



2022-2025 Three-Year Education Assurance Plan

*Greater St. Albert Catholic Schools
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ASSURANCE IN GREATER ST. ALBERT CATHOLIC SCHOOL DIVISION

Message from the Board Chair and Superintendent of Schools

We have reviewed our 2021-2024 Education Assurance Plan priorities, outcomes, strategies, measures, and results to plan for continuous improvement in 2022-2025 in an effort to assure our community of excellence in Catholic education in Greater St. Albert Catholic Schools.

Our community stakeholders have been engaged through surveys (Alberta Education Assurance Measures survey, as well as our Division Assurance Survey) and through conversations (school council meetings, focus groups, informal conversations) to be responsive to making changes in our plan that reflect what is in the best interests of our students.

We have collectively invested in a Three-Year Division Faith Theme (2020-2023) - Arise: Get Up, Get Going, and Go with God - with a focus on seeing vulnerability as an invitation for each of us to “arise” and to “go quickly” to share the Good News of the Gospels. Our Faith Domain is foundational to who we are, our identity as a Catholic community, and we attribute our continued success in all priorities to our unrelenting commitment to our faith mandate.

We extend a sincere “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 your children and further your belief that our students will change the world because of the unique focus that is Catholic education.

Yours in Catholic Education,



Mr. Joe Becigneul
Board Chair



Dr. Clint Moroziuk
Superintendent of Schools



Greater St. Albert
Catholic Schools



Board of Trustees



Trustees: Front Row: Noreen Radford, Lydia Yeomans, René Tremblay, Cathy Proulx
Back Row: Serena Shaw, Joe Becigneul, Grea Schell

Assurance Statement

The Education Plan for Greater St. Albert Catholic Schools commencing May 31, 2022 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022-2025 on May 30, 2022.

Board Chair

Superintendent of Schools

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.

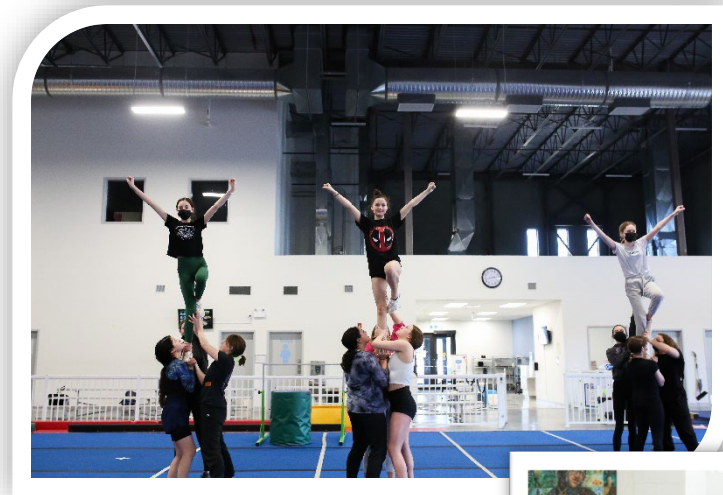
Division Profile

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. On August 15, 2019, Ministerial Order #034/2019 came into effect and the name of the Division was officially designated as The Greater St. Albert Roman Catholic Separate School Division.





The Division continues to operate under the name Greater St. Albert Catholic Schools, and enjoys the shortened name GSACRD (pronounced *jee-sacred*). It comprises 18 schools (one in Legal, four in Morinville, and thirteen in St. Albert) serving 5400 students. The Division is considered 'rurban', as it serves both rural and urban communities. GSACRD has a Socioeconomic Status Index of 1.0801, and a Rurality Index of 0.2734. The Division continues to offer services to Alexander First Nation students, by request, according to our long-standing Education Agreement.

While we do not have the Socioeconomic Status Index disaggregated to reflect each individual community we serve, we know that having three different local contexts adds a level of complexity to our Division.

As is evident in our Mission Statement, Vision, and Core Commitments, GSACRD has a rich legacy of over 150 years of Catholic education. This history is one of faith and excellence in student learning. We are proud to offer a variety of programs such as French Immersion (both single and dual track), Sports and Recreation Academies, Advanced Placement, Registered Apprenticeship Program (RAP), Respectful Inclusive Supported Education (RISE), Flexible Hybrid Programming, and full day, progressive, and nature kindergarten, all within the context of our Catholic faith.



GSACRD 2022-2025 Division Assurance Framework

2022-2025 Division Three-Year Education Assurance Framework					
PRIORITY	FAITH ARISE: GET UP-GET GOING, AND GO WITH GOD!	EXCELLENCE STUDENT GROWTH AND ACHIEVEMENT	EQUITY LEARNING SUPPORTS	RELATIONSHIPS TEACHING AND LEADING	RESPONSIVENESS GOVERNANCE AND CONTEXT
 OUTCOMES	Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.	Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.	From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.	Students experience excellence in Catholic teaching and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).	Students succeed when stewardship of system resources is based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.
 CONTEXT	<p>Spiritual Wellness: Students are committed to spiritual wellbeing within a culture of faith.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> providing robust religious education programming and opportunities for students to realize their spiritual and community wellbeing, bearing in mind the role of Catholic schools within the salvific mission of the Church. 	<p>Career, Academic, and Financial Wellness: Students discover their God-given gifts and strengths to learn to live fully and to fulfill their vocations.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> being student-centric and evidence-supported; enabling each student in the Division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry; and 	<p>Academic, Mental, and Physical Wellness: Students access appropriate learning supports to thrive spiritually, mentally, physically, and academically.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> seeing Christ in others, where first consideration is given to those students who require specialized programming in an inclusive environment to be successful in their learning. 	<p>Social Wellness: Students benefit from collaborative cultures and communities of faith that promote positive relationships and staff engagement.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> ensuring optimal staff and student engagement; and evaluating students' needs and understanding the capacity of staff to deliver programs and offer specialized supports and to organize instruction accordingly, including flexibility around organizing for learning. 	<p>Community Wellness: Students benefit from stewardship of resources and responsiveness to community engagement and consultation.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> managing with the principle of good stewardship at the forefront to focus on long-term growth and sustainability of our school communities; ensuring that we have a balanced budget to plan for the needs of our school communities – now and in the future; and distinguishing between programs that are mandated and those that are not and/or those that are not as cost-effective as alternatives.
 STRATEGIES	<p>Students will:</p> <ul style="list-style-type: none"> animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice; engage in community projects that explicitly name how they encourage students to be Christ for others; engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement; participate in an animated and actionable representation of the Division's faith theme; experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish; develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters; and develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and involving Indigenous voices as much as possible in sharing that gift. be taught and led by teachers and leaders who aspire to The Five Marks of an Excellent Catholic Teacher / Leader 	<p>Students will:</p> <ul style="list-style-type: none"> benefit from research-based classroom practices that are focused on: <ul style="list-style-type: none"> hands-on differentiated instruction, including universal, targeted, and individual supports; integrating literacy and numeracy strategies; teaching for conceptual understanding; visible learning (Practice Progressions), with emphasis on feedback and communication; students' God-given gifts and strengths to foster hope and wellbeing; diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction; improving student achievement, based on ongoing data analysis; programming choices (academy achievement, dual credit, English/French); and learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum. staff who are well supported through mentorship of new teachers and leaders, curriculum lead teachers and divisional consultants and who adhere to the TQS and LQS 	<p>Students will:</p> <ul style="list-style-type: none"> experience unconditional respect that recognizes the dignity of each person as a child of God, which is at the forefront of all work; excel to their potential and experience a sense of belonging when their needs are met through universal, targeted, and individual supports; be respected as education partners, along with their families, in problem-solving to meet their needs; benefit from learning within a faith community and participating in partnerships (e.g., Mental Health Capacity Building Initiative) and opportunities that support families and staff to meet students' needs; benefit from appropriate ongoing supports and services (assistive technology, assessments, therapeutic intervention) through stakeholders' (students, parents, schools, parishes, and community entities) collaboration; access counsellors who implement a trauma-informed approach; and access additional specialized supports and services, when needed, with a preferential option to bridge systemic gaps, especially for our Indigenous students, English Language Learners, and children who are Program Unit-funded. experience a safe learning environment with ongoing implementation of VTRA 	<p>Students will:</p> <ul style="list-style-type: none"> excel when faith-based school and division improvement planning enhances collaborative capacity-building, leadership, engagement, and achievement; have continued success as teachers and leaders, and respond with skill and competence to the unique educational and spiritual needs of students; experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation; exhibit high levels of engagement in learning, as the collaborative culture of the Division and faith formation of staff continues to grow; be assured that teachers and leaders are accountable to professional standards within our Catholic school division; benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning; and benefit from staff who are supported to be healthy and well. 	<p>Students will:</p> <ul style="list-style-type: none"> benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success; have an emotional attachment to their school and faith community, through community engagement and consultation; continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting; share positive word-of-mouth stories about our schools, as they transition between them, when schools: <ul style="list-style-type: none"> collaborate to promote continuity of programming (K-12); and make early and timely notifications of programming opportunities for students; succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures; access sustained programming when fiscal resources are allocated to their interest; and access infrastructure (e.g.: technology and transportation services) that meets their needs.
 MEASURES	<p>Government Measures AB Ed. Assurance Measures, Safe and Caring, Citizenship, Academic Engagement.</p> <p>Local Measures Division Assurance Survey (2,3,4,5,6), Catholic School Reviews</p>	<p>Government Measures AB Ed. Assurance Measures, PAT Acceptable and Excellence, DIP Acceptable and Excellence, ESL Authority Report, Education Services Agreement – data folders, Academic Engagement, Citizenship, High School Completion</p> <p>Local Measures Division Assurance Survey (7.11.12.15, 17, 45, 54), Imagine Learning, ESL Benchmarks, MIPI, T-series, CC3, LeNS, TRC Course Implementation,</p>	<p>Government Measures AB Ed. Assurance Measures, WCRSLE, Student Learning Opportunities, Student Inclusion – AB Ed. Assurance Measures, Access to Specialized Support and Services</p> <p>Local Measures MHCB Grant Survey Results, Nutrition Grant Survey, Wellbeing Surveys, # Suspensions and Interventions, # Expulsions and Interventions, # Threat Assessments, # Student Profiles and Supports, # Jordan Principal applications (# awarded and for whom), # partnerships - how they help with students' and families' needs</p>	<p>Government Measures AB Ed. Assurance Measures, Educational Quality (students), WCRSLE, Quality of Educational Opportunities</p> <p>Local Measures Faith Formation for Staff, Truth and Reconciliation formation for staff PD, Supervision and Evaluation: Successful internal supervision and evaluation processes which ensure competence of all teachers and leaders, Mentorship opportunities, Diversity and Equity formation for staff</p>	<p>Government Measures AB Ed. Assurance Measures, Parental Involvement, Budget</p> <p>Local Measures Division Assurance Survey (11,12,17,37,54,55,56), Communications and Community Engagement Plan, # and Nature of Transition Meetings, Updated Policies and Procedures, Job Portfolios, Descriptions, and Evaluations, # Requests for Transportation Met and Not Met, Website and social media analytics</p>

School Education Assurance Plans

Using local and provincial data, our schools engage in a collaborative process to create a School Assurance Plan that is reflective of their context within that of the Division. Their plans are updated annually and displayed on their respective websites.

St. Albert Schools

[Albert Lacombe School](#)

Grade K-6 English, Sports Academy

[J.J. Nearing Catholic Elementary School](#)

Grade K-6 English

[Bertha Kennedy Catholic Community School](#)

Grade Pre-K-6 English

[Neil M. Ross Catholic School](#)

Grade K-6 English

[École Father Jan](#)

Grade K-6 French Immersion, Sports Academy

[Richard S. Fowler Catholic Jr. High School](#)

Grade 7-9 English, Recreation Academy

[École Marie Poburan](#)

Grade K-6 French Immersion, Sports Academy

[Sister Alphonse Academy](#)

Grade K-9 English, Advanced and Enhanced Academic Programming, Recreation Academy

[École Secondaire Sainte Marguerite d'Youville](#)

Grade 7-9 French Immersion, Enhanced Academic Programming, Advanced Placement/Sports Academy

[St. Gabriel Education Centre](#)

Grade 10-12 English, Outreach and Distance Education
Grades 7-9 GSACRD Online Learning Pathway

[École Secondaire St. Albert Catholic High School](#)

Grade 10-12 English, French, Advanced Placement, Sports Academy

[Vincent J. Maloney Catholic Jr. High School](#)

Grade 7-9 English, Enhanced Academic Programming, Sports Academy

[Holy Family Catholic School](#)

Grade Pre-K-6 English, Recreation Academy

Morinville Schools

[École Georges H. Primeau Middle School](#)

Grade 6-8 English, French, Enhanced Academic Programming

[Morinville Community High School](#)

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

[École Notre Dame Elementary School](#)

Grade K-5 English/French

[St. Kateri Tekakwitha Academy](#)

Grade Pre-K-5 English, Advanced Academic Programming, Sports Academy, STEM

Legal Schools

[Legal School](#)

Grade Pre-K-9 English, Hockey Option

Stakeholder Engagement

Who was engaged:

We involved our community stakeholders in providing ongoing feedback as described above:

- Students
- Parents
- School Councils
- Principals, Vice Principals, Teachers, Support Staff, Division Staff
- Board of Trustees
- Parish priests, Bishops, Archbishops
- RCMP Liaison
- City of St. Albert, Town of Morinville, Town of Legal
- Indigenous Partners - First Nations, Métis and Inuit Leadership Committee
- Rupertsland Institute
- Alberta Teachers' Association, UNIFOR, CUPE

When they engaged:

We embraced multiple strategies to actively engage our stakeholders to inform the development of local priorities and plans. We lived this cycle of continuous improvement at division, school, and community levels:

- **August - November 2021:** Administrators worked together to review provincial results. On a Data Day in October, school leaders created a Priority Action and PD Plan and key strategies were reviewed and revised.
- **November 30, 2021:** Our combined AERR was approved by the board and submitted to the Minister of Education.
- **February 2022:** GSACRD administered its Division Assurance Survey to all parents, staff and students from grades 4-12.
- **February - March 2022:** Review of local data generated by GSACRD's participation in the Alberta Research Network Structured Literacy Project
- **April 5, 2022:** School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement.
- **April 5 - May 16, 2022:** School administrative teams consulted with School Councils to provide an opportunity for feedback on the local data and on the direction of the School's Three-Year Assurance Plan.
- **April 7 & 8, 2022:** GSACRD Executive Leadership Team met with the Board of Trustees to review strategic planning processes.
- **May 2022:** Two schools participated in our newly formed Catholic School Review. This intensive process will provide feedback from staff, students and parents specifically in regards to the Catholic ethos of the school.
- **May 16, 2022:** - Board of Trustees provide feedback on the Three-Year Education Assurance Plan 2022-2025.
- **May 30, 2022:** The Board approved the Division's Education Assurance Plan 2022-2025.

How they engaged:

We relied on a multi-method approach to involve stakeholders in providing feedback:

- Division Assurance Survey
- Student Focus Groups
- School Council Meetings
- Catholic School Reviews
- Social Media Participation
- Capital Plan Engagement



How their input informed local priorities:

Data which was directly collected from our stakeholders through both our Division Assurance Survey and the Alberta Education Assurance Measures was used to set the direction for the Three-Year Education Assurance Plan. Local feedback at the school level (School Council and student focus groups) was used to impact local school plans. The division considered this input through the school plans to influence the division plan.

DOMAINS

Domain #1: Faith: Arise: Get up, Going, Go with God!

Outcome: Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.

Goal One: Increase the meaningful connection between what is taught in religion classes and modeling Jesus Christ in daily life, specifically for students in grades 7-12 and parents.

Measures: Markers of this goal can be found in local and provincial data.

- **Local Data – Division Assurance Surveys**
 - Question: My religion class help me to know and live like Jesus Christ.
 - 91.5% of grade 4-6 responded **Agree**
 - 67.9% of grade 7-12 responded **Strongly Agree** or **Agree**
 - 66.2% of parents responded **Strongly Agree** or **Agree**
 - 94.0% of staff responded **Strongly Agree** or **Agree**
 - Target: 75% of students grades 7-12, and 70% of parents will respond **Strongly Agree** or **Agree** to the question “My religion classes help me to know and live like Jesus Christ.”

- Provincial Data

Measure: Alberta Education Assurance Measures Five-Year Trend (Results in percentages)					
	2017	2018	2019	2020	2021
Safe and Caring: 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.	93.1	91.3	92.2	92.6	92.6
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.4	87.0	88.3	88.3	88.1
Academic Engagement: Percentage of teacher, parents, and students who are satisfied that students are engaged in their academic programming.	N/A	N/A	N/A	N/A	88.5

- Target: Increase in each of the identified areas of the AEAM by 2%.

Rationale: As a faith-filled organization, a cornerstone of Catholic education is faith formation through Religion class. Our students participate in explicit religious education from kindergarten to grade 12 and it is our ultimate goal that these courses form stewards, who model and witness Jesus Christ throughout their lives. GSACRD focuses on faith themes that follow three-year cycles. We are entering into our third year of the theme, Arise! Get Up, Get Going, Go With God! Through our religious education classes, we endeavour to provide students with the faith foundation to be able to be models and witnesses of Christ. These classes offer students instruction through the lens of a Catholic worldview. While faith is permeated into all that we do, religion classes offer a dedicated time to explore faith through the teachings of the Catholic church.

Strategies: In addition to Division Key Strategies, school leaders have identified these strategies to impact this goal.

- Through the Religious Education Consultant, all school administrators participate in monthly faith-formation to build capacity to bring back to their staffs.
- Continued professional development for the implementation of Growing Faith; Growing in Christ.
- Conduct Catholic School Reviews cyclically to examine catholicity in each school community context with a focus on authenticity as a faith community.
- Collaboration and professional development for teachers who are implementing Fully Alive as a resource.
- Professional development sessions for teachers and administrators addressing Christian Family Life programming that occurs within the context of the health and wellness curriculum.
- Continued support by our Division Chaplain, Doug Kramer in the form of podcasts and live-streamed shows that highlight faith.
- Community and faith-building events with our Chaplain to allow students to interact authentically with their faith.
- Creative approaches to student and staff faith retreats.
- An intentional focus on the Catholic Social Teachings through a book study in order to make the natural link between our daily practices and our faith.
- A targeted effort to communicate interactively with our parents, and share with them the benefits that faith-based education offers.

- An increased and intentional use of social media to highlight the positive faith culture of the school as a means to allow parents to feel included in daily events at the school.
- Continued collaboration with community partners (local parishes, dioceses) to place faith formation within a broader context, connecting home, school and parish.

Goal Two: Increase the understanding for both students (7-12) and parents of the connections between Catholic faith and Indigenous beliefs.

Measures: Markers of this goal can be found in local data.

• **Local Data – Division Assurance Surveys**

- Question: (My child) (I) (Students) learn(s) about connections between Catholic faith and Indigenous beliefs and practices.
 - 89.4% (+4.3% from 2021) of grade 4-6 responded **Agree**
 - 69.7% (+4.0% from 2021) of grade 7-12 responded **Strongly Agree** or **Agree**
 - 60.4% (-3% from 2021) of parents responded **Strongly Agree** or **Agree**
 - 94.0% (+2.2% from 2021) of staff responded **Strongly Agree** or **Agree**
- Target: 75% of students grades 7-12, and 70% of parents will respond **Strongly Agree** or **Agree** to the question “(My child) (I) learn(s) about connections between Catholic faith and Indigenous beliefs and practices.”

Rationale: Truth and reconciliation is a priority in Alberta schools. Catholic schools bear the responsibility to further this priority and foster healing and repair relationships between the Church and Indigenous people who have suffered in residential schooling. As such, it is important for schools to bring students and staff to understand the complementary relationship that exists between the Catholic faith and Indigenous spirituality.

Strategies: In addition to Division Key Strategies, school leaders have identified these strategies to impact this goal.

- Increase opportunities for students to participate in cultural activities that create awareness and appreciation for indigenous spirituality in the context of our Catholic faith.
- GSACRD's hiring of an Indigenous Consultant who is strong in their Catholic faith, who will work with administrators and teachers to provide at the elbow support in learning with First Nations, Métis and Inuit spirituality.
- Participation in an inculturated mass on June 21st, to celebrate National Indigenous Peoples' Day.



Domain #2: Excellence: Student Growth and Achievement

Outcome: Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.

Goal One: Increase student engagement and interest in what they are learning in school.

Measures: Markers of this goal can be found in local and provincial data.

- **Local Data – Division Assurance Surveys**

- Question: My school work is interesting. (Grade 7-12)
 - 54.5% responded **Strongly Agree** or **Agree**
- Question: I like learning math. (Grade 4-6) / The mathematics I am learning at school is interesting to me. (Grade 7-12)
 - 67.7% responded **Agree** (Grade 4-6)
 - 60.0% responded **Strongly Agree** or **Agree** (Grade 7-12)
- Question: I like learning language arts. (Grade 4-6) / The language arts I am learning at school is interesting to me. (Grade 7-12)
 - 71.2% responded **Agree** (Grade 4-6)
 - 64.8% responded **Strongly Agree** or **Agree** (Grade 7-12)
- Question: Teachers at my school use a variety of methods to help me learn.
 - 94.9% (+0.0 from 2021) of grade 4-6 students responded **Agree**
 - 82.0% (+2.3% from 2021) of grade 7-12 responded **Strongly Agree** or **Agree**
- Question: Staff at my school help students learn to the best of their abilities.
 - 91.1% (+0.8% from 2021) of grade 4-6 students responded **Agree**
 - 80.0% (-2.8% from 2021) of staff responded **Strongly Agree** or **Agree**
- Question: I receive ongoing feedback.
 - 86.5% (-1.6 from 2021) of grade 4-6 students responded **Agree**
 - 73.9% (-2.0% from 2021) of grade 7-12 responded **Strongly Agree** or **Agree**
- Target: 65% of students will respond **Strongly Agree** or **Agree** when asked if they find mathematics interesting. 70% of students will respond **Strongly Agree** or **Agree** when asked if they find language arts interesting.

- Provincial Data

Measure: Alberta Education Assurance Measures for 2021 (*first year of data collection)		
	Alberta	GSACRD
Academic Engagement: Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming		
Overall	85.6	88.5
Parent	89.0	90.9
Student	71.8	76.1

- Target: Overall student response to increase to 80.0%.

Rationale: Student engagement is an essential condition to learning. Through local and provincial data we have identified that students have the lowest response rate in regards to their interest in school work in general, and also specifically in the areas of mathematics and language arts. We understand the importance of adapting teaching practices to maximize student engagement.

Strategies: In addition to Division Key Strategies, school leaders have identified these strategies to impact this goal.

- Curriculum Lead teachers meet monthly to learn and share best practices and then take it back to their respective staffs.
- Focus on our [Practice Progressions](#) to ensure that teachers are using research-based teaching methods that directly involve students in their own learning.
- Create connections between curricular objectives and 'real-life' experiences.
- Differentiated instruction that allows all students to access information and an opportunity to experience success.
- Incorporation of current technologies that enhance teaching and learning.
- Offer a variety of learning opportunities for students to reach many different learners.
- Collaborative Response meetings will be used to ensure that student needs are identified and addressed in a systematic manner.

Goal Two: Continue to address learning loss through literacy and numeracy interventions, with a targeted focus on kindergarten - grade 3.

Measures: Markers of this goal can be found in local and provincial data.

- Local Data

- Literacy Data: Results from the T-Series literacy screeners show excellent growth in our students from grades 2-6. While there are still some students who are considered *far from proficient* in January, we see that they have shown improvement at an accelerated rate.

- T-Series
 - Test of Word Reading Efficiency - TOWRE
 - Test of Silent Word Reading Fluency - TOSWRF
 - Test of Silent Reading Efficiency and Comprehension - TOSREC
 - The average student who participated in the targeted interventions saw a 7 point increase from September to January. This is equivalent to 1.5 years of instruction.
- Numeracy Data: Math Intervention Programming Instrument - MIPI
 - The MIPI was administered in September, to all students from grades 2 to 9 to determine the degree to which the student had mastered the curriculum from the previous year. We used this tool to determine the learning loss due to the pandemic.
 - 46% of students achieved 70% or higher on their assessment.
 - 54% of students had mastered less than 70% of the previous year's curriculum.
- Target: Reduce the number of students requiring intervention in literacy and numeracy by 20%.
- **Provincial Data**

*Due to the cancellation of Provincial Achievement Tests for grades 6 and 9 and Diploma Exams from May/June 2020 to January 2022, data from the 2019 exams will not be considered.

Measure: Alberta Education Assurance Measures Five Year Trend (Results in percentages)					
	2016	2017	2018	2019	2020
High School Completion Rate: percentages of students who completed high school within three years of entering Grade 10.	85.4	88.4	87.3	88.5	90.3
	2017	2018	2019	2020	2021
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	92.8	92.8	92.5	93.1

- Target: Achieve a 92% rate of students who complete high school within three years. Achieve 95% agreement of teachers, parents and students who say that they are satisfied with the overall quality of basic education that they receive in GSACRD schools.

Rationale: Early literacy and numeracy skills are foundational to all learning. As we focus on new curriculum being implemented in these grade levels, GSACRD is committed to implementing current, researched-based best practices across all schools.

Strategies: In addition to Division Key Strategies, school leaders have identified these strategies to impact this goal.

- Continue professional development in the Science of Reading, to ensure a systemic approach to literacy across the school in our division.
- Distribution of Literacy/Numeracy Kits to ensure that all teachers have access to the resources that support research-based literacy and numeracy instruction and interventions.

- Use of literacy and numeracy screeners to measure growth and to identify areas of need with precision.
 - English Literacy:
 - Kindergarten: QPAS (Quick Phonological Awareness Screener)
 - Grades 1-6 - T-Series
 - Grades 7-9 - Star Literacy
 - French Literacy:
 - Kindergarten - Grade 6 - LeNS and CC3
 - Numeracy:
 - MIPI (continuation for 2022-23)
- Implementation of Mathology resource from Kindergarten to grade 6.
- Continuation with a Literacy Lead teacher and addition of a Numeracy Lead teacher to support teachers in an at-the-elbow capacity as they work to fully integrate literacy and numeracy best practices into their classrooms.



Domain #3: Equity: Learning Supports

Outcome: From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.

Goal One: To provide all GSACRD students optimal learning opportunities to reach their full potential academically, socially and emotionally.

Measures: Markers of this goal can be found in local and provincial data.

- **Local Data – Division Assurance Surveys**
 - Question: (My child) (I) (Students) have access to technologies to meet (their) (my) educational needs.
 - 96.1% (+0.9% from 2021) of grade 4-6 responded **Agree**
 - 91.9% (-4.0% from 2021) of grade 7-12 responded **Strongly Agree** or **Agree**
 - 88.1% (-6.7% from 2021) of parents responded **Strongly Agree** or **Agree**
 - 95.6% (-1.9% from 2021) of staff responded **Strongly Agree** or **Agree**
 - Question: (Parent survey only) How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner?
 - 83.2% of parents whose children receive specialized services responded **Strongly Agree** or **Agree**
 - Question: (Staff survey only) Our school's continuum of supports and services are responsive to students' needs.
 - 90.0% of staff responded **Strongly Agree** or **Agree**

- Question: (Staff survey only) Supports and services that help students be successful in their learning are available in a timely manner.
 - 85.1% of staff responded **Strongly Agree** or **Agree**
- Target: GSACRD will maintain high results pertaining to equitable access to technology. GSACRD staff will increase their satisfaction pertaining to continuum of supports by 3%, and timely supports and services by 5%.

• **Provincial Data**

Performance Measures (Results in percentages)						
Note: +/- compared to the province						
	2016	2017	2018	2019	2020	2021
Program Access: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	N/A	77.9 (+4.7)	76.0 (+3.2)	77.2 (+4.1)	78.8 (+3.6)	79.0 (+7.2)
Program of Studies: At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	86.0 (+1.4)	88.5 (+3.6)	87.5 (+3.3)	88.1 (+3.4)	87.0 (+2.1)	88.0 (+5.7)
Safe and Caring Schools: 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.	90.8 (+1.3)	93.1 (+3.6)	91.3 (+1.4)	92.2 (+3.2)	92.6 (+3.2)	92.6 (+2.6)

- Target: To increase satisfaction in the supplemental measure, *Program Access*, to 81%.

Rationale: GSACRD schools prioritizes structures and processes that meet the needs of diverse learners. Through collaboration at the division level as well as with outside agencies, we believe that all students can have access to the support they need.

Strategies:

- Continue with and expand the Mental Health Capacity Building initiative to support GSACRD families.
- Continue with Increased mental health supports directly in the schools through counsellor time.
- Continue with Violent Threat Risk Assessment and introduce Traumatic Event Systems training for school-based administrators and other key individuals who support at-risk students.
- Continue with second year of professional learning for GSACRD administrators (both school and system based) around the Collaborative Response Model that provides a system to ensure that gaps in learning are addressed for our vulnerable students.
- Continue with a structured literacy approach to address student reading abilities early on (K-3). This will help bridge the achievement gap that exists for students who struggle with literacy, more specifically, reading.
- Administration and school staff to work with Dr. Farha Shariff to address issues pertaining to systemic racism and removing barriers to creating fully inclusive schools.
- GSACRD participation and contribution to the creation of a St. Albert Youth Mental Wellness Hub.

Goal Two: Achieve parity for English Language learners and First Nations, Métis and Inuit Students in the areas of both acceptable standard and standard of excellence on Provincial Achievement tests (grade 6 and 9) and Diploma Exams and in rates of high school completion.

Measures: Markers of this goal can be found in provincial data.

- Provincial Data**

Government Measures (Results in percentages) – First Nations, Métis and Inuit Students Spring 2021		
	Previous Three Year Average – GSACRD	Previous Three Year Average - Alberta
Provincial Achievement Test Acceptable Standard: Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.3	52.9
Provincial Achievement Test Standard of Excellence: 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).	16.7	7.0
Diploma Acceptable Standard: Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.2	77.1
Diploma Standard of Excellence: Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.9	11.2
High School Completion Rate: Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	83.5	55.6

Government Measures (Results in percentages) – English as a Second Language Spring 2021		
	Previous Three Year Average – GSACRD	Previous Three Year Average - Alberta
Provincial Achievement Test Acceptable Standard: Overall percentage of ELL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.3	52.9

Government Measures (Results in percentages) – English as a Second Language Spring 2021		
	Previous Three Year Average – GSACRD	Previous Three Year Average - Alberta
Provincial Achievement Test Standard of Excellence: Overall percentage of ELL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	7.0
Diploma Acceptable Standard: Overall percentage of ELL students who achieved the acceptable standard on diploma examinations (overall results).	82.2	77.1
Diploma Standard of Excellence: Overall percentage of ELL students who achieved the standard of excellence on diploma examinations (overall results).	15.9	11.2
High School Completion Rate: Overall percentage of ELL students who completed high school within three years of entering Grade 10.	83.5	55.6

- Target: GSACRD will achieve parity or exceed the provincial standard in students who meet acceptable standard or standard of excellence in grade 6 and 9 Provincial Achievement Test and grade 12 diploma exams.

Rationale: GSACRD believes that through intentional practices, it is possible to bridge the learning gaps for both Indigenous students and English Language learners

Strategies: In addition to Division Key Strategies, school leaders have identified these strategies to impact this goal.

- Supports for Indigenous Students:
 - Indigenous Education Consultant to work with schools to build capacity in the area of foundational knowledge of First Nations, Métis and Inuit and to ensure that schools are able to fully meet the needs of the First Nations, Métis and Inuit students.
 - Continue to explore trauma informed practice. All administrators to be trained in Traumatic Event Systems with Kevin Cameron.
 - Applications for Jordan's Principle funding to assist with First Nations students who require additional support.
 - Bridging the Systemic Gap document to track push and pull factors and strategies to help Indigenous students achieve parity.
 - Administration and school staff to work with Dr. Farha Shariff to address issues pertaining to systemic racism and removing barriers to creating fully inclusive schools.
- Supports for English Language Learners:
 - Explicit programming for English Language Learners, such as Imagine Learning.
 - Reporting on ELL Benchmarks.

- Using a structured literacy approach to ensure strong foundations in literacy.
- Literacy Consultant to assist with programming and track student progress.

Domain #4: Relationships: Teaching and Leading

Outcome: Students experience excellence in Catholic teaching and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).

Goal: To increase the level of respect and care that students show for one another in our schools.

Measures: Markers of this goal can be found in local and provincial data.

Local Data – Division Assurance Surveys

- Question: At school, students care about each other.
 - 80.8% of grade 4-6 responded **Agree**
 - 62.7% of grade 7-12 responded **Strongly Agree** or **Agree**
 - 74.0% of parents responded **Strongly Agree** or **Agree**
 - 98.3% of staff responded **Strongly Agree** or **Agree**
- Question: At school, students respect each other.
 - 74.6% of grade 4-6 responded **Agree**
 - 60.2% of grade 7-12 responded **Strongly Agree** or **Agree**
 - 77.0% of parents responded **Strongly Agree** or **Agree**
 - 96.2% of staff responded **Strongly Agree** or **Agree**
- Target: To increase the percentage of positive responses for students in grades 7-12 by 5%



Provincial Data

Performance Measures (Results in Percentages)

Note: +/- is compared to province.

	2017	2018	2019	2020	2021
Safe and Caring Schools: 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.	93.1 (+3.6)	91.3 (+1.4)	92.2 (+3.2)	92.6 (+3.2)	92.6 (+2.6)

- Target: To increase the satisfaction in overall Safe and Caring Schools measures by 2%.

Rationale: Relationships are the cornerstone of teaching and learning. Our faith tells us that each person is created in the image and likeness of Christ and as such has an inherent dignity which needs to guide how we treat one another.

Strategies:

- Through our faith dimension, we will explicitly teach students to model Jesus Christ.
- In our professional learning with Jigsaw, schools will review their continuum of support for behaviours within the school.
- Schools will continue to develop and use restorative discipline practices that emphasize the dignity of the human person and respond pastorally to students who demonstrate inappropriate behaviours.
- Employ Youth Success Coaches when appropriate as part of a school's Specialized Learning Supports.

Domain #5: Responsiveness: Governance and Context

Outcome: Students succeed when stewardship of system resources is based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.

Goal: To enhance the positive reputation and perception of GSACRD schools in our community in order to attract and retain students.

Measures: Markers of this goal can be found in local data.

- **Local Data – Division Assurance Surveys**
 - Question: People in my community say good things about my school. (grades 4-6) / (Our)(My) school has a positive reputation in the community.
 - 61.2% (-2.8% from 2019-2021) of grade 4-6 responded **Agree**
 - 73.2% (-6.2% from 2019-2021) of grade 7-12 responded **Strongly Agree** or **Agree**
 - 84.5% (-1.8% from 2019 -2021) of parents responded **Strongly Agree** or **Agree**
 - 94.2% (-0.4% from 2019-2021) of staff responded **Strongly Agree** or **Agree**
 - Question: I am proud of my school.
 - 88.0% of grade 4-6 responded **Agree**
 - 71.6% of grade 7-12 responded **Strongly Agree** or **Agree**
 - Target: To increase student responses about their perception of their school in the community and their own sense of pride in their school, each by 5%.

Rationale: Believing in your own school and feeling committed to the community increases retention of students, and creates an environment that is a draw for others. GSACRD wants students and staff to champion their communities.

Strategies:

- Enhanced marketing plan.
- Enhanced use of media and social media to promote our schools.

- Targeted messaging in school newsletters and school websites.
- Revision of enrolment and residency practices to open our schools to all students.
- Capital Plan Engagement to offer stakeholders a voice in the co-creation of the future of GSACRD.
- Introduction of new programming to meet the diverse needs of our students and to attract students from out of the division.
- Social media training for school staff to foster a sense of school pride and generate positive traction in the community.

FINANCIAL INFORMATION

2022-2023 Budget

The [2022-2023 Budget](#) was approved by the Board of Trustees on May 30, 2022.

The 2022-2023 budget reflects the new assurance and funding model. This model focuses on reduced number of instructional grants, weighted moving average for students and significant changes in high school, specialized learning supports and Pre-Kindergarten funding.

The overall revenues of \$69.2 million are based on the estimated count of 5,131 funded students.

Alberta Education Operational Grants remain the same as in the 2021-2022 school year with the exception of IMR and CMR funding.

Although the 2022-2023 Budget was prepared in anticipation of returning to in person learning, due to ongoing COVID-19, several sources of income have been difficult to accurately predict such as income from school and transportation fees, extracurricular activities, field trips, donations and fundraising by schools and rental income from before and after school care programs housed in our schools.

Bridge Funding was used to address one-time supports to schools focused on learning loss, student health and wellness, and continued COVID related costs in O&M.

Curriculum implementation and Student Well Being funding announced by Alberta Education in February of 2022 is not included in this budget as it is unknown at this time.

On average, 72% of the Division's overall expenses go toward personnel costs (salary and benefits), which is consistent with previous years, given that the Division contracts out both transportation and custodial services. The Budget is based on employing approximately 305 certificated and 159 uncertificated staff full time equivalents (FTE).

The Division is facing a risk of losing Bridge Funding, which is presently sitting at \$6.67 million (21-22- \$5.6 million; 20-21 - \$3.5 million).

The 2022-2023 Budget shows a draw on operating reserves in the amount of \$200K to financially assist with the implementation of new Gr 7-9 On-line and Gr. 10 French Immersion programs.

School jurisdictions are required to adopt the new PSAS, PS 3280 – Asset Retirement Obligations (ARO) effective September 1, 2022. The 2022-2023 Budget Report has been updated for school divisions to reflect the adoption of this new accounting standard. Based on our preliminary information, the Budget Report will additionally reflect the ARO Amortization Expense of \$219,914 for the 2022-2023 SY. This will increase the operating deficit on the

Statement of Operations, which is then offset with the same amount on the Projected Schedule of Changes in Accumulated Operating Surplus.

This chart is a summary of revenues and expenditures for 2022-2023.

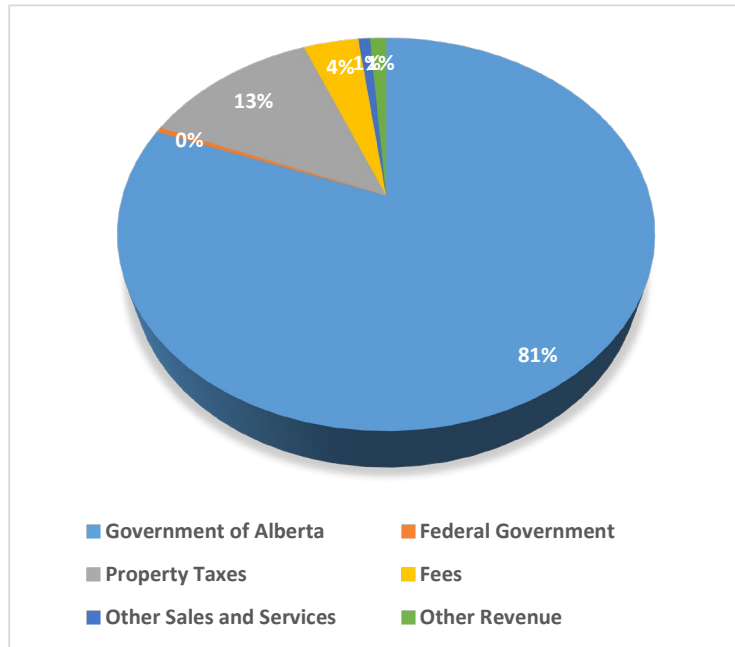
<u>Revenues</u>	<u>SPRING 22-23</u>	
Government of Alberta	\$ 55,950,952	81%
Federal Government	\$ 297,699	0.4%
Property Taxes	\$ 8,772,189	13%
Fees	\$ 2,766,303	4%
Other Sales and Services	\$ 577,625	1%
Other Revenue	\$ 819,071	1%
Total Revenues	\$ 69,183,838	100%

<u>Expenses by Program</u>	<u>SPRING 22-23</u>	
Instruction	\$ 52,947,262	76.1%
O&M	\$ 10,713,587	15.4%
Transportation	\$ 2,847,381	4.1%
Board and System Administration	\$ 2,729,809	3.9%
External Services	\$ 365,715	0.5%
Total Expenses	\$ 69,603,752	100%

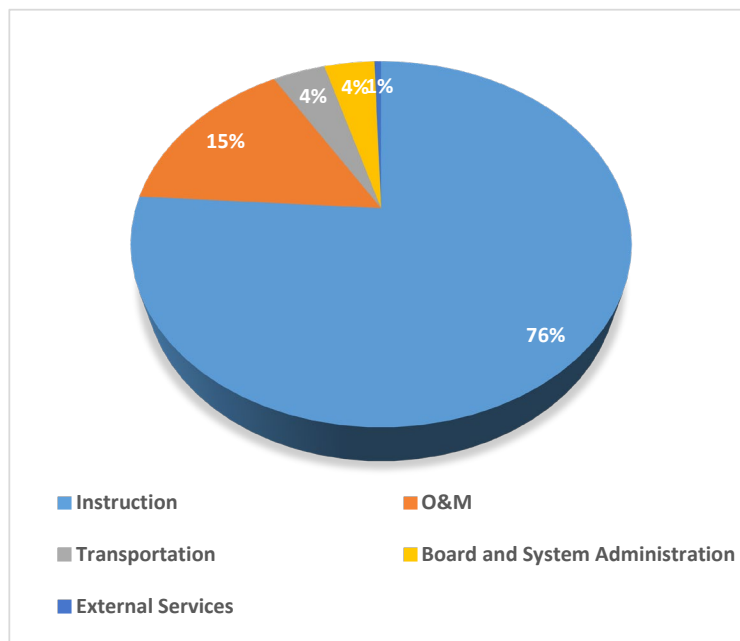
Estimated Operating Deficit	<u><u>-419,914</u></u>
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<u>Expenses by Object</u>	<u>SPRING 22-23</u>	
Certificated Salaries and Wages	\$ 31,213,603	45%
Certificated Benefits	\$ 7,542,648	11%
Non-certificated Salaries and Wages	\$ 8,772,009	13%
Non-certificated Benefits	\$ 2,490,401	4%
Services, contracts and supplies	\$ 15,366,994	22%
Amortization Expense	\$ 4,218,099	6%
Total Expenses	\$ 69,603,752	100%

Revenues for 2022-2023:



Expenses by Program for 2022-2023:



Capital and Facilities Projects and Planning

Division Capital Plans and Infrastructure Maintenance and Renewal Expenditure Reports can be found at:

[GSACRD Capital Plans](#)

Greater St. Albert Catholic Schools



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