

**Greater St. Albert
Catholic Schools**



2023-2026

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 2022-2025 Education Assurance Plan priorities, outcomes, strategies, measures, and results to plan for continuous improvement in 2023-2026 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 concluded 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. We look forward to living our faith through our Catholic schools in the next three years with our new faith theme - Growing in the Trinity: Love, Mercy & Grace. 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, Greg Schell

Assurance Statement: (in the 2023-2024 Funding Manual)

The Education Plan for Greater St. Albert Catholic Schools commencing May 31, 2023 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and *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 2023-2026 on May 30, 2023.



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

Catholic schools in the province of Alberta exist under the Education Act of Alberta, and are constitutionally protected under section 93 of the Constitution Act, 1867, section 12 of the Alberta Act, and section 29 of the Canadian Charter of Rights and Freedoms. The Catholic school system is a publicly funded, religiously based system of separate schools. The role of that system is to provide an education following the provincial curriculum within a school system permeated by the Catholic faith.

Catholic schools play an important role in the salvific mission of the Church, specifically as it relates to religious education. There exists a three-way partnership between home, school, and parish through which education and spiritual formation take place. It is the goal of Catholic schools to have students become living witnesses to God's love for humankind and further develop their relationship with Christ.

Greater St. Albert Catholic Schools 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**). The Division consists of 17 schools (one in Legal, four in Morinville, and 12 in St. Albert) serving 5500 students. The Division is considered ‘rurban’, as it serves both rural and urban communities. GSACRD has an 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 Service 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.

This year, through an extensive community engagement, we worked with a variety of stakeholders to address the issue of underutilization and aging infrastructure. As a result of this process a series of recommendations were made, and ultimately the Board of Trustees made the decision to transfer students from École Father Jan to École Marie Poburan and decommission the École Father Jan school building, which has reached the end of its lifecycle. In addition to this, a committee was formed to rename École Marie Poburan to École Sacré Coeur in order to honour the new beginning and the combination of two unique and distinct school communities. It was also decided to arrange the grade configurations to be K-4 at École Sacré Coeur and have grades 5-9 at École Secondaire Ste Marguerite d’Youville. Since these two schools share the same grounds, this has been dubbed the Single-Track French Immersion Campus, and is the first of its kind in St. Albert.

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), Elite Performance Centre, full day, progressive, and nature kindergarten, and new this year, Cogito programming, all within the context of our Catholic faith.



GSACRD 2023-2026 Division Assurance Framework

2023-2026 Division Three-Year Education Assurance Framework					
PRIORITY	FAITH GROWING IN THE TRINITY: LOVE, MERCY & GRACE	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 (TOS, LOS, SLOS).	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. 	<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 prioritizing mandatory programs to ensure that student learning needs are met pursuing supplementary grants to fuel innovation and choice
 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; recognize truth and reconciliation as our Christian duty, to heal wounds caused by hurtful policies and practices, such as residential schools develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and involve Indigenous voices 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 TOS and LOS. 	<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 Pre-K-6 English, Sports Academy, Cogito Academy

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

Grade Pre-K-6 English, Recreation Academy

[Bertha Kennedy Catholic School](#)

Grade Pre-K-6 English

[Neil M. Ross Catholic School](#)

Grade K-6 English, Sports Academy

[École Sacré Coeur](#)

Grade K-4 French Immersion, Sports Academy, Nature Kindergarten

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

Grade 7-9 English, Recreation Academy, Sports Academy

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

Grade 5-9 French Immersion, Sports Academy

[Sister Alphonse Academy](#)

Grade Pre-K-9 English, Recreation Academy

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

Grade 10-12 English, French Immersion, Advanced Placement, Sports Academy, Elite Performance Centre

[St. Gabriel Education Centre](#)

Grade 7-12 English, Outreach and Distance Education

[Holy Family Catholic School](#)

Grade Pre-K-6 English, Recreation Academy, Spotlight Option

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

Grade 7-9 English, Recreation Academy, Sports Academy

Morinville Schools

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

Grade 6-8 English, French Immersion, Enhanced Computer Science Option, Sports Academy

[Morinville Community High School](#)

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

[École Notre Dame Elementary School](#)

Grade Pre-K-5 English, French Immersion, Nature Kindergarten

[St. Kateri Tekakwitha Academy](#)

Grade Pre-K-5 English, Dynamic Options, Sports Academy

Legal Schools

[Legal School](#)

Grade Pre-K-9 English, Dynamic Options

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 Officers
- 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 2022:** Administrators worked together to review provincial results. On a Data Day in October, school leaders created a Professional Development (PD) Plan and key strategies were reviewed and revised.
- **January 30, 2023:** Our Annual Education Results Report was approved by the board and submitted to the Minister of Education.
- **January - February 2023:** GSACRD administered its Division Assurance Survey to all parents, staff and students from grades 4-12.
- **February - March 2023:** Review of local data generated by literacy and numeracy screeners for K-9 students. Data review meetings were held with administrative teams.
- **March 7, 2023:** School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement during their first Data Day of the new assurance cycle.
- **March - April 2023:** 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. School Assurance Planning meetings were held between each school administration team and our executive leadership team to assist in the alignment of school assurance plans with our division assurance plan.
- **April 2023:** School administrative teams met with the Senior Leadership team for School Assurance Planning meetings, where they shared their interpretation of their school data and how it informed their school goals and strategies.

- **May 8, 2023:** Board of Trustees provide feedback on the Three-Year Education Assurance Plan 2023-2026 at the Committee of the Whole meeting.
- **May 30, 2023:** The Board approved the Division's Education Assurance Plan 2023-2026.
- Over the course of the year: Holy Family Catholic School, École Georges H. Primeau Middle School, and École Notre Dame Elementary participated in our newly-implemented Catholic School Review process. This intensive process will provide feedback from staff, students and parents specifically in regards to the Catholic ethos of the school.

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.

DOMAINS

Domain #1: Growing in the Trinity: Love, Mercy & Grace

September 2023 will mark the beginning of a new three-year faith theme - Growing in the Trinity: Love, Mercy & Grace:

- 2023-24 Growing in Love, with the Father
- 2024-25 Growing in Mercy, with the Son
- 2025-26 Growing in Grace, with the Spirit

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/guardians.

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

- **Local Data – Division Assurance Surveys**

- Question: My religion classes help me understand how faith can guide the way I live my life.
 - 89.9% of grade 4-6 students responded **Agree**
 - 67.6% of grade 7-12 students responded **Strongly Agree** or **Agree**
 - 79.2% of parents responded **Strongly Agree** or **Agree**
 - 94.3% of staff responded **Strongly Agree** or **Agree**
- Target: 75% of students grades 7-12, and 85% of parents will respond **Strongly Agree** or **Agree** to the question “My religion classes help understand how faith can guide the way I live my life.”

- **Provincial Data**

Measure: Alberta Education Assurance Measures Five-Year Trend (Results in percentages)					
	2018	2019	2020	2021	2022
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.	91.3	92.2	92.6	92.6	92.0
Citizenship: 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
Student Learning Engagement: Percentage of teacher, parents, and students who are satisfied that students are engaged in their academic programming.	N/A	N/A	N/A	88.5	87.5

- 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 compassionate, caring citizens who demonstrate their love for Jesus by living in accordance with their faith. GSACRD focuses on faith themes that follow three-year cycles. We are entering into our first year of a new cycle - Growing in the Trinity: Love, Mercy & Grace.

- 2023-24 Growing in Love, with the Father
- 2024-25 Growing in Mercy, with the Son
- 2025-26 Growing in Grace, with the Spirit

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.

- Continued support for the implementation of *Growing in Faith, Growing in Christ*. Support for teachers in aligning *Growing in Faith, Growing in Christ* with the new English Language Arts and Literature curriculum, and developing strategies to use this as a cross-curricular resource.
- Conduct Catholic School Reviews cyclically to examine Catholicity in the context of each school community 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 Division 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 an intentional connection to school- and division-based social justice projects.
- 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: As Catholics, due to the historic role of the Church in the residential school system, we bear an additional responsibility to pursue reconciliatory actions within our schools. We prioritize teaching and learning of foundational knowledge of First Nations, Métis and Inuit in an effort to foster healing and growth within our school communities.

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

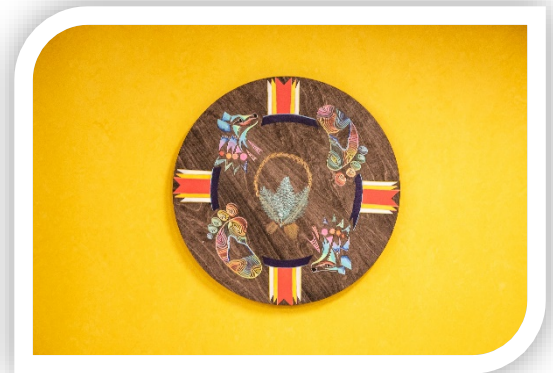
- **Local Data – Division Assurance Surveys**

- Question: (My child) (I) (Students) have opportunities to participate in reconciliation activities that teach about First Nations, Métis and Inuit culture and traditions to further reconciliation.
 - 94.2% of grade 4-6 students responded **Agree**
 - 80.8% of grade 7-12 students responded **Strongly Agree** or **Agree**
 - 87.4% of parents responded **Strongly Agree** or **Agree**
 - 96.3% of staff responded **Strongly Agree** or **Agree**
- Target 85% of students grades 7-12, and 90% of parents will respond Strongly Agree or Agree to the question (My child) (I) (Students) have opportunities to participate in reconciliation activities that teach about First Nations, Métis and Inuit culture and traditions to further reconciliation.

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.

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

- Increase opportunities for students to participate in Indigenous cultural activities that create awareness and appreciation for Indigenous spirituality in the context of our Catholic faith.
- Ongoing professional development for Lead Teachers at each school to further their foundational knowledge of Indigenous ways of knowing, being and doing and returning to their school sites to share this knowledge by teaching colleagues and actioning new learning in their school community.
- Creating a year plan to ensure that there is ongoing learning and exposure to relevant cultural events and opportunities for learning.
- Administrators to complete Bridging the Gap, which endeavours to help administrators see trends in their school community that may become barriers for Indigenous students in achieving success.
- Special attention to marking September 30th, Métis Week, preparing school-based inculturated liturgies for June 21st, to celebrate National Indigenous Peoples' Day.



- Strengthen existing relationships and build new ones with Indigenous partners to ensure an Indigenous voice guides the work in our schools.

Plan for Implementation for Domain #1:

- 1.0 FTE Religious Education Consultant position to support student and staff faith formation and religious education programming throughout the division.
- 1.0 FTE Division Chaplain position to support schools in their mission to evangelize.
- 1.0 FTE Director of Wellness and Innovation to oversee supports for First Nations, Métis and Inuit students. These supports will include accessing ATA and other partnerships to provide professional development to further foundational knowledge of First Nations, Métis and Inuit in our schools.
- Conduct four Catholic School Reviews during the 2023-24 school year.

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: Overall, my school work is interesting. (Grade 7-12)
 - 55.5% responded **Strongly Agree** or **Agree**
 - Question: I like learning math. (Grade 4-6)
 - 71.2% responded **Agree**
 - Question: I like learning language arts. (Grade 4-6)
 - 74.9% responded **Agree**
 - Question: Teachers at my school use a variety of methods to help me learn.
 - 95.5% of grade 4-6 students responded **Agree**
 - 81.0% of grade 7-12 students responded **Strongly Agree** or **Agree**
 - Question: Staff at my school help students learn to the best of their abilities.
 - 93.1% of grade 4-6 students responded **Agree**
 - 80.1% of grade 7-12 students responded **Strongly Agree** or **Agree**

- Question: I receive ongoing feedback.
 - 90.0% of grade 4-6 students responded **Agree**
 - 75.2% of grade 7-12 students responded **Strongly Agree** or **Agree**

- Target: 65% of students in grade 7-12 will report positively when ask if they find their school work interesting.

• **Provincial Data**

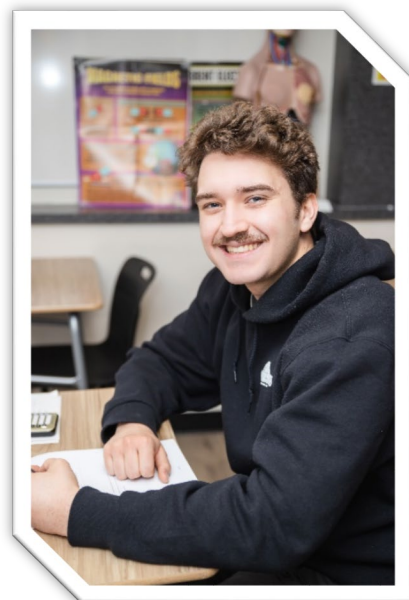
Measure: Alberta Education Assurance Measures for 2022			
	Alberta 2022	GSACRD 2021	GSACRD 2022
Student Learning Engagement: Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming			
Overall	85.1	88.5	87.5
Parent	88.7	90.9	89.9
Student	71.3	76.1	73.6

- 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 regularly throughout the year 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 6.

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
 - From September 2023-January 2024, the average amount of growth from grades 1-6 was half a year growth which is consistent with the anticipated developmental growth of a student.
 - Numeracy Data:
 - Alberta Education Numeracy Screener
 - In Jan 2023, 314 students took the Grade 1 Alberta Numeracy Screener, 40% of grade one students were deemed to be at risk of needing intervention in numeracy.
 - Target: Reduce the number of students requiring intervention in literacy and numeracy by 20%.



- **Provincial Data**
 - Provincial Achievement Tests and Diploma Exams

Performance Measures (Results in Percentages): All Students					
<i>Note: +/- is compared to the province.</i>					
<i>* Data values suppressed where the number of students is fewer than 6.</i>					
	2018	2019	2020	2021	2022
Provincial Achievement Test Acceptable Standard: 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)
Provincial Achievement Test Standard of Excellence: 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)
Diploma Acceptable Standard: 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)
Diploma Standard of Excellence: 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)
High School Completion Rate: 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)	-
High School Completion Rate - 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)	-
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship .	87.0 (+4.0)	88.3 (+5.4)	88.3 (+5.0)	88.1 (+4.9)	87.9 (+6.5)
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	92.8	92.5	93.1	91.8

- Target: 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 the new curriculum being implemented from kindergarten to grade four, GSACRD is committed to implementing current, researched-based best practices across all schools. We are confident that as we address early literacy and numeracy skills and ensure that interventions are systematically implemented as learning gaps are identified, success will be reflected in Provincial Achievement Test and Diploma Exams results.

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

- Continue professional development in the Structure Literacy, 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:
 - Alberta Education Numeracy Screener
 - MIPI
- Implementation of Mathology resource from kindergarten to grade 6.
- Use of numeracy interventions created by GSACRD teachers to address the lagging skills identified in the Alberta Education Numeracy Screener.

Plan for Implementation for Domain #2:

- Implement the testing and reporting schedule for 2023-24 to track literacy and numeracy data.
- 1.0 FTE Literacy Consultant and a 1.0 FTE Curriculum and Technology Consultant to provide regular, in-house, professional development and support to Curriculum Lead Teachers who build capacity in their school sites.
- Continue a partnership with Dr. Georgiou at the University of Alberta to further the work of Structured Literacy. This partnership provides us with access to division-wide professional development and access to screeners and interventions free of charge in exchange for participation in a research project.



Domain #3: Equity: Learning Opportunities

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.
 - 97.3% of grade 4-6 students responded **Agree**
 - 92.1% of grade 7-12 students responded **Strongly Agree** or **Agree**
 - 89.9% of parents responded **Strongly Agree** or **Agree**
 - 95.5% 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?
 - 83.7% 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.
 - 92.5% 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.
 - 86.8% 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 2%, and timely supports and services by 4%.
- **Provincial Data**

Performance Measures (Results in percentages)						
<i>Note: +/- compared to the province</i>						
	2017	2018	2019	2020	2021	2022
Program Access: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	77.9 (+4.7)	76.0 (+3.2)	77.2 (+4.1)	78.8 (+3.6)	79.0 (+7.2)	79.8 (+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.	88.5 (+3.6)	87.5 (+3.3)	88.1 (+3.4)	87.0 (+2.1)	88.0 (+5.3)	88.2 (+6.3)
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 (+2.3)	92.2 (+3.2)	92.6 (+3.2)	92.6 (+2.6)	92.0 (+3.2)

- 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 and additional supports provided through the *Mental Health in Schools Grant*.
- 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 embedding collaborative response in GSACRD schools in order to provide a system that ensures 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.
- 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 2022		
	GSACRD	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).	73.8	46.4
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).	9.0	6.4
Diploma Acceptable Standard: Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	77.5	68.7
Diploma Standard of Excellence: Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	20.0	8.5
High School Completion Rate: Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	86.4	59.5

Government Measures (Results in percentages) – English as a Second Language Spring 2022		
	GSACRD	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).	82.8	65.8

Government Measures (Results in percentages) – English as a Second Language Spring 2022		
	GSACRD	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).	12.9	15.2
Diploma Acceptable Standard: Overall percentage of ELL students who achieved the acceptable standard on diploma examinations (overall results).	44.1	59.0
Diploma Standard of Excellence: Overall percentage of ELL students who achieved the standard of excellence on diploma examinations (overall results).	5.9	10.8
High School Completion Rate: Overall percentage of ELL students who completed high school within three years of entering Grade 10.	94.3	78.5

- 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:
 - Continue to explore trauma informed practice. All administrators to be trained in Traumatic Event Systems with Kevin Cameron.
 - Begin training administrators in threat and trauma event systems through an Indigenous lens.
 - 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.
 - Provide opportunities for students to build relationships with Indigenous role models and community leaders within the context of the school.
- Supports for English Language Learners:
 - Explicit programming for English Language Learners, such as Imagine Learning and Education Perfect.

- 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.
- Targeted assistance for students who require English language support.

Plan for Implementation for Domain #3:

- 1.0 FTE Literacy Consultant who supports English Language Learners.
- 0.4 FTE Part-time teacher-liaison for Ukrainian students.
- 1.0 FTE Director - Early Childhood Education and Learning Support Services, who oversees the Specialized Learning Services budgets, assists with programming for students with exceptional needs, coordinates Jordan's Principles applications, and ensures that learning needs are being met for all students.
- 1.0 FTE Specialized Student Support Coordinator who assists with Specialized Learning Services and oversees programming and therapists for PUF funded students.
- Ongoing technology support to ensure students have access to technology for learning.
- Continued funding for mental health supports through grants that are already in progress. These grants include our ongoing Mental Health Capacity Building grant and the Mental Health in Schools grant, which both fund positions that provide direct support to students in our schools.

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, most students treat each other with care and respect.
 - 83.2% of grade 4-6 students responded **Agree**
 - 61.6% of grade 7-12 students responded **Strongly Agree** or **Agree**
 - 81.7% of parents responded **Strongly Agree** or **Agree**
 - 97.1% 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					
	2018	2019	2020	2021	2022
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.	91.3 (+2.3)	92.2 (+3.2)	92.6 (+3.2)	92.6 (+2.6)	92.0 (+3.2)

- 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.

Plan for Implementation for Domain #4:

- Support schools who use the services of VOICE and other similar organizations who address relational issues with teens.
- 1.0 FTE Chaplain who engages with students and models healthy relationships.
- Consistent counselling time in each school to assist in working with students to build healthy relationships.
- Offer SafeTalk sessions for students and parents to assist in prevention of student self-harm.
- Purchase and implementation of Student Aware Software which helps detect unsafe online behaviour on school network accounts.

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.
 - 69.4% of grade 4-6 students responded **Agree**
 - 73.4% of grade 7-12 students responded **Strongly Agree** or **Agree**
 - 85.7% of parents responded **Strongly Agree** or **Agree**
 - 95.8% of staff responded **Strongly Agree** or **Agree**



- Question: I am proud of my school.
 - 90.3% of grade 4-6 students responded **Agree**
 - 70.4% of grade 7-12 students 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.
- Continue to engage with our stakeholders when contemplating strategic planning for the future of the division.
- Introduction of new programming to meet the diverse needs of our students and to attract students from out of the division.

Plan for Implementation for Domain #5:

- 1.0 FTE Communications Manager to continue implementation of the GSACRD Communications Plan to ensure marketing strategies are reaching potential families.
- 0.5 FTE Communications Coordinator to implement student engagement and social media content to increase relevance in the community.
- Monitor enrollment and satisfaction of innovative programs to ensure they continue drawing families and remain financially viable.



FINANCIAL INFORMATION

2023-2024 Budget Information

The 2023-2024 Budget was approved by the Board of Trustees on May 30, 2023.

For 2023-2024, Administration prepared a \$70.5 million operating budget. The Division typically updates their spring budget in the fall for the actual enrolment and corresponding Division's needs.

The 2023-2024 budget shows a deficit of \$219K which is solely attributed to the amortization expense for the Asset Retirement Obligation (ARO). There will be no impact on accumulated operating surplus as a result of the ARO expense. The ARO expense will be an ongoing accounting expense until such time when all asset retirement obligations are fully amortized or obligations are addressed via approved capital school projects.

Bridge Funding was entirely eliminated by Alberta Education. As a result of this change, the Division lost approximately \$2.5 million in revenues compared to the 2022-2023 SY. For 23-24 only, the Division will receive a Stabilization Grant of \$1.66 million. This grant is one-time in nature.

Funding Framework:

- Base Grants – 6% increase
- O&M - 5% increase
- Specialized Supports and Services – 10% increase
- Transportation – restructured and enhanced
- Nutrition grant – 33%

Alberta Education revenues reflected in the 2023-2024 Budget are based on the estimated funded student enrolment of 5,383 for 23-24 submitted in January of 2023.

School allocations are based on projected enrolment rather than a moving weighted average enrolment.

There is some uncertainty around the cost of insurance premiums in light of current wild forest fires in Alberta.

There may be variances in management calculations of future 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.

The Division acknowledges that there could be challenges related to maneuvering through the 23-24 SY in light of the maximum limit on accumulated operating surplus.

Budget Report, once approved, will be submitted to Alberta Education no later than May 31, 2023 and posted on the Division website, as a public document.

On average, 72% of the Division's overall expenses go toward personnel costs (salary and benefits), which is consistent with previous years. The Division contracts out both transportation and custodial services. The Budget is based on employing approximately 296 certificated and 156 uncertificated staff full time equivalents (FTE).

School jurisdictions are required to adopt the new PSAS, PS 3280 – Asset Retirement Obligations (ARO) effective September 1, 2022. The 2023-2024 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 2023-2024 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 2023-2024:

Revenues	SPRING 23-24	
Government of Alberta	\$ 56,696,672	80%
Federal Government	\$ 470,380	0.7%
Property Taxes	\$ 8,672,242	12%
Fees	\$ 2,996,755	4%
Other Sales and Services	\$ 675,450	1%
Other Revenue	\$ 1,044,052	1%
Total Revenues	\$ 70,555,550	100%

Expenses by Program	SPRING 23-24	
Instruction	\$ 54,093,380	76.4%
O&M	\$ 10,870,040	15.4%
Transportation	\$ 2,679,872	3.8%
Board and System Administration	\$ 2,860,751	4.0%
External Services	\$ 271,423	0.4%
Total Expenses	\$ 70,775,464	100%

Estimated Surplus (Deficit) **(219,914)**

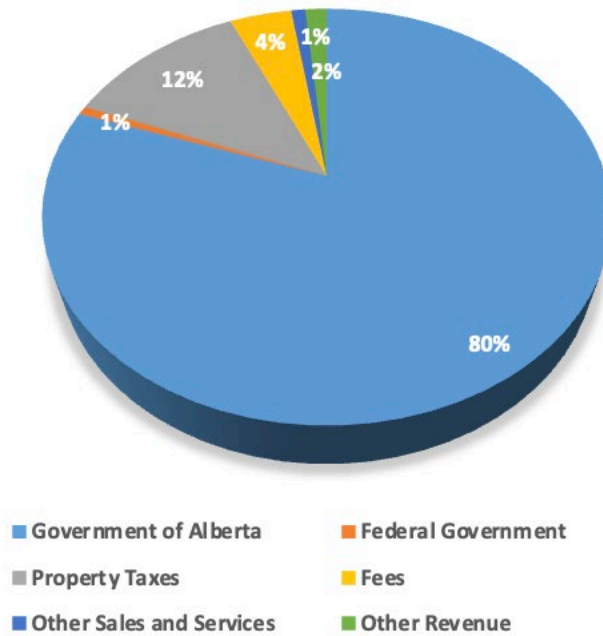
Expenses by Object	SPRING 23-24	
Certificated Salaries and Wages	\$ 31,027,323	44%
Certificated Benefits	\$ 7,514,887	11%
Non-certificated Salaries and Wages	\$ 9,016,342	13%
Non-certificated Benefits	\$ 2,550,333	4%
Services, contracts and supplies	\$ 16,185,875	23%
Amortization Expense	\$ 4,480,705	6%
Total Expenses	\$ 70,775,464	100%

Unrestricted Surplus and Operating Reserves **\$ 2,729,283**

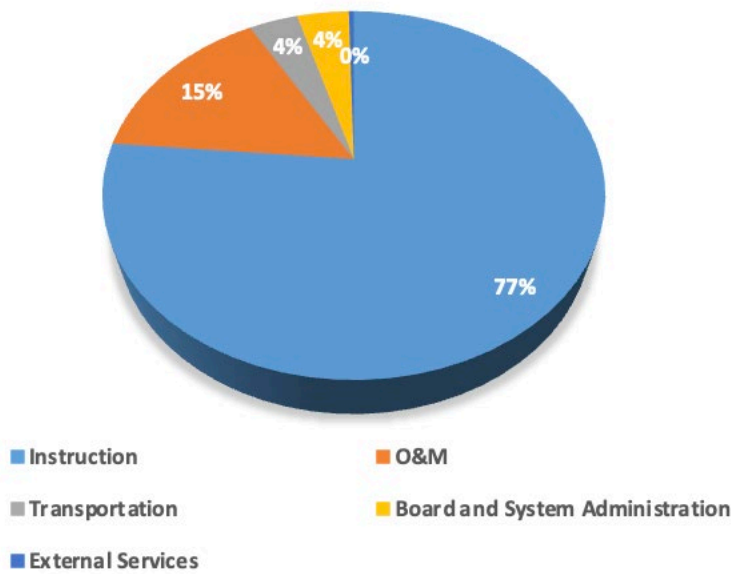
Capital Reserves **\$ 4,615,065**

Staffing FTE	SPRING 23-24	
Certificated	296.03	
School Based	285.73	
Secondments	2.20	
Non School Based	8.10	
Uncertificated	156.88	
School Based	135.10	
Operations and Maintenance	9.62	
Transportation	2.00	
System Admin	10.16	

Revenues



Expenses by Program



Capital and Facilities Projects and Planning

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

GSACRD Capital Plans

[Website](#)

[2024-2027 Capital Plan](#)

Greater St. Albert Catholic Schools



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