

**Greater St. Albert  
Catholic Schools**



# **Arise, and go with God!**

Mary arose and  
went with haste.  
(Lk 1:39)



**Greater St. Albert  
Catholic Schools**

## **2021-2022 Annual Education Results Report**

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# GSACRD Annual Education Results Report 2021-2022

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## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Greater St. Albert Catholic Separate School Division for the 2021/2022 school year 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. The Board of Trustees is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021-2022 was approved by the Board of Trustees on January 30, 2023.

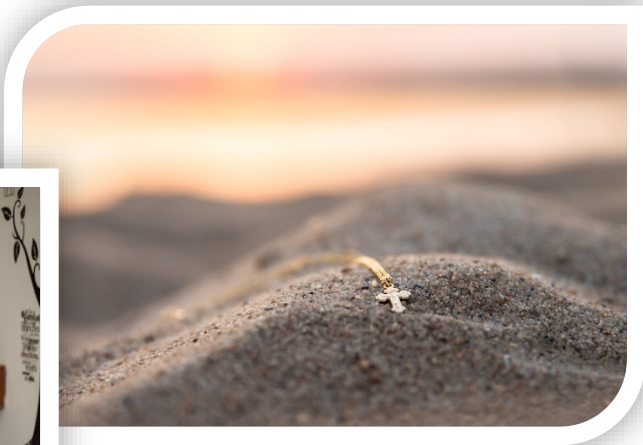


*Jo Beigneau*

*Board Chair*

*C. Morozuk*

*Superintendent of Schools*



## OUR CONTEXT

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.





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

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# 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.

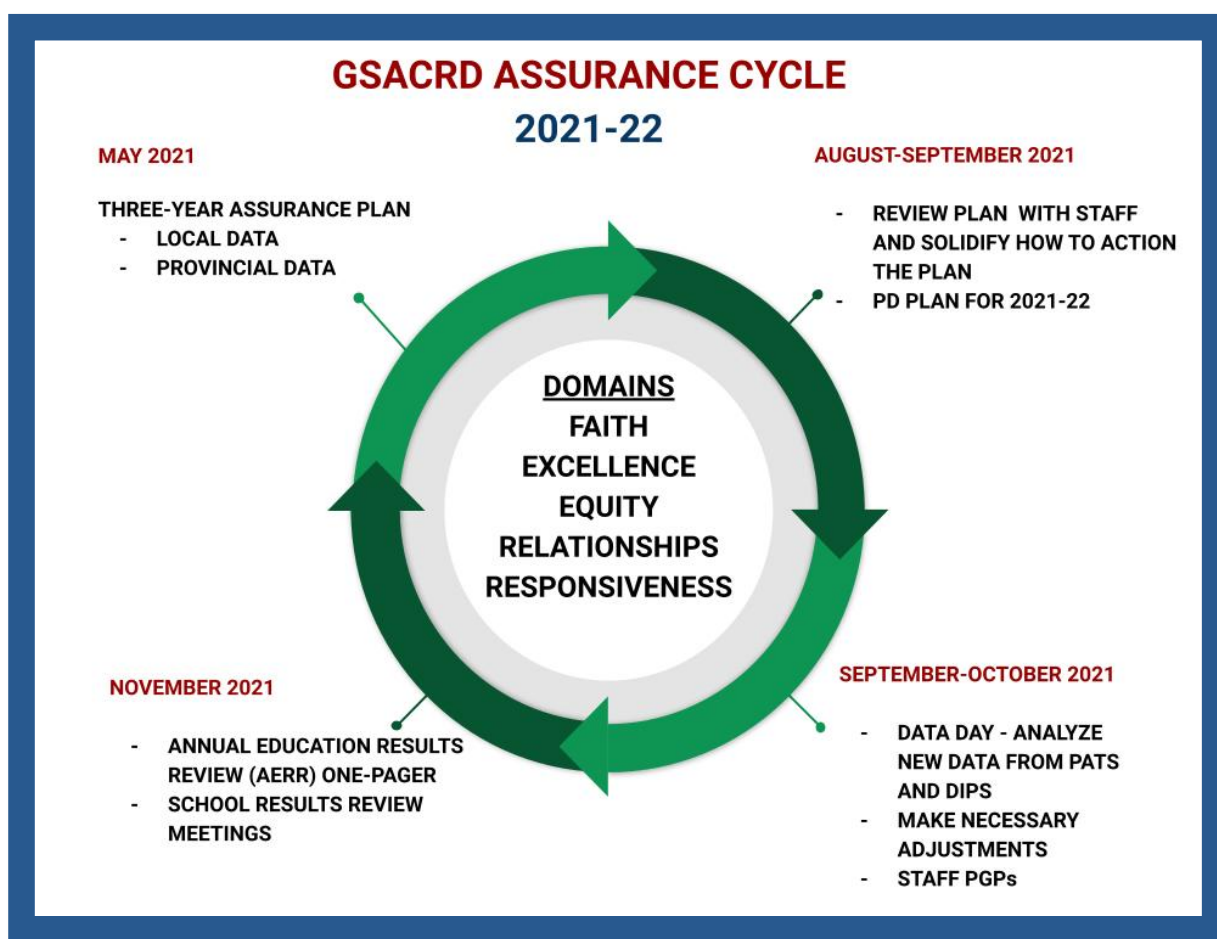
## Our Core Commitments

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

### OUR ASSURANCE CYCLE FOR CONTINUOUS IMPROVEMENT

As a division we provide assurance to the Ministry and to our stakeholders in the following manner:

- ❖ **Proactive vs. Reactive planning** - With the Three-Year Education Plan being submitted at the end of May, it allows the Division to determine priorities, staff appropriately, and begin actioning the plan immediately as the school year begins.
- ❖ **More Comprehensive Data** - The Assurance model allows us to combine our Division Assurance Survey with the Alberta Education Assurance Measures, which will give us feedback from all stakeholders rather than just grades 4, 7 & 10.
- ❖ **Simplified Approach** - We took the opportunity to streamline our processes to ensure that the reporting is clear, concise and appealing to our stakeholders.
- ❖ **Living Document** - Three-Year Education Assurance Plan that has multiple junctures for feedback and data analysis allows for in-year adjustments that confirm the relevance of the plan.



## HOW GSACRD SCHOOLS TELL THEIR STORIES

GSACRD provides a systems approach to school reporting. School administrative teams use Division reporting processes and tools to review data and communicate with the Executive Leadership team as well as stakeholders in their local communities.

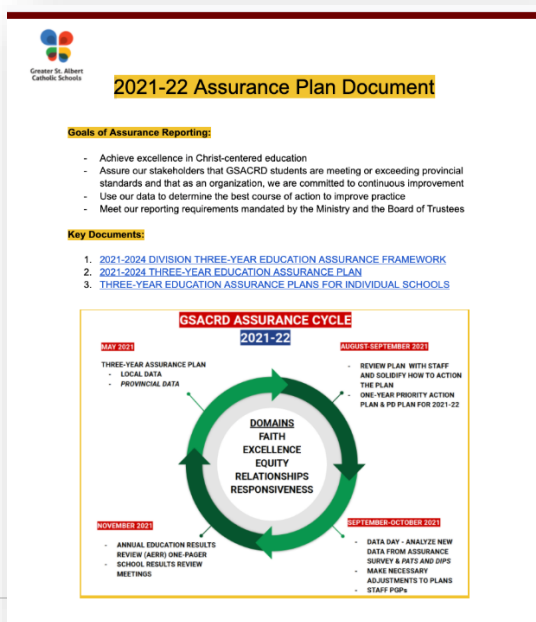
### Data Days

Twice yearly school administrators work through the most recent local and provincial data. During the course of the day, each AEAM measure is analyzed and the detailed measures are reviewed to pinpoint areas for improvement.

To support school administrators, all school data is provided in a shared folder. This practice ensures that school administrators have the most current data available to them at their fingertips. It also allows for easy year to year comparisons to track progress and growth.



### School Three-Year Education Assurance Plans



School administration teams use their data to determine the direction of their school improvement plans. As a division, we provide the overarching direction and goals.



# GSACRD Annual Education Results Report 2021-2022

## School Professional Development Plan

*What* will your school do this year, and *how* will you do it? In September & October, school administration review new data and their school's Three-Year Education Assurance Plan and through consultation with staff, make adjustments, as necessary.

Greater St. Albert Catholic Schools

SCHOOL NAME:

ADMIN TEAM:

## School AERR One-Page School Results Review Reports

Greater St. Albert Catholic Schools	School Name 2021-2022 Results Review Report <small>Vision: Excellence in Learning through Faith, Relationships, and Engagement</small>	Greater St. Albert Catholic Schools
<b>Our Academic Results</b>	<b>Understanding Our Faith</b>	<b>Safe and Caring Schools</b>
PSAs / DPs / Other Assessments:	Liturgy:	Student Safety:
Quality of Education:	Perseverance:	Inclusive Learning:
Program of Studies:	Service:	Foundational Knowledge of First Nations, Métis and Inuit:
High School Completion:		Citizenship:

Concise format allows our school administrators to summarize their progress to communicate with stakeholders.

## School Results Reviews

School administration teams meet with members of the senior leadership to review their progress. This dialogue provides accountability on the part of each school to senior leadership, as well as an opportunity for rich feedback and alignment of school and division goals.

## STAKEHOLDER ENGAGEMENT

GSACRD engages in an assurance cycle that ensures a continual commitment to improvement and stakeholder engagement.

Over the course of the year, we seek input from our valued partners. This engagement allows us to better understand the needs of our community, gauge their satisfaction and inform next steps.

### Who Engaged

- ❖ Students
- ❖ Parents
- ❖ School Councils
- ❖ Principals, Vice Principals, Teachers, Support Staff, Division Staff
- ❖ Board of Trustees
- ❖ Parish priests, Bishops, Archbishops
- ❖ RCMP Liaison and School Resource Officers
- ❖ City of St. Albert, Town of Morinville, Town of Legal
- ❖ Elder, Director and Assistant Director of Alexander First Nation Education (AFNE) Kipohtakaw Education Centre
- ❖ Elder, Métis Nation of Alberta
- ❖ Rupertsland Institute
- ❖ Alberta Teachers' Association, UNIFOR, Canadian Union of Public Employees (CUPE)



### **When They Engaged**

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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:

- ❖ **January - February 2022:** Our Division Assurance Survey was updated to include Alberta Education Assurance Measures.
- ❖ **February 2022** - the new **Division Assurance Survey** was created, distributed and completed by:
  - **students** from grades 4-12
  - **parents**
  - **staff members**
- ❖ **March-May 2022:** Results of the Division Assurance Survey were reviewed by school and division leaders and input on evidence of success and evidence of barriers requiring changes in actions were articulated by each school and division team. School administrators did a thorough analysis of local data and sought feedback with their school staff. School councils, student focus groups, and community stakeholders also provided feedback on school improvement goals, strategies, measures, and next steps for 2022-2023.
  - **April 5, 2022 - Data Day:** School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement.
  - **May 16, 2022:** Draft of Division's Three-Year Education Assurance Plan 2022-23 was shared with the Board of Trustees at the Committee of the Whole Meeting for further feedback and direction. It was subsequently approved then submitted on May 31, 2022.
- ❖ **March-April 2022:** Simultaneously, families of grade 4, 7, and 10 students received the **Alberta Education Assurance Measures (AEA) Survey**. The results of this survey were shared with school divisions at in early September 2022, therefore this data was not available for Data Day #1, and thus these results were not included in our Three-Year Education Assurance Plan 2022-25.
- ❖ **September 2022:** Alberta Education Assurance Measures Report was released.
  - **October 18, 2022 Data Day #2:** School administrative teams came together to review the AEAM reports and compared them to the Division Assurance Survey results for their school. When necessary, adjustments were made to their Three-Year Education Assurance Plan 2022-25.
  - School administrators once again shared their results, and their direction for the year with their respective staffs and school councils.

## How They Engaged

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

- ❖ Division Assurance Survey
- ❖ Alberta Education Assurance Survey
- ❖ First Nations, Métis and Inuit Leadership Committee Meeting
- ❖ Parish Partnership Meetings
- ❖ School Council Meetings
- ❖ Planning Sessions with Trustees
- ❖ Website submissions directed at Senior Leadership
- ❖ Capital Engagement

## GSACRD Survey Participation - Provincial and Local

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The AEAM results reflect the feedback from 2038 participants. Of these participants, 306 were parents, 1462 were students, and 269 were teachers.



The Division Assurance Survey results reflect the feedback from 4656 participants. Of these participants, 1176 were parents, 3062 were students, and 318 were staff.

Through ongoing communication between GSACRD Division Services Centre, individual schools, parents and guardians, parishes, and First Nations, Métis and Inuit leaders, we were able to get a clear sense of our stakeholders' priorities, which also corroborate the findings that were shared through local and provincial data. Transparent dialogue which has taken place at many different tables, has helped us confirm the direction of Division goals.

### **RESULTS REVIEW – REPORTING ON MEASURES IN 21-24 ASSURANCE PLAN**

This Annual Education Results Review for the 2021-22 school year is directly related to our 2021-2024 Three-Year Education Assurance Plan. As a division we have divided our work into five domains, which reflect the work of the Ministry while incorporating our local Catholic context. Through this thorough process which uses a variety of data sources, we feel confident that we are measuring what matters, using data to move our division forward and communicating our results in a way that allows our stakeholders to feel confident in the education that we are providing for our students.

#### **Data Sources**

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When assessing our progress in the five domains, a variety of qualitative, quantitative and anecdotal data have been used. Throughout the assurance process, we encourage and empower our educational leaders both in schools and at our Division Services Centre to intertwine current data with their intimate understanding of their school and division context. It is this expertise that comes with experience, commitment, faith, and a genuine desire to see our students excel that makes Greater St. Albert Catholic Schools an innovative and responsive division.

- ❖ Alberta Education Assurance Measures
- ❖ Diploma Exams and Provincial Achievement Tests (grade 6 and 9)
- ❖ Division Assurance Survey
- ❖ Literacy Data - T-Series
- ❖ Division Wellness Survey
- ❖ Bridging the Gap - data collection for First Nations, Métis and Inuit Students
- ❖ Community Engagement for Capital Projects





## 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.***

Our three-year faith theme is Arise, Get Up, Get Going, Go With God! We are currently reporting on the second year, which focused on ***Get Going***. Our division encouraged students and staff alike to mobilize their efforts and put faith into action. As a Catholic school division, we feel it is imperative to prioritize our faith. Faith is not something we do, it is the reason we do our work, and the lens through which we do it. Helping students, families, and staff grow in faith is work that is nuanced and at times difficult to measure. We understand that there are many variables that impact our success in this area.

Over the course of the year, multiple strategies have been actioned to further our work in this domain. They are as follows:

- ❖ Providing consistent faith formation for administrators, who in turn provide faith formation for their teachers.
- ❖ Hiring practices that prioritize recruitment of excellent Catholic teachers who are models of faith.
- ❖ Having a divisional three-year faith theme that fosters a cohesive approach and to faith development in our schools.
- ❖ Parish partnership meetings that allow school leaders to connect with our Religious Education Consultant, our Division Chaplain, and their parish priest regularly to foster a close and positive relationships between schools and their corresponding parish.
- ❖ Professional learning opportunities for teachers using religious education resources Growing in Faith, Growing in Christ and Fully Alive.
- ❖ Increased use of social media to highlight the joyful faith culture that exists in our schools.
- ❖ ACSTA conferences, SPICE and Blueprints, were attended by some teachers and administrators.

## *GSACRD Annual Education Results Report 2021-2022*

- ❖ School faith lead teachers met monthly with our Religious Education Consultant to engage in faith formation to deepen their understanding of their faith and in turn share it at the school level.
- ❖ Staff and student retreats were done at all levels in a variety of creative ways with the assistance of our Division Chaplain.

### **Analysis of Data**

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Our primary success measures are our Division Assurance Survey results measuring specifically the satisfaction with the faith environment of our schools. In addition, it is our belief that our focus on faith directly impacts the ethos of our schools, which in turn can be seen through measures such as Safe and Caring (soon to be reported as Welcoming, Caring, Respectful, Safe, Learning Environments - WCRSLE), Citizenship and Academic Engagement which are included in the Alberta Education Assurance Measures.



## *GSACRD Annual Education Results Report 2021-2022*

### Local Measures

#### ❖ Division Assurance Survey 2022

#### Division Assurance Survey 2022 - 4-Year Trends (Results in percentages)

#	Items	GR.4-6 Difference 2018-2022	GR.7-12 Difference 2018-2022	PARENTS Difference 2018-2022	STAFF Difference 2018-2022
1	Teachers explain and model how to live like Jesus.	+0.6	+3.7	-10.6	-1.5
2	I learn how and why to respond to the needs of others (social justice projects, charitable works, service to others)	+0.6	+0.1	-6.5	0.0
3	My religion classes help me to know and live like Jesus.	+15.9	+7.2	-12.9	-0.6
4	I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	-3.2	-0.8	-2.6	+0.9
5	I feel welcome at my school.	+0.1	-7.8	-16.2	+1.8

#### Division Assurance Survey 2022 - Parents (Results in percentages)

#	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Not Sure
1	My child's teachers explain and model how to live like Jesus.	22.9	49.2	3.1	1.3	3.1	20.4
2	My child learns how and why to respond to the needs of others (social justice projects, charitable works, service to others)	25.1	57.5	4.0	0.7	0.9	11.8
3	Religion classes help my child to know and live like Jesus.	20.3	47.6	5.6	1.9	6.9	17.7
4	My child learns about and practices faith in school (prayers, liturgies, celebrations, masses).	27.6	56.0	2.4	0.7	3.9	9.4
5	Parents are made to feel welcome at my child's school.	30.0	45.9	6.6	3.7	2.8	11.0

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### Division Assurance Survey 2022 - Students Grades 4-6 (Results in percentages)

#	Items	Agree	Disagree	Not Applicable	Not Sure
1	Teachers explain and model how to live like Jesus.	95.2	1.4	3.0	0.3
2	I learn how and why to respond to the needs of others (social justice projects, charitable works, service to others)	93.2	1.0	5.4	0.3
3	My religion classes help me to know and live like Jesus.	92.1	2.9	4.5	0.6
4	I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	95.7	1.7	2.0	0.5
5	I feel welcome at my school.	88.6	3.8	6.7	0.9

### Division Assurance Survey 2022 - Students Grades 7-12 (Results in percentages)

#	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Not Sure
1	My teachers explain and model how to live like Jesus.	14.5	57.8	10.6	3.9	2.9	10.3
2	I learn how and why to respond to the needs of others (social justice projects, charitable works, service to others)	23.0	60.9	6.4	2.4	1.4	5.9
3	My religion classes help me to know and live like Jesus.	16.4	50.6	8.4	4.6	11.4	8.6
4	I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	26.8	56.9	6.1	2.9	3.7	3.6
5	I feel welcome at my school.	23.5	52.6	8.4	7.0	7.5	0.9

## GSACRD Annual Education Results Report 2021-2022

### Division Assurance Survey 2022 - Staff (Results in percentages)

#	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Not Sure
1	Teachers and staff explain and model how to live like Jesus.	64.0	33.9	0.5	0.0	0.3	1.3
2	Students learn how and why to respond to the needs of others (social justice projects, charitable works, service to others)	66.1	32.8	0.5	0.0	0.3	0.3
3	Religion classes help students to know and live like Jesus.	59.9	32.8	1.3	0.8	1.3	3.9
4	Our students learn about and practice faith in school (prayers, liturgies, celebrations, masses).	69.8	29.2	0.8	0.0	0.0	0.3
5	Everyone is made to feel welcome at our school.	80.7	19.1	0.0	0.3	0.0	0.0

#### ➤ Highlights

- Our students have shown increased satisfaction with their religion classes by 15.9% in grades 4-6 and 7.2% in grades 7-12 over the last four years.
- Staff demonstrated over 90% satisfaction in all areas.
- 83.8% of students agree that teachers are models and witnesses of faith.
- Grade 4-6 students demonstrate a high level of satisfaction with religious education and faith permeation in their schools.





## *GSACRD Annual Education Results Report 2021-2022*

### ➤ Implications for the Future

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- In the 2021-2022 school year a number of changes were made to our Division Assurance Survey. One change was to add another possible response, which was, Not Applicable. As we analyzed the data, we believe that this additional choice spread responses and impacted our results in a negative way. In the 2022-23 school year, this choice will be eliminated.
- 67% of grade 7-12 students, and 72.1% of parents indicated that religion classes help their child know and live like Jesus. This data was reflected as Goal One in our 2022-2025 Three-Year Education Assurance Plan.
- 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.
- A key strategy to achieve this goal is to work directly with grade 7-12 religious education teachers to share best practices and adjust course delivery to ensure that religion classes are relevant, current, and meaningful to all students.
- In reviewing our Division Assurance Survey questions that pertain to faith, we query whether our questions might be difficult for students and parents to answer.



# GSACRD Annual Education Results Report 2021-2022

## Provincial Measures

### ❖ Alberta Education Assurance Measures

#### Measure: Alberta Education Assurance Measures Five-Year Trend (Results in percentages)

Measures	2018	2019	2020	2021	2022
<b>Safe and Caring:</b> Percentage of teacher, parent and student in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.3	92.2	92.6	92.6	92.0
<b>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):</b> The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ❖ This measure will soon replace <b>Safe and Caring</b>	NA	NA	NA	91.1	90.1
<b>Citizenship:</b> Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.0	88.3	88.3	88.1	87.9
<b>Student Learning Engagement:</b> Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming	n/a	n/a	n/a	88.5	87.5

#### ➤ Highlights

- Our results in all areas have remained stable throughout the last five years, which have been marked by uncertainty.
- All demographics of our stakeholders consider our schools to be safe and caring environments.
- We see a strong correlation between these measures and the religious education that is permeated throughout all areas of the curriculum.

#### ➤ Implications for the Future

- The Student Engagement detail indicates that from 2021 our results have slightly declined, and that our student demographic is the lowest and has also seen the most significant decline.
- Parents and teachers believe that students are more engaged in their learning than what is actually reported by the students themselves.

## *GSACRD Annual Education Results Report 2021-2022*

- In the Safe and Caring measure, we notice a slight decline in our student demographic. "Other students treat me well." where the lowest responses were in the 7-9 and 10-12 populations.
- Through a working group for all Religion 15-25-35 teachers, led by our Religious Education Consultant, teachers will explore new ways to increase engagement in religion courses and make the content relevant and meaningful to students.

### **Domain #2: Excellence: Student Growth and Achievement**

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



Outlined in our 2021-2024 Three-Year Education Assurance Plan, we identified a number of provincial and local measures to determine our growth in the area of student excellence. The 2021-2022 school year was the return to a more typical academic routine in our schools. While we still had some disruptions due to the COVID-19 pandemic, there were many elements that allowed us to look at more consistent academic data.

The return of Provincial Achievement Tests and Diploma Exams became one tool to help school divisions determine progress in the area of Student Growth and Achievement. In addition to these, other provincial measures included in the AEAM, such as High School Completion, Citizenship and Learning Engagement were used to indicate improvement in this domain. We also employ several local data sources such as our Division Assurance Survey, literacy assessments (T-series, STAR Literacy), and numeracy assessments (MIPI, Alberta Education Numeracy Assessment).

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## Provincial Measures

### ❖ Provincial Achievement Tests: Grade 6 (All Students)

#### Provincial Achievement Tests: Grade 6 (Results in percentages): All Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 6	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 6	94.9	93.8	NA	NA	91.9	22.6	23.1	NA	NA	24.7
French Language Arts 6	82.9	82.3	NA	NA	74.7	12.2	14.2	NA	NA	17.7
Mathematics 6	81.0	85.9	NA	NA	82.8	19.3	16.1	NA	NA	13.6
Mathematics 6 (Fr.)	85.4	80.5	NA	NA	87.3	11.4	15.9	NA	NA	16.5
Science 6	88.1	91.0	NA	NA	87.1	44.4	35.8	NA	NA	26.2
Science 6 (Fr.)	85.4	80.5	NA	NA	81.0	19.5	18.6	NA	NA	13.9
Social Studies 6	87.5	86.8	NA	NA	83.8	37.0	27.6	NA	NA	20.9
Social Studies 6 (Fr.)	72.4	63.7	NA	NA	72.2	8.1	8.8	NA	NA	16.5



## GSACRD Annual Education Results Report 2021-2022

### ❖ Provincial Achievement Tests: Grade 9 (All Students)

Provincial Achievement Tests: Grade 9 (Results in percentages): All Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 9	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 9	87.4	84.7	NA	NA	89.6	9.5	14.0	NA	NA	16.0
English Language Arts 9 K&E	90.9	72.7	NA	NA	52.4	0.0	9.1	NA	NA	0.0
French Language Arts 9	86.6	82.9	NA	NA	83.7	1.0	7.9	NA	NA	6.5
Mathematics 9	68.8	69.4	NA	NA	63.6	10.5	15.4	NA	NA	13.2
Mathematics 9 K&E	84.2	81.8	NA	NA	80.0	5.3	13.6	NA	NA	30.0
Mathematics 9 (Fr.)	80.2	68.4	NA	NA	72.8	12.5	17.1	NA	NA	16.3
Science 9	85.8	86.7	NA	NA	85.4	21.4	21.3	NA	NA	25.3
Science 9 K&E	78.6	90.9	NA	NA	62.5	0.0	9.1	NA	NA	12.5
Science 9 (Fr.)	91.7	84.2	NA	NA	84.8	17.7	19.7	NA	NA	20.7
Social Studies 9	75.8	78.9	NA	NA	79.1	25.7	22.7	NA	NA	27
Social Studies 9 K&E	90.9	81.8	NA	NA	41.2	9.1	9.1	NA	NA	5.9
Social Studies 9 (Fr.)	79.4	64.5	NA	NA	75.0	14.4	11.8	NA	NA	23.9

- *It is interesting to note that the 2019 Grade 6 Cohort, is the same as the 2022 Grade 9 Cohort of students.*
- *On a provincial level there were many security breaches reported in the administration of Provincial Achievement Tests, most notably in the grade 9 exams. We have no reason to believe that any of the security breaches originated from GSACRD schools. School and division leaders reported divisional irregularities with diligence, but since the security*



## GSACRD Annual Education Results Report 2021-2022

*breaches were circulated via social media, it is difficult to know the extent to which these breaches impacted GSACRD results or provincial results as a whole.*

- *The results for students in the French Immersion and Knowledge and Employability programs have less consistency over the years as these groups are much smaller cohorts and the percentages are more drastically impacted.*

### ➤ Highlights

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- French Immersion results remained stable. Students learning in a second language (which is not a language in the home) found the disruptions in learning very significant. We have recorded an increased level of attrition in this program and have heard anecdotally.
- The percentage of students achieving Acceptable Standard and Standard of Excellence in French Language Arts 6 and 9 is much closer to the provincial average than it was in 2019. Our students are 2.2% from the provincial average in students achieving Acceptable Standard, where they were 5.4% lower than the province in 2019. Our students exceeded the province by 7.1% in number of students achieving Standard of Excellence, when they were below the province by 1.5% in 2019.
- Social Studies 6 and 9 written in French saw significant increases in the number of students achieving the Standard of Excellence compared to 2019.
- Overall, GSACRD students exceed the provincial average for Acceptable Standard.



## GSACRD Annual Education Results Report 2021-2022

### ➤ Implications for the Future

- Knowledge and Employability (K&E) results in Social Studies 9, Science 9, and English Language Arts 9 saw significant declines from their pre-pandemic results. This confirms our belief that students who were struggling prior to the pandemic were most dramatically impacted by the learning interruptions brought on by COVID-19. We will intentionally work to build relationships with students who have been marginalized and who are in need of re-engagement at the school level.
- While there were gains made in the number of students who achieved Standard of Excellence throughout the subjects, this is an area where our results have been proportionately low in comparison to the number of students who achieve the Acceptable Standard. Through our work with Jigsaw Learning and our adoption of Collaborative Response as a means to leverage collective expertise, schools are working to create robust continuums of supports for students. This approach allows us to shift the focus from students who demonstrate significant need to students who are achieving well enough, but require additional strategies to achieve excellence.
- Continuing with an intense focus on literacy (mostly in Division 1) through the Science of Reading and our partnership with the Alberta Research Network and Dr. Georgiou, we will address literacy across the subject areas. As we build early literacy skills, and those students progress through the grades, we anticipate fewer students with gaps in literacy, which facilitates learning throughout all subject areas.

### ❖ Diploma Exams: Grade 12 (All Students)

Diploma Exams (Results in percentages): All Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 30-1	90.6	91.4	NA	NA	84.5	14.3	15.7	NA	NA	9.7
English Language Arts 30-2	93.8	91.8	NA	NA	88.4	16.2	16.4	NA	NA	25.6

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### Diploma Exams (Results in percentages): All Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Mathematics 30-1	75.6	73.4	NA	NA	86.2	25.8	28.7	NA	NA	51.7
Mathematics 30-1 (Fr.)	88.2	87.5	NA	NA	NA	29.4	62.5	NA	NA	NA
Mathematics 30-2	68.9	72.2	NA	NA	61.8	10.7	18.7	NA	NA	8.8
Mathematics 30-2 (Fr.)	80.0	100	NA	NA	NA	50.0	10	NA	NA	NA
Social Studies 30-1	86.6	84.5	NA	NA	84.5	12.0	10.7	NA	NA	8.6
Social Studies 30-1 (Fr.)	78.8	83.3	NA	NA	NA	6.1	5.6	NA	NA	NA
Social Studies 30-2	82.1	85.7	NA	NA	68.5	9.3	11.4	NA	NA	3.7
Social Studies 30-2 (Fr.)	67.7	50.0	NA	NA	NA	0.0	0.0	NA	NA	NA
Biology 30	84.7	93.5	NA	NA	82.3	39.6	38.9	NA	NA	21.9
Biology 30 (Fr.)	84.6	76.9	NA	NA	NA	38.5	23.1	NA	NA	NA
Chemistry 30	79.6	86.2	NA	NA	82.7	34.7	34.9	NA	NA	32.0
Chemistry 30 (Fr.)	100	81.8	NA	NA	100.0	77.8	27.3	NA	NA	40.0
Physics 30	91.9	83.4	NA	NA	84.0	39.8	35.5	NA	NA	56.0
Physics 30 (Fr.)	85.7	100.0	NA	NA	100.0	28.6	66.7	NA	NA	20.0
Science 30	82.4	95.1	NA	NA	88.9	27.7	39.5	NA	NA	17.8
French Language Arts 30-1	85.7	68.0	NA	NA	96.0	2.9	12.0	NA	NA	4.0

## GSACRD Annual Education Results Report 2021-2022

- Please note that there are no 2021-2022 results for Mathematics 30-1 or 30-2, Biology 30, or Social Studies 30-1 or 30-2 written in French, as these courses were only offered in the first semester of the 2021-2022 school year, when Diploma Exams were canceled due to COVID-19.
- The marks reflected in the table above are Diploma Exams alone. We chose to isolate the Diploma Exam data as the weighting of the exam has changed over the years which makes the comparison of the blended mark less informative

### ➤ Highlights

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- Overall, we celebrate consistent results on our Diploma Exams.
- We celebrate:
  - A significant increase in Mathematics 30-1 in both Acceptable Standard and Standard of Excellence.
  - 100% of students achieved the Acceptable Standard in both Chemistry 30 and Physics 30 written in French.
  - 51.7% of students achieved Standard of Excellence in Mathematics 30-1.
  - 56% of students achieved Standard of Excellence in Physics 30.
- Opportunities for improvement are:
  - Mathematics 30-2, both at the Acceptable Standard and the Standard of Excellence.
  - Social Studies 30-2 both at the Acceptable Standard and the Standard of Excellence.



## GSACRD Annual Education Results Report 2021-2022

### ➤ Implications for the Future

- In our in-depth analysis of Diploma Exam marks and school awarded marks, we noticed that our school awarded marks are overall lower than the provincial average, and at times the gap is significant. With Diploma Exams being weighted at only 10% for the 2021-22 school year we recognize that the discrepancy between school awarded marks and Diploma Exam marks impacted the overall final grade for our students. Divisionally, we have created an Assessment Committee to review our administrative procedure pertaining to student assessment and evaluation. A sub-committee of high school teachers and principals will meet to devise procedures that will ensure that teachers are aligning classroom assessments with the standards outlined by the Program of Studies so that course awarded marks are consistent with Diploma Exam marks.
- Through work with the Numeracy Lead teacher, Curriculum Lead teachers will support colleagues in differentiating in high school.

### ❖ Performance Measures: All Students

#### Performance Measures (Results in Percentages): All Students

*Note: +/- is compared to the province.*

*\* Data values suppressed where the number of students is fewer than 6.*

Measures	2018	2019	2020	2021	2022
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of students in Grades 6 and 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	83.6 (+10.0)	83.2 (+9.4)	NA	NA	81.8 (+14.5)
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students in Grades 6 and 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	81.4 (+29.7)	77.2 (+23.2)	NA	NA	73.8 (+27.4)
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of <b>English as Second Language</b> students in Grades 6 and 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	65.2 (-4.2)	81.1 (+10.2)	NA	NA	82.8 (+17.0)
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	20.0 (+0.1)	20.2 (-0.4)	NA	NA	19.8 (+1.8)



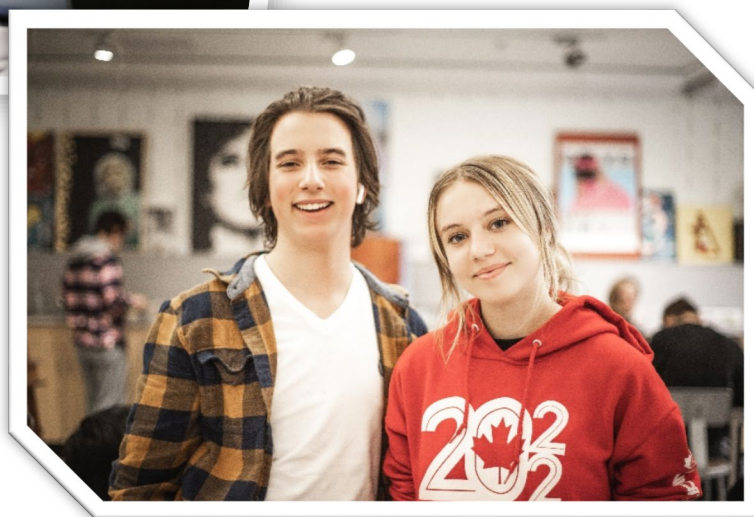
## GSACRD Annual Education Results Report 2021-2022

### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures	2018	2019	2020	2021	2022
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	17.7 (+11.1)	15.6 (+8.2)	NA	NA	9.0 (+2.6)
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of <b>English as a Second Language</b> students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	7.6 (-7.9)	7.1 (-9.3)	NA	NA	12.9 (-2.3)



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### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures	2018	2019	2020	2021	2022
<b>Diploma Acceptable Standard:</b> Overall percentage of students who achieved the Acceptable Standard on Diploma examinations (overall results).	84.4 (+0.7)	85.9 (+2.3)	NA	NA	82.1 (+6.9)
<b>Diploma Acceptable Standard:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students who achieved the Acceptable Standard on Diploma examinations (overall results).	77.2 (+0.1)	87.2 (+10.0)	NA	NA	77.5 (+8.8)
<b>Diploma Acceptable Standard:</b> Overall percentage of <b>English as a Second Language</b> students who achieved the Acceptable Standard on Diploma examinations (overall results).	*5	*1	NA	NA	44.1 (-14.9)
<b>Diploma Standard of Excellence:</b> Overall percentage of students who achieved the Standard of Excellence on Diploma examinations (overall results).	21.7 (-2.5)	24.0 (0.0)	NA	NA	19.4 (+1.2)
<b>Diploma Standard of Excellence:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students who achieved the Standard of Excellence on Diploma examinations (overall results).	12.6 (+1.6)	19.1 (+7.7)	NA	NA	20.0 (+11.5)
<b>Diploma Standard of Excellence:</b> Overall percentage of <b>English as a Second Language</b> students who achieved the Standard of Excellence on Diploma examinations (overall results).	*5	*1	NA	NA	5.9 (-4.9)
<b>High School Completion Rate</b> - percentages of students who completed high school within three years of entering Grade 10.	87.3 (+7.6)	88.5 (+8.2)	90.3 (+6.9)	92.8 (+9.6)	-
<b>High School Completion Rate</b> - percentages of <b>First Nations, Métis and Inuit</b> students who completed high school within three years of entering Grade 10.	84.4 (+27.3)	79.2 (+23.3)	81.6 (+19.6)	86.4 (+26.9)	-
<b>High School Completion Rate</b> - percentages of <b>English as a Second Language</b> students who completed high school within three years of entering Grade 10.	NA	NA	85.7 (+7.0)	94.3 (+15.8)	-
<b>High School Completion Rate</b> - percentages of students who completed high school within five years of entering Grade 10.	90.9 (+5.7)	93.4 (+8.1)	91.9 (+5.7)	93.7 (+6.6)	-
<b>High School Completion Rate</b> - percentages of <b>First Nations, Métis and Inuit</b> students who completed high school within five years of entering Grade 10.	92.3 (+27.8)	86.8 (+21.8)	89.2 (+21.1)	87.1 (+19.1)	-
<b>High School Completion Rate</b> - percentages of <b>English as a Second Language</b> students who completed high school within five years of entering Grade 10.	84.3 (-1.7)	*1	*5	*2	-

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### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures		2018	2019	2020	2021	2022
<b>Citizenship:</b> Percentage of teachers, parents and students who are satisfied that students model the characteristics of <b>active citizenship</b>						
	<b>Overall</b>	87.0 (+4.0)	88.3 (+5.4)	88.3 (+5.0)	88.1 (+4.9)	87.9 (+6.5)
	<b>Parents</b>	85.8 (+4.1)	86.2 (+4.3)	85.3 (+2.9)	82.5 (+1.1)	85.7 (+5.3)
	<b>Students</b>	77.0 (+3.1)	79.9 (+6.4)	81.0 (+7.2)	83.0 (+8.9)	80.1 (+8.0)
	<b>Teachers</b>	98.2 (+4.8)	98.7 (+5.5)	98.7 (+5.1)	98.7 (+4.6)	97.8 (+6.1)
<b>Student Learning Engagement:</b> Percentage of teachers, parents, and students who are satisfied that students are <b>engaged</b> in their academic programming						
	<b>Overall</b>	NA	NA	NA	88.5 (+2.9)	87.5 (+2.4)
	<b>Parents</b>	NA	NA	NA	90.9 (+1.9)	89.9 (+1.2)
	<b>Students</b>	NA	NA	NA	76.1 (+4.3)	73.6 (+2.3)
	<b>Teachers</b>	NA	NA	NA	98.4 (+2.4)	99.2 (+3.7)

#### ➤ Highlights

- GSACRD remains above the province in all provincial measures related to Excellence - Student Growth and Achievement.
- Our results in measures that were reported in 2021 are statistically stable and demonstrate that in spite of the uncertainty of the pandemic, we remained steadfast in our ability to serve our students.

### ➤ Implications for the Future

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- The Student Engagement detail indicates that from 2021 our results have slightly declined, and that our student demographic is the lowest and has also seen the most significant decline. Parents and teachers believe that students are more engaged in their learning than what is actually reported by the students themselves. This data directs our attention to furthering professional development and collaboration for teachers to share best practices and create engaging learning environments for our students. This was outlined in our 2022-25 Three-Year Education Assurance Plan as our first goal in this domain, "Increase student engagement and interest in what they are learning in school." Strategies that were outlined in this area are to leverage our Curriculum Lead teachers to build capacity in our schools, focus on our Practice Progressions to reinforce the need for research-based teaching methods, incorporation of relevant and current technologies that support learning and create connections between curricular objectives and 'real-life' experiences.



# GSACRD Annual Education Results Report 2021-2022

## ❖ Provincial Achievement Tests: Grade 6 (FNMI Students)

### Provincial Achievement Tests: Grade 6 (Results in percentages): FNMI Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 6	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 6	85.2	78.6	NA	NA	87.0	18.5	21.4	NA	NA	4.3
French Language Arts 6	*	66.7	NA	NA	*	*	22.2	NA	NA	*
Mathematics 6	70.4	64.3	NA	NA	82.6	11.1	10.7	NA	NA	0.0
Science 6	81.5	78.6	NA	NA	78.3	33.3	21.4	NA	NA	4.3
Social Studies 6	81.5	71.4	NA	NA	69.6	25.9	3.6	NA	NA	8.7

\* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(\*)



## *GSACRD Annual Education Results Report 2021-2022*

### ❖ Provincial Achievement Tests: Grade 9 (FNMI Students)

#### Provincial Achievement Tests: Grade 9 (Results in percentages): FNMI Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 9	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 9	85.7	79.2	NA	NA	81.3	10.7	12.5	NA	NA	3.1
English Language Arts 9 K&E	*	*	NA	NA	*	*	*	NA	NA	*
French Language Arts 9	*	*	NA	NA	75.0	*	*	NA	NA	0.0
Mathematics 9	73.1	66.7	NA	NA	64.5	7.7	12.5	NA	NA	9.7
Mathematics 9 K&E	*	*	NA	NA	*	*	*	NA	NA	*
Science 9	96.4	91.7	NA	NA	87.1	25.0	20.8	NA	NA	12.9
Science 9 K&E	*	8	NA	NA	*	*	*	NA	NA	*
Social Studies 9	67.9	79.2	NA	NA	72.7	21.4	16.7	NA	NA	18.2
Social Studies 9 K&E	*	*	NA	NA	*	*	*	NA	NA	*

\* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(\*)



## GSACRD Annual Education Results Report 2021-2022

### ❖ Diploma Exams: Grade 12 (FNMI Students)

Diploma Exams (Results in percentages): FNMI Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 12	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 30-1	88.9	87.5	NA	NA	75.0	11.1	0.0	NA	NA	12.5
English Language Arts 30-2	100.0	100.0	NA	NA	100.0	7.1	8.3	NA	NA	16.7
Mathematics 30-2	72.7	70.0	NA	NA	57.1	9.1	30.0	NA	NA	0.0
Social Studies 30-1	68.8	100.0	NA	NA	*	6.3	0.0	NA	NA	*
Social Studies 30-2	83.3	88.2	NA	NA	*	5.6	17.6	NA	NA	*
Biology 30	76.5	87.5	NA	NA	*	17.6	37.5	NA	NA	*
Chemistry 30	77.8	100.0	NA	NA	*	44.4	37.5	NA	NA	*
Physics 30	66.7	*	NA	NA	*	16.7	*	NA	NA	*
Science 30	83.3	*	NA	NA	*	16.7	*	NA	NA	*
French Language Arts 30-1	*	*	NA	NA	*	*	*	NA	NA	*

\* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(\*)

#### ➤ Highlights for First Nations, Métis and Inuit Students

- 61 self-identified students wrote Provincial Achievement Tests in grades 6 and 9.
- In all subject areas for both grade 6 and 9, the Division results far exceeded the provincial averages for students attaining Acceptable Standard, and when we did not exceed our own previous three-year average, we remained stable.

## *GSACRD Annual Education Results Report 2021-2022*

- An area of focus will be on the number of First Nations, Métis and Inuit students achieving the Standard of Excellence, especially in grade 6. This area showed a significant decline from our 2019 results, as well as in comparison to provincial averages.
- Due to the cancellation of January Diploma Exams, we saw a much smaller number of self-identified First Nations, Métis and Inuit students who wrote in comparison to 2019. (2019 = 41 students, 2022 = 21 students).
- On Diploma Exams, GSACRD students exceeded the provincial average in Acceptable Standard and Standard of Excellence in all subjects except Mathematics 30-2.
- 20% Self-identified First Nations, Métis and Inuit students achieved Standard of Excellence on Diploma Exams, in comparison to 19.4% of non-Indigenous students.

### ➤ Implications for the Future

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- We endeavour to prioritize the teaching and learning of foundational knowledge of First Nations, Métis and Inuit peoples and culture.
- Through our Bridging the Gap survey, we are able to gather information to determine why some First Nations, Métis and Inuit students are not achieving success and others are thriving. Understanding these patterns allows us to provide supports and services to reach students and help them achieve success.
- We will continue to work with Alexander First Nation and Kipohtakaw Education Centre through our Education Service Agreement to meet the needs of Alexander students who choose to attend our schools.
- When appropriate, we will continue to pursue funding through Jordan's Principle to provide targeted supports for First Nations, Métis and Inuit students.
- We will continue to seek advice and guidance from Elder Norma Spicer, along with the rest of our First Nations, Métis and Inuit Leadership Committee.
- Indigenous Consultant will provide at-the-elbow support to Indigenous Lead teachers (named Waniska Leads) to build capacity in each school community in the area of foundational knowledge and cultural appreciation.
- GSACRD will continue to document our journey through our anthology of Truth and Reconciliation.

## GSACRD Annual Education Results Report 2021-2022

### ❖ Provincial Achievement Tests: Grade 6 (ESL Students)

Provincial Achievement Tests: Grade 6 (Results in percentages): ESL Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 6	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 6	88.9	94.1	NA	NA	75.0	11.1	11.8	NA	NA	0.0
Mathematics 6	72.2	88.2	NA	NA	75.0	16.7	5.9	NA	NA	0.0
Science 6	72.2	88.2	NA	NA	75.0	11.1	17.6	NA	NA	0.0
Social Studies 6	77.8	88.2	NA	NA	87.5	16.7	5.9	NA	NA	0.0

\* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(\*)

### ❖ Provincial Achievement Tests: Grade 9 (ESL Students)

Provincial Achievement Tests: Grade 9 (Results in percentages): ESL Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 9	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 9	47.6	71.4	NA	NA	80.0	0.0	0.0	NA	NA	6.7
French Language Arts 9	*	*	NA	NA	*	*	*	NA	NA	*
Mathematics 9	52.4	50.0	NA	NA	78.6	4.8	7.1	NA	NA	14.3
Mathematics 9 K&E	NA	NA	NA	NA	*	NA	NA	NA	NA	*
Science 9	81.0	85.7	NA	NA	100.0	0.0	7.1	NA	NA	21.4
Science 9 K&E	NA	NA	NA	NA	*	NA	NA	NA	NA	*
Social Studies 9	38.1	71.4	NA	NA	86.7	0.0	0.0	NA	NA	40.0

\* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(\*)

## GSACRD Annual Education Results Report 2021-2022

### ❖ Diploma Exams: Grade 12 (ESL Students)

Diploma Exams (Results in percentages): ESL Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 30-1	*	*	NA	NA	*	*	*	NA	NA	*
English Language Arts 30-2	*	NA	NA	NA	33.3	*	NA	NA	NA	0.0
Mathematics 30-1	*	*	NA	NA	*	*	*	NA	NA	*
Mathematics 30-2	*	NA	NA	NA	*	*	NA	NA	NA	*
Social Studies 30-2	*	NA	NA	NA	12.5	*	NA	NA	NA	0.0
Biology 30	*	NA	NA	NA	*	*	NA	NA	NA	*
Chemistry 30	*	NA	NA	NA	NA	*	NA	NA	NA	NA
Physics 30	*	NA	NA	NA	*	*	NA	NA	NA	*
Science 30	*	*	NA	NA	71.4			NA	NA	14.3

\* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(\*)

#### ➤ Highlights for English Language Learners (ESL) Students

- 23 English Language Learners wrote the Provincial Achievement Tests, 8 in grade 6 and 15 in grade 9.
- Grade 6 results showed that students achieved Acceptable Standard at approximately the same rate or slightly better than the provincial average, but did not have any representation at the Standard of Excellence.
- Grade 9 students exceeded the provincial average Acceptable Standard in all subjects by very significant margins.

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- Grade 9 students exceeded the provincial average in Standard of Excellence in all subjects except English Language Arts 9, where they were at the provincial average.
- There were only results available for three Diploma Exams; English Language Arts 30-2, Social Studies 30-2, and Science 30.
  - The results for both English Language Arts 30-2 and Social Studies 30-2 were significantly below those of the province for Acceptable Standard and no students achieved Standard of Excellence.
  - The results for Science 30 were above the provincial average in both Acceptable Standard and Standard of Excellence.
- Division results for English as a Second Language are quite inconsistent as the number of students in each demographic is typically quite small.

### ➤ Implications for the Future

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- Through our Literacy Consultant and Literacy Lead Teacher, we provide at-the-elbow support for teachers as they identify gaps in learning for English Language Learners.
- We currently collect a writing sample and a Fountas and Pinnell on each student to accompany their benchmark. We will begin collecting T-series data for all students English Language learners who are Level 3 and up.
- We will continue to work on vocabulary development and build on current background knowledge within our schools and classrooms to ensure students are understanding and developing academic language proficiency.
- Creating a Professional Learning Community between our schools to share supports and resources, differentiated materials, vocabulary lessons and visuals.

# GSACRD Annual Education Results Report 2021-2022

## Local Measures

### ❖ Division Assurance Surveys (All Students)

Division Assurance Survey 2022 (Results in percentages)				
Items	GR. 4-6 (Difference 2019-2022)	GR. 7-12 (Difference 2019-2022)	PARENTS (Difference 2019-2022)	STAFF (Difference 2019-2022)
People in the community say good things about my school.	61.2 (-2.8)	73.2 (-6.2)	84.5 (-1.8)	94.2 (-0.4)
Teachers at my school use different ways to help me learn.	94.9 (0.0)	82.0 (-2.3)	85.6 (-6.2)	98.9 (+0.3)
Staff at my school help students learn to the best of their abilities.	91.1 (-1.3)	80.0 (-4.4)	85.4 (-7.8)	99.0 (-0.2)
I know what is expected of me at school.	94.3 (+0.4)	84.6 (-2.0)	83.9 (-8.6)	92.5 (-3.2)
Students at my school learn about wellbeing and healthy living.	92.7 (+0.9)	82.2 (-3.9)	83.9 (-9.1)	98.3 (-0.9)
I am taught how to use technologies and social media safely.	94.8 (-1.2)	80.4 (-0.6)	66.9 (-20.8)	95.9 (-1.0)
I know how to find information about my learning (Google Classroom, class website, teacher feedback).	97.0 (+2.0)	86.7 (-4.5)	89.8 (-1.6)	96.8 (-1.5)
<i>Note: The next 5 items were introduced in the 2020-2021 school year, therefore the difference indicates two years of consecutive data.</i>				
I have access to technologies to meet my educational needs.	96.1 (+0.9)	91.9 (-4.0)	88.1 (-6.7)	95.6 (-1.9)
I learn about connections between Catholic faith and Indigenous beliefs and practices.	89.4 (+4.3)	69.7 (+4.0)	60.4 (-3.0)	94.0 (+2.2)
I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	92.5 (+1.6)	74.6 (+7.9)	70.9 (+8.8)	93.1 (+5.6)
I receive ongoing feedback to improve.	86.5 (-1.6)	73.9 (-2.0)	79.1 (-8.1)	97.8 (0.0)
I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.	88.9 (+1.7)	83.1 (-0.7)	77.7 (-2.5)	96.6 (+2.4)
Overall, I am confident that this is a good school.	92.1 (+2.0)	79.7 (-2.7)	90.6 (-3.7)	97.7 (+0.1)



## *GSACRD Annual Education Results Report 2021-2022*

### ➤ Highlights

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- Our results indicate that GSACRD staff are highly engaged and feel committed to the work they are doing in their schools.
- Significant increases in the area of Truth and Reconciliation, both in relation to its connection with our Catholic faith and also as foundational knowledge that is being taught in our schools. We are proud of the concerted efforts we have made and are gaining momentum with awareness, atonement and action in our division.
- 90.0% of our stakeholders state that "Overall, I am confident that this is a good school."

### ➤ Implications for the Future

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- Students grades 7-12 are the lowest respondents to, "Teachers at my school use different ways to help me learn." and "Staff at my school help students learn to the best of their abilities." This correlates with their lower results in areas of engagement in particular subject areas. We will continue to explore professional development and school based core subject instructional practices that emphasizes research skills, inquiry-based learning processes, differentiated instruction and assessment practices to meet the learning objectives in all subject areas.
- 66.9% of parents responded positively to, "I am taught how to use technologies and social media safely" down -20.8% over the last three years. This data confirms for us that as technology changes, parents are finding it difficult to keep up with digital citizenship and rely on the schools for current teaching in this area. Our Education Technology Consultant is working with teachers to find current and relevant resources and delivery to assist in providing this instruction.



## *GSACRD Annual Education Results Report 2021-2022*

- 67.2% of students agree that their school has a positive reputation in the community. We recognize the importance of school pride as a source of attraction and retention of students. Through our Communication Manager, we continue to contribute to an active social media presence and an innovative approach to involving students as brand ambassadors. We have launched a new role for a student influencer to share with peers why they love their school.

### ❖ **Test of Word Reading Efficiency**

In 2021-22 we partnered with the Alberta Research Network with Dr. George Georgiou from the University of Alberta to implement the Bridging the Gap Literacy Intervention Project. Through this project we began the use of T-series diagnostic reading assessments (TOWRE, TOSREC and TOSWRF). We put into practice 16-week intensive interventions, as prescribed by the research requirements for all Grade 2 and 3 students within the division who were identified as severe in at least 2 of the assessments. Students completed intensive intervention 4 times per week in the areas of Phonemic Awareness, Phonics, irregular word work and varying word reading strategies (set for variability or morphology) depending on the condition they were assigned. We attribute the growth and ultimate success of students to this project. In addition to the intervention research project, we have trained all of our elementary teachers in Structured Literacy, using the Science of Reading and evidence based practices for reading instruction at the universal level in the classroom. In the final column, we have highlighted the change results of our students from September-June. We identified that every grade within our division experienced growth between a few months-1.5 years. The work we have completed this year yielded high results for our students and has set a solid foundation for reading early in their academic careers.

	DIV Average (T1 TOWRE)	DIV Average (T2) TOWRE	DIV Average (T3) TOWRE			Change
	Total	Total	NWR	RWR	Total	
Grade 1		90	95	101	98	8
Grade 2	94	99	99	92	99	6
Grade 3	95	99	98	99	97	2
Grade 4	95	97	102	101	102	7
Grade 5	98	100	102	105	104	6
Grade 6	96	99	102	106	104	8

## *GSACRD Annual Education Results Report 2021-2022*

### ➤ Test of Silent Word Reading Fluency

	DIV Average (T1) TOSWRF	DIV Average (T2) TOSWRF	DIV Average (T3) TOSWRF	Change
Grade 1		89	94	5
Grade 2	93	100	97	4
Grade 3	96	102	98	2
Grade 4	98	103	99	1
Grade 5	102	103	104	2
Grade 6	98	102	107	9

### ➤ Test of Silent Reading Efficiency and Comprehension

	DIV Average (T1) TOSREC	DIV Average (T2) TOSREC	DIV Average (T3) TOSREC	Change
Grade 1		83	92	9
Grade 2	83	89	92	9
Grade 3	91	95	98	7
Grade 4	90	94	96	6
Grade 5	94	95	100	6
Grade 6	95	99	100	5

### ➤ Highlights

- Through the research project all K-6 teachers and many educational assistants were trained in both administering the T-series assessments, analyzing the results and administering the interventions. All schools participated, creating a divisional, systemic approach to teaching literacy.
- Results from the T-series literacy screeners show excellent growth in our students from grade 2-6. While there are still students who are considered far from proficient, we see that they have shown improvement at an accelerated rate.
- 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.

### ➤ Implications for the Future

- The 16-week interventions were funded by the Alberta Education Learning Loss Grant and were structured as small-group pull-out instruction. In order

to make this endeavour sustainable, our Literacy Lead Teacher is working with teachers to adapt these interventions to be delivered within the classroom.

- We are continuing to gather literacy data at the division level, and the T-series is now being extended into some junior high and high schools, the Knowledge and Employability (K&E) program, and the Respectful Inclusive Supported Education program (RISE). The interventions will help students who struggle with literacy make significant progress.
- Goal Two in our 2022-25 Three-Year Education Assurance Plan indicates that we are going to continue addressing learning loss through literacy and numeracy interventions, with a targeted focus on kindergarten - grade 3.
- Continuing to support our 2021-2022 Grade 2 and 3 students as they progress into Grade 3 and 4.
- Supporting Jr High students who are struggling with reading as identified by the T Series with intervention supports for K&E, morphology training for all teachers, implementation of multi syllable word reading strategies.



### Domain #3: Equity: Learning Supports

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***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.***

GSACRD has always committed to ensuring that all students have the opportunity to thrive academically, socially, emotionally and spiritually within our schools. Supporting equity in schools is done through a variety of strategies, but most notably this aligns with our faith

## GSACRD Annual Education Results Report 2021-2022

mandate. As Catholics, we see every member of our community in the image and likeness of Christ, and therefore it is imperative that each person have the support and the tools needed to succeed.

### Provincial Measures

#### ❖ Performance Measures

Performance Measures (Results in Percentages) <i>Note: +/- is compared to the province.</i>					
Measures	2018	2019	2020	2021	2022
<b>Access to Supports and Services:</b> The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	NA	NA	NA	87.8 (+5.2)	87.8 (+6.2)
<b>Satisfaction with Program Access:</b> Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	76.0 (+3.2)	77.2 (+4.1)	78.8 (+3.6)	79.0 (+7.2)	79.8 (+7.2)
<b>Program of Studies: At Risk Students:</b> Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	87.5 (+3.3)	88.1 (+3.4)	87.0 (+2.1)	88.0 (+5.3)	88.2 (+6.3)
<b>Safe and Caring Schools:</b> Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.3 (+2.3)	92.2 (+3.2)	92.6 (+3.2)	92.6 (+2.6)	92.0 (+3.2)
<b>Welcoming, Caring, Respectful and Safe Learning Environments:</b> The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (Note WCRSLE encompasses the measures included in Safe and Caring, and will be replacing that measure when five-year trends are calculated.	NA	NA	NA	91.1 (+3.3)	90.1 (+4.0)

#### ➤ Highlights

- Results in Safe and Caring/WCRSLE are consistently above the provincial results, with over 90% of our stakeholders feeling that their children are safe and cared for in our schools.
- Stable results demonstrate that our families felt safe and cared for even during the uncertainty of the pandemic.

## *GSACRD Annual Education Results Report 2021-2022*

- These measures are consistently above the provincial average and are generally trending upwards.
- 93% of teachers agree that their school's continuum of supports and services are responsive to students' needs, and 97.8% of teachers report that teachers at their school collaborate to respond to student needs.

### ➤ Implications for the Future

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- 65% of students (7-12) responded positively to, "At school, students care about each other."
- 70% of students (7-12) responded positively to, "At school, students respect each other."
  - Through our faith mandate, we provide students with opportunities to care and support others. As each individual is born with inherent dignity, we work through our Catholicity to instill in our students the belief that each individual is worthy of care and respect.



- 74% of parents responded positively to, "Your child can get help at school with problems that are not related to school."
  - We continue our partnership with the Mental Health Capacity Building Team, who support rural schools in our Division to provide preventative mental health education.
  - Family Support Workers connect families who may be struggling with community resources.



## GSACRD Annual Education Results Report 2021-2022

- 68.5% of parents report satisfaction with program access; specifically academic counseling (7-12), career counseling (7-12) and specialized literacy support.
  - Our focus on literacy through the Science of Reading research-based approach allows all teachers to have the expertise to provide targeted interventions to assist students with literacy.
- GSACRD will continue working with Jigsaw Learning to assist schools in establishing a Collaborative Response to student needs. Schools have already worked on creating a continuum of supports for their context and Collaborative Response meetings have been embedded in the daily work of the teacher. We are currently in our second year of this process.

### Local Measures

#### ❖ Division Assurance Surveys 2022

Division Assurance Survey 2022 (Results in percentages)				
Items	GR. 4-6 (Difference 2020-2022)	GR. 7-12 (Difference 2020-2022)	PARENTS (Difference 2020-2022)	STAFF (Difference 2020-2022)
My child has access to technologies to meet their educational needs.	96.1 (+0.9)	91.9 (-4.0)	88.1 (-6.7)	95.6 (-1.9)
Teachers at our school collaborate to respond to students' needs.	NA	NA	NA	97.8 (+0.4)
I learn about connections between Catholic faith and Indigenous beliefs and practices.	89.4 (+4.3)	69.7 (+4.0)	60.4 (-3.0)	94.0 (+2.2)
I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	92.5 (+1.6)	74.6 (+7.9)	70.9 (+8.8)	93.1 (+5.6)

#### ➤ Highlights

- 92.9% of stakeholders indicated that either they or their child has access to adequate technology to meet their educational needs.
- Positive responses for, "I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school." is trending upwards and quite significantly. This is a testament to the intentional efforts that have been made to raise awareness, acknowledge the harms, atone for the hurts and take action to better the lives of Indigenous community members.

## *GSACRD Annual Education Results Report 2021-2022*

### ➤ Implications for the Future

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- 88.1% of parents agree that their child has access to adequate technology to serve their educational needs. This is a decline of 6.7% from last year. GSACRD encourages students to bring their own device to school, and school-owned devices can be loaned when this is not possible. We have seen an increase in families requiring financial assistance, and the decline in satisfaction may be related to the fact that some families can no longer afford to purchase devices for their children. We will continue to ensure that technology is available to all students.



# GSACRD Annual Education Results Report 2021-2022

## Domain #4: Relationships: Teaching and Leading

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

### Provincial Measures

#### ❖ Performance Measures

Performance Measures (Results in Percentages)						
Note: +/- is compared to the province.						
Measures		2018	2019	2020	2021	2022
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.		92.8 (+2.8)	92.8 (+2.6)	92.5 (+2.2)	93.1 (+3.5)	91.8 (+2.8)
	Parents	90.8 (+4.8)	89.6 (+3.2)	88.7 (+2.0)	89.4 (+2.7)	87.5 (+1.4)
	Students	89.5 (+1.3)	89.4 (+1.3)	89.7 (+1.9)	91.2 (+4.9)	88.7 (+2.8)
	Teachers	98.1 (+2.3)	99.4 (+3.3)	99.1 (+2.7)	98.8 (+3.1)	99.2 (+4.2)
Inservice Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.		92.4 (+8.1)	93.9 (+8.7)	93.9 (+8.9)	93.2 (+8.3)	93.8 (+10.1)

#### ➤ Highlights

- 94% of parents report that they are satisfied with the quality of education their child is receiving.
- 92% of parents report that they are satisfied with the quality of teaching at their child's school.
- Education Quality has been consistently above 90% satisfaction rate for the last five years.

## *GSACRD Annual Education Results Report 2021-2022*

- Teachers report a 93.8% satisfaction with the direction and delivery of professional development; a 10.1% above the province.
- 94% of students report that their teacher(s) are either very good, or good.

### ➤ Implications for the Future

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- In the Education Quality measure, our student demographic, more specifically our grade 7-12 students, only 71 % reported that their school work is interesting, and 77% report that they believe their school work is useful to them.
  - Using the Practice Progressions and other research-based strategies that engage students we aim to increase the number of grade 7-12 students who find school work interesting.
  - Through our Collaborative Response meetings, we will scaffold learning so that students find work appropriately challenging, and are able to fully engage in their learning.
  - With the removal of all COVID-19 restrictions, we will return to many hands-on learning and field trip opportunities which provide real-life applications to curricular instruction.



## GSACRD Annual Education Results Report 2021-2022

### Local Measures

#### ❖ Division Assurance Surveys 2022

Division Assurance Survey 2022 (Results in percentages)	
Items	STAFF (Difference 2020-2022)
Teachers and staff explain and model how to live like Jesus in school.	*98.1 (+0.5)
I engage in learning about Indigenous Education and Truth and Reconciliation Calls to Action.	96.1 (+3.6)
I engage in faith formation in my role.	96.0 (-2.6)
Teachers at our school collaborate to respond to students' needs.	97.8 (+0.4)
I grow professionally based on professional standards (Catholic TQS/LQS and or requirements of my role)	95.4 (-1.3)
I grow professionally based on the mission and vision of the Division.	95.3 (-1.2)

\*Older measure - comparison with 2018-2019.

#### ➤ Highlights

- Teachers indicate that faith formation is present in their school and prioritized as a direction of the division.
- GSACRD employees base their growth on professional standards and the mission and vision of the Division.

#### ➤ Implications for the Future

- Continue to offer Formed, an internal mentorship opportunity for aspiring administrators to learn more about Catholic school leadership.
- Mentorship opportunities for new teachers and new school leaders.
- Indigenous Consultant to continue to build capacity with Indigenous Leads (Waniska Leads) and at-the-elbow support for teachers as they continue to



## *GSACRD Annual Education Results Report 2021-2022*

learn the foundational knowledge to better understand First Nation, Métis and Inuit ways of knowing being and doing.

- Continue to foster relationships through Professional Growth Plan meetings, School Results Reviews, Catholic School Reviews, and School Leadership Engagement for Growth teams to build a cohesive and focused team of Catholic educators.





## GSACRD Annual Education Results Report 2021-2022

### Domain #5: Responsiveness: Governance and Context

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

#### Provincial Measures

##### ❖ Performance Measures

Performance Measures (Results in Percentages) <i>Note: +/- is compared to the province.</i>						
Measures		2018	2019	2020	2021	2022
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.		86.0 (+4.8)	86.2 (+4.9)	84.6 (+2.8)	84.5 (+5.0)	82.5 (+3.7)
	Parents	78.6 (+5.2)	76.8 (+3.2)	73.1 (-0.8)	73.3 (+1.1)	71.3 (-1.0)
	Teachers	93.4 (+4.5)	95.6 (+6.6)	96.2 (+6.6)	95.6 (+8.8)	93.8 (+8.6)

#### ➤ Highlights

- GSACRD is consistently above the provincial average in the area of Parental Involvement.
- Results measuring Parental Involvement have remained relatively stable over the last five years.
- Teachers' responses demonstrate they value parental involvement at the school level.

#### ➤ Implications for the Future

- Teachers display a much higher level of satisfaction than parents with the level of parental involvement.

## GSACRD Annual Education Results Report 2021-2022

- Parent demographic has declined slightly each year for the last 5 years. 71.3% of parents are satisfied with their level of involvement in their child's education.
- With the easing of public health restrictions, schools have opened their doors to welcome parents into the schools once more. We anticipate that parents will have a renewed sense of connection with their child's school and this will be reflected in 2023 results.
- We recognize that parental involvement comes in many different forms, and that social media plays a role in helping parents feel involved in their child's education. Our schools have worked with our Communications Manager to employ effective and consistent social media profiles for their schools. This has allowed parents to engage with their child's school even if they are unable to be physically present. We anticipate that this will continue to support a strong partnership between parents and our schools.
- GSACRD has begun a Capital Plan Engagement over the course of the 2021-22 school year. This process saw the creation of a working group that was composed of parents and staff members alike. The work of this committee will be to host public engagements to seek input on the future of our Division's Capital Plan. We anticipate that through this open and transparent process, stakeholders will feel respected, heard and valued, thus fostering a renewed sense of belonging in our community.

### Local Measures

#### ❖ Division Assurance Surveys 2022

Division Assurance Survey 2022 (Results in percentages)				
Items	GR.4-6 (Difference 2018-2022)	GR.7-12 (Difference 2018-2022)	PARENTS (Difference 2018-2022)	STAFF (Difference 2018-2022)
I feel welcome at my school.	87.3 (+0.1)	76.4 (-7.8)	78.5 (-16.2)	99.8 (+1.8)
People in the community say good things about my school.	61.2 (+2.2)	73.2 (-2.8)	84.5 (-5.5)	94.2 (+0.2)

## GSACRD Annual Education Results Report 2021-2022

### ➤ Highlights

- 85.5% of stakeholders report feeling welcome in our schools.
- 84.5% of parents feel that their child's school is well regarded in the community.



### ➤ Implications for the Future

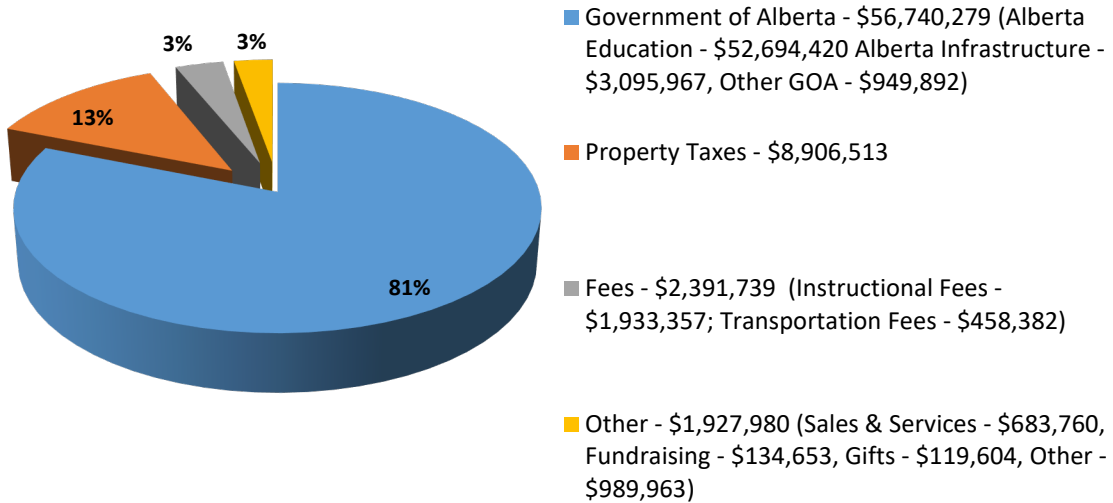
- Parent responses to "I feel welcome at my school." have experienced a sharp decline of 16.2% over the past five years, and most significantly in the last two years. We attribute this sudden change to the fact that over the course of the pandemic parents were not able to come into the school at all. With the easing of health measures, parents are now able to enter into the schools and participate more fully in the school community. We anticipate that this will be reflected in future results.
- 67.2% of students believe that their school is well regarded in the community. Conscious efforts are taken to foster a sense of pride by students in their own schools. We are launching a Student Experience Influencer Program to leverage the social capital that we have in our own students. Through a variety of current and relevant social media apps, such as Instagram and TikTok, we have made efforts to reach students on their level and employ their social currency to attract and retain students.



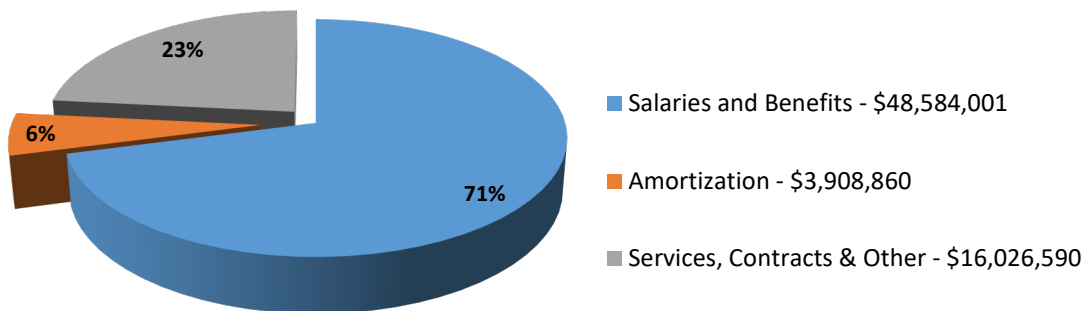
## FINANCIAL INFORMATION

### Summary of Financial Results 2021-2022

#### Total Revenues - \$69,966,511



#### Total Expenditures - \$68,519,451



## *GSACRD Annual Education Results Report 2021-2022*

### **Audited Financial Statements 2021-2022**

	<b>Budget 2022</b>	<b>Actual 2022</b>	<b>Actual 2021</b>
Total Revenues	\$67,915,035	\$69,966,511	\$68,475,848
Total Expenses (Note 1)	\$67,915,035	\$68,519,451	\$64,694,185
Surplus (Deficit) of Revenues over Expenditures	\$0	\$1,447,060	\$3,781,663
<p>Note (1): Total expenses actual-to-budget variance amount of \$604,416 (1%) is mainly contributed to instructional revenues announced and received later in the year; instructional funding kept at the 20-21 funding levels (despite student enrolment decline) and continued COVID savings.</p> <p>Operations and Maintenance expenditures increased due to IMR spending and general repairs and maintenance throughout the Division. Additionally, the Federal Safe Indoor Air funding was introduced in May which was fully depleted in the school year.</p> <p>System Administration expenditures increased due to higher costs for public relations and advertising as well as system support upgrades.</p> <p>These increases were offset by savings in staffing allocations due to timing of hires and positive average salary variances. Schools and departments continued to generate savings in professional development and travel.</p>			
Unrestricted Net Assets		\$604,325	\$897,085
Restricted Net Assets – Operating Reserves (incl. SGF of \$183K)		\$2,124,958	\$2,399,100
Restricted Net Assets – Capital Reserves		\$4,615,065	\$3,010,891
Investment in Tangible Capital Assets		\$3,387,969	\$2,978,181
<b>School Generated Funds (SGF)</b>		<b>2022</b>	<b>2021</b>
Total SGF Revenue		\$1,568,793	\$777,461
Total SGF Expenditure		\$1,513,831	\$892,071
Total Net SGF (Deficit) Surplus		\$54,962	(\$114,610)

## *GSACRD Annual Education Results Report 2021-2022*

Total instructional spending per student FTE per school year: \$10,047 (2021 -\$9,272)

Total operational spending per student per school year: \$13,396 (2021 -\$12,359)

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 12 in the Annual Financial Statements.

To view the provincial roll up of financial statement information (AFS), please visit

<https://education.alberta.ca/financial-statements/combined-statements/>.

### **Capital and Facilities Projects and Planning**

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The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our communities to pursue Catholic education in safe and 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's current CTS Modernization project for Morinville Community High School is scheduled for completion in the fall of 2022-2023.

Through the Modular Classroom Program submission, in November of 2019, the Division requested to evergreen portables at Richard S. Fowler Jr. High. The Division was approved for the demolition of seven portables and installation of 4 modular classroom units. This project was completed for start of the 2022-2023 school year.

The 2022-2025 Capital Plan approved by the Board of Trustees included the following capital priorities:

1. Modernization or Replacement of Legal School (K-9)
2. Replacement of École Father Jan
3. Modernization of Bertha Kennedy Catholic Elementary School (K-6)

A copy of the Division's current 2022-2025 Capital Plan may be obtained at the following link: <https://www.gsacrd.ab.ca/download/340272>

### **Operations and Maintenance**

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For 2021-2022, the Board's Operations and Maintenance annual operating budget was determined by student enrolment, utilization and gross area of schools. 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 2021 - 2022, the operations and maintenance staff demonstrated a 95% 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)**

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This funding envelope, which addresses the upgrades 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 2021 – 2022 IMR plan was developed with input from school-based administration and in-house facility expertise. In 2021 – 2022, the Division had available \$814,082 of IMR funding received in 2021-2022 and a carryover of \$742,465 from 2020 – 2021 for a total of \$1,556,547. In 2021-2022, the IMR projects included window replacements, LED lighting, washroom renovations, updating camera systems, flooring replacement and duct cleaning.

### **Capital Maintenance Renewal (CMR)**

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In addition to annual IMR dollars, the province allocates Capital Maintenance Renewal funding (CMR) which is provided based on the government fiscal year (April 1 to March 31). The Division was approved to receive \$882,678 in two separate installments. These projects included flooring abatements and replacements at Albert Lacombe, Bertha Kennedy and GH Primeau schools. Roofing repairs done at Morinville Community High. The replacement of the fire alarm at Marguerite d'Youville. At Neil M Ross, all core building, exterior windows were replaced and a complete renovation of the main washrooms with energy efficient fixtures, was done. A new camera system was installed at Holy Family. Concrete work was done at Marie Poburan, Neil M. Ross and VJ Maloney; this work covered the addition or replacement of sidewalks. All lockers at Richard Fowler were replaced and ten portable classrooms and the hallway at Marie Poburan was painted.

### **A View Forward**

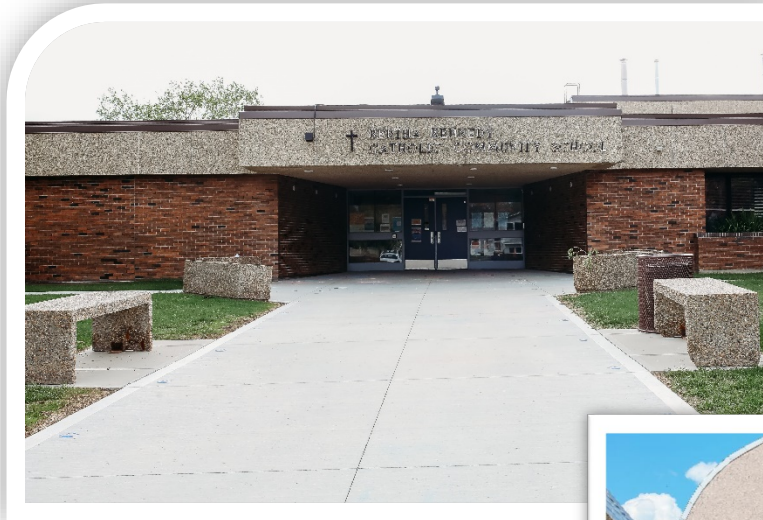
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In addition to advocating for Division facility needs to the province, Operations continues to explore cost saving opportunities such as:

- ❖ Transition to LED lighting in all schools. Once this initiative is completed, it will result in a 15-year maintenance free status for future replacements.

## *GSACRD Annual Education Results Report 2021-2022*

- ❖ Installation of solar panels.
- ❖ Energy audits to explore further cost savings.
- ❖ Washroom renovations which include water saving toilets, auto shut off taps, and high efficiency hand dryers to further reduce utility costs and waste.



## WHISTLEBLOWER PROTECTION

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).

Annual Report on Disclosures as provided by the Chief Officer	Number
Disclosures received by the designated officer	0
Disclosures acted on by the designated officer	0
Disclosures not acted on by the designated officer	0
Investigations commenced by the designated officer	0

**Greater St. Albert  
Catholic Schools**



***Greater St. Albert Catholic Schools  
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