

Greater St. Albert
Catholic Schools



2018-2019 Annual Education
Results Report
and
2019-2022 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>.

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 division 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 12 of the School Councils Regulation (Alberta Regulation 94/2019).

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MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS

We are pleased to report to the public at large Greater St. Albert Catholic Schools' 2018 - 2019 Annual Education Results Report and its 2019 - 2022 Three-Year Education Plan. Catholic education values more than anything its contribution to the public good. Our mandate's impact on society is most significantly felt when students, regardless of their circumstances, are recognized as being equal in the image and likeness of God, and deemed to be capable of fully realizing their unique gifts. When nurtured through learning because of this belief, our graduates become outstanding contributors to society through relationships and career pursuits. Most importantly, through their formation, our students find fulfillment by being citizens of a global community who are concerned for the needs of others. We demonstrate through this report how we plan to enhance this vision and convey accountability for our efforts.

In terms of results, this report celebrates that:

- For 100% or 16 out of 16 measures "Good" or "Excellent" designations have been achieved in the Overall Category.
- No other school jurisdiction in the province has achieved this outcome for 2018-2019.
- An analysis of all jurisdiction results for 2018 – 2019 indicates that the frequency of "Overall" designations of "Issue" or "Concern" occurring throughout the Province for 2018 was a 73% rate for school jurisdictions. We are pleased to indicate because of this excellent report, that the Division is not reporting improvement priorities of this kind in our results report for our Overall Accountability Pillar to the government.
- The Division's percentage of students exceeding results in provincial achievement tests at the Acceptable Standard is 9% higher than all other students in the province.
- The Division's drop-out rate is 62% lower than the rest of the province.
- Our post-secondary transition rate is 21% higher than the province.
- The percentage of students completing high school within three years is 8% higher than the province.
- Our indigenous students' drop-out rate is 2% lower than that of all other students in the province, and it is lower than the rate for all students within our division.
- Our indigenous students' high school completion and transition into post-secondary rates have significantly exceeded results for all students within the province by 5% and 1% respectively.
- Our internal assessment of success indicates that no outcome is in decline and is either demonstrating consistent progress or a high yield result.

Going forward, our opportunities for further growth are in subjects written in French in grades 6, 9, and 12, especially French Language Arts.

We are excited that our examination of the leadership of Jesus as our model for daily living is now in the final year of its three-year focus. Having studied what it is like to live like Jesus as servant, and steward, we are now deepening learning about the Christian perspective on shepherd – leadership and look forward to experiencing how our students can care for self and others through this dimension in 2019 - 2020.

Our Three-Year Education plan continues to focus on four (previously five) key outcomes of the Provincial Government, while expressing these outcomes in ways that amplify how we can demonstrate the best in learning from our students. This explains our ongoing interest in furthering student wellness priorities and a common criteria for learning that makes evidence of success visible in all classrooms.

Sincere appreciation is to be extended to our dedicated staff who bring such success to life everyday within the school year, and are the champions of the results highlighted in this year's report. Thank you to our parents for your support and participation within our schools. May our plans for the future enhance your work as the first educators of children and further your belief that our students will change the world because of the unique focus that is Catholic education. God bless.

Joe Becigneul, Board Chair
David Keohane, Superintendent of Schools



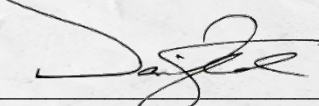
Trustees: Joe Becigneul (Board Chair), Cathy Proulx, René Tremblay, Serena Shaw, Joan Crockett (Vice-Chair), Greg Schell, Noreen Radford

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Greater St. Albert Roman Catholic Separate School Division were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan for 2019-2022 on December 16, 2019.


Board Chair


Superintendent of Schools

IDENTITY AND FOCUSES OF GREATER ST. ALBERT CATHOLIC SCHOOLS

DIVISION 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 divisions (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 17 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.

In 2017 - 2018 that mandate has expanded further through the Catholic minority of the Town of Bon Accord establishing a Separate school district. We entered that school year opening a new K - 9 school in St. Albert that is named Sister Alphonse Academy. Sister Alphonse was the first teacher in St. Albert whose legacy of competency, compassion, and self-sacrifice enabled our school district through 155 years of service to grow to its current state of 18 schools. We are blessed that these schools while serving diverse service areas, can all embrace our motto and mandate of Faith in Our Students.

In 2018-2019, our Board of Trustees engaged in a sod turning ceremony led by Escapio, Gary Gagnon and our Elder, Edna Arcand from Alexander First Nation, who celebrated through a smudging ceremony, a prayer “to prepare Mother Earth to welcome our new school community” in Morinville, St..Kateri Tekakwitha Academy, in September 2020. Bishop Paul Terrio led us in prayer with Honorable Education Minister Eggen and MLA Glenn Van Dijken, and Mayor Barry Turner. Finally, we are equally excited about the newly announced modernization of Morinville Community High School, whose construction will begin in the Spring of 2020.



Our Schools

St. Albert Schools

Albert Lacombe School

Grade K-6 English/Sports Academy

Bertha Kennedy Catholic Community School

Grade K-6 English

École Father Jan

Grade K-6 French Immersion/Sports Academy

École Marie Poburan

Grade K-6 French Immersion

École Secondaire Sainte Marguerite d'Youville

Grade 7-12 French Immersion Grade 7-12 French Immersion/Enhanced Academic Programming/Advanced Placement/Sports Academy

J.J. Nearing Catholic Elementary School

Grade K-6 English

Neil M. Ross Catholic School

Grade K-6 English

Richard S. Fowler Catholic Jr. High School

Grade 7-9 English/Recreation Academy

Sister Alphonse Academy

Grade K-9 English/Enhanced Academic Programming/Recreation Academy

St. Albert Catholic High School

Grade 10-12 English/French/IB/Sports Academy

St. Gabriel High School

Grade 9-12 English/Outreach Education

Vincent J. Maloney Catholic Jr. High School

Grade 7-9 English/IB/Sports Academy

Vital Grandin Catholic School

Grade K-6 English/Recreation Academy

Morinville Schools

École Georges H. Primeau Middle School

Grade 5-8 English/French

Morinville Community High School

Grade 9-12 English/French/
Advanced Placement, Computer Science

École Notre Dame Elementary School

Grades K-4 English/French

St. Kateri Tekakwitha Academy

Grade K-5 English/Sports Academy/STEM (Opening 2020)

Legal Schools

Legal School

Grade K-9 English/ Hockey Option

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



Faith in Our Students

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.

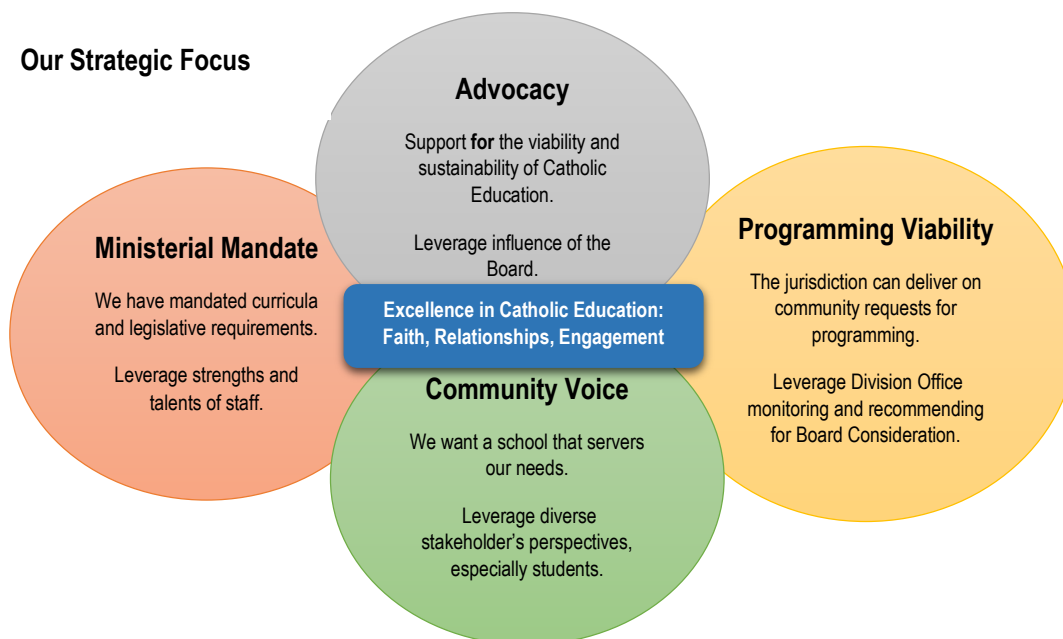
Our Core Commitments

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.

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.

Our Strategic and Collaborative 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." In order to achieve this outcome, the Board maintains a strategic focus that stresses the interrelationship of four elements, all that contribute to the attainment of the vision for our Division: Excellence in learning through faith, relationships, and engagement.



In May of 2019, the Board examined the status of the Division through the lens of these four elements in the following ways:

1. Ministerial Mandate:
 - What are new ministerial mandates and methodologies for influencing outcomes under the purview of the Ministry?
2. Advocacy:
 - What is the relevance of the current strategic plan in light of the current political landscape, outcomes of our faith based education, and interests of our communities?
 - What are the areas of generative interest to explore with community stakeholders for 2019 - 2020?
3. Community Voice:
 - What is the best way to communicate about success learning to students and their parents.
 - How can we evolve in teaching students to enhance their leadership by knowing and living like Jesus?
4. Program Viability:
 - What is the status of programs with focused division supports (École Secondaire Ste. Marguerite d'Youville, Vital Grandin, Legal School)?

Examination of information related to these questions resulted in the Board approving the following strategic plan:

2019-2020 STRATEGIC PLAN

Source Document: Board Policy 1: Division Mission Statement, Values and Beliefs, Goals and Objectives; Strategic Priority Report to the Board 2018-2019

FOCUS ON FAITH

- Establish a three-year faith theme dedicated to *Living Like Christ*, that annually focuses on the three core aspects of Jesus' ministry: *Servant, Steward, Shepherd*.
- Develop further awareness of connections between our Catholic Faith and the spiritual beliefs / practices of our First Nations, Metis, and Inuit brothers and sisters.
- Strengthen our local and global community's understanding of what it means to be an excellent faith-based education system (i.e. knowing and being who we are).

FOCUS ON PROVINCIAL MANDATE FOR EDUCATION

- Further awareness and understanding of Truth and Reconciliation through expertise and collaboration provided by First Nations, Metis, and Inuit Advisory and Leadership Committees.
- Continue with strong community consultation and relationship building with the Ministry to achieve Board priorities.
- Prioritize concept-based pedagogies that ensure deep learning by integrating numeracy, literacy, and competencies from K – 12.

FOCUS ON COMMUNITY INTEREST IN OUR SCHOOLS

Through responding to our community interests and, in particular, the voice of our students:

- Prioritize academic programming which is understood to be a robust core subject emphasis with supports and choice for options that parallel students' interests.
- Promote school option programming that not only meets students' interests but also their needs in pursuing post-secondary and career skills / goals.
- Focus on programming that matches the highest priorities of our communities: career and life skill development and financial literacy.
- Seek further feedback from our communities about the following ideas:
 - How does your school provide feedback on student learning between report cards and tests, and what could your school do differently?
 - How does your school support students to develop as leaders inside and outside of the school to know and be like Jesus Christ?

FOCUS ON ADVOCACY

In furthering the advocacy role of the Board, priority will be placed upon:

- Advocate for a system of choice / Catholic education.
- Continue proactive engagement by liaising with local municipalities and the provincial government (i.e. new MLAs) regarding awareness of school capital projects and the availability of school sites within Area Structure Plans.
- Prioritize resourcing needs of schools and implement programming aimed at sustaining and improving enrollment through a balanced budget mindset.
- Address resourcing for programming in the division on the basis of equity which includes adequacy of facilities to meet student and staff needs.
- Advocate to the ministry for a revised funding model that appropriately addresses the costs associated with educating diverse learners including costs associated with supporting mental health needs.
- Sustaining student interest in our school system by being responsive to what the community most values in programming and student well-being.

BOARD OF TRUSTEES

Joe Becigneul – Chair | Joan Crockett – Vice-Chair | Serena Shaw – Trustee
Greg Schell – Trustee | Noreen Radford – Trustee | René Tremblay – Trustee | Cathy Proulx – Trustee

MISSION

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.

Greater St. Albert
Catholic Schools 

Passion | Relationship | Commitment | Hope | Innovation | Excellence

Community Consultation

Community consultation continues to be an in-depth process that involves school and parish communities, and division-wide administration. Making decisions relevant to the Board's stakeholders and valuing expertise within the operation of the Division are fundamental in achieving good decision making for students. Since 2011, eighteen public stakeholder focus groups have attracted the contributions of 17, 211 community members.

A division-wide survey that attracted over 3361 participants, 58% of which were students, set the stage for determining how we can strengthen our faith development and communication in the division. Analyzing a virtual idea exchange format designed by the company Thoughtexchange, 5, 538 thoughts were generated by the participants, resulting in 117,660 ratings of ideas. These contributions were analyzed on a school by school basis and resulted in principals establishing through their education plans, programming that responds to how the following themes were emphasized on a school by school basis:

Strengthening faith development means

- continuing our strong focus on established routines involving students in weekly assemblies, daily prayers, attending mass at church, celebrating mass with a priest presiding, and connecting acknowledgements of our students to our faith;
- strengthening connections between service projects and why we engage in them as members of a Catholic community;
- involving students in taking on leadership roles in service projects and in routines such as liturgies, celebrations, and prayer;
- sharing opportunities for leading prayer, celebrations, service projects, and retreats with all staff and leveraging the chaplain role to build staff capacity to take on such leadership.

Strengthening communication means...

- continuing the routines of communicating weekly with parents as administrators and staff (classroom news);
- considering how to create greater consistency of communication platforms within schools so that parents are able to navigate digital platforms and develop expectations for when and what to expect in such communications;
- offering students and parents more opportunities for feedback prior to report cards;
- aiming feedback to be non-graded and to move learning forward prior to final marks on assignments or tests.

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 division-specific strategies that reflect unique community priorities for each of our four high schools.

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. Furthermore, our principals have continued to strongly endorse 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 continue to support a faith goal which will enable students to more fully appreciate the three leadership attributes of Jesus: servant, steward, shepherd. The Board continues to confirm that the focus on strength-based

assessments of students will lead to enriching learning engagement within the classroom and furthering hope in students to complete high school, undertaking post-secondary education, and pursuing a meaningful career.

The intentional alignment of strategy with consultation and a purposeful approach to honouring the roles of governance and operations within the system leads to emerging strategies that are part of an interdependent relationship best outlined through the following graphic.

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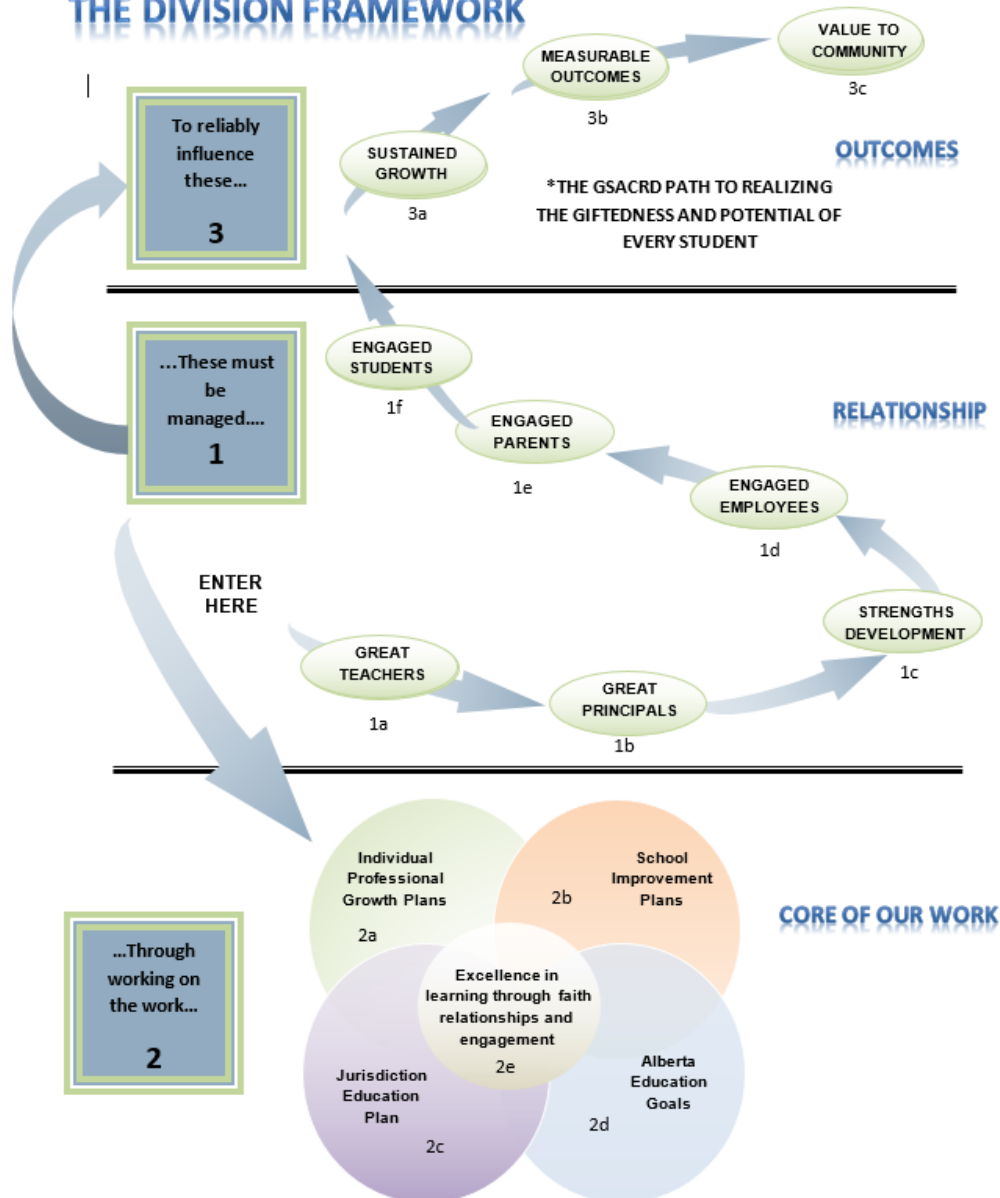


In summary, the strategic plan of the Board, always dedicated to monitoring and moving the Division from mission to vision, results in a planning framework that bridges the local governance of the Division with the Ministry of Education and furthers transparency and clarity for everyone entrusted with furthering the success of our students.

GSACRD Framework for Action

The diagram below indicates specifically how the operations of the Division leverage the talents and strengths of its staff through another interrelationship that defines “relationship,” the “core of our work,” and “outcomes” for the Division. The centre circle within the overlay of responsibilities at the school, division, and provincial levels is our division vision statement. Maintaining an awareness of the relationship between all stakeholders in our educational journey and the personalized, precise, and professional practices required of staff to enhance these, is at the heart of influencing success in learning within our school division.

THE DIVISION FRAMEWORK



*Adapted from the GALLUP PATH™

Summary of Success and Priorities for Growth

Last year, the Division reported through an evidence-based assessment that the most important improvement priority for our school division rested in the area of Achievement Tests at the Standard of Excellence and Diploma Examinations at the Acceptable Standard.

For 2018 - 2019, our grade 6 students performed, on average, (+6.6%) higher than the Province at the Acceptable Standard for all core subjects. Our grade 9 students' results contributed to a six-year average that exceeds the Province by 6.5%.

The Division was able to experience notable improvements over its previous three-year average and the province in the following subjects at the Acceptable Standard: Biology 30 (+9.0%) and at the Standard of Excellence in Science

30 (+10.4%). These gains enabled the Division to improve its overall rating on the Accountability Pillar from “issue” to “acceptable.”

The Division achieved an entire slate of “Good” or “Excellent” overall assessments on the provincial Accountability Pillar, a phenomenon that has happened on four occasions for the Division since this provincial assessment model’s inception in 2006.

We are proud to communicate that our 2018-2019 Accountability Pillar Report demonstrates the following enviable results that convey the extent to which the Division outperformed other students in the province:

- Diploma Exam Participation (+10%)
- Rutherford Scholarship Eligibility (+10%)
- PAT Acceptable (+9%)
- High School Completion Rate (3 yr) (+8%)
- Drop-out Rate (62% lower than the province)
- Transition Rate to Post Secondary (6yr) (+6%)
- School Improvement (+6%)
- Work Preparation (+4%)
- Citizenship (+5%)
- Parental Involvement (+5%)

Nonetheless, we are always interested in optimizing the potential of our students as success stories within our schools by establishing plans to improve in specific areas. To this end, our growth opportunities are evident in the following areas:

Grade 6:

- focus on improving at the Acceptable Standard in: French Language Arts 6
- focus on improving at the Standard of Excellence in Math 6 (French), Social Studies (English and French)
- focus on sustaining improvement in Math (English)

Grade 9:

- focus on improving at the Acceptable Standard in: English Language Arts 9, French Language Arts 9, Math 9
- focus on improving Standard of Excellence in: French Language Arts 9, Science 9, Science 9 K & E, Social Studies 9 K & E

High School:

- focus on improving English 30-2 (Acceptable Standard)
- focus on improving French 30-1 (Acceptable Standard and Standard of Excellence)

More specifics regarding student learning achievements and improvement priorities will be reviewed within the assessment of Provincial Outcomes One - Four 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, division leadership, and parish communities.

Context for Continuous Improvement

As a voice of public interest in our schools, the Board of Trustees exercises its oversight role in ensuring that the mission for our school division is being effectively met. This report addresses an evaluation of division results according to the three components of the School Division's mission statement. Outcomes being assessed are those that were outlined within the Board's 2018 – 2021 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 division. Known in a collective sense as engagement, it has been the conviction of our school division that when staff members are highly engaged, this will further strong levels of student engagement in their learning. Our school division 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.

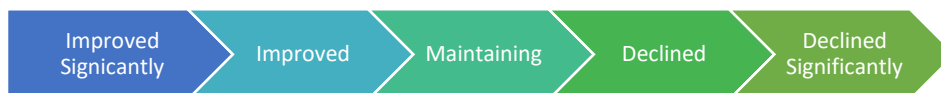
Component 2: “Educate and Nurture”

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 division 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:



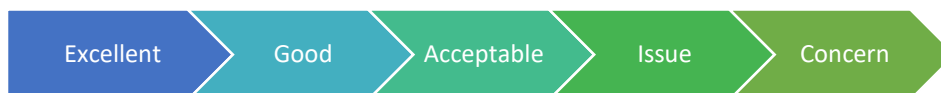
Selecting the 5th, 25th, 75th, and 95th percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to ten years. Greater St. Albert Catholic Schools' 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 2018-2021 Three-Year Education Plan Framework: Desired Faith Outcome: Living Like Jesus: We are Stewards. 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.

Component 3: “Live Fully and Serve Others”

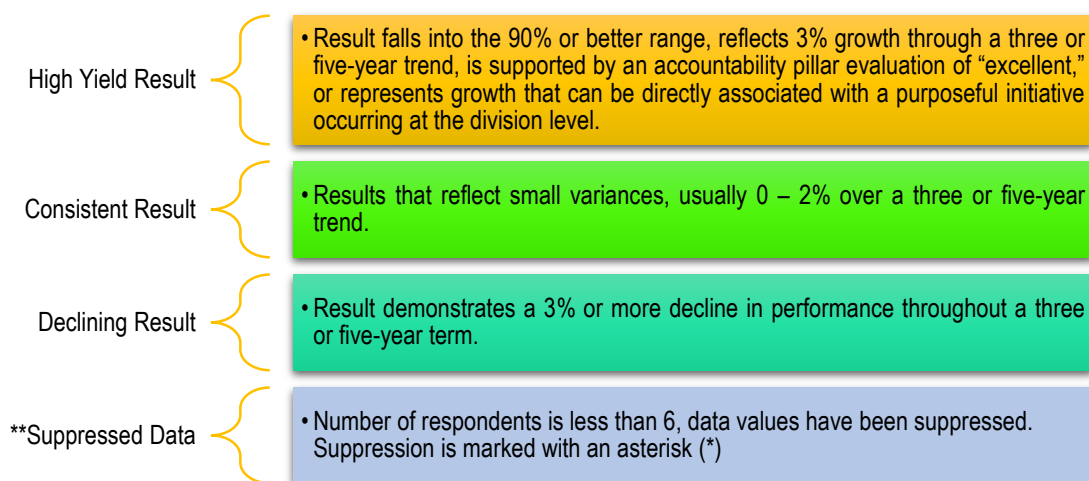
The assessment of all performance previously outlined in this report rests within this aspect of the mission of our school division. Our Catholic schools bring secular visions of “student achievement,” “safe and caring schools,” and “citizenship” to a far greater sense of significance. Through the influence 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 2018 - 2019, school communities focused on the theme: “Living Like Jesus: We are Stewards,” which was designed to explore how Jesus influenced the world with stewardship, a theme that resonates with care for self, others, and all of creation. 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 students exercising their own ethical and entrepreneurial response to social justice through a teachable discernment process, provided faith-based retreat experiences for students, promoted increased hope and engagement in students, nurtured peer to peer encounters with Jesus Christ, and developed further awareness of connections between the Catholic Faith and the spiritual beliefs

of our First Nations, Métis, and Inuit Brothers and Sisters. 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 division 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:



DIVISION HIGHLIGHTS

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Greater St. Albert Roman Catholic			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	92.2	91.3	91.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.4	85.1	86.5	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	92.8	92.8	92.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.0	0.8	1.2	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.3	87.8	86.6	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.2	83.6	84.0	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	20.2	20.0	20.7	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.9	84.4	85.1	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	24.0	21.7	21.9	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	66.2	67.9	64.0	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	74.7	74.9	73.9	64.8	63.4	62.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.7	64.9	67.9	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	87.0	84.7	84.9	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	88.3	87.0	88.0	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.2	86.0	84.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.8	85.2	85.4	81.0	80.3	81.0	Very High	Improved	Excellent

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Greater St. Albert Roman Catholic (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	0.6	1.3	2.2	5.4	4.8	5.6	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	84.4	87.0	88.9	56.6	53.3	52.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.2	81.4	79.7	54.0	51.7	51.9	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.6	17.7	14.1	7.4	6.6	6.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.2	77.2	80.6	77.2	77.1	76.7	High	Maintained	Good
	Diploma: Excellence	19.1	12.6	16.7	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	55.4	47.8	50.0	24.6	24.4	22.3	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	68.2	54.5	67.1	37.1	35.9	34.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.4	63.9	51.6	34.2	33.0	32.8	High	Maintained	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 divisions 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 division 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 division leadership team has developed a "Division 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 division 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 a 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 Division 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 Division 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 ensuring quality instructional time.

Curiosity – Fueled from Initiation to Evidence:

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

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 2018 - 2019, the Division was awarded the prestigious Gallup Great Workplace Award for a third time in a row. We are the only K-12 organization to reach this “world class” employee engagement standard out of 900 organizations assessed. Over the past nine years of learning about and improving workplace conditions for optimal engagement, Gallup reported that we were the fastest improving work force in employee engagement within Gallup’s global inventory of educational institutions and received the Gallup Great Workplace Award.

In the last six 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.

As the Division evolves in simplifying its intent to engage in meaningful work on behalf of our students, we are communicating all that we want to achieve for our students within two broader themes: Visible Learning, and Responsive Schools. “Visible Learning” represents the common pedagogical approaches that we use for students, and ways in which we share with colleagues and our students how we are making these approaches evident within the classroom. “Responsive Schools” speaks to how we are responding to the social predictors of student and staff success within our schools as determined by Gallup research and creating improvement plans to meaningfully address these areas.

OUTCOMES

FAITH OUTCOME 2018-2019: 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.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement
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.	93.0	90.8	93.1	91.3	92.2	92.8	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.9	91.8	92.7	92.8	92.8	92.8	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.	85.5	83.0	86.9	84.7	87.0	87.0	Very High	Improved	Excellent
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.5	87.7	89.4	87.0	88.3	88.3	Very High	Maintained	Excellent

Context: Our students and families choose our school system to experience a Christ-centred, faith-based education. We intentionally shape division outcomes and strategies to ensure that such an experience is authentic. The authenticity is evident in schools’ environments and contexts, religious education programming, and extracurricular opportunities that offer faith experiences rooted in the traditions and teachings of the Catholic Church. All aspects of learning (e.g., service projects, stewardship opportunities, prayer, retreats, and mission trips) in our division are devoted to supporting students to know and live like Jesus Christ. In this way, our context is *permeated* with practicing what it means to live and learn as a model and witness to Jesus Christ.

We contend that such a qualitatively different learning experience is Catholic education and it is what our students, families, and staff are assessing overall as “Excellent” because they feel welcomed, cared for, and respected within a home-school-parish community, and they assess permeated learning experiences as foundational to high quality Catholic education. For that reason, our Faith Outcome and Key Strategies define who we are in our school system and who we hope to shape as future citizens.

Throughout this section, we identify *in italics*, results of our work last year based on Alberta Education and local measures and implications for our current work.

Social Justice and Service Learning

(2018-2021) Schools demonstrate a preferential option for the poor and needy through social justice/community service activities involving Catholic Social Services and Canadian Organization for Development and Peace.

As one school system within Alberta's Catholic education system, we are committed to enacting the principles of Catholic social teachings including care for all living things; service for the vulnerable and those in need; equity to equalize opportunity for everyone to optimize their life chances and to contribute to our local and global communities. Such principles are a formal part of religious education programs and an integral part of who we are and what we do within and across our school communities that have enabled our jurisdiction to sustain high results for measures of student safety, quality basic education, preparedness for work, and active citizenship.

In 2018-2019, our division remained steadfastly committed to small- and large-scale service projects to support every student and their families to learn about and contribute to two foundational organizations in our Catholic community: Canadian Organization for Development and Peace (D&P) and Catholic Social Services (CSS). As a global NGO, D&P offered many resources and learning opportunities for students to learn about issues and challenges facing communities of the Global South. Students used D&P resources to respond to some of the world's greatest social and environmental challenges; to SEE issues, to JUDGE the best way to respond, and then to ACT. Due to our division-wide commitment to building the Pope Francis Village in Tacloban, Philippines from 2013-2016, students continued to offer aid to these students and their families (i.e., sending school supplies, food and self-care resources, Christmas packages). Staying connected to such families and learning firsthand about the devastation caused by Super Typhoon Haiyanning, students were committed to this relationship as part of enacting the corporal works of mercy (i.e., feeding the hungry, sheltering the homeless, clothing the naked, visiting the sick and imprisoned, and burying the dead).

Among many local charitable and service agencies that our schools supported, Catholic Social Services provided schools with the compelling opportunity to "adopt-a-ministry." Schools adopted many CSS ministries (i.e., counselling, domestic abuse shelters, immigration and refugee support, pregnancy counselling/support, care for the homeless and dying, and care for people recovering from addiction) and supported such ministries through prayer, fundraising, and service. The partnership with CSS enabled school communities to move beyond fundraising by engaging students in deep learning about concepts such as inequities, injustices, and poverty, to name a few social issues that the ministries of Catholic Social Services address and to see how such ministries that they committed to last year realized supports in their local communities. Students learned about the people who *provided* care, and those who *received* care. As students participated in such programming for CSS, they discerned how to respond; first through prayer; then, through action, and school communities engaged in activities such as "break a rule day", food/bake sales, denim Fridays, "drives" for clothing/food/household items/children's toys/games, student marketplaces, as examples, to provide for those in need in their adopted ministry.

(2018-2021) Students exercise their own ethical and entrepreneurial response to social justice based on Catholic Social Teachings;

Students learned how to engage in social justice and charitable service through a Catholic framework that explicitly identified principles for responding to the needs of others in solidarity, charity, and love. Many schools offered opportunities for student leadership in responding to social justice issues of importance to students. Last year, over 200 students from 12 schools attended WE Day, an engaging one-day event showcasing thought leaders, renowned speakers, and celebrity performances. These schools enacted strong student leadership and advocacy through WE

Schools programs. Specifically, our schools committed to a four step process as part of our WE partnership: investigate and learn, action plan, take action, and report/celebrate. Such a four-step process mirrored the see-judge-act basis of all social justice actions in our division.

Through such a student-led, action-oriented focus, students supported **globally-focused sustainable development** (i.e., developing clean water supplies in Third World countries); **awareness raising for the rights of children** (establishing Children’s First advocates); and **community volunteerism, including local food drives** (i.e, five schools participated in “We Scare Hunger” supporting local food bank services). Additionally, schools participated in “WE are Silent”, taking a vow of silence in solidarity with those who go unheard; “WE Walk for Water”, a campaign bringing awareness to issues of accessibility to clean water; and in “WE Volunteer now”, which invites the community to recognize how individuals may work together to change the world. One of our elementary schools, Neil M Ross, engaged its student leadership team in raising \$4100 in support of “WE Villages” with their annual “Break-A Rule” Day. At École Secondaire Sainte Marguerite d’Youville school, the student led WE Club raised \$1400 for education projects in Haiti.

Social justice, including charitable commitments, is integral to students grasping what “preferential option for the poor” means and how it is lived as a foundational principle of our Catholic Social Teachings. Further, our schools integrated learning resources and campaign models from Development and Peace to provide student leaders with opportunities to respond to social justice through our see-judge-act model, which placed students in central leadership roles in which they shared with other students and parents about actions to right injustices and inequities in our world (i.e., climate change, waste and pollution, responsible water use and the role of women). Last year, when we assessed what assisted students to know Jesus Christ, 60% of students indicated that assemblies that celebrate their social justice efforts caused them to reflect on service in this way:

“I think that by giving, I feel what Jesus felt for those who came to him in need...they were starving, were blind, or had something that they could not overcome. It is our duty to love everyone because every person is a Child of God.” (Grade 7 Student).

On average, over the last five years, parents and students have rated our schools as +5% for developing citizenship competencies within students and 34% of parents who responded to our local Thoughtexchange survey noted that social justice is critical to developing an understanding of how to live a life as a model and witness to Jesus Christ. The opportunities for students to engage in the world beyond the classroom, has contributed significantly to teachers’, parents’, and students’ Overall Rating of “Excellent” with opportunities to engage in active citizenship locally and globally.

Know-Model-Witness Jesus Christ

(2018-2021) Students will engage in retreats to nurture a prayerful, peer-to-peer encounter with Jesus Christ; (2018-2021) In every school, School Chaplains will build capacity for students and staff to know, model, and witness Jesus Christ.

The Role of the School Chaplain (Administrative Procedure 488) was new to our jurisdiction last year, and the focus of this role was to support administration and staff to ensure that every school community enacted a unique, faith-based school ethos. One of the main priorities for school chaplains was to build the capacity of staff to be models and leaders of faith. Chaplains supported staff in planning and organizing faith formation opportunities for students including school prayer assemblies and retreats. Chaplains also worked closely with teachers to co-teach using newly released *Growing*

in Faith, Growing in Christ new curriculum resources, and offered professional/faith development sessions on a regular basis.

Retreats offered opportunities for students and staff to animate their faith through prayer, team-building and service activities. For example, the students at Albert Lacombe Elementary participated in a half-day faith retreat based on the theme of walking in solidarity with migrants and refugees. At École Father Jan Elementary, students were stewards of creation - they picked garbage, cleaned the church, put flowers in the cemetery, and made cards for community members. Students at JJ Nearing Elementary reflected on their talents and “gifts” during their retreat, and put them to use in service of others through planting flowers, writing poems of thanks, cleaning the school yard, and running a school market. Our division’s high school chaplain led approximately 22 students from two of our high schools on a mission trip to New Orleans where for four days, in which students labored, constructed, painted, and cleaned in communities and homes that were devastated in Hurricane Katrina. To exemplify the impact such a trip had on one grade 12 student:



This completely transformed who I am. Getting to know families whose lives had been literally ‘turned upside down’ made me realize that each day that I have a home, a family, and an education, I am truly blessed I am. I was humbled, so when you ask what the impact was, I would say I learned to walk with Jesus Christ, to see the world through humility. I am grateful, forever.

Such transformative experiences strengthened students’ knowledge of and encounters with Jesus Christ. School chaplains have worked with students and staff to ensure that faith is experienced and grown through personal encounters of reflection, prayer, and service through retreats.

On average, over the last five years, our students have rated our schools as +5% above the province on being “safe and caring”, indicating that respect and care have defined their daily experiences, which have been nurtured through their routines of prayer and faith formation locally (liturgies, retreats) and globally (mission trips). Our local measure (Thoughtexchange), indicated that high school students, especially, identified the school chaplain and mission trips as key to illuminating what it meant to live a life devoted to corporal acts of mercy. We contend that our consistently high safe and caring assessments by parents, students, and staff is inextricably related to our strategies to involve students in faith leadership locally and globally and with strong adult role models such as chaplains.

Visible, Animated, and Actionable Learning

(2018-2021) Make visible learning successes in religious education and faith permeation to promote hope and engagement in students;

(2018-2021) Pursue an animated and actionable representation of the Division Faith theme--Living like Jesus – servant, steward, and shepherd-- that leads to visual impact at the school and division level.

Learning about faith and living it in all aspects of school life has provided students with a strong sense of meaning, purpose and hope. Religious education programs and the permeation of faith in all aspects of school life allowed students to grow spiritually and experience the hope and joy of our faith. In 2018-2019, our faith theme was “Living Like Jesus: We are Stewards”. Our faith theme inspired students and staff to consider the many gifts that they have, to have gratitude for them, and to put them to use in making the world a better place by addressing the needs of others

and of the needs of the environment. Administrators participated in monthly professional development that focused on “stewardship”, and school chaplains animated the theme for staff during monthly school meetings. To help amplify learning successes, schools regularly shared photos and stories of how students are stewards for each other, their communities, and the world. In our parishes, such stories were shared through publications called “Telling Our Story”. As well, division communications shared through social media promoted the stories and images of our journey as stewards, living like Jesus.

(2018-2021) Focus on spiritual wellness, which is central to a comprehensive wellness approach through various practices including prayer (e.g., meditative, contemplative, scripture-based).

Throughout the year, students and staff had many opportunities to participate in various forms of prayer to enhance their faith life and spiritual wellness. The incorporation of prayer into all aspects of school programming (curricular and non-curricular) remains an essential element at each of our schools. In 2018-2019, students in each of our schools experienced a variety of formalized prayer opportunities that included Masses, the Rosary, Stations of the Cross, Liturgy of the Word (prayer assemblies), and Adoration of the Blessed Sacrament. Schools provided sacramental opportunities for students: opportunities in which a personal connection with the sacred is experienced in a tangible and incarnational way. All schools provided students at least one opportunity to participate in a mass at their connected parish. Many such masses involved teacher-led instruction throughout the mass in order to invite students into a deeper understanding and appreciation for this very important prayer experience. Some schools hosted the parish priest for a morning mass for staff and then provided an opportunity for students to experience “Adoration of the Blessed Sacrament”, which involved contemplative and meditative prayer. Almost all of our schools also held at least one reconciliation prayer service and invited their parish priests to the school to offer the sacrament of reconciliation for students and staff.

60% of student respondents to our local Thoughtexchange survey confirmed that prayer was the most important strategy enacted in schools that enabled them “to know and live like Jesus Christ.” Prayer is therefore an essential part of our formal and informal education system to ensure that students develop as thriving individuals with optimal life chances to live well within and beyond school.

(2018-2021) Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Métis, and Inuit brothers and sisters.

Support for teachers and administrators in furthering understanding, awareness and appreciation of Indigenous culture and spirituality was provided by the division religious education consultant, through professional learning opportunities that connected with our faith. Last year, with the support of government grant funding, we purchased a number of visual resources/items for schools to use to help further awareness of Indigenous culture and spirituality. Each of our schools received a “kit” containing items that included a medicine wheel (dream catcher), talking stick, inuksuk, Métis sash, statue of St. Kateri, and smudging kit. For each item or artifact, there was an accompanying slide presentation designed for classroom use and a fact card with detailed notes with background information. The kits, with accompanying slide presentations and fact cards, were created under the guidance and support of our Indigenous Leadership Committee. The committee was made up of a number of community partners; a Cree Elder from Alexander Cree First Nation, a school administrator from Alexander Cree First Nation, a representative from the Rupertsland Institute (Métis Centre of Excellence), and members of the division’s board of trustees. The kits and the accompanying learning resources were developed to engage staff and students to learn about Indigenous cultures, and to explore the connections with the Catholic faith.

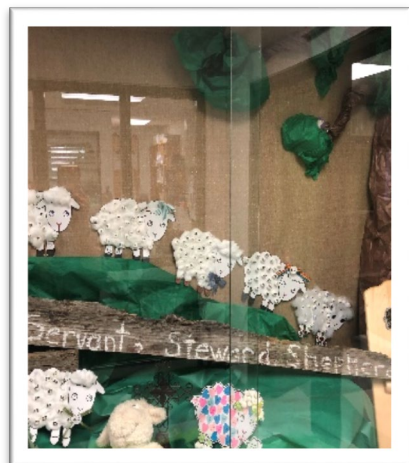
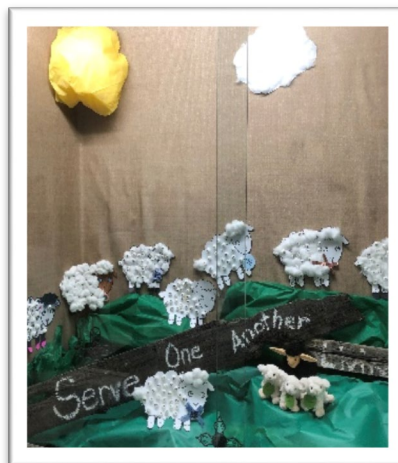
Final Assessment of Faith Outcome: High Yield Result: *All provincial performance measures in this section of our Accountability Pillar (Quality of Basic Education, Safe and Caring, Work Preparation, Citizenship) increased or stayed within, on average, 2% over the last year, and, on average, +4% over five years when compared to the province. Therefore, we have continually improved over five years, achieving “Excellent” this year for our Overall Rating for all listed categories. Such sustained growth and Excellent Overall rating is a High Yield Result.*

➤ Strategies Moving Forward (2019-2020)

FAITH OUTCOME 2019-2020: 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.

- (2019-2022) Schools demonstrate a preferential option for the poor and needy through social justice/service activities that connect to our faith; prioritizing Catholic Social Services and Development and Peace;
- (2019-2022) Students exercise leadership in responding to issues of social justice, based on Catholic Social teachings;
- (2019-2022) Students will engage in retreats to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- (2019-2022) In every school, School Chaplains will build capacity for students and staff to know, model and witness to others a life lived in relationship with Jesus Christ;
- (2019-2022) School Chaplains will take a lead role in building staff capacity to fulfill our faith outcome;
- (2019-2022) Schools create engaging learning opportunities through religious education and faith permeation to promote faith and hope in students;
- (2019-2022) Pursue an animated and actionable representation of the Division Faith theme - Living like Jesus - servant, steward, and shepherd that leads to visual impact at the school and division level;
- (2019-2022) Develop a common understanding as a division, of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Métis, and Inuit brothers and sisters;
- (2019-2022) Contribute to a spirituality of communion, using faith activities (e.g., prayer) to foster positive interpersonal relationships among students and staff and to promote a sense of mutual trust and belonging.



OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.0	84.9	83.4	83.6	83.2	84.6	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).	19.8	21.9	20.2	20.0	20.2	25.8	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.8	87.5	83.5	84.4	85.9	88.0	High	Maintained	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.8	23.1	20.8	21.7	24.0	24.0	Very High	Maintained	Excellent

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018		2019	Achievement	Improvement
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	84.6	86.4	85.4	87.8	87.3	87.3	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.5	60.5	63.7	67.9	66.2	66.2	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.3	1.2	1.7	0.8	1.0	1.0	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.3	65.0	73.8	64.9	70.7	75.7	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	73.1	73.8	74.9	74.7	75.0	High	Maintained	Good
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.5	87.7	89.4	87.0	88.3	88.3	Very High	Maintained	Excellent

Context: We frame our Division's Three-year Education Plan through a student-centred comprehensive wellness lens. That is, we have intentionally focused on strategies to improve students' potential to thrive spiritually, socially, emotionally, mentally, physically, and academically. Vivianne Robinson's (2011) meta-analysis of school improvement research indicated that students thrive when school systems ensure that the following conditions are foundational to their work: **Personal and Communal Safety** (Focus on Bullying), **Targeted and Intensive care for the most vulnerable** (Focus on Mental Health and Early Identification), and a **Focus on Inclusion**.

With these conditions in place, our students have been well-positioned to reach personal and academic excellence: our overall results are "Excellent" or "Good" in each measure of student success. Therefore, we first describe how we enacted these foundational conditions of student success through our key strategies in elementary, junior, and senior high school. We identify *in italics*, results and implications of our work last year for this year.

Focus on Bullying Strategies

- (2018-2021) A division-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- (2018-2021) Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are further explored;
- (2018-2021) Staff and students will be trained to understand personal and sexual harassment and discrimination and how to address it;

- (2018-2021) There is an increased use of “restorative” practices in all schools;
- (2018-2021) Ensure that mechanisms are in place to protect the anonymity of those who report bullying;
- (2018-2021) Students and families are supported in finding ways to solve problems and resolve conflicts with division and school resources;
- (2018-2021) Schools work together with external partners to focus on Comprehensive School Health prioritizing active living, healthy eating, and positive social and learning environments.

Focus on Mental Health and Early Identification Strategies

School-based Strategies

- (2018-2021) Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- (2018-2021) Human and programming resources to meet school-based needs are prioritized;
- (2018-2021) Staff and students continue to be trained to understand indicators of mental health issues in themselves and others (‘Go-To-Educator’ training);
- (2018-2021) School administrators, LSFs, and counsellors will be trained to understand and support children and students with trauma-responsive practices.

Community Links Strategies

- (2018-2021) Collaboration with community agencies to effectively meet at-risk students’ needs is prioritized and monitored for responsiveness to schools’ needs;
- (2018-2021) Staff are trained to understand indicators of mental health issues for students;
- (2018-2021) A student conference on mental health is organized at one or more division sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- (2018-2021) Parents are educated about mental health and wellness programs provided at the school level;
- (2018-2021) Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.

Focus on Inclusion Strategies

- (2018-2021) All children in Early Learning programs (Pre-Kindergarten and Kindergarten) learn through inquiry and play;
- (2018-2021) The right ongoing supports and services (assistive technology, assessments, therapy, interventions) are identified, prioritized, and implemented through internal and external stakeholder collaboration;
- (2018-2021) Learning Support Facilitators/School Learning Teams will work alongside teachers to further the implementation of inclusive practices within school;
- (2018-2021) Family support personnel will provide direct service and community agency connections for students or families at risk.

Analysis:

Safe and Caring Schools

Division-wide common language. Our Division is in the second year of implementing our newly revised Safe and Caring administrative procedures related to student and staff safety and revitalized digital tools to report on safety on our Division website (<https://www.gsacrd.ab.ca/about-us/welcoming-safe-caring>). The digital reporting tool “See it! Report it!” is an online link for sharing concerns about individuals who invoke harm; it is an anonymous reporting tool, which is publicized on posters in schools and on our Division website. In 2018-2019, students reported safety concerns (inside or outside of school), and we successfully resolved 30+ reports (from the See It! Report! link and school reports) ranging from minor bus misdemeanors to more serious student incidents (e.g., ongoing harassment to and from school). Through the use of the administrative procedures and tools such as “See It! Report It!”, our staff, parents, and students have developed a common understanding and language about “harm” as physical, social, or psychological in

nature and multimodal in form (face-to-face, digital, art work, gestures) and how to address behaviours that are on a continuum of causing harm.

Our focus on developing a common division-wide language to discuss harm is part of a larger, continued focus on a continuum of wellbeing (mental health and wellness) and being unwell (mental health issues). Capacity-building in mental health and wellness through Go-To Educator training has continued to assist all staff to educate students, parents, and staff about such a continuum and to develop a language and repertoire of strategies to self-regulate and recognize signs of safety related to mental health concerns in themselves and others. This has been especially important with respect to online and face-to-face interactions; last year, high school principals were still finding that students would downplay harm done online.

Because of our investment in training all staff members (500 certified and non-certified staff) to recognize signs and symptoms of mental health, we have seen a notable decline (-50%) in disciplinary reports of behavioral concerns related to students being “mentally-emotionally compromised” and a parallel increase in reports on threat assessments accompanied by school-based collaborative problem-solving meetings in which staff identified, assessed, and addressed effectively students’ behaviors that indicated mild and moderate signs of mental health concerns.

Comprehensive Wellness and Inclusive Education

Within our Catholic school system, we view every child as a “Child of God” whose diversities and strengths are acknowledged as “gifts” from God. Hence, our division is dedicated to an inclusive learning philosophy that seeks to have every adult know students’ strengths and to nurture those strengths for the betterment of the individual and collective as foundational to our Growth Mindset philosophy (Dweck, 2016). In this section, we outline the staff education, parent education, community and home supports, and Early Education strategies that have supported our students within an inclusive context to thrive within our system.

Staff education. A growth mindset begins with inclusive learning that depends on having someone within every school who can support staff to know and leverage student strengths and then differentiate instruction to realize them. To that end, we have dedicated a role within each of our schools, Learning Support Facilitator, funded by the division (0.2-1.0 FTE) to advance a Growth Mindset through inclusive pedagogies and practices. Last year, Learning Support Facilitators (LSFs) provided guidance and mentorship to all teachers and educational assistants by co-creating criteria for success for students who presented exceptional needs (emotional-behavioral, academic, physical) and co-taught to build staff capacity and comfort with programming for an ever-increasing diverse population of learners and a simultaneous increasing access to assistive technologies. Teachers were supported by LSFs to differentiate tasks, assignments, and assessments so that all students can access learning at the most appropriate level. LSFs were part of the School Student Learning Team that assisted families to navigate the services available for children and youth, including connecting with our Division Family Social Workers who provided linkages to clinical, legal, and community resources.

The significance of the notable decline in disciplinary reports as described above and the increase in collaborative capacities of school teams to co-problem solve is that staff members’ development of knowledge and understanding of what counts as mental health and mental illness has enabled them to navigate appropriate resources and responses to situations arising in which students demonstrate mental health concerns. We have found that our **internal school resources** (Learning Support Facilitators, School Counsellors, Family Support Workers, Division Consultants) and **external resources** (family physician, Alberta Health Services, private psychologist) assisted over 10% of our families which have intense mental health needs (students and/or parents).

To assist with sustaining such strategies between home-and-school, last year, a staff member with addictions and mental health therapy qualifications was hired to begin this kind of holistic, family support with restorative, trauma-responsive practices. Our Board of Trustees advocated for and successfully established a Memorandum of Agreement between our Division and Alberta Health Services to share this staff member rather than rely on services provided through Regional Collaborative Service Delivery (RCSD) model. The reason for the need to choose and hire a specific individual was that our division had needs that did not always fit what was available for expertise through RCSD.

To continue to extend our staff education in mental health strategies, division staff engaged in professional learning in trauma-informed practices and then worked with two designated school staff leads (Learning Support Facilitators [LSFs] and Counselors) to share their learning. LSFs and counsellors were provided with tools such as presentations, videos, visuals, relevant websites to present during staff meetings. These resources focused on the impact of trauma on brain development and the importance of relationship and regulation in supporting students who have experienced trauma. In addition to supporting students within school, trauma-responsive practices are intended to support families to continue such strategies in their homes. We began such parent education with Sturgeon and St. Albert Public Schools to offer a “mini-counsellor conference” to provide PD to all school counsellors within our communities who could then provide parents with context-specific sessions in school council meetings and at school events. Sessions included; Mindfulness, Eating Disorders, Addictions and Mental Health and Daring Greatly. Additionally, Jody Carington delivered a keynote on Trauma and Relationships to both school counsellors and LSFs as well as, provided a session for teachers and staff in the evening.

Parent education. We also engaged in a special pilot with junior and senior high students to teach them ten lessons from Dr. Stan Kutcher’s Teen Mental Health curriculum (<http://teenmentalhealth.org/>). The role of the student was to take the ten lessons to their parents and then report back on whether and how it impacted their mutual understanding of how to promote positive mental health and how to recognize and address mental health concerns. All students reported that this was “worthwhile” but more was needed to educate parents because it is hard to do this within the family unit due to “time pressures” that led to “isolated conversations” that were “quickly forgotten.”

In response to this feedback, our division offered in April 2019, a Strengths - Based Parenting Session: Developing Your Youth’s Inner Talents. Our superintendent, assistant superintendent, and division principal co-led this for over 50 parents from within and outside of our division. This session focused on what strengths are and how they impact parenting at home and how they impact parenting in school situations. To illuminate how to apply a strengths-based stance as parents when addressing tensions in the home that often stem from a lack of mental health and resiliency strategies by children and youth, parents worked through example scenarios. The session highlighted that youth who could work through tension from a positive perspective using their strengths can overcome adversity. Each parent in attendance (50+) received a Strength-Based Parenting book which held two access codes for the parent and the student to take the Strength-Finder. In addition to the Strengths-Based Parenting Session, Early Learning families with children qualifying for Program Unit Funding had the opportunity to participate in multiple Triple P Parenting sessions in partnership with St. Albert Family Resource Center that supplied a family parenting coach to work with our Division Registered Provisional Psychologist. These sessions took place through our Family Oriented Sessions, which provided families with tools to help with positive parenting strategies to promote healthy relationships.

In January 2019, we applied for the Mental Health Capacity Building grant to increase preventative wellness supports (coaches in our rural schools) and education within our jurisdiction. We recognized the need to frame this as part of a larger division vision of Comprehensive Health and Wellness. Our division had enacted a two-pronged approach through the “Healthy School Champions” initiative (\$20,000.00 provided by the government in December 2018) and the “School Nutrition Program” (\$166,000.00 provided by the government in November 2018) initiative. We provided

professional learning for school leads (“Healthy School Champions”) within a holistic conception of health and wellness. School Teams were provided with funding for release time, professional development, and resources to support a school action plan and school improvement plan. These individuals supported schools to learn about and implement strategies to build positive healthy relationships, to promote healthy eating, active learning and increased physical activity, and to increase awareness around social emotional well-being and mental health. Each school used Alberta Health Services’ - Healthy Schools Rubric to assess the health of their school community and identify school health priorities. This personalized assessment allowed schools to execute a plan that reflected the health needs of their school community. The division’s comprehensive school health model prioritized three areas: **positive social environments & mental health** (i.e. - Group programs such as Strong Start, Incredible Flexible You, Mindfulness lessons, Mind Up curriculum for self-regulation, International Day of Happiness), **healthy eating** (i.e. - encourage healthy eating, trading your treats, vending machine stocked with healthy choices, breakfast challenge calendars, Rainbow Lunch Challenge, Nutrition 101 option for grades 5-6) and **active living** (i.e. - “Don’t walk in the hallway” stickers placed throughout the school, School of Moves, which is a hip hop program, created recess bins, Zumba, 12 days of fitness, DrumFit program).

Using the rubric, the highest ratings (very evident, evident) for schools were “that students have shown a high level of engagement through many of the team-building and cooperative health activities which were often cross-graded.” The lower ratings (not evident, somewhat evident) for schools were “a focus on leadership” and “parent knowledge”, so one implication is to continue to enable school staff to share with students and parents what they are learning about comprehensive wellness.

As noted above, during 2018 - 2019, our division received the “School Nutrition Program” (SNP) funding for the second year. Three schools that were identified with the highest need in the previous year received funding for the program once again. By April 2019, funding allowed all of our Elementary Schools to join the program for the months of April, May and June. Extending the program to all schools increased our ability to provide many more students who were in need with daily food from the four food groups. Schools who joined SNP also reported that healthy eating education was both positive and successful.

While schools assessed the program benefit as “providing increased awareness of what counts as healthy food choices” for students and parents, they also reported that “students would choose the nutrition snacks and hide their lunches and snacks or not eat them”. The implication is that greater efforts need to be made to ensure that all students have access to such daily meals, but that those who require it, eat, and those who supplement their home-provided food do so responsibly. This has been rectified by further expanding the nutrition grant to nine schools, including our junior high schools in our rural and urban areas.

Home and Community Supports

Community partners and agencies are a crucial component to ensuring that our school communities and families thrive in all aspects of wellness (physical, social, mental-emotional, spiritual). To support families and schools in making connections to the “right services at the right time,” we had two Family Liaison Support Workers (1.5 FTE) who served our rural-urban families with accessing and navigating the interwoven nature of multi-ministries (Alberta Health Services, Children’s Services, Disability Services) and legal systems (local, provincial, federal). Our Family Support Workers (FSW) (registered social workers) collaborated with a cohort of community partners (St. Albert SAIF Society, City of St. Albert, Sturgeon County, RCMP, Primary Care Network, Alberta Health Services, Disability Services, St. Albert Public Schools, Sturgeon Schools, Sturgeon Community Resource Network) and provincial ministries. This coordination of services benefits students and families who qualify for intensive, “beyond-the-school” supports to ensure that they work through what would otherwise be difficult, even insurmountable barriers for referral to access

necessary services. Our Division FSW is also our point person in representing our division at the Wraparound Tables in both St. Albert and Morinville. Our referrals to the Wraparound tables have decreased dramatically over the past several years since hiring a Division FSW. Her ability to work with families at an early intervention/prevention level has helped decrease the amount of families in our division that experience crisis.

Community supports have been important when new legislation and/or social issues such as drug use or, more recently, vaping, become community concerns. Last year, the change in regulation and access to Cannabis in October 2018 led to collaborative community partners (St. Albert Public Schools, Alberta Health Services and RCMP) lesson creation and delivery in junior high classrooms. Teachers delivered lessons to grades 7 and 9 students, and grade 8 lessons were delivered by the RCMP.

Students reported that lesson delivery from non-teaching staff was less impactful than lessons delivered from or with teaching staff. The implication is that collaborative lesson development has some positive impact, but such topics are better handled through curriculum and lessons structured within schools to address the curriculum. Further, as topics and issues such as vaping arise, it will be important for staff to be prepared to teach students and parents about such issues and to have strategies to share to lessen negative health impacts.

We broadened efforts to offer wellness sessions to the community (cross-jurisdictions) by having schools work together to hold mental health and wellness conferences and to raise money for mental health agencies. St. Albert Catholic High School (SACHS) organized a mental health keynote presentation hosting Corey Hirsch, ex-goalie for the NHL, to speak to all grade 9-12 students from our Junior High and High Schools in St. Albert (VJM, RSF, ESSMY and SACHS) on the importance of Mental Health supports and taking care of yourself. All grade 9-12 students and parents were invited to attend. In addition to this presentation, Richard S. Fowler Catholic Junior High School (RSF) and Morinville Community High School (MCHS) both had a bike-a-thon fundraiser to support mental health (i.e., RSF raised \$49,800 for the Access 24/7 Clinic; MCHS raised \$12,000 to support both the Jessica Martel Foundation and the Victim Services Dog).

Community linkages have been reported by parents within and entering our division as a “what we heard” that has drawn them into or sustained their loyalty to Catholic education. Early Learning Expos are open houses for parents to learn about and engage in sessions about Early Learning programming in our jurisdiction. During these open houses, parents of Pre-Kindergarten children registered for screening appointments conducted by therapists to determine best programming choices for children. More in-depth assessments were offered following these appointments, and our Division Family Support Worker followed up with each family to connect them to necessary services to ensure that they had smooth entries into our schools. For example, she assisted Early Learning families to access community supports such as Family Support for Children with Disabilities (FSCD), she attended medical appointments with families, and she assisted with applications for services. She identified gaps in services and advocated for the creation of new supports to be offered within our communities when required. For example, there was not enough support in place for our immigrant families. This being an issue bigger than our school division, she highlighted this need to the City of St. Albert. As a result, the City hired an Immigration Consultant to direct them in supporting families new to Canada in our city. She also identified the lack of accessibility to programs for families and students who resided in one of the City’s subsidised housing complexes, Nevada Place. As a result, the City of St. Albert created a summer program specific to the children residing there. They have also decided to extend this programming into the winter months so that some of our more marginalized families have access to programs and services. Additionally, our Division FSW collaborated with community agencies to provide additional supports within our schools (e.g., she created a pilot program at Bertha Kennedy in partnership with St. Albert Sidekick and SACHS volunteers). Such advocacy for families within and beyond our jurisdiction has been vital to drawing parents into our system and to having them become loyal advocates of it.

Early Childhood Education

Early Learning Teams. In 2018-2019, Pre-Kindergarten and Kindergarten School Teams continued professional learning focused on inclusive learning through play and inquiry. Early Learning Division Teams participated in several learning opportunities during Early Learning Collaboration meetings. Sessions were led by Division Office Consultants and staff, Division Speech and Language Pathologists and Occupational Therapists, contracted Speech and Language Pathologists and speakers through ERLC. Session topics included early numeracy, teaching for conceptual understanding, play facilitated learning, building literacy foundations through phonological awareness, trauma informed practice, emergent curriculum, assessment and reporting, assistive technology in early learning and social emotional learning. Early Learning teams co-constructed criteria for Family Oriented Sessions (sessions for our Program Unit Funded children and their families to target education, social emotional, fine and gross motor goals) to assist our staff in building foundations for successful learning. Early Learning Administrators continued to meet with Division Early Learning Consultants to engage in collaborative learning and communication surrounding research informed practices in early education. Speech and Language Pathologists, Speech and Language Pathologist Assistants, and Occupational Therapists provide at-the-elbow-supports in Early Learning classrooms as well as individualized and targeted services. Our therapists are integral to the delivery and planning of Division Family Oriented Sessions. The inclusive nature of the therapeutic service delivery builds capacity for teachers and educational assistants to carry out interventions incidentally through play in the classroom and outdoor settings.

Assistive technologies. In 2018-2019, we continued to focus on developing emerging literacy and communication skills with our most diverse students from Early Learning to Grade 12 by leveraging the expertise of our Division Assistive Technology Specialist. He provided personalized and specialized technologies that enabled students who presented with communication challenges to develop communication and literacy competencies. For example, PODD books (Pragmatic Organized Dynamic Display) increased overall communication capacities for such students and students accessed them more quickly because of staff education (i.e., staff developed knowledge about their classroom and home uses). As well, this staff member decreased assembly time of such devices from days to hours, and the size of the devices also decreased (they are now roughly journal or agenda-sized rather than a heavy binder and shoulder-strap size.) Students using PODD books quickly showed an increased willingness to communicate through other modalities, such as verbally, with SEE-II (Signed Exact English), or through pencil-and-paper writing (if able), as well as using the books. By having the ability to let staff know their current needs and feelings, there was a reduction in classroom misbehaviours and outbursts among students using the systems. Throughout the year, we began exploring “alternative pencil” tools, such as voice-to-text programs, enlarged keyboards or Alphasmart typing systems, to introduce writing without the added cognitive burden of holding a pen or pencil. This allowed students to focus entirely on what they were writing and not the utensil used to write. Touch-screen writing applications on iPad (e.g., Clicker) were introduced which enabled students to write documents using error-free word selection to write grammatically correct sentences. These files were shared or printed to give the student something tangible that they created, which was immensely rewarding for them.

Assessment: High Yield Result: *Our Division has sustained, over five years, increases of +5% Safe and Caring Schools, +5% Citizenship, + 3% Quality Education, +3% Work Preparation, and our local measures (Division Satisfaction Survey) underscores that Grades 4-12 students rate our attention to teaching to help them reach the best of their abilities (87%), which is a benchmark of inclusion within classrooms.*

In 2018-2019, students assessed the item about wellness on our local measure (Division Satisfaction Survey question): My child learns about wellness and healthy living. Grades 4-6 students increased their assessment of wellness from 90.3% (2017-2018) to 93.1% (2018-2019). Grades 7-12 students increased their rating from 75.7% (2017-2018) to

78.7% (2018-2019). The implication is for 2019-2020 is to introduce all staff to a comprehensive wellness vocabulary and we continue to use Rath and Harter's (2010) *Wellbeing: The Five Essential Elements* book to support the development of this common language. We have expanded beyond their five elements to uncover how faith-based living and spiritual wellbeing is core to community and individual wellbeing.

Grade 6 Provincial Achievement Test Accountability Pillar Results 2018-2019

		Greater St. Albert Roman Catholic Schools						Alberta				
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	468	93.8	454	93.4	54,820	83.2	49,573	82.9
	Standard of Excellence	Very High	Maintained	Excellent	468	23.1	454	21.4	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	113	82.3	104	84.5	3,559	87.7	3,122	86.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	113	14.2	104	13.0	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	High	Maintained	Good	468	84.6	454	82.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	468	16.0	454	17.0	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	High	Maintained	Good	468	88.5	454	88.2	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Declined	Acceptable	468	31.6	454	35.6	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Maintained	Good	468	81.2	454	83.2	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Declined	Acceptable	468	23.1	454	26.1	54,802	24.4	49,511	22.3

Context: We are proud of our work last year to develop a clear pedagogical vision that has framed our work with all teachers and students to ensure optimal student engagement and performance through a team-based professional learning approach to build staff capacity in all schools. We take time in this section to describe this pedagogical vision and team-based professional learning approach and address specifically how we are also providing targeted professional learning opportunities to sustain excellence and to aim for continuous improvement in all subjects, and notably those showing a decline. We identify *in italics*, results and implications of our work last year for this year. In this section, we outline our success in pedagogical leadership and proven practices, English Language Learners, differentiated professional learning and leveraging technologies. We provide a statement of overall assessment and implications *in italics* at the end of this section for Grade 6.

K – 6 educational programs demonstrate this outcome so that:

Strategies:

- (2018–2021) 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;
- (2018–2021) – Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions;
- (2018-2021) A continued focus on core instruction as it relates to emerging curriculum and concept-based pedagogy through the implementation of:

- differentiation and formative assessment strategies using the practice progressions (learning intentions, criteria, exemplars, feedback, technology integration, sharing goals, student ownership of learning);
- diagnostic assessment and intervention plans to improve student progress in math and language arts (e.g., First Steps in Math, Early and Middle Years Interview, Math Intervention Programming Instrument - M.I.P.I., Successmaker, Fountas and Pinnell/GB+, Student Learning Assessment (SLA), Levelled Literacy Intervention (LLI));
- ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with Sheltered Instruction Observation Protocol (SIOP) and Imagine Learning;
- positive behavioural and academic supports that enable all students to achieve;
- learning technologies, including assistive technology, to empower all learners;
- (2018-2021) Staff embed the use of technologies into teaching and learning activities while focusing on digital literacy and citizenship;
- (2018-2021) Staff communicate learning goals and provide students and parents with timely access to information on how to achieve them;
- (2018-2021) Staff communicate student progress on a regular and timely basis, and ALL students and parents celebrate areas of strength and growth at parent-school events (demo of learning, interviews);
- (2018-2021) Staff use technology to enrich the reception of ideas, to modify the ways students express learning, and to collaborate and create new knowledge.

Elementary Analysis and Strategies:

Our Grade 6 students performed at “Excellent” or “Good” for four out of five standards at the Acceptable Standard for all core subjects. They outperformed (+6.6%) the province at the Acceptable Standard and Standard of Excellence (+1.3%) in all core subjects. Our greatest strengths in sustaining high results is in English Language Arts at both standards. We recognize a need to continue to improve in:

- French Language Arts 6 at the Acceptable Standard
- Math 6 (French) and Social Studies (English and French) at the Standard of Excellence
- Math (English)- sustain improvements

Pedagogical leadership and proven practices. Empowering administrators and teachers to “lead from the middle” (Hargreaves & Ainscow, 2015) enabled our division to continually improve at a rate of +5% in School Improvement over five years. Last year, lead teachers attended monthly professional learning focused on teaching for conceptual understanding; understanding First Nations, Métis, and Inuit perspectives, histories, and land-based pedagogies; teaching to ensure foundational core competencies of literacy and numeracy were implemented and assessed; applying such pedagogies and practices from early learning to high school contexts, and differentiating instruction (already discussed in the last section). These practices and strategies were also shared with principals during monthly meetings. To further develop coherence in the division, lead teachers were provided with professional learning materials on a monthly basis to enact in their school contexts. Additionally, the development of a “Leading from the Middle” monthly newsletter documented strategies and resources shared during monthly lead teacher meetings.

A focused approach on improving teaching practice through our Principles of Practice (Figure 1.0) ensured that teachers were embedding effective research-based practices into teaching and learning in the classroom. Furthermore, in the 2018-19 school year, principals, consultants, and lead teachers, contributed to the development of a division pedagogical vision (Figure 1.1). This pedagogical vision embodies research-based practices focused on students developing deep conceptual understanding in all subjects. Throughout 2018-19, division professional learning focused

and students with low levels of literacy in grades K-6. Students who used *Imagine Learning* experienced a wide range of instructional, practice tasks, and assessment activities across subjects.



ELL students performed better (+5%) than other ELL students provincially in Parts A and B of the English Language Arts 6 provincial achievement test in 2018. We attribute, in part, this increase to our attention to ensure that all ELL students at levels 1-3 had access to instructional and easy level texts. Their parents were also provided with information to assist students at home. The program created a personalized learning path for each student which targeted specific areas in literacy for individual students. Imagine Learning also organized students according to skills needed and provided teachers with additional resources for targeted small group instruction.

Differentiated professional learning. Last year, we engaged in professional learning with grade 4-6 teachers in Math and English Language Arts. We met multiple times to ensure that student evidence of learning reflected improvements in Mental Math, as one example, and in writing. We chose to have Grades 4, 5, and 6 English and French teachers learn together with the leadership of the Division Literacy/Language Arts and Numeracy/Math Consultants and Division Principal. The goal was to develop a common language and approach to teaching writing, with greater emphasis on functional text, in both English and French. As central to this process, teachers co-created criteria in their weekly writing routines with their students and explored a variety of assessment protocols, providing students with immediate descriptive feedback to guide their thinking and move them toward learning success.

Similarly, our Math/Numeracy Consultant continued to work with all elementary teachers to advance their knowledge teaching math for conceptual understanding using the “visible learning” as the foundation. The focus of such professional learning was on strategies that had a high effect size in learning. In addition to division sessions, the Math/Numeracy Consultant directly supported teachers in schools with diagnostics using First Steps in Math, Early Years interviews and with the screener “Math Intervention Programming Instrument” (MIPI). The benefit was that teachers learned what their students knew and could do and their weaknesses in Number Sense and Operations. Teachers were provided with intervention strategies to increase student number and operation sense.

Leveraging technologies. In 2018-2019, in keeping with our focus on practice progressions, practice progression five (i.e., Students will leverage technologies to excel in learning), staff leveraged technology to enhance many aspects of learning including the differentiation of content, process and/or learning products. For example, the use of Google Classroom, a learning management software or LMS, continued to be used effectively by our teachers to provide ongoing access to learning resources and assignments, create individualized assignments, and provide ongoing formative feedback to students during the learning process.

Our continued priority on developing responsible, respectful, and moral citizens in a digital world led to the redevelopment of our digital citizenship curriculum for Kindergarten to Grade 12. Updated digital citizenship lessons were shared with staff and first implemented throughout the 2018-19 school year. We continued to refer to our Digital Literacies Continuum to determine key digital skills to embed and develop at each grade and division level.

Staff focused on providing specific, criteria-based and timely feedback to parents regarding their child's progress. In an effort to enhance feedback to parents on learning goals, four elementary schools scheduled early parent-teacher conferences during the 2018-19 school year. Early parent-teacher conferences provided parents with information on how to support their child and provided time to implement remedial strategies before report cards were completed. The feedback from early parent-teacher conferences was positive and, as a result, all elementary schools during the 2019-20 school year will conduct early parent-teacher conferences. In the 2019-20 school year, to further improve feedback and reporting to parents, grade 5 and 6 classes at one school are piloting the use of ongoing reporting through PowerTeacher Pro and the PowerSchool Parent Portal.

Assessment of Elementary Results: High

Yield Result: *We achieved "Excellent" in our Accountability Pillar ratings for Grade 6 at the Acceptable Standard and Standard of Excellence over the last three years. Specifically, we realized improvements in Grade 6 English Language Arts and French Language Arts and Grade 6 Math Part A. That is, we moved from "Good" to "Excellent" in 2018-2019. Therefore, we have a High Yield Result for Grade 6 provincial achievement tests results.*



Given the positive results from applying a differentiated professional learning approach last year, we will do the same in the areas of need: French Language Arts 6, Math 6 (French), Social Studies (English and French); and Math (English). Additionally, our local Division Satisfaction Survey results for Grades 4-6 students showed that students rated their abilities "to use technology and social media safely" at 96.7%, which was a +2.3% increase from 2017-2018. An area that was highlighted by this group in the Thoughtexchange survey results was "to focus on providing them with feedback to improve learning". The implication is that our 2019-2020 focus is to ensure that Grades 4-6 students have feedback to improve learning as part of an overarching pedagogical commitment to develop them as deep learners who are multi-literate and prepared to thrive in the world.



Junior High Provincial Achievement Test Accountability Pillar Results 2018-2019

Course		Measure		Greater St. Albert Roman Catholic						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	High	Declined	Acceptable	437	84.7	496	87.9	47,465	75.1	45,363	76.6		
	Standard of Excellence	Intermediate	Maintained	Acceptable	437	14.0	496	13.3	47,465	14.7	45,363	14.9		
K&E English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	11	72.7	12	79.3	1,569	57.4	1,551	58.1		
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	12	2.6	1,569	5.4	1,551	6.0		
French Language Arts 9 année	Acceptable Standard	Intermediate	Maintained	Acceptable	76	82.9	97	87.5	2,811	82.9	2,758	82.5		
	Standard of Excellence	Intermediate	Maintained	Acceptable	76	7.9	97	4.5	2,811	12.3	2,758	10.6		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1		
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	426	69.2	491	78.0	46,764	60.0	44,959	64.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	426	15.7	491	15.7	46,764	19.0	44,959	17.1		
K&E Mathematics 9	Acceptable Standard	High	Maintained	Good	22	81.8	17	71.4	2,190	59.6	2,007	58.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	13.6	17	12.1	2,190	13.2	2,007	13.3		
Science 9	Acceptable Standard	Very High	Maintained	Excellent	437	86.3	494	85.4	47,489	75.2	45,363	74.6		
	Standard of Excellence	Very High	Maintained	Excellent	437	21.1	494	21.6	47,489	26.4	45,363	22.7		
K&E Science 9	Acceptable Standard	Very High	Improved	Excellent	11	90.9	13	69.8	1,536	61.7	1,520	64.1		
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	13	12.8	1,536	10.7	1,520	13.3		
Social Studies 9	Acceptable Standard	High	Maintained	Good	437	76.4	496	74.9	47,496	68.7	45,366	66.1		
	Standard of Excellence	High	Maintained	Good	437	20.8	496	22.1	47,496	20.6	45,366	19.9		
K&E Social Studies 9	Acceptable Standard	High	Maintained	Good	11	81.8	12	63.9	1,466	55.9	1,501	56.5		
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	12	18.6	1,466	15.0	1,501	12.8		

Context: We recognize that excellence in junior high builds on what has been created as a foundation for student success in elementary. Therefore, we continue professional learning as described more fully in the last section; however, we provide a clear sense of how we are differentiating professional learning supports to address areas of continued growth for junior high students. We especially address Mathematics in junior high due to our decline in Math 9 results. In this section, we also consider how we are approaching the decline in English Language Arts 9. We identify *in italics*, results and implications of our work last year for this year.

Grades 7-9 demonstrates this outcome so that:

- (2018–2021) 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;
- (2018–2021) Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions;
- (2018–2021) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners by emphasizing the implementation of:

- differentiation and formative assessment strategies that improve student learning;
- diagnostic assessment and intervention plans to ensure student success in meeting language arts and mathematics standards;
- positive behavioural and academic supports, including flexible pathways for learning, that enable all students to achieve;
- ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with the Sheltered Instruction Observation Protocol (SIOP);
- learning technologies, including assistive technologies, to empower all learners.
- (2018–2021) Staff explore flex/option time to offer series of sessions that capitalize on students' interests (i.e., sports and recreation academies, IB, AP, FI);
- (2018–2021) Administration schedules options to match students' interests;
- (2018–2021) Staff increase home-school communication for all students using consistent methods that parents and students easily access and understand;
- (2018-2021) Staff celebrate and share success and areas of growth for all students through parent evenings, events, school interviews and demonstrations of learning;
- (2018-2021) Staff communicate with each other to support students to manage their workloads;
- (2018-2021) Staff strategically embed the use of technologies into teaching and learning activities while focusing on digital literacy and citizenship.

Junior High Analysis and Strategies: Grade 9 students performed at “Excellent” or “Good” for five out of ten standards at the Acceptable Standard for all core subjects. They outperformed (+14.5%) the province at the Acceptable Standard for all core subjects and performed at “Excellent” or “Good” for two out of ten standards at the Standard of Excellence for all core subjects. Grade 9 students performed slightly below (-1.9%) the province at the Standard of Excellence for all core subjects.

In reviewing division five-year trends, for English, French, and Knowledge and Employability (K&E), Grade 9 French students have improved at the Acceptable Standard, but as they enter into and complete junior high, French students who could likely have achieved at a Standard of Excellence underperformed in French Language Arts 9, Math 9, and Science 9. Junior high administrators will work with Division level staff to plan for improvement in terms of differentiating instruction for these students. Professional learning supports will be centered in improving Math 9 (Part A & B) and FLA 9 (Reading-associating meaning; Writing- business letter).

To address the decline in English Language Arts, our Literacy/Language Arts Consultant led professional development that targeted grade 9 functional writing. Teachers began with an analysis of division and individual school results and identified Content (Ideas) and Organization in writing as a priority area. They experienced and applied strategies to improve Content and Organization of students' functional (business letter) and essay writing in their classrooms and brought evidence of such learning back for professional reflection. We recognized that students who engaged in French programming required further differentiation; hence, French Immersion teachers were invited to attend a Grade 9 PAT session and worked with our Division Principal to transfer the strategies into French. The success of the session prompted a request for a second session dedicated to essay writing. Professional learning focused on the format of the essay, considerations for constructing a strong thesis, and strategies to support students' elaboration of ideas with specific textual evidence or examples from lived experiences. The Literacy/Language Arts Consultant provided follow-up visits to individual schools and classrooms to support teachers with the creation of lessons and resources.

Similar professional learning for secondary lead teachers was centered around identifying the literacies that informed the disciplines they teach. For example, in Social Studies, reading may involve comparing primary and secondary

resources or reading for a bias in contrast to Science, which requires the reader to follow step-by-step procedures or alternate between visual diagrams and text. Teachers experienced how highly effective literacy strategies such as annotating, close reading, and the Socratic seminar can be applied in a variety of learning contexts. The professional learning opportunity reaffirmed that all teachers are teachers of literacy and that the goal of learning the content of a subject expands to also learning what reading and writing looks like across content areas. The attention to disciplinary literacy was intended to support assessment results in both the Provincial Achievement Tests and Diploma Examinations.

Grade 9 students improved in writing on the 2018-2019 English and French PATs. Grade 9 English students performed (+1% Content and +5% Organization) above the province and Grade 9 French Language Arts students performed (+3% Content; +5% Organization) above the province. Such improvements verified that differentiated professional learning for grade 9 teachers is crucial to improving student learning in language arts for both English and French.

To address the decline in Math 9 scores, our Math/Numeracy consultant provided professional development for Junior High Math teachers. She concentrated on strategies for performing mental math. Teachers were introduced to strategies that had worked well for developing automaticity of math operations within elementary students, and she shared how to transfer such strategies in junior high by using with larger numbers and decimal numbers. Teaching teachers these strategies and how to use them helped them to make connections, which will lead to their deeper learning. Additionally, such teachers were simultaneously taking part in identifying concepts to be taught through professional learning focused on teaching for conceptual understanding. The focus of such professional learning was on strategies that have a high effect size for student learning and that enabled students to apply their learning in multiple contexts (low-medium-high complexity questions and situations).

Our Math/Numeracy consultant also provided support for our Junior high teachers to better understand the Grade 9 PAT results and what to plan for in order to increase knowledge and performance in certain areas, primarily in number and operation sense. They began with learning intentions and produced success criteria based on those intentions. We focused on how to get students from the surface level learning to a deeper level, and then ultimately get them to transfer that learning to unfamiliar situations.

Teachers also learned to consider how to infuse numeracy strategies across all disciplines. Using the progressions that Alberta Education has provided in Numeracy, in 2018-19, our Math/Numeracy Consultant concentrated on the Numeracy Knowledge and Understanding of Spatial Information. She worked with teacher leads from the Humanities and Sciences to identify the progressions that supported numeracy aspects that applied across all subjects in both Junior and Senior High. Teachers learned that when numeracy is integrated in all subjects, their numeracy skills will be strengthened as students do not automatically transfer their math skills to other contexts.

Assessment of Junior High Results: High Yield Result and Consistent Result: *Our scores for Grade 9 English and French students illuminate a +3% growth and the majority of subjects being “Good” or “Excellent” Overall. For such results, we had “High Yield Results.” That said, in 2018, we continued to see a decline in Math 9 Parts A and B and Part B English 9 (Reading) for French students. For French students, we claim a “Consistent” Overall, but our focus needs to be developing within our Grade 9 French students’ competencies to read and comprehend varied texts within English Language Arts and other subjects and to perform well in Part A (Mental Math) as well as in all areas in Math 9 Part B (low-medium-high complexity questions).*

Diploma Examination Accountability Pillar Results 2018-2019

Course		Greater St. Albert Roman Catholic							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	240	92.1	242	92.0	29,832	86.8	30,091	86.9
	Standard of Excellence	High	Maintained	Good	240	15.0	242	13.4	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	107	91.6	127	95.4	16,640	87.1	16,563	88.9
	Standard of Excellence	High	Maintained	Good	107	16.8	127	17.4	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	25	68.0	28	90.1	1,215	91.5	1,296	94.1
	Standard of Excellence	Intermediate	Improved	Good	25	12.0	28	4.0	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	141	76.6	156	70.8	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	141	30.5	156	23.7	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	175	73.7	144	74.0	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	175	18.9	144	14.2	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	202	83.2	199	85.9	21,610	86.6	22,179	85.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	202	10.4	199	12.0	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	119	81.5	147	81.1	20,758	77.8	20,078	80.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	119	10.1	147	10.0	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Very High	Improved	Excellent	198	92.9	205	88.3	22,442	83.9	22,853	85.3
	Standard of Excellence	Very High	Maintained	Excellent	198	38.4	205	35.6	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	163	87.1	170	84.6	18,525	85.7	18,929	82.7
	Standard of Excellence	High	Maintained	Good	163	35.0	170	36.7	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	High	Maintained	Good	68	88.2	88	88.2	9,247	87.5	9,974	85.9
	Standard of Excellence	High	Maintained	Good	68	38.2	88	38.7	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	High	Improved	Good	113	95.6	87	89.0	9,676	85.7	9,180	84.9
	Standard of Excellence	Very High	Improved	Excellent	113	41.6	87	31.1	9,676	31.2	9,180	29.2

Context: Our professional learning approach has been to both integrate cross-disciplinary and cross-grade level in-service for teachers into literacy and numeracy professional learning and to document, present, and have them share proven practice between schools as well as at local and provincial levels (i.e., our largest high school presented results

of professional learning at Ulead and CASS conferences last year). We noted that such amplification of research-based practices rooted in a strong pedagogical foundation is the key to our continued and sustained academic success for K-12. In this section, we describe that work and our focus on targeting professional learning to address our decline in English Language Arts 30-2 and French Language Arts 30-1 at the Acceptable Standard.

High School Strategies

Morinville Community High School demonstrates this outcome so that:

Strategies:

- (2018–2021) Students will access varied programming (dual credit such as Introduction to Financial Accounting, Distance Learning Centre, Advanced Placement, Administrative Professional Program) that enliven students' real world opportunities;
- (2018–2021) Students will access CTS programming through school community partnerships;
- (2018–2021) Students will access hands-on, differentiated instruction with a focus on visible learning practice progressions to improve their learning, especially the learning of First Nations Métis, and Inuit students through targeted strategies;
- (2018–2021) Students will benefit from positive behavioural and academic supports which enable students to achieve well.

St. Gabriel High School demonstrates this outcome so that:

Strategies:

- (2018–2021) Students are provided with increased choices, opportunities, and flexibility through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students' choices are promoted and supported;
- (2018–2021) Grade 9-12 students will be made aware of the program opportunities provided by SGHS and in partnership with ADLC;
- (2018–2021) Students access blended learning opportunities (online, one-on-one, weekly seminars) to increase student engagement in learning and to be accountable for achieving their outcomes;
- (2018–2021) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies;
- (2018–2021) Students increase their engagement in the learning process through the introduction of interactive learning labs as afforded by the CIF grant;
- (2018–2021) Students improve their mental health and wellness through a variety of strategies such as flexible learning environments, mental health awareness initiatives, and a strong connection to our greater school community.

DIVISION SPECIFIC OUTCOME: VALIDATE COMPONENTS OF A STUDENT-CENTRED AND PERSONALIZED LEARNING FOCUS AT BOTH SACHS AND ESSMY. FOCUS ON A SHARED CAMPUS APPROACH AT SACHS AND ESSMY.

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

Strategies (student-centred, personalized learning strategies):

- (2018–2021) SACHS students experience more choices by expanding the number of courses in dual-track French-Immersion programming (Chemistry in 2018-2019 and Biology in 2019-2020);
- (2018–2021) SACHS students access varied programming to meet their individual learning needs to prepare them for post-secondary programs and careers (dual credit such as Intro. To Financial Accounting, iLearn, IB, and Hawk Block);

- (2018–2021) Students will access hands-on, differentiated instruction with a focus on visible learning (practice progressions) to improve learning and achievement of all students through targeted strategies.

Strategies (shared campus strategies):

- (2018–2021) SACHS and ESSMY students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- (2018–2021) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- (2018–2021) SACHS and ESSMY students access shared courses (Athabasca Online courses) and staffing to meet students’ programming needs.

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

Strategies:

- (2018–2021) ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- (2018–2021) ESSMY students access individual assistance through one-to-one teacher support as well as differentiated instructional strategies;
- (2018 - 2021) ESSMY students access learning strategy seminars focused on core support opportunities to assist students with their learning needs during well planned flex time;
- (2018–2021) Continue to offer French Immersion programming with a focus on serving global communities.

Strategies (shared campus strategies):

- (2018–2021) ESSMY and SACHS students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- (2018–2021) Through Metro-Edmonton, ESSMY and SACHS students are provided more athletic opportunities (varied sports teams);
- (2018–2021) ESSMY and SACHS students access shared courses (e.g., HTMP, Athabasca courses) and study cohort and learning opportunities through staff collaboration and staffing to meet students’ programming needs.

High School Analysis and Strategies:

Grade 12 students performed at “Excellent” or “Good” for six out of nine standards at the Acceptable Standard, and they performed at “Excellent” or “Good” for five out of nine standards at the Standard of Excellence for all core subjects. In reviewing the performance of all Grade 12 students who wrote diploma exams last year, we uncovered a trend in online learning and summer school as represented by our “St. Gabriel Cyber High School Accountability Pillar” which showed an “Issue” for results at the Acceptable Standard. From 2015- present, between 50-65 students have taken core courses either online or in summer school. These students have underperformed the province throughout that time by, on average, (-8%) at the Acceptable Standard. Last year, students who took English 30-1 online or in summer school underperformed our Division Three-Year Average/Province 2019 (-6.1/-6.8) at the Acceptable Standard and at the Standard of Excellence (-5.6/-12.3). Similarly, students took Social 30-1 online/summer school and underperformed (-0.6/-14) at the Acceptable Standard. Students who completed Social 30-2 and Chemistry 30 underperformed compared to regular stream students in 2019.

Our professional learning plan to assist teachers with online learning and support of students who choose this learning pathway is to further incorporate research based-practices into instructional design in online learning and update current course content. Updates to course content will embed differentiation through the use of multimodal, accessible resources, offer choice in assignments and provide opportunities for ongoing formative assessment. The use of specific, descriptive and timely feedback will also be embedded throughout these courses.

In review of a five-year trend analysis of diploma results of in-school students who are not taking the courses online or in summer school, our main area for future improvement is in French Language Arts 30-1. An in-depth review of the correlates for the decline in French results revealed that students struggled to write critical essays (thesis, thematic analysis form and structure) and experienced difficulty with most reporting categories in reading (construct meaning, infer, apply and analyze). To support the improvement in these areas, teachers of both English and French Language Arts programming are provided currently with collaborative professional learning opportunities to share expertise. Fullan and Quinn (2016) advocated for such precision when investigating how to support students in specific subjects; they noted that learning beside teachers who have been successful within our schools would most likely create conditions for broaching barriers to students' success. To capitalize on such a research-based, collaborative PD approach, English and French teachers have committed to working together on ATA Institute Day and uploading resources to a shared Google Drive that is accessible to grade 10, 11 and 12 English/French teachers in the Division. The Literacy/Language Arts Consultant will also co-teach in the classroom and model lessons and strategies that can be translated in French.

With a growing number of English Language Learners registering at the high school level, we recognize the need for professional learning centered on supporting students who are learning content and language simultaneously. In 2018-2019, designated leads responsible for supporting Language Learners in their schools, received training in the Sheltered Instruction Observation Protocol (SIOP) Model, a researched-based instructional model that consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment. The Literacy/Language Arts Consultant provided follow-up sessions with lead teachers to support them with the implementation of these components in the classroom and integrated SIOP strategies in all professional learning she led throughout the year. Two main focuses were culturally responsive teaching and constructing content and language objectives in daily lessons (learning intentions and success criteria). In 2019-2020, professional learning for teachers of English Language Learners will focus on building English Language Learners' potential in a language-rich learning environment.

Assessment of High School Results: Consistent Result and High Yield Result: *High school diploma results reflect continuous improvement of +2.5% over five years at the Acceptable Standard and a decline of (-0.9%) below the province at the Standard of Excellence for FLA 30-1, Math 30-1, Chemistry 30, and Physics 30. Given these slight fluctuations in scores over three years, we earned a "Consistent Result". We are proud of increases of (+1.5%) in English 30-1 and (+1.8%) in Social 30-1 and of our "High Yield" results in Sciences: "Excellent" for Biology 30 (Acceptable Standard and Standard of Excellence), in Chemistry 30 (Acceptable Standard), and in Science 30 (Standard of Excellence).*



Strategies Moving Forward (2019-2020)

K – 6 educational programs demonstrate this outcome so that:

Strategies:

- (2019–2022) 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;
- (2019-2022) Implementation of a Pedagogy Team at each school to engage teachers and administrators in professional learning opportunities that build staff capacity and collaborative expertise around instructional practices:
 - integrating literacy and numeracy strategies, across grades and subjects;
 - teaching for conceptual understanding;

- focusing on formative assessment strategies using practice progressions;
- integrating competency-focused approaches to learning;
- co-developing and curating professional learning resources.
- (2019-2022) Literacy and Numeracy newsletters shared on school and division websites highlighting practices that activate deep literacy and numeracy learning as well as tips to support the teacher and parent community;
- (2019-2022) A continued focus on assessment practices that guide instruction to foster student learning the use of:
 - multiple sources of diagnostic assessments and intervention plans in math and language arts;
 - ESL benchmarks, including reading assessments (e.g., Fountas and Pinnell BAS, IDEA Proficiency Test), to differentiate tasks and make informed decisions that connect assessment to instruction;
 - positive behavioural and academic supports that enable all students to achieve;
 - learning technologies, including assistive technology, to empower all learners;
 - math and language arts consultants support schools with the analysis of assessment data for school improvement plans;
 - support a Community of Practice of K-6 Math and ELA/FLA teachers to focus on improving student achievement on Grade 6 Provincial Achievement Tests.
- (2019-2022) Teachers strategically incorporate digital technology and resources into learning activities so that students develop and refine skills outlined in the GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum;
- (2019-2022) Teachers apply a repertoire of effective planning, instruction, and assessment practices that incorporate the appropriate use of digital technology, according to the context, content, desired outcomes and the learning needs of students. (Adapted from TQS Standard 3);
- (2019-2022) Staff communicate learning goals and provide students and parents with timely access to information on how to achieve them;
- (2019-2022) Staff communicate student progress on a regular and timely basis, and ALL students and parents celebrate areas of strength and growth at parent-school events (demo of learning, interviews).

Grades 7-9 demonstrates this outcome so that:

Strategies:

- (2019–2022) 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;
- (2019-2022) Implementation of a Pedagogy Team at each school to engage teachers and administrators in professional learning opportunities that build staff capacity and collaborative expertise around instructional practices:
 - integrating literacy and numeracy strategies, across grades and subjects;
 - teaching for conceptual understanding;
 - focusing on formative assessment strategies using practice progressions;
 - integrating competency-focused approaches to learning;
 - co-developing and curating professional learning resources.
- (2019–2022) Literacy and Numeracy newsletters shared on school and division websites highlighting practices that activate deep literacy and numeracy learning as well as tips to support the teacher and parent community;
- (2019–2022) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners by emphasizing the implementation of:
 - differentiation and formative assessment strategies that improve student learning;

- multiple sources of diagnostic assessment and intervention plans to ensure student success in meeting language arts and mathematics standards;
- regular and ongoing feedback on learning progress to students and parents;
- positive behavioural and academic supports;
- lesson design that considers diversity and supports from the onset;
- ESL benchmarks, including reading assessments (e.g., BAS, IDEA Proficiency Test), to differentiate tasks and make informed decisions that connect assessment to instruction;
- math and language arts consultants support schools with the analysis of assessment data for school improvement plans;
- support a Community of Practice of Grade 9 Math and ELA/FLA teachers to focus on improving student achievement on the Provincial Achievement Tests;
- learning technologies, including assistive technologies, to empower all learners.
- (2019–2022) Staff explore flex/option time to offer series of sessions that capitalize on students' interests (i.e., sports and recreation academies, IB, AP, FI);
- (2019–2022) Administration schedules options to match students' interests;
- (2019–2022) Staff increase home-school communication for all students using consistent methods that parents and students can easily access and understand;
- (2019–2022) Staff celebrate and share success and areas of growth for all students through parent evenings, events, school interviews and demonstrations of learning;
- (2019–2022) Staff communicate with each other to support students to manage their workloads;
- (2019–2022) Teachers strategically incorporate digital technology and resources into learning activities so that students develop and refine skills outlined in the GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum.

Grades 10-12

Morinville Community High School demonstrates this outcome so that:

Strategies:

- (2019–2022) Students will access varied programming (dual credit such as Introduction to Financial Accounting, Distance Learning Centre, Advanced Placement Computer Course, Administrative Professional Program) that enliven students' real world opportunities;
- (2019–2022) Students will access CTS programming through school community partnerships;
- (2019–2022) Students will access hands-on, differentiated instruction with a focus on visible learning practice progressions (Feedback and Learning Intentions) to improve their learning, especially the learning of First Nations, Métis, and Inuit students through targeted strategies;
- (2019–2022) Students will benefit from positive behavioural and academic supports which enable students to achieve well;
- (2019–2022) MCHS will continue to improve communication strategies with parents by working with School Council and the school staff to determine which communication mediums work well for our parents. (Thoughtexchange Feedback);
- (2019–2022) MCHS will hold two Rutherford Breakfasts (1 per semester) to honour those students who meet Rutherford criteria at that point in the year;
- (2019–2022) MCHS will continue its strong community relationships by setting up work placements in the community for students. MCHS will continue to focus on Work Experience and RAP placements for students.

St. Gabriel High School and iLearn High School demonstrates this outcome so that:

Strategies:

- (2019–2022) Students are provided with increased choices, opportunities, and flexibility through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students' choices are promoted and supported;
- (2019–2022) Grade 9-12 students will be made aware of the program opportunities provided by SGHS and iLearn;
- (2019–2022) Students access shared courses (Athabasca Online courses) and staffing to meet students' programming needs;
- (2019–2022) Students access blended learning opportunities (online, one-on-one, weekly seminars) to increase student engagement in learning and to be accountable for achieving their outcomes;
- (2019–2022) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies with a focus on specific, descriptive, and timely feedback;
- (2019–2022) Students increase their engagement in the learning process through the introduction of interactive learning labs;
- (2019–2022) Students improve their mental health and wellness through a variety of strategies such as flexible learning environments, mental health awareness initiatives, and a strong connection to our greater school community.

Division Specific Outcome: Validate components of a student-centred and personalized learning focus at both SACHS and ESSMY. Focus on a shared campus approach at SACHS and ESSMY.

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

Strategies (student-centred, personalized learning strategies):

- (2019-2022) SACHS students experience more choices by expanding number of courses in dual-track French-Immersion programming (Chemistry in 2018-2019 and Biology in 2019-2020);
- (2019-2022) SACHS students access varied programming to meet their individual learning needs to prepare them for post-secondary programs and careers (dual credit, iLearn, IB, and Hawk Block);
- (2019-2022) Students will access hands-on, differentiated instruction with a focus on visible learning (practice progressions) with specific focus on feedback and a continued and consistent use of technology to communicate student learning and achievement to students and parents.

Strategies (shared campus strategies):

- (2019-2022) SACHS and ESSMY students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- (2019-2022) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams).

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

Strategies:

- (2019–2022) ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- (2019-2022) ESSMY students access individual assistance through one-to-one teacher support as well as differentiated instructional strategies;
- (2019 - 2022) ESSMY students access learning strategy seminars focused on core support opportunities to assist students with their learning needs during well planned flex time;
- (2019–2022) Continue to offer French Immersion programming with a focus on serving global communities.

Strategies (shared campus strategies):

- (2019–2022) ESSMY and SACHS students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- (2019–2022) Through Metro-Edmonton, ESSMY and SACHS students are provided more athletic opportunities (varied sports teams);
- (2019–2022) ESSMY and SACHS students access shared courses (e.g., HTMP, Athabasca courses) and study cohort and learning opportunities through staff collaboration and staffing to meet students' programming needs.

OUTCOME TWO: FIRST NATIONS, MÉTIS AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target 2019	Evaluation		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.4	83.0	74.5	81.4	77.2	84.0	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).	10.2	15.5	9.2	17.7	15.6	25.0	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.9	80.9	83.9	77.2	87.2	88.0	High	Maintained	Good
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	16.3	19.1	18.3	12.6	19.1	23.0	Intermediate	Maintained	Acceptable
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	71.2	90.8	88.9	87.0	84.4	84.4	Very High	Maintained	Excellent
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	49.3	43.0	59.3	47.8	55.4	66.0	Intermediate	Maintained	Acceptable
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.8	3.1	2.2	1.3	0.6	0.6	Very High	Improved	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	48.1	26.2	64.7	63.9	57.4	68.4	High	Maintained	Good
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	68.0	78.8	54.5	68.2	75.0	Intermediate	Maintained	Acceptable

Context: We have dedicated our focus to furthering Truth and Reconciliation in our Division and developing staff knowledge in Applying Foundational Knowledge about First Nation, Métis, and Inuit peoples, perspectives, and histories (*Teaching Quality Standard*, 2019) within our division plan for improvement since 2016. We have worked with two committees, First Nations, Métis, and Inuit Advisory Committee and Leadership Committee. Our First Nation, Métis, and Inuit Advisory Committee is comprised of our elders, Edna and Ella Arcand, Archbishop Emeritus Syvain, partners such as Centre for Global Education, Edmonton Regional Learning Consortium, and teaching staff within the jurisdiction. Together, we work with our elders and consultants to co-develop resources for classroom teaching. Our First Nation, Métis, and Inuit Leadership Committee is comprised of our elders, leaders from local Alexander First Nation school authority, and associations representing Indigenous communities' interests (Alberta Teachers' Association, Rupertsland Institute, Métis Nation of Alberta).

K – 12 educational programs demonstrate this outcome so that:

Strategies:

- (2018-2021) 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;
- (2018-2021) Innovative partnerships between home, school, and the community build student engagement;
- (2018-2021) 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;
- (2018-2021) A division-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning;
- (2018-2021) A division-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on how to engage our parents in Truth and Reconciliation using school-based resources and strategies, including elder-recommended and/or community partner opportunities;
- (2018-2021) Every year, we will celebrate National Aboriginal Day by organizing a division event or activity that involves our partners, our elders, and our community members;
- (2018-2021) Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- (2018-2021) Our First Nations, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials and strategies to explore foundational concepts of emerging curriculum in Indigenous Education;
- (2018-2021) 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.

Analysis:

Our First Nations, Métis, and Inuit students completed high school (+27.4%), outperformed on provincial achievement tests (+23% Acceptable Standard, +8.2% Standard of Excellence) and Diploma exams (+10% Acceptable Standard, +7.7% Standard of Excellence), and more of our students participated in taking four or more diploma exams (+29.8%) than other Indigenous students in Alberta.

In addition to provincial measures, we assess how our First Nations, Métis, and Inuit students performed on measures of Engagement, Entrepreneurial Aspiration, Career/Financial Literacy, and Hope on the Gallup Student Poll Survey. For the first time in eight years, our Indigenous students increased scores in each of four categories as assessed by the Gallup Student Poll Survey (2017-2018): Career and Financial Literacy (+0.35), Entrepreneurial Aspiration (+0.28), Engagement (+0.20), and Hope (+0.17). These scores improved because students' ratings of the following indicators increased notably: **feeling safe at school** (+0.35); **having at least one adult who makes them excited about school** (+0.35); **finding many ways around problems** (+0.38); **planning to start my own business** (+0.51); and **being involved in at least one club, music, sports, or extracurricular activity** (+0.37). The areas for future improvement is in **Hope** (ability to set and meet goals); specifically, students in grades 5-12 struggled to self-report growth on the following indicators: "I have many goals" (-0.66), "I will find a good job in the future" (-0.08), "I have many ways to get good grades" (-0.07), and "I will graduate" (-0.06).

Last year, we recognized in December 2018 that our Indigenous students' self-perceptions and ratings of their own capacities to set and meet goals of personal importance to them was much lower than students who are not Indigenous. This prompted administrators from the junior and senior high schools in which scores fell as much as 40% below their scores for all students (Hope) to apply for a grant to develop a Hope-focus course to address this issue. We were successful in securing the funds through the Alberta Research Network, and we are in the first year of the study in 2019-2020. We look forward to reporting on results in next year's AERR. Currently, more than 30% of our secondary

Indigenous students are in the course (by choice). High school students lead the junior high students by teaching them about elements of wellbeing and how to create hope in their lives by setting and monitoring personal goals of importance to them. Last year, we had about 25 students involved in a pilot of this course. Now, we have over 100 students taking part in learning about hope and engaging in hope-evoking practices in the “Building Communities of Hope” leadership course.

In 2018-2019, we continued to administer a local assessment called “Push-Pull Factors,” which is comprised of a set of questions to learn more about an individual student’s needs as related to such factors as attendance, homework completion, health concerns, negative feelings/generalized anxiety, home dysfunction, and so on. Last year, we had a decrease in the number of students who required this level of intensive assessment (-22%) compared to 2017, but 2018-2019 results showed that 89% of the students who took the assessment struggled with the following barriers (i.e., missing class, coming late, being too tired to focus, falling behind in foundational skills, experiencing dysfunction at home, struggling with anxiety, depression, and apathy). Administrators who noted such barriers also indicated that they had put additional supports in place (i.e., counselling referrals, adult mentors who follow up consistently; targeted literacy and numeracy instruction). To further our work to assist students to improve in setting and meeting goals, we will continue to learn from and apply knowledge gained through our Division research project, (Building Communities of Hope).

Since 2016, when we first received a grant through RCSD and ERLC to create a K-12 Indigenous Literature Kit, we have continued to update this kit with contemporary titles by working with our elders and teaching staff. Schools now have 150+ titles (picture books and novels) that have been shared and 50+ titles purchased through grant funds for classroom use. In 2018-2019, staff who were “leads” on our Advisory Committee reported monthly on their schools’ use of such literature to teach foundational concepts such as residential schooling, treaties, and legislative changes, and Truth and Reconciliation. In addition, these monthly reports served as a basis upon which we drew at the Division level to post blogs to share learning with our local community. Our Advisory Committee had therefore embraced what is now mandated in the Teaching Quality Standard (2019) to develop staff knowledge of Indigenous knowledges, perspectives, and histories. Our committee has also supported administrators to build staff capacity to explore such concepts on PD days, Division-wide PD, and, now, through pedagogy team work in schools through collaboration time. This year, our Division Literacy and Religion Consultants designed a unit as a basis to work with Advisory Committee members and pedagogy team members, including the school chaplain, to learn how to “teach for conceptual understanding” through “story” at all grade levels.

Our Religious Education Consultant continued to provide staff with strategies to make connections between Catholicity and Indigenous spirituality. He has worked with the Leadership Committee to co-develop artifacts and fact cards (smudging bowl, inuksuk, medicine wheel) to support teachers to share with students and community members such connections.

Overall, when we review our work in supporting our First Nations, Métis, and Inuit students to excel and thrive in school and beyond, we recognize that we still have learning to do in order to understand why this group of students does not necessarily see themselves as successful in setting and meeting goals compared to other students. Such results parallel what is known nationally and internationally (Brokenleg, 2019; Gallup, 2018). Therefore, the Building Communities of Hope research is a critical component to delving deeper into this inquiry and to improving hope-evoking practices within and across our schools, and sharing such results with others, locally, provincially, nationally, and internationally through a locally developed course.

Assessment of Outcome Two: High Yield Result and Consistent Result: Our “High Yield Result” is earned because our Indigenous students continue to improve by +3% or more when compared to students on all measures of the Accountability Pillar. Notably, our Indigenous students performed almost the same as all students at the Acceptable Standard on Diploma Exams (-1.3%). However, when compared to all students in our division, our First Nations, Métis, and Inuit students underperformed on all measures with a small variance of (-1-4%) to larger variances: PAT Acceptable Standard (-6.0%), PAT Standard of Excellence (-4.6%), Diploma Exam Standard of Excellence (-4.8%), Diploma Exam Participation Rate for 4+ diplomas (-10.8%), Rutherford Scholarships (-6.5%), and Transition to Post-secondary (-13.3%). For this pattern of variances, we yield a “Consistent Result” because although we witness improvements, it is essential that we aim to rectify these inequities in life chances to thrive inside and outside of school.



Strategies Moving Forward (2019-2020)

K – 12 educational programs demonstrate this outcome so that:

Strategies:

- (2019-2022) An assessment of First Nations, Métis, and Inuit Students engagement in schools through the 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;
- (2019-2022) Innovative partnerships between home, school, and the community build student engagement;
- (2019-2022) Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nations, Métis, and Inuit efforts to honour cultural strengths;
- (2019-2022) A division-wide First Nations, Métis, and Inuit Advisory Committee will explore K-12 literature and strategies connecting to foundational concepts of the emerging curriculum in Indigenous Education and recommend school-based processes to maximize student engagement in learning;
- (2019-2022) A division-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on how to engage our parents in Truth and Reconciliation using school-based resources and strategies, including elder-recommended and/or community partner opportunities;
- (2019-2022) We celebrate Indigenous culture throughout the year and organize a division event or activity that involves our partners, elders, and community members in National Indigenous Peoples Day;
- (2019-2022) Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- (2019-2022) 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 HAS EXCELLENT TEACHERS, AND SCHOOL AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.1	87.0	87.4	85.1	87.4	87.4	Very High	Maintained	Excellent

Context: In 2018-2019, for this item of the Accountability Pillar, students had increased the most (+ 4.7%) when compared to staff, students, and parents who rated their satisfaction with the broad programs of study offered to them. Grades 4-6 increased their ratings for offerings including art, music, dance, and they continued to have a lower result for drama. Grades 7-9 students increased their assessment of all subjects except for “learning about computers” (-3.4%). High school students had the greatest increase (+2.4%) in their assessment of all programming opportunities,

although they were still the lowest out of all cohorts of students in their satisfaction with learning with computers, and learning about health, and learning another language.

Our division strategies are focused on developing staff excellence in pedagogy and leadership as foundational to improving students' experiences and satisfaction with broad programming. We contend that this particular outcome reflected the best of Greater St. Albert Catholic Schools and is a large part of the reason that our Overall Accountability Pillar results are exemplary with no "issues" or "concerns", and only "Good" or "Excellent" overall ratings.

- (2018-2021) Professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school-based plan;
- (2018-2021) Division and school-based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- (2018-2021) Teacher leaders work together with school administrators and Division leaders to have a coherent plan to grow staff members' understandings and abilities to explore changes of practice (i.e., concept-based curriculum, literacy numeracy, competencies, technology integration, faith, differentiation, trauma-informed practices) in schools;
- (2018-2021) Pre-Kindergarten and Kindergarten staff develop a play-centred, inquiry-based Early Learning environment through increased collaboration;
- (2018-2021) Communication, collaboration and capacity building are enhanced through Administrative and Early Learning Collaboration sessions;
- (2018-2021) The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;
- (2018-2021) Digital citizenship education focuses on creating ethical, respectful and responsible digital citizens. This includes teaching respectful social media use and prevention strategies for cyberbullying;
- (2018-2021) Standards for teacher competencies are regularly updated and implemented;
- (2018-2021) Student choice and voice as a strategy for improving learning is encouraged.

Analysis:

Our continued focus on developing teacher leaders "to lead from the middle" is amplified through our division-supported 0.2 FTE position, Pedagogy Lead. Pedagogy Leads are supported by school administrators and division consultants to lead 'at-the-elbow' professional learning with colleagues, including collaborative planning and assessment, co-teaching, and facilitating professional learning during school or division professional learning days. Throughout the 2018-19 school year, curriculum consultants led monthly professional learning workshops with Pedagogy Leads focusing on teaching for conceptual understanding and enacting formative assessments practices through the Practice Progressions. Evidence of student learning that was assessed and shared was reviewed according to whether students had engaged in surface, deep, and transfer learning. Furthermore, Pedagogy Leads were provided with professional learning materials during monthly meetings which they brought back to facilitate workshops for their colleagues. This distributed leadership model contributed significantly to capacity-building in our division, which is deemed to be the most important factor for excellence in student achievement (Fullan & Quinn, 2016; Wiliam, 2018).

Our school-based pedagogy leads learned about ways to develop conceptual understanding and applied this learning at their schools. They worked at-the-elbow with a colleague to 'amplify' teaching practices in one subject area to promote deep, conceptual understanding. To celebrate this professional learning journey, a classroom teacher from each division level was documented through video. The video highlighted ways in which teachers embedded practice progressions, conceptual understanding, high yield teaching strategies, and visible thinking routines for students. To culminate our 2018-19 school year and further set up our Pedagogy Leads for success in the future school year, Pedagogy Leads attended Julie Stern's Teaching for Learning Transfer professional learning workshop. Pedagogy Leads immediately employed some of the practical strategies for making meaning of individual concepts and for

developing conceptual understanding provided in this professional learning opportunity. This session also presented Pedagogy Leads with strategies for implementing visible learning opportunities, feedback routines, and conceptual understanding.

Professional learning opportunities for Pedagogy Leads and Division staff took place in multimodal formats: face-to-face sessions, in-class demonstration lessons, online synchronous workshops, and through on-demand learning resources. Multimodal PD is not only an effective delivery model; it is used as a way to develop comfort and competency with multimodal learning. The use of multimodal formats for professional learning often contributes to more meaningful, lasting learning for staff members. For example, an online session for Read & Write for Google Chrome provided a classroom teacher with initial exposure to this tool and how it can support learners. As a result of the initial exposure to the tool, the teacher invited the Educational Technology Supervisor to her classroom to co-teach a lesson where students could use this tool to support the writing process. Having the opportunity to first see a tool and then experience it in her classroom setting, contributed to this teacher's proficiency and confidence in using the tool in a variety of contexts.

Technology integration was a central focus in ongoing teacher professional learning last year. Technology provides students with voice and choice in ways in which they access learning resources and in ways in which they complete assignments. We subscribed to "Read & Write for Google Chrome" and worked with teachers who had students with communication learning requirements to implement it. We saw an increase in usage from elementary to secondary classrooms in 2018-2019 and for students who had delays in language development to those who struggled with English. It therefore has become a universal support for K-12 students. This tool not only helped to remove barriers to learning by enabling student access to texts through the use of text-to-speech, it also provided writing and editing tools that were reported to be "life savers" for high school students. Additionally, the use of Google Classroom, a learning management software or LMS, continued to be used effectively by our teachers to provide ongoing access to learning resources and assignments. This LMS allows teachers to easily create and distribute individualized assignments and provide ongoing formative feedback to students during the learning process.

Teachers leveraged technologies more readily in 2018-2019 than in previous years. In a sense, we noted a solidification of use of Google tools, which makes sense given that we have been on a Google platform since 2015-2016. The development of our Digital Literacies Continuum helped teachers to self-reflect on where they are on their personal learning journeys with integrating technologies to assist students with receptive (reading, listening, viewing) and expression (writing, representing, video creation) into their practices. Such professional ratings have steadily increased and last year, most elementary teachers felt comfortable with over 50% of the competencies. It is timely to continue to focus at all levels, with increased attention at the junior and senior high levels to ensure the same levels of confidence and competency. Our continued priority on developing responsible, respectful and moral citizens in a digital world led to the redevelopment of our digital citizenship curriculum for Kindergarten to Grade 12. Updated digital citizenship lessons were shared with staff and first implemented throughout the 2018-19 school year. Enhanced lessons on Social Media use and cyberbullying were well received by both students and staff.

Assessment of Outcome Three: High Yield Result: *We have witnessed steady small increases in student ratings of their access to a broad program of study offerings since 2018. Last year, the increase was +2.3% and we seek to maintain that level of increase to sustain our current "Excellent" overall rating. As noted in the context statement, we realize that students were responsible for this increase and we seek to ensure that all stakeholders know what is being offered, have access to and take part in a wide range of professional learning spanning beyond core subjects to the Fine Arts and Computer Programming. One such change that we have implemented over the summer last year is the introduction of a Computer Science Advanced Placement Course. We are one of only 25 school jurisdictions across*

Canada that has sent teachers to be educated over the summer (2019) and (2020) to develop the competencies and credentials to offer this course. Such dedication to ongoing professional learning is critical to sustaining our standing provincially in offering students programming that they most need and want.

Strategies Moving Forward (2019-2020)

K – 12 educational programs demonstrate this outcome so that:

Strategies:

- (2019-2022) School teams design and implement effective learning environments for diversity through individual, universal, and targeted supports as outlined in the pyramid of supports;
- (2019-2022) Division and school-based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- (2019-2022) Pedagogy Teams work together with school administrators and Division leaders to implement and document a coherent plan to grow staff members' understandings and abilities to explore changes of practice (i.e., concept-based curriculum, literacy numeracy, competencies, technology integration, faith, differentiation, trauma-informed practices) in schools;
- (2019-2022) Pre-Kindergarten and Kindergarten staff provide a play-facilitated inquiry-based Early Learning administrator and school team environment through ongoing collaboration sessions;
- (2019-2022) Communication, collaboration and capacity building are enhanced through Admin and Early Learning Collaboration sessions;
- (2019-2022) Teachers strategically incorporate digital technology and resources into learning activities so that K-12 students develop and refine skills outlined in the GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum;
- (2019-2022) Digital citizenship education focuses on creating ethical, respectful and responsible digital citizens. This includes teaching respectful social media use and prevention strategies for cyberbullying;
- (2019-2022) Teachers apply a repertoire of effective planning, instruction, and assessment practices that incorporate the appropriate use of digital technology, according to the context, content, desired outcomes and the learning needs of students. ([Adapted from TQS Standard 3](#));
- (2019-2022) Planning, instruction, and assessment practices offer flexible pathways for learning and encourage student voice and choice.

OUTCOME FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019		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.	93.0	90.8	93.1	91.3	92.2	92.8	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.9	91.8	92.7	92.8	92.8	93.0	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.	85.5	83.0	86.9	84.7	87.0	87.5	Very High	Improved	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.8	83.6	85.2	86.0	86.2	86.5	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.7	85.1	85.8	85.2	86.8	86.8	Very High	Improved	Excellent

Context: Greater St. Albert Catholic Schools is committed to optimal student, parent, and staff engagement to enliven our Division Mission: That all stakeholders are part of a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others. Because engagement is the emotional attachment that stakeholders have to our mission, we contend that such a focus on engagement is why our satisfaction with education quality, parental involvement, and continuous improvement has exceeded the province by, on average, 4-5% over the last five years.

The 2018-2019 Thoughtexchange survey involved 3361 respondents who contributed 5538 thoughts and 117,660 ratings for two questions:

Q1. What does our school do to communicate students' learning, and what could your school do differently?

Q2. What does our school do best when helping students to know and live like Jesus Christ, and what could our school do differently?

65% of respondents answered Q1 and 46% answered Q2, and a relatively equal distribution answered and starred thoughts: 67% shared thoughts and 73% rated thoughts. *The largest respondent group were students (58%), the second largest were parents (34% parents), and the fourth largest were staff (8%).*

Such a high response rate with equally high descriptive indicators enabled us to advocate for alternative programs in schools over the past two years that have since rejuvenated school enrolment in locations in which enrolments were declining. For example, we worked from Thoughtexchange results in 2017-2018 we opened a Recreation Academy in one of our junior high schools. More than 70% of participants' responses reflected that stakeholders felt "communication in our schools is positive, dependable, and continuous", and they requested more consistency and regularity with respect to feedback from teachers about student progress before report cards. Such feedback influenced one middle school to commit to a pilot of a different report card for this year and two elementary schools began a pilot of what they called "mini-conference" before parent-teacher interviews or demonstrations of learning connected to report cards. Such results have led to other schools taking on similar approaches to address parent and student feedback through Thoughtexchange. Hence, while Thoughtexchange results have influenced large-scale programming implementation, results have also shaped changes to teaching, learning, and assessment practices within our division.

Our Board is proud of our work in securing such robust community involvement in informing our decisions to meet student needs, and the Board has since been awarded the Alberta School Boards Association 2018 Public Engagement Award for its submission, "Enriching Board Governance through Multiple Method of Community Engagement." We contend that community consultation is the cornerstone to advancing as a jurisdiction and to embracing innovative solutions to community questions or issues such as the one described earlier about wanting more timely feedback. Since 2016, schools have reported back to their communities the results of their Thoughtexchange surveys, which has been packaged as "one page" by Learning Services. Such a simple, one-page format has made sharing very easy because results are distilled into plain language themes that are accessible and have been made available to School Councils, the Council of School Councils, and to the community on our division and school websites, school newsletters, school improvement plans (posted for community review), Division Annual Results Review (posted and published for public access), and at public board meetings. It is therefore not surprising that over the last two years, parents choose "satisfied" or "very satisfied" 8% more often more often than they did prior to the implementation of Thoughtexchange in this more streamlined format that lends itself to easy explanation and multimodal sharing.

In an international press release published in April, 2019 Gallup recognized Greater St. Albert Catholic Schools as a recipient of the Global Great Workplace Award for 2019 for the third time successively. In 2019, we have been nominated once again for this prestigious award. Our jurisdiction joined 41 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 Division was the only educational authority among 132 international school jurisdictions working within Gallup's client base to be recognized as a great workplace. Our award-winning status is due to our statistical flipping of international employee engagement results of what is typically 66% disengaged to 33% engaged workplaces (Gallup, 2018). Instead, GSACRD has a 16.5:1 ratio of engaged to disengaged employees. Such a result placed our jurisdiction in the 99th%ile of the organizations who have sustained such high engagement over three years.

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 2018-2019 Gallup Student Poll, approximately six in 10 of our grade 5-10 students in the division are engaged in school, which outpaced the Gallup Student Poll average. The 2018 Gallup Poll measured Hope, Engagement, Entrepreneurial Aspiration and Career/Financial Literacy and our jurisdiction completed 1572 surveys and overall, in 2018, we noted a continual increase in Engagement and Hope Indexes. Hope is known to be a better predictor of student success than any other factor, including academic achievement (Lopez, 2014). Further, a school or school division is considered very hopeful if they are over 50%, and for the 8th year in a row, we are over 50%. We know hope drives attendance, credits earned, and grades achieved. Hopeful students see the future as better than the present and hope is a robust predictor of success in school. The two items that enabled us to sustain such a high result are: 90% know they will graduate from high school; and 87% know they will find a good job in the future and believe they have a great future ahead of them. An area of growth for us is to ensure that (70%) every student has a mentor who encourages their development. We focused on this goal through a "Building Communities of Hope" project in which students are leading students to define hope and sources of hope in their schools and in their lives. As part of this student leadership work, these students are in high school and are now involving junior high and elementary students.

In 2018-2019, due to the overwhelming response from the previous year's (2017-2018) parent session on Social Media, presented by Sam Jingfor, our division offered a "Parenting in the Digital Age" session with over 200 attendees. Christine Quong, educational technology consultant with Edmonton Regional Learning Consortium, provided parents with information and strategies for setting technology guidelines and promoting responsible social media use. She reinforced the need to keep lines of communication open. As a follow up to the session, a [Parenting in the Digital Age](#) section was added to our division website. This section contains parent resources on screen time, parental controls, social media, cyberbullying, and privacy and security.

Based on recommendations from the previous school year, our localized digital citizenship curriculum and resources were updated and first implemented during the 2018-19 school year. With the support of administrators and pedagogy leads, our division action points have been brought to life in schools and classrooms. This list was derived from advice in Kristen Mattson's (2017) book, *Digital Citizenship in Action*. The digital citizenship action points is premised on staff infusing digital citizenship into courses through the use of digital communities and online platforms, implementing norms for digital communities, participating in and modeling respectful discourse in online communities, using copyright free images and resources and modeling how to find them, acknowledging and listening to the digital experiences students have, and helping students reflect on their lives as digital citizens. Hence, our staff has been well-prepared through professional learning dedicated to these goals over the last two years and now, in 2019-2020, a third year, to exemplify "Digital Citizenship In Action" in St. Albert.

Our students are provided with multiple opportunities to use technology to support and enrich their learning. Students in Kindergarten to grade three use a range of school-owned technology including iPads, Chromebooks, and laptops. These tools are used to access information and to demonstrate their learning in new and creative ways. While students in grades four to twelve are encouraged to bring their own devices to school to provide ongoing access to technology

and digital resources, our schools continue to maintain equity of access to technology by providing Chromebooks, laptops, and mobile and stationary computer labs for student use.

In collaboration with Pedagogy Leads and school administrators, the Educational Technology Supervisor facilitated school-based parent sessions on how technology is used to support learning in the classroom. During these sessions, parents were provided a tour of Google Classroom and shown additional tools that their children use on a regular basis. Additional links to support the home-school connection were also shared during these sessions.

Overall Assessment of Outcome Four: High Yield Result: *As this data suggests, our Division is “Excellent” in its capacity to meaningfully involve community stakeholders, provide a basic education that serves students well, and seek continuous improvement. Hence, we continue to have a “High Yield” result.*



Strategies Moving Forward (2019-2020)

K – 12 educational programs demonstrate this outcome so that:

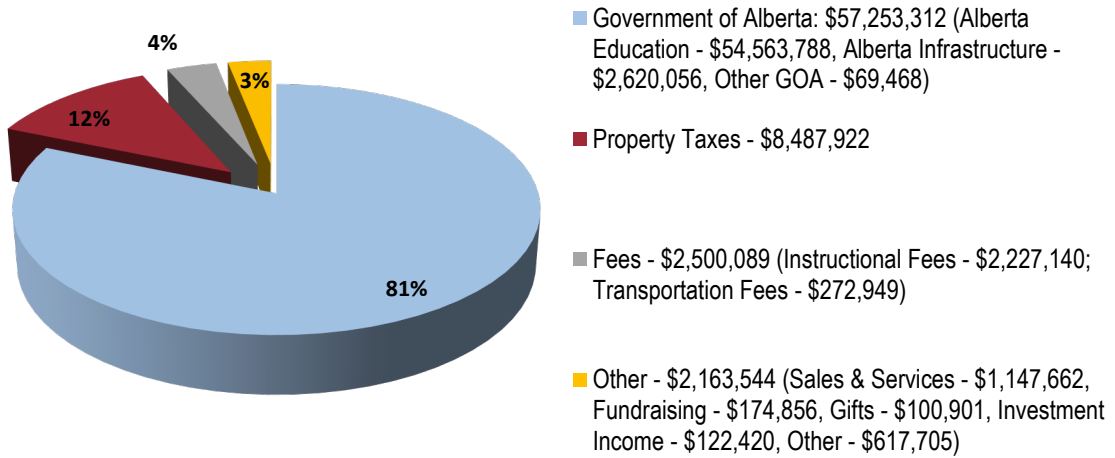
Strategies:

- (2019-2022) Emotional attachment (relationship and engagement) to school and division occurs for all stakeholders through division community conversations and online collaboration with parents at the school level;
- (2019-2022) 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.
- (2019-2022) Community feedback in promoting effective digital literacy programs in K – 12 occurs through:
 - the integration of digital citizenship education as a core component of how citizenship is taught within schools;
 - developing a common understanding of digital citizenship, responsible social media use, and cyberbullying;
 - maintaining equity of access to technology for all students within the division.
- (2019-2022) Student strengths, identified through the StrengthExplorer (Grade 5-8) or StrengthFinder (Grade 9-12) are used to leverage learning, promote equity, increase engagement, and assist students to explore potential careers.

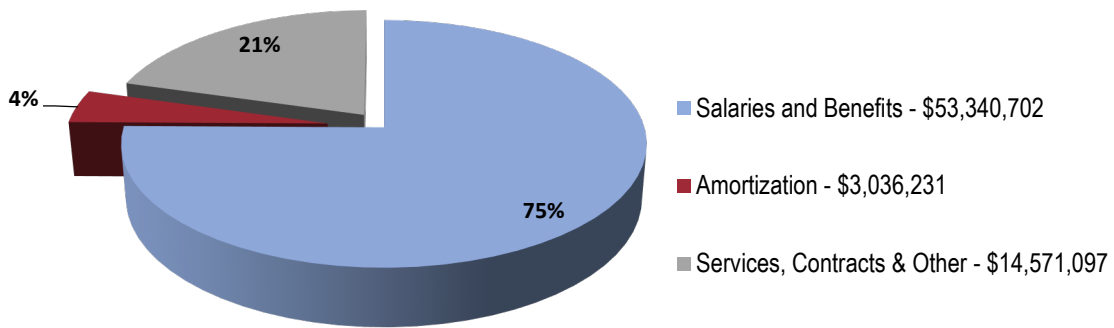
FINANCIAL RESULTS AND BUDGET SUMMARY

SUMMARY OF FINANCIAL RESULTS 2018-2019

Total Revenues - \$70,404,867



Total Expenditures - \$70,948,030



AUDITED FINANCIAL STATEMENTS 2018-2019

	2019	2018
Total Revenues	\$70,404,867	\$68,715,698
Surplus (Deficit) of Revenues over Expenditures	(\$543,163)	(\$759,725)
Cash and Temporary Investments	\$4,621,230	\$4,243,055
Total Assets	\$73,754,435	\$69,204,612
Unrestricted Net Assets	\$689,527	\$1,036,925
Restricted Net Assets	\$864,929	\$854,008
Investment in Tangible Capital Assets	\$3,201,408	\$3,408,094
School Generated Funds (SGF)	2019	2018
Total SGF Revenue	\$1,510,672	\$1,601,718
Total SGF Expenditure	\$1,539,316	\$1,507,049
Total Net SGF (Deficit) Surplus	(\$28,644)	\$94,669

Total instructional spending per student per school year: \$10,384

Total operational spending per student per school year: \$12,997

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://www.alberta.ca/k-12-education-financial-statements.aspx>.

2019 Fall Update to the 2019-2020 Budget

On October 24, 2019, the provincial government released its 2019 Budget. The overall provincial education budget was maintained and enrolment growth was funded. To maintain funding in a fiscal year and to account for enrolment growth in both the final months of the 2018-2019 school year and the 2019-2020 school year, three grants were reallocated.

- Classroom Improvement Fund (CIF)
- School Fee Reduction Funding (school fees and transportation fees); and
- Class Size Funding K-3 and High School

Budget shortfalls caused by the reallocation of these grants supported the establishment of a one-time **Transition Grant** for the 2019-2020 school year for each school jurisdiction.

- The negative impact of repurposing/reallocating the **Class Size and School Fee Reduction Funding** provincially was that it affected the overall instructional dollars available for our Division, resulting in the overall funding shortfall of \$2.4 million mid-year.
- In addition, the Division has now been faced with an unprecedented increase in insurance costs of approximately \$800,000.
- On December 2, 2019, the Board of Trustees approved a cost recovery plan for the 2019-2020 school year.
- The Minister of Education allowed school jurisdictions a short term flexibility to repurpose the operating portion of the Infrastructure Maintenance and Renewal (IMR) grant. School Jurisdictions were encouraged to access Infrastructure Maintenance and Renewal (IMR) funds in addition to reserve funds to lessen the impact of school-based certificated and non-certificated staff reductions.
- When all relevant variables are considered, the Division will address the overall shortfall of approximately \$3.7 million by utilizing the following strategies:
 - Reduction of non-school staff, supply and resource budgets, staff contingency for schools, professional development, substitute costs, travel, subsistence, governance budget, and school based staff;
 - Reinstatement of transportation fees for eligible riders;
 - Redeployment of teaching positions with specialized designations to the classroom;
 - Use of the operational portion of the IMR grant (approximately \$700K);
 - Utilization of \$1.1 million of Accumulated Surplus from Operations to address the \$1.1 million annual deficit for 2019-2020.

Revenues	FALL 2019 Update		SPRING 2019	
Government of Alberta	\$	55,550,053 80%	\$	57,472,365 81%
Federal Government	\$	190,000 0.3%	\$	167,884 0.2%
Property Taxes	\$	8,487,922 12%	\$	8,500,000 12%
Parent Fees	\$	3,001,719 4%	\$	3,063,658 4%
Other Sales and Services	\$	1,125,461 2%	\$	1,142,750 2%
Other Revenue	\$	830,695 1%	\$	812,872 1%
Total Revenues	\$	69,185,850 100%	\$	71,159,529 100%
Expenses by Program	FALL 2019 Update		SPRING 2019	
Instruction	\$	55,114,926 78%	\$	56,924,418 80%
PO&M	\$	9,780,708 14%	\$	8,737,683 12%
Transportation	\$	2,657,312 4%	\$	2,762,977 4%
Board and System Administration	\$	2,215,188 3%	\$	2,561,235 4%
External Services	\$	535,455 1%	\$	540,907 1%
Total Expenses	\$	70,303,589 100%	\$	71,527,220 100%
Operating Deficit	-\$	1,117,739	-\$	367,691
Expenses by Object	FALL 2019 Update		SPRING 2019	
Certificated Salaries and wages	\$	32,036,285 46%	\$	32,758,604 46%
Certificated Benefits	\$	7,241,027 10%	\$	7,812,700 11%
Non-certificated Salaries and wages	\$	9,228,903 13%	\$	10,130,260 14%
Non-certificated Benefits	\$	2,414,794 3%	\$	2,760,496 4%
Services, contracts and supplies	\$	16,015,070 23%	\$	14,733,951 21%
Amortization Expense	\$	3,367,510 5%	\$	3,331,209 5%
Total Expenses	\$	70,303,589 100%	\$	71,527,220 100%
Estimated Accumulated Surplus from Operations	\$	-	\$	1,037,955
Estimated Capital Reserves	\$	436,717	\$	425,796

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 maintained buildings that are conducive to optimizing student learning. The Division has been successful in receiving funding for multiple capital projects in recent years. We are proud that the Division opened our newest K-8 school in St. Albert, Sister Alphonse Academy, in September 2018. The Division is anticipating to complete a construction for St. Kateri Tekakwitha Academy, the new K-6 school in Morinville, with scheduled opening for September 2020. In the 2019 provincial budget announcement, our Division has been awarded a CTS Modernization for Morinville Community High School.

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 Vincent J. Maloney Catholic Junior High School Modernization project concluded last year, and the solar technology that has been approved and will be out for tender in early 2020.

Construction of St. Kateri Tekakwitha Academy, in the Morinville Westwinds Development, is well underway and scheduled to open for the start of the 2020-2021 school year.

For the past 3 years, the Board approved the submission of a Capital Plan, focusing on two modernization projects, 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 and an estimated \$1.4 Million heating and ventilation upgrade for Bertha Kennedy Elementary School. In October of 2019, the Division was approved for the Morinville Community High School Modernization. The ventilation upgrade to Bertha Kennedy will stay on the Capital Plan. In September of 2019 the Board of Trustees approved a third capital priority – a replacement school for École Father Jan K-9 Dual Track French Immersion/English Programming School. Through the Modular Classroom Program submission, the Division requested to evergreen six portables at Richard S. Fowler Jr. High and demolish one portable and corridor at Neil M. Ross Elementary.

The Board is currently engaged in a public consultation with its St. Albert community, entitled *Faith In Our Future*. Such work is dedicated to determining ways to create plant operation and school utilization efficiencies so that new learning spaces can be awarded in new growth areas.

A copy of the Division's current 2020 – 2023 Capital Plan may be obtained at the following link:

<http://www.gsacrd.ab.ca/download/222364>

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 division 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 2018 - 2019, the operations and maintenance staff demonstrated a 100% completion of submitted service requests. This result stems from an excellent preventative maintenance strategy utilized by Operations staff. In applying our resources to better maintain our facilities and equipment, we see a downward trend of demand (service) requests and longer performance lifetimes for schools and equipment. Continued use of the web based work order system, Asset Planner, has assisted the Operations staff to operate virtually paper free.

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 division as managed by the Operations and Maintenance Department. The 2018 – 2019 IMR plan was developed with input from school-based administration and in-house facility expertise. Of the \$1,699,248 in 2018 – 2019 IMR funding received and the \$453,915 carried forward from 2017 – 2018, a total of \$2,153,163 was approved to be spent on 124 different projects throughout the Division at all 16 schools. Examples of projects included, but were not limited to: washroom renovations, including barrier free improvements, instructional space improvements, gym floor refinishing, parking lot refurbishment, various alarm and motor replacements, roof replacement as well as upgrades to heating controls. A carry-over of funds, \$309,409, will be used in 2019 - 2020 to complete the outstanding projects at year-end.

A View Forward

In addition to advocating for Division facility needs to the province, Operations continues to explore cost saving opportunities such as:

- transition to LED lighting in all schools, once installed, will create a 15-year maintenance free status for future replacements;
- installation of solar panels;
- energy audits to explore cost savings; and
- washroom renovations which include water saving toilets, auto shut off taps, and high efficiency hand dryers to further reduce utility costs and waste.

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 2018-2019 there were no disclosures made during this time period.

