015 - 2016 via teleconferencing. Last year, this school was honoured with the designation of a UNESCO-candidate school based on their focus on the development of students as social entrepreneurs and active, ethical citizens within our community.

Last year ESSMY was honoured with the designation of a UNESCO-candidate school based on their focus on the development of students as social entrepreneurs and active, ethical citizens within our community.



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’ assessments of students’ readiness to thrive at school, in the world of work, and in life. Hence, we achieved an overall standing of “Excellent” for each of these measures in the Accountability Pillar.

Strategy:

- ✓ **2016 – 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 “CrissCross” Youth Ministries, a youth evangelization team. In addition to such locally organized retreats, in February 2017, approximately 200 grade 8 students from three of our schools were given the opportunity to attend a Faith Development Day offered by Edmonton Catholic Schools. They were inspired by world-class speakers and participated in a Mass celebrated by Archbishop Smith of the Archdiocese of Edmonton. Retreats provide students with opportunities for personal encounters with Jesus Christ and faith experiences which draw from and enliven the foundation of knowledge and skills learned in their religious education programs.

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:

- ✓ **2016 – 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 faith development, students were called to grow spiritually. Students responded to a Gallup Student Poll survey in which they exceeded the United States average as well as the district average from 2015 on Engagement. That result indicates that students rated their experiences with “teachers who made them feel their school work was important” as one reason why they were invested in their programming. In addition, on the same survey, students were more “hopeful” than students in the United States. That result indicates that our students believe that they will graduate from high school, that they look forward to a “great future”, that they have goals, and that they are able to solve problems. Kutcher (2016, 2009) provided compelling research evidence on youth resiliency that found that students’ participation in “service learning” is highly correlated with social and emotional well-being within and beyond school. Given that we invest in religious education programming that emphasizes service learning, it is understandable that our parents’, students’, and staff members’ satisfaction with how students were actively engaged citizens and prepared for the work world was notably high.

Strategies:

- ✓ **2016 – 2019** – pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district levels;
- ✓ **2016 – 2017** – focus on the intentional incorporation of the corporal and spiritual works of mercy within the culture of the school.

Analysis

In 2016-2017, our faith theme was “Opening the Doors of Mercy: Love in Action.” This theme was animated in the schools through the intentional teaching and practicing of the seven Corporal and seven Spiritual Works of Mercy. In addressing these teachings, each month the district addressed one or two of these Works of Mercy within monthly administrator meetings. At the school level, students then learned about the Works of Mercy in school assemblies and class lessons/activities. One powerful example of how students and staff explored “Visit the Imprisoned”, a Corporal Work of Mercy, was when our students from across the district decorated over 1800 paper bags and filled them with goodies for the inmates at the Edmonton Remand Centre at Christmas. As students and staff learned about these Catholic social teachings, they were encouraged to understand all school service projects and charitable works according to these Works of Mercy.

Strategy:

- ✓ **2016 – 2019** – teach students a model of spontaneous prayer for our blessings and the needs of others.

Analysis:

Throughout the year, students and staff were invited to engage in a teachable process to address spontaneous prayer. Through the use of such processes and models, students and staff were taught that spontaneous prayer can be easy, and meaningful.

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 four out of four provincial performance measures increasing, on average, 2% over the last year, our district demonstrated very high achievement in parental involvement, safe and caring schools, and active citizenship. We attribute our investment in our District-specific outcome as a key driver of such high yield result.

Assessment: High Yield Result

FAITH OUTCOME 2017-2018: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

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

- ✓ (2017-2020) Schools demonstrate a preferential option for the poor and needy through social justice/community service activities that support Catholic Social Services and Development and Peace;
- ✓ (2017-2020) Students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
- ✓ (2017-2020) Student retreats led by CrissCross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- ✓ (2017-2020) Religious education and faith permeation is relevant and promotes hope and engagement in students;
- ✓ (2017-2020) Pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district level;
- ✓ (2017-2020) Teach students different forms of prayer, including spontaneous prayer, to foster a personal prayer life;
- ✓ (2017-2020) Focus on faith theme: Living like Jesus – servant, steward, and shepherd;
- ✓ (2017-2020) Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.



OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.9	83.5	84.0	84.9	83.4	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	23.3	19.9	19.8	21.9	20.2	High	Maintained	Good

Performance Measure	Results (in percentages)					Target			Evaluation		
	2013	2014	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.2	89.0	87.8	87.5	83.5	87.5	88.5	89.5	Intermediate	Declined Significantly	Issue
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.7	23.4	19.8	23.1	20.8	-	-	-	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.0	87.3	84.6	86.4	85.4	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.3	1.6	1.3	1.2	1.7	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	62.1	69.7	65.3	65.0	73.8	Very High	Improved Significantly	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	73.1	73.8	n/a	Maintained	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.5	66.1	61.5	60.5	63.7	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	88.3	89.5	87.7	89.4	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.	83.6	81.8	85.5	83.0	86.9	Very High	Improved	Excellent

Analysis:

Greater St. Albert Catholic Schools performs admirably in preparing students for success at school and in life. Our district is ranked as having the second highest number of overall designations of “Excellent” of any school jurisdiction in the province. Our district achieved “Good” or “Excellent” as overall ratings for 15 out of 16 measures, a phenomenon that surpasses the results of 92% of the province. In 2017, students

who wrote provincial achievement tests (PAT) out-performed students provincially by 6% in grade 6 with our greatest gains in our Overall rating (Good to Excellent) for the Acceptable Standard in English Language Arts. Grade 9 students surpassed the province by 7% at the Acceptable Standard in all core subjects, with the greatest gains in English Language Arts and Science. Students who wrote diploma examinations excelled +3% above the provincial three-year average and achieved superbly in the sciences, with an “Excellent” standing overall in Chemistry 30. Parallel to students’ academic success, our district continues to outperform the province on measures of High School Completion (+8%), Rutherford Scholarship Eligibility (+12%), and Transition to Post-secondary (+16%). Additionally, we continue to improve and have increased our standing from “Good” to “Excellent” in ‘High School to Post-secondary Transitions’ and ‘Attitudes and Behaviours for Success at Work.’ Greater St. Albert Catholic Schools is a provincial leader for all measures that predict students’ success in life.

Our results are consistently high except for our Overall Evaluation of “Issue” at the Acceptable Standard for diploma examinations. Social 30-1, Social 30-2, and English 30-1 are the subjects which caused this decline. Although our achievement in 2017 was “Intermediate” or “High” in Social 30-1 and English 30-1, our achievement in Social 30-2 was “Low” at the “Acceptable Standard” and “Standard of Excellence.” We also declined this past year when compared to our usually high district three-year average in English 30-1(-4.6%), Social 30-1(-5.0%), and Social 30-2 (-5.4%) at the Acceptable Standard. When considering our 2017 diploma results compared to our district three-year averages in all subjects at the Acceptable Standard, we have set a target of 87.5% , which is +4.0% above our 2017 district three-year average of 83.5 in these diploma subjects at the Acceptable Standard. If we meet this target, we will earn an “Improved” rating for “Improvement” and, an “Intermediate” or a “High” rating for “Achievement”, and an Overall Evaluation of “Good.” Such a focus on improvement will ensure student success in high school and in post-secondary and/or the work world.

Assessment: Consistent Result and One Declining Result

Strategies:

Morinville Community High School demonstrates this outcome so that:

Strategies:

- ✓ (2017–2020) Students will access varied programming (dual credit, iLearn, Advanced Placement, CTS Business) that enliven students’ real world opportunities;
- ✓ (2017–2020) Students will access a variety of differentiation and formative assessment strategies to improve their learning, especially the learning of FNMI students through targeted strategies;
- ✓ (2017–2020) Students will benefit from positive behavioural and academic supports which enable students to achieve well;
(2017–2020) Students will experience rigorous and relevant curriculum and improved strategies to meet their learning needs.

St. Gabriel demonstrates this outcome so that:

- ✓ (2017–2020) Students are provided with increased choices, opportunities, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students’ choices are promoted and supported;
- ✓ (2017–2020) Grade 9-12 students will be made aware of the program opportunities provide by SGHS;
- ✓ (2017–2020) Students access blended learning opportunities (online, face-to-face) to increase student engagement in learning and to be accountable for achieving their outcomes;

- ✓ (2017-2020) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies;
- ✓ (2017-2020) Students improve their mental health and wellness through a variety of strategies including flexible learning environments.

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

Strategies:

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

(student-centred, personalized learning strategies):

- ✓ (2017–2020) SACHS students experience more choices (i.e., expanding number of courses) in dual-track French-Immersion programming.
- ✓ (2017–2020) SACHS students access varied programming to meet their individual learning needs (dual credit, iLearn, IB);

(Shared Campus Strategies):

- ✓ (2017–2020) SACHS students experience enhanced accessibility wellness programming;
- ✓ (2017–2020) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- (2017–2020) ESSMY and SACHS students access shared courses (e.g., Business 201), and staffing to meet students’ programming needs.

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

- ✓ (2017–2020) ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- ✓ (2017-2020) Continue to offer French Immersion programming with a focus on serving global communities.

Strategy/Strategies (shared campus strategies):

- ✓ (2017–2020) SACHS students experience enhanced accessibility to wellness programming;
- ✓ (2017–2020) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- ✓ (2017–2020) ESSMY and SACHS students access shared courses (e.g., Business 201) and staffing to meet students’ programming needs.

K – 6 educational programs demonstrate this outcome so that:

- ✓ (2017 – 2020) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
- ✓ (2017 – 2020) – Staff build a deeper, shared understanding of what literacy and numeracy is and what it looks like to create literacy- and numeracy-rich learning environments in schools;
- ✓ (2017 – 2020) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners emphasizes the implementation of:
 - a variety of differentiation and formative assessment strategies that improve student learning;
 - diagnostic assessment and intervention plans to ensure student success in meeting literacy and numeracy standards;
 - ESL benchmarks, including reading assessments, to differentiate tasks and assessments for English Language Learners (ELL);

- flexible pathways for learning that address the formative needs of students;
 - positive behavioural and academic supports that enable all students to achieve;
 - assistive technologies to empower all learners.
- ✓ **(2017-2020)** Staff attend to students' interests through programming (i.e., options, extracurricular, field trips);
 - ✓ **(2017-2020)** Staff focus on wellness education, especially physical health (recreation, nutrition) and it's connection to being well socially, emotionally, spiritually, and academically;
 - ✓ **(2017-2020)** Staff consider what should and should not go home for homework; communicate the purpose and provide parents with guidance on how to help their children;
 - ✓ **(2017-2020)** Staff continue to provide access to diverse technologies and focus on digital literacy and citizenship.

Grades 7-9 demonstrates this outcome so that:

- ✓ **(2017-2020)** As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
- ✓ **(2017-2020)** Staff build a deeper, shared understanding of what literacy and numeracy is and what it looks like to create literacy- and numeracy-rich learning environments in schools;
- ✓ **(2017-2020)** A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners emphasizes the implementation of:
 - a variety of differentiation and formative assessment strategies that improve student learning;
 - diagnostic assessment and intervention plans to ensure student success in meeting literacy and numeracy standards;
 - flexible pathways for learning that address the formative needs of students;
 - positive behavioural and academic supports that enable all students to achieve;
 - ESL benchmarks, including reading assessments, to differentiate tasks and assessments for English Language Learners (ELL);
 - Assistive technologies to empower all learners.
- ✓ **(2017-2020)** Staff explore flex/option time to offer series of sessions that capitalize on students' interests (gymnastics, yoga, music, art, drama, going on a field trip, bringing in a community expert, learning coding to do a small project);
- ✓ **(2017-2020)** Administration schedule options to match students' interests;
- ✓ **(2017-2020)** Staff integrate technologies into learning and for increasing home-school communication;
- ✓ **(2017-2020)** Staff provide students with relevant learning opportunities;
- ✓ **(2017-2020)** Staff consider what should and should not go home for homework; communicate the purpose and provide parents with guidance on how to help their children;
- ✓ **(2017-2020)** Staff continue to provide access to diverse technologies and focus on digital literacy and citizenship.

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

Performance Measure	Results (in percentages)					Targets			Evaluation		
	2013	2014	2015	2016	2017	2018	2019	2020	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).	78.1	71.4	74.4	83.0	74.5	-	-	-	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.8	10.9	10.2	15.5	9.2	10.0	10.5	11.0	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.4	95.2	84.9	80.9	83.9	-	-	-	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	14.9	29.0	16.3	19.1	18.3	-	-	-	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	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.	70.2	74.8	71.2	90.8	88.9	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.5	2.4	2.8	3.1	2.2	Very High	Maintained	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	72.6	59.6	48.1	26.2	64.7	High	Improved	Good
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	68.0	78.8	n/a	Maintained	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	32.7	33.7	49.3	43.0	59.3	High	Improved	Good

Analysis:

Our First Nations, Métis, and Inuit students outperformed the province on all measures of achievement. More indigenous students stayed in high school (+4%) and completed high school within three years (+35%) than in the province. Almost 40% more indigenous students completed four or more diploma exams and performed better than the previous year (+3%) at the Acceptable Standard when compared to indigenous students provincially. More of our indigenous students earned Rutherford Scholarships (+45%) and more such students (+33%) transitioned to a post-secondary institution than indigenous students provincially. Although indigenous high school students excel in our district, there is a decline in the percentage of grades 6 and 9 indigenous students who achieve at the Acceptable Standard (-8%) and

Standard of Excellence (-6%) on provincial achievement exams when compared to the same population of students in our district last year.

We assess four correlates of success in school and life for all students using the Gallup Student Poll Survey each year. We disaggregate the data for our indigenous students to see whether and how our indigenous students are doing compared to all students in our jurisdiction on such measures. The four correlates are: Engagement, Entrepreneurial Aspiration, Career/Financial Literacy, and Hope. In 2016, our indigenous students outperformed (2.70 Grand Mean) our district overall (2.67) for Entrepreneurial Aspiration (belief that they will invent something, start a business, learn how to run a business, have a business). The implication is that our indigenous students (n=152) who answered the survey emphasized that they were anticipating being creative, inventive, and entrepreneurial in their lives. Such competencies are important for life success of students in the future based on research (Gallup, 2016, 2017) and our Alberta Education ministry (Ministerial Order on Student Learning, May, 2013, #001). We are proud of our indigenous students' high performance in these areas. We also recognize that we still have room to grow in terms of indigenous students' hope (belief that they will graduate, have a great future, get good grades, solve problems, mentor others, find a good job) and their engagement (that they will do their best, that school work is important, they feel safe, that they have fun, that they have a best friend at school, that they find something interesting at school, that they have adults who care at school, that they are excited about their future). Because hope and engagement were below our district grand mean for this group of students, we are focused on improvement in these areas for our First Nations, Métis, and Inuit students.

To reduce such a gap between our indigenous students' and all other students' achievement, engagement, and hope, administrators identified the most academically and/or socio-emotionally at-risk indigenous students and assessed "push" and "pull" factors likely impacting their success. Two such factors that cut across our district data were "a lack of trust" between indigenous and non-indigenous communities and "poor student attendance." To address these factors, we struck two committees: Greater St. Albert Catholic's First Nations, Métis and Inuit Advisory Committee and a First Nations, Métis, and Inuit



Leadership Committee. The Advisory Committee focused on a) sharing and recommending strategies for how to reduce the gap in achievement between our Aboriginal students and all other students, b) understanding, sharing, and recommending 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) building capacity of all staff to participate in achieving the above mentioned goals. Every school has two leads who get together every six-seven weeks to engage in learning about emerging indigenous curriculum about key

topics such as residential schooling, treaties, and legal commitments that have strained relationships between indigenous and non-indigenous people. They have engaged in blanket exercises, pipe ceremonies, and using indigenous literature to teach about such topics from K-12.

Our second committee is the First Nations, Métis, and Inuit Leadership Committee, which is comprised of both school superintendents from the Alexander First Nation and from our district, district educational staff and community health providers, trustees, and our two elders. This committee meets to determine best ways to involve parents in learning about the emerging indigenous curriculum in schools and to consider home-school strategies and resources to support such learning. As well, this committee seeks to build relationships with our indigenous community by participating in significant indigenous community events and by working on such events at the district level (e.g., a pipe ceremony on National Aboriginal Day).

Graduate Coaches, Grade Coordinators, Youth and Success Coaches, School Counsellors, Learning Support Facilitators and Administrators continue to work together as teams to attend to each First Nations, Métis, and Inuit student's learning plan during high school and in transitioning to post-secondary settings and/or the work world. Since this strategy of ensuring that indigenous students were supported to learn about transitioning from high school to the "next phase" of schooling or world of work, we recognize that our next challenge is to uncover equally powerful ways of working with younger indigenous students who are underperforming on the provincial achievement tests. Our plan is for each school to identify their most "at-risk" indigenous students and each student's "push" and "pull" factors. The school learning team will then devise a school action plan (i.e., intervention, flexible grouping, online blended learning environments) that require multiple staff (Learning Support Facilitators, Pedagogy Leads, homeroom teachers, counsellors, administrators) to personalize learning approaches for addressing such students' specific needs.



Indigenous students in our district continue to be increasingly successful in high school and in transitioning into post-secondary programming and/or a career. What we need to address is younger students' less consistent academic performance on achievement tests by utilizing what we have found to be successful with older students-personalized, multi-disciplinary support for targeted interventions and more rigorous application of universal supports within all classrooms.

Assessment: Consistent Result

Strategies:

- ✓ (2017-2020) An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Student Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- ✓ (2017-2020) Innovative partnerships between home and school occurs to build student engagement;
- ✓ (2017-2020) Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths;

- ✓ **(2017-2020)** A district-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning. A district-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on whether and how to adjust our strategies throughout the year;
- ✓ **(2017-2020)** Every year, we will celebrate National Aboriginal Day by hosting a district event that involves our partners, our elders, and our community members;
- ✓ **(2017-2020)** Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- ✓ **(2017-2020)** Our First Nations, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials to explore foundational concepts of emerging curriculum in Indigenous Education;
- ✓ **(2017-2020)** Our First Nations, Métis, and Inuit students, who are not achieving at an Acceptable Standard on the provincial achievement tests or Diploma exams, receive appropriate interventions.



OUTCOME THREE: ALBERTA’S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.3	91.7	93.0	90.8	93.1	Very High	Improved	Excellent

Analysis:

In 2017, our jurisdiction improved from “Good” to ‘Excellent’ on our Safe and Caring Overall Evaluation. We attribute our continuous improvement to system “coherence” (Fullan & Quinn, 2016) where we “focus direction” through clear policies, procedures, and practices that enact “sound pedagogy.” Sound pedagogy is brought to life through “deep” professional learning about what it means to cultivate a safe and caring school environment.

Strategies:

K – 12 educational programs demonstrate this outcome so that:

- ✓ (2017– 2020) The School District’s Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation.

Focus on Bullying

- (2017-2020) A district-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- (2017-2020) Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are further explored;
- (2017-2020) There is an increased use of “restorative” practices in all schools;
- (2017-2020) Ensure that mechanisms are in place to protect the anonymity of those who report bullying;
- (2017-2020) Students and families are supported in finding ways to solve problems and resolve conflicts with district and school resources.

Community Links

- (2017-2020) Collaboration with community agencies to effectively meet at-risk students’ needs is prioritized and monitored for responsiveness to schools’ needs;
- (2017-2020) Staff are trained to understand indicators of mental health issues for students;
- (2017-2020) A student conference on mental health is organized at one or more district sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- (2017-2020) Parents are educated about mental health and wellness programs provided at the school level;
- (2017-2020) Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.

Analysis:

Our success in securing public satisfaction with the safety of our schools is, in part, due to our district commitment to a common language and shared health and safety practices and procedures within and among our school communities. For example, all school administrators use Emergency Functional Protocols to ensure that all staff and students know how to respond to diverse emergencies (e.g., threat outside; threat inside; natural disaster; inclement weather). Such protocols have five administrative procedures that are publically accessible online which provide our community with the knowledge and confidence to respond proactively and strategically to emergencies. In addition, all staff complete bi-annual safety checks and engage in professional learning that keep them abreast of emerging health and safety practices (i.e., Non-violent Intervention and training, First Aid training, and administrators started their Violent Threat Risk Assessment [VTRA]). Students and parents are co-participants in such protocols and practices as well as in overseeing the development of them through our Policy Advisory Committee. Such a clear focus on clear procedures, protocols, and practices enhances our responsive, pastoral, and collaborative approach to safety issues.

Our Administrative Procedure 310 (Student Safety) articulates “that [our District] has responsibility to provide for the safety of its students” through ongoing professional learning and training to keep staff abreast of safety procedures, protocols, and practices. Hence, we are dedicated to strong pedagogy through professional learning designed to support staff to prevent security issues from arising inside and outside of schools. For the past three years, schools have taken part in the City of St. Albert’s “Safe Journeys to School Plans” where every school principal has engaged in a city safety audit of their building and surrounding areas to enact evidence-based traffic safety recommendations. Every school submits their plans annually and the plans are reviewed and revised by District Office staff. Such a continuous focus on safety inside and outside of our school sites is a key reason why our parents, students, and staff consistently rate our jurisdiction as “Excellent” for being safe.

Based on Board Policy 1 (District Mission Statement, Values and Beliefs, Goals and Objectives), which ensures that we have administrative procedures in place for students to conduct themselves in a safe, caring, and welcoming manner, our jurisdiction developed Administrative Procedure 360 (Code of Conduct to Address Bullying Behavior). School administrators have created Student Codes of Conduct and posted them online for public access. The specifics regarding our expectations for student well-being and associated local rules and consequences developed at the school level have contributed to fewer suspensions and expulsions.

In addition to ensuring safety and well-being of students through safety protocols and conduct policies, Alberta Education involved 14 school authorities to engage in defining health and wellness procedures and strategies. To that end, Alberta Education involved 14 jurisdictions in a pilot school nutrition program for elementary students. Our jurisdiction participated last year and this year in this pilot program which was and continues to be designed to enact the Alberta Nutrition Guidelines for Children and Youth. A key component of this program is to provide students, teachers, parents, caregivers and community members with opportunities, through health and wellness days, conferences, and ongoing events (e.g., invited experts) to learn about the importance of choosing and preparing healthy foods. In our district, we hosted two district-wide community health conferences, one at St. Albert Catholic High School and one at R.S. Fowler Catholic Junior High School. Students, staff, and parent responses to these opportunities to learn about nutrition were very positive. Therefore, we have made this one of our key strategies to continue to enact health and wellness education in our Three-Year District Education Plan.

Our jurisdiction also promoted a systemic focus on student and staff leadership to champion health and wellness in schools. Staff learned about active living, healthy eating, and positive social environments through multi-modal means (weekly emails, face-to-face sessions, print material), and every school had and continues to have a designated staff member who acts as a “School Health Champion.” A District Wellness Lead, funded through the University of Alberta Wellness Fund, provides on-site coaching and sessions for School Health Champions. To further illuminate health and wellness education provided to students, staff, and parents through the School Health Champion, our schools took advantage of grant opportunities to fund healthy eating (Salvation Army Breakfast Program). Students learned about eating healthy, engaging in active living strategies, and applying positive behaviour strategies through their Health curriculum and through extracurricular programs inspired by the School Health Champions, nutrition pilot leads, and by participating in health and safety training and practicing health and safety protocols.

Strategies:

K – 12 educational programs demonstrate this outcome so that:

- ✓ (2017–2020) 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 Mental Health

School Based

- (2017-2020) Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- (2017-2020) Human and program resources to meet school based needs are prioritized;
- (2017-2020) Staff and students are trained to understand indicators of mental health issues in themselves and others.

Analysis:

In 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 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. District and school administrators worked especially closely to address students’ requests to establish and sustain groups that were locations for them to meet and share their feeling, strategies, and needs with respect to all aspects of understanding gender identity an expression, and/or exploring their identity choices and ways of expressing themselves. Our principals worked closely with district administration, including the Superintendent, to “lean in” on such conversations with such groups of students or with such students who chose to discuss their needs individually on an ongoing basis with school administration. Such a highly collaborative approach was well received by students.

Strategies:

K – 12 educational programs demonstrate this outcome so that:

- ✓ (2017-2020) Inclusive practices (i.e., Universal Design, using assistive technologies, differentiation) are effectively implemented at every school.

Focus on Inclusion

- (2017-2020) All children in Early Learning programs (Pre-Kindergarten and Kindergarten) learn through inquiry and play;
- (2017-2020) Learning Service Facilitators will further the implementation of inclusive practices within schools;
- (2017-2020) Family support personnel will provide direct service and community agency connections for students or families at risk.

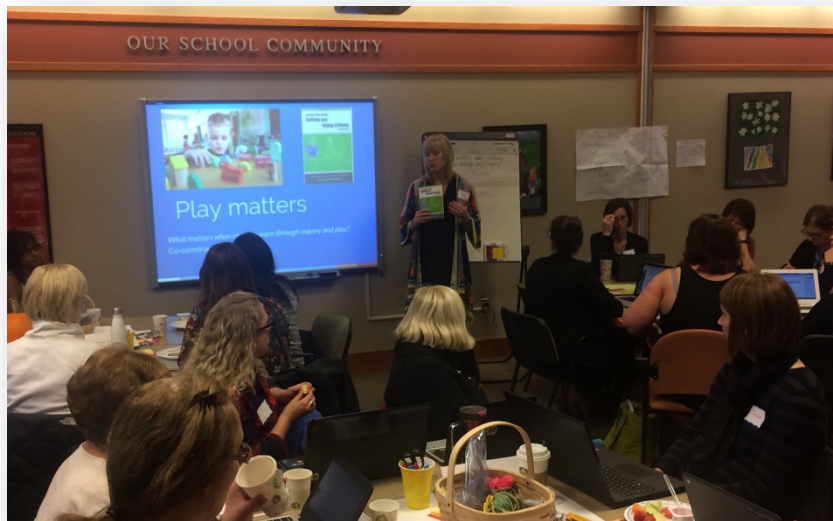
Analysis:

Our district relies on a Universal Learning Design approach (pyramid of strategies and supports to meet intensive, moderate, and mild student learning needs). We have School Learning Teams (SLT) including the Principal, Vice-Principal, Learning Support Facilitator, Counsellor and lead teachers in every school who meet regularly to monitor student progress using a pyramid of intervention and supports. Names of students with intensive learning, emotional and/or behavioral concerns are brought forward to weekly collaborative solution-focused meetings (SLT). School counsellors provide specialized supports for students who have intensive mental or emotional-behavioural needs. Last year, our District began a new focus on training staff to understand the indicators of mental health issues for students. On May 31, 2017, Andrew Baxter from Alberta Health Services presented day one of a three-day Core Go-to-Educator Mental Health training so that staff were aware of the indicators of Mental Health. Senior administrators, school-based administrators, Counsellors, Learning Support Facilitators, and interested teachers gathered for this important training opportunity.



Every school also has a Learning Support Facilitator who supports teachers with implementation of inclusive practices such as proactive differentiation and programming suggestions offered at SLT meetings. Learning Support Facilitators are gathered once per month for professional learning and capacity-building opportunities. Last year, Learning Support Facilitators focused on Dylan Wiliam's work on using assessment practices as common ground for clarifying, sharing, and understanding learning intentions. Facilitators were also guided forward in their practice of using and analyzing assessment data such as Functional Behavioral Assessments to determine the degree of challenging behaviors and how to use a behavioral response to intervention.

Our Student Services Department began a pilot project with three schools to expand their hiring practices to include specialized service personnel (e.g., Youth Success Coach) to address the most intensive student needs (emotional, behavioral) on the pyramid. This process of expanding staffing beyond educational assistants as a mainstay of support also opened up conversations about what is meant by support and what kinds of skills are needed to work best with students who have complex needs.



In addition, Student Services District staff met with Early Learning school administrators to discuss how to bridge more seamlessly the transition between pre-kindergarten (preK) and Kindergarten (K) programs by re-focusing on the environment as the “third teacher” and emphasizing the pedagogical lens of inquiry and play for programming and professional learning. In

the Spring of 2017, Early Learning school administrators were provided with an opportunity to apply for grant funds to reimagine their learning environments to address such a pedagogical focus. For example, in one proposal, which is now coming alive through changes in practice, walls were removed between classrooms to create a larger space for combining groups. The success of a small pilot has now expanded into a common professional learning focus for all preK and K teachers on inquiry and play, and on the environment as the “third teacher.”

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 our Excellent rating. 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.

As mentioned earlier in this report, we attribute our intentional focus on the example of Jesus Christ and our devotion to ensuring a safe, caring, and welcoming school district community as the impetus for our Overall Evaluation of “Excellent”.

Assessment: High Yield Result

Strategies:

K – 12 educational programs demonstrate this outcome so that:

- ✓ (2017-2020) The School District’s Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;

- ✓ (2017–2020) 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

- (2017-2020) A district-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- (2017-2020) Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are further explored;
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- (2017-2020) Students and families are supported in finding ways to solve problems and resolve conflicts with district and school resources.

Focus on Mental Health

School Based

- (2017-2020) Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- (2017-2020) Human and program resources to meet school based needs are prioritized;
- (2017-2020) Staff and students are trained to understand indicators of mental health issues in themselves and others.

Community Links

- (2017-2020) Collaboration with community agencies to effectively meet at-risk students’ needs is prioritized and monitored for responsiveness to schools’ needs;
- (2017-2020) Staff are trained to understand indicators of mental health issues for students;
- (2017-2020) A student conference on mental health is organized at one or more district sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- (2017-2020) Parents are educated about mental health and wellness programs provided at the school level;
- (2017-2020) Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.

Focus on Inclusion

- (2017-2020) All children in Early Learning programs (Pre-Kindergarten and Kindergarten) learn through inquiry and play;
- (2017-2020) Learning Service Facilitators will further the implementation of inclusive practices within schools;
- (2017-2020) Family support personnel will provide direct service and community agency connections for students or families at risk.

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

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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.	86.7	87.1	87.1	87.0	87.4	Very High	Maintained	Excellent

Analysis:

Greater St. Albert Catholic Schools has been committed to our Universal Learning Design (ULD) philosophy that is rooted in differentiation of instruction with an explicit focus on using technology as an “accelerator” of learning (Fullan, 2016). 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. In 2016-2017, such a pedagogical design was enacted through a focus on building capacities of teacher leaders within every school. Every school has a district-supported full-time position for a “Pedagogical Lead” (Ped Lead). A Ped Lead is a “lead teacher” on staff who offers “at-the-elbow” collaborative support outside and inside classrooms as well as facilitates professional learning sessions for staff.

Last year, Pedagogy Leads’ professional learning focused on one of the following four areas: literacy and assessment, numeracy and assessment, technology integration and assessment, and competencies and assessment. They met together as a whole group and then broke off into these “communities of inquiry” to go deeper into assessment through one of the four lenses. In every community, technologies were part of the learning in terms of how to provide flexible pathways to learning. For example, teachers continued to explore Read&Write for Google Chrome as a way to remove barriers to literacy; Google Classroom as a means to provide collaborative, differentiated, and multi-local learning; and several other tools to enable students to represent learning multi-modally. There was also a continued focus on developing highly interactive learning environments through formative assessment.

Our District Educational Technology Coordinator was and continues to be a crucial part of moving such pedagogical foci forward through on-site PD, classroom coaching, and sessions. She also leads professional learning for Ped Leads, which is necessary to keep them leading and learning together as teacher leaders who discuss not only pedagogical issues but who also investigate research-based strategies for coaching and “leading from the middle” (Fullan & Quinn, 2016) when working with teachers in their schools.

Pedagogy Leads assisted all Kindergarten to Grade 12 teachers with continuing to implement our District Digital Citizenship Program, which emphasizes online interactions that promote “respect, protect and responsible use.” In addition, Ped Leads co-developed a Digital Literacy and Citizenship Continuum that consists of learning targets for different age groups. This continuum also integrates the language of the eight competencies promoted by Alberta Education.

Given such a breadth and depth of multimodal differentiation and programming for students and professional learning for staff, stakeholders rated our offerings as “Excellent” overall. Our continued excellent result is due to our Pedagogy Lead role and their ability to “lead from the middle” (Fullan &

Quinn, 2016). As we continue our learning journey, we will emphasize similarly rich learning opportunities for everyone in our community with a particular focus on building strong leaders within and across our school and district sites.

Assessment: High Yield Result

Strategies:

K – 12 educational programs demonstrate this outcome so that:

- ✓ (2017–2020) Professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school based plan;
- ✓ (2017–2020) District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- ✓ (2017-2020) Collaboration is increased between pre-Kindergarten and Kindergarten staff to develop a play-centred, inquiry-based Early Learning;
- ✓ (2017-2020) The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;
- ✓ (2017-2020) Standards for teacher competencies are regularly updated and implemented;
- ✓ (2017-2020) Student choice and voice as a strategy for improving learning is encouraged;
- ✓ (2017-2020) Online etiquette matches social skills taught.

OUTCOME FIVE: ALBERTA’S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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.	85.0	84.6	86.7	85.1	85.8	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.8	83.2	85.8	83.6	85.2	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.3	91.6	92.9	91.8	92.7	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. Last year a Council of School Council composed of school council chairs, board representatives, senior administration, and the superintendent met on three occasions throughout the year. Topics for shared understanding included reports from the Board on boundary and programming reviews, reports from administration on ministerial initiatives (associated with fee reduction) and related administrative procedure amendments, and a review of district honour award protocols.

Parents were part of larger community cohort that participated with 19 exchanges of information regarding an assessment of strengths, weaknesses, and opportunities regarding programming at the school and district

levels. When participation within our St. Albert programming and boundary reviews and mental health awareness workshops are added to our District community engagement strategy, more than 3500 parents, students, staff, and community members were actively engaged in our community consultation and awareness activities. On average, over the last three years, parents rated their involvement 4.1% higher than that of parents in other Alberta jurisdictions.



In an international press release published in April, 2017 Gallup recognized Greater St. Albert Catholic Schools as a recipient of the Global Great Workplace Award for 2017. Our jurisdiction joined 32 other private and non-profit corporations for demonstrating exceptional employee engagement results within the workplace. Of the 900 organizations that monitor employee engagement on a set of twelve indicators known as the Q¹², GSACRD was the only K - 12 school jurisdiction that won this award. Our District was the only educational authority among 132 international school jurisdictions working within Gallup's client base to be recognized as a great workplace.

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 most recent Gallup Student Poll, approximately six in 10 grades 5-10 students in the district are engaged in school, which outpaced the Gallup Student Poll average. All of these results cited not only define our district at a “world class” status, but contribute to the high levels of academic success and

supportive community perspectives regarding the welcoming and supportive nature of our schools that is made evident from the measures associated with Outcome five of this report. As this data suggests, our district continues to be “Excellent” in its capacity to meaningfully involve community stakeholders, provide a basic education that serves students well, and seek continuous improvement.

Assessment: High Yield Result

Strategies:

K – 12 educational programs demonstrate this outcome so that:

- ✓ (2017–2020) 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;

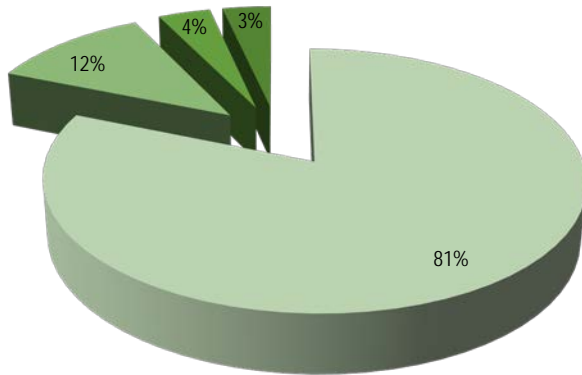
- ✓ **(2017–2020)** Community feedback in enhancing transitioning between school programs is enhanced through:
 - schools collaborating with each other to promote continuity of programming from K – 12;
 - making early and timely notifications of programming opportunities for students;
 - encouraging students to be an important source of promotion for our schools.
- ✓ **(2017–2020)** Community feedback in promoting effective digital literacy programs in K – 12 occurs through:
 - the integration of digital citizenship being as 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 to technology for all students within the district.
- ✓ **(2017–2020)** Students in grades 5 and 9 (as well as any students in gr. 6 - 8 and 10 - 12 who have not completed) will undertake a strength-based assessment to be used for enriching learning engagement within the classroom.



FINANCIAL RESULTS AND BUDGET SUMMARY

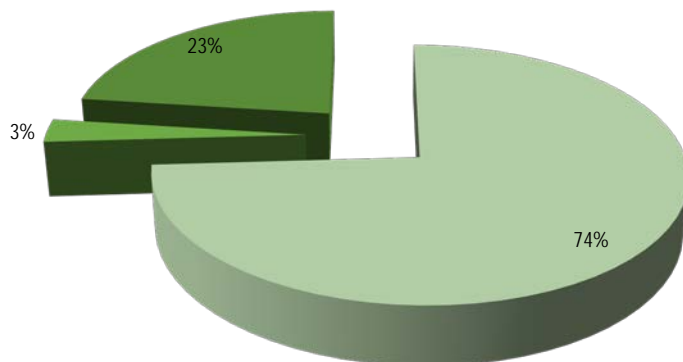
SUMMARY OF FINANCIAL RESULTS 2016-2017

Total Revenues - \$70,370,284



- Alberta Education - \$57,143,047 (includes Capital Revenue of \$1,587,508)
- Property Taxes - \$8,115,224
- Fees - \$2,654,602 (Instructional Fees - \$2,068,670; Transportation Fees - \$585,932)
- Other - \$2,457,411 (Fundraising, Gifts & Inv. Income - \$467,688; Other - \$1,989,723)

Total Expenditures - \$70,264,774



- Salaries and Benefits - \$52,048,621
- Amortization - \$2,083,180
- Services, Contracts & Other - \$16,132,973

AUDITED FINANCIAL STATEMENTS

	2017	2016
Total Revenues	\$70,370,284	\$70,368,905
Surplus (Deficit) of Revenues over Expenditures	\$105,510	\$461,571
Cash and Temporary Investments	\$4,220,407	\$4,935,530
Total Assets	\$53,719,486	\$46,128,684
Unrestricted Net Assets	\$1,265,266	\$845,505
Restricted Net Assets	\$953,174	\$877,664
Investment in Tangible Capital Assets	\$3,840,312	\$4,230,073
School Generated Funds		
Total School Generated Funds Revenue	\$2,343,234	\$2,612,467
Total School Generated Funds Expenditure	\$2,329,754	\$2,929,621
Total Net School Generated Funds	\$13,480	(\$317,154)
Total instructional spending per student per school year: \$9,453		
Total operational spending per student per school year: \$11,790		
The Audited Financial Statements can be found at http://www.gsacrd.ab.ca under 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 https://education.alberta.ca/financial-statements/combined-statements/ .		

BUDGET SUMMARY 2017-2018

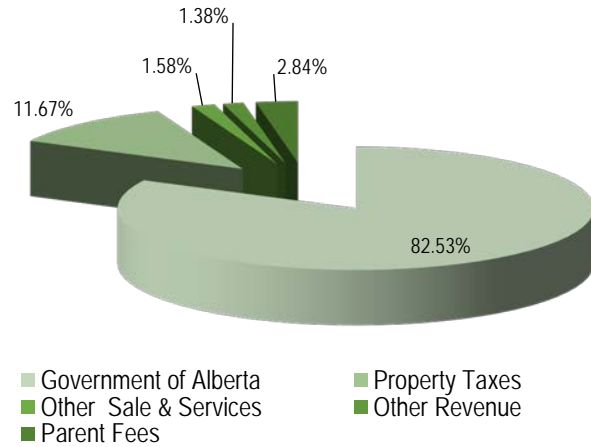
The Principles for the Basis of Allocations flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that 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 for the interdependent nature of everyone working on behalf 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 by June 30th of each year.

BUDGET SUMMARY 2017-2018

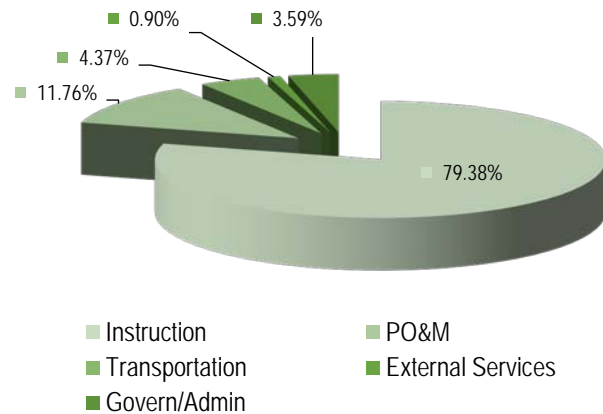
Fall Update to 2017-2018 Budgeted Revenues

Government of Alberta	\$57,382,738
Property Taxes	\$ 8,115,000
Parent Fees	\$ 1,971,235
Other Sale & Services	\$ 1,101,908
<u>Other Revenue</u>	<u>\$ 960,565</u>
Total Revenues	\$69,531,446



Fall Update to 2017-2018 Budgeted Expenditures

Instruction	\$55,727,842
PO&M	\$ 8,258,499
Transportation	\$ 3,069,186
Govern/Admin	\$ 2,520,779
<u>External Services</u>	<u>\$ 629,594</u>
Total Expenditures	\$70,205,900



Projected Deficit Budget – (\$674,454)

The Budget Report, can be found at <https://www.gsacrd.ab.ca/administration/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 few years.

Capital Planning Considerations

Capital planning considerations are developed to enhance facility and programming quality so that students will look forward to maintaining their K-12 journeys within our system. The St. Albert Catholic High School Modernization Project, managed by Alberta Infrastructure, is almost complete and should be entirely finished by Christmas 2017. The Vincent J Maloney Catholic Junior High School Modernization project, also managed by Alberta Infrastructure, is currently underway with target completion set for fall 2018, and will include solar technology. The District web-site continues to provide specific status updates on all projects as they progress to completion.



The Board is equally interested in sustaining opportunities for Catholic education in new growth areas and highly motivated to provide Stakeholder input through Open Houses and online surveys. Parents, students and community members are invited to Open Houses to learn about our new school projects. That valuable input will be considered in designing programming and attendance boundaries. The format was very well received for Sister Alphonse Academy and is expected to be equally beneficial for St. Kateri Tekakwitha Academy, which will also have solar technology.

Construction of Sister Alphonse Academy is underway in the Jensen Lakes neighborhood of St. Albert, with an expected opening of September 2018 and St. Kateri Tekakwitha Academy, in the Morinville Westwinds Development, is expected to be ready for construction tendering in early January 2018. The District web-site continues to provide specific status updates on all projects as they progress to completion.



In March 2016 and again in March 2017, the Board approved the submission of a new Capital Plan, focusing on two 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 2018 – 2021 Capital Plan may be obtained at the following link: <https://www.gsacrd.ab.ca/download/116804>.

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 2016 – 2017, our staff demonstrated a 96% completion of requested work orders. The district continued its trend of experiencing a decrease of work orders being submitted (72 fewer work orders were generated in 2016 compared to 2015). This outcome was due to a continuance of the excellent preventative maintenance strategy utilized 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 learning environments for students.

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 2016 – 2017 IMR plan was developed with input from school-based administration and in-house facility expertise. Of the \$1,742,348 in 2016 – 2017 IMR funding received and the \$409,468 carried forward from 2015 – 2016, a total of \$2,151,816 was approved to be spent on 116 different projects throughout the District at all 16 schools. Examples of projects included, but were not limited to washroom renovations, including barrier free improvements, instructional space improvements, gym floor refurbishing, parking lot refurbishment, various alarm and motor replacements, roof maintenance, and upgrades to heating controls. A small carry-over of funds, \$215,372 will be used in 2017-18 to complete the outstanding projects at year-end.

A View Forward

In addition to advocating for our facility needs to the province, proactive considerations to maximize our overall Capital and Facilities strategy have resulted in moving away from a paper-based methodology for completing work orders to the utilization of a digital submission process. In addition, the district will continue to:

- transition to LED lighting in all schools, that once installed, will create a 15-year maintenance free status for future replacements;

- complete washroom renovations which will include water saving toilets, auto shut off taps, new counters, sinks, partitions, and flooring, to further reduce utility costs.

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 2016- 2017, there were no disclosures made during this time period.