

Greater St. Albert Catholic Schools



2025-2028

Three-Year Education Assurance Plan

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ASSURANCE IN GREATER ST. ALBERT CATHOLIC SCHOOL DIVISION

Message from the Board Chair and Superintendent of Schools

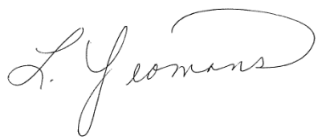
We have reviewed our 2024-2027 Education Assurance Plan priorities, outcomes, strategies, measures, and results to plan for continuous improvement in 2025-2028 in an effort to assure our community of excellence in Catholic education in Greater St. Albert Catholic Schools.

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 are approaching the conclusion of the second year of our Three-Year Division Faith Theme - Growing in the Trinity: Love, Mercy & Grace. The first year focused on growing in our capacity to love and was themed, "Growing in Love with the Father." The second year was dedicated to mercy, and is titled, "Growing in Mercy with the Son." 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 are grateful to all our stakeholders, students, parents, and staff for the trust that they place in us. May our plans for the future of education in Greater St. Albert Catholic schools continue to foster a culture of excellence and belief that through the love of God, our students will thrive and experience success in the world.

Yours in Catholic Education,



Mrs. Lydia Yeomans
Board Chair



Dr. Clint Moroziuk
Superintendent of Schools

Board of Trustees



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

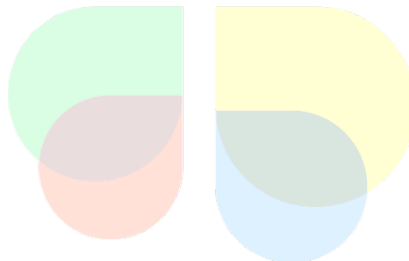
Assurance Statement: (in the 2025-2026 Funding Manual)

The Education Plan for Greater St. Albert Catholic Schools commencing May 31, 2025 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 2025-2028 on May 26, 2025.



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, GSACRD has continued its work of continual improvement through the work and dedication of its staff in each of its 17 school communities. Through cohesive planning and well-aligned goals, the Division is able to offer consistent, reliable, high quality Catholic education to all who seek it.



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 having completed its second year in our division, Cogito programming, all within the context of our Catholic faith.

GSACRD 2025-2028 Division Assurance Framework

2025-2028 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 (TQS, LQS, SLQS).	Students succeed when stewardship of system resources is based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.
 CONTEXT	<p>Spiritual Wellness: Students are committed to spiritual wellbeing within a culture of faith.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> providing robust religious education programming and opportunities for students to realize their spiritual and community wellbeing, bearing in mind the role of Catholic schools within the salvific mission of the Church. 	<p>Career, Academic, and Financial Wellness: Students discover their God-given gifts and strengths to learn to live fully and to fulfill their vocations.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> being student-centric and evidence-supported; enabling each student in the Division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry. 	<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"> learn and grow in faith by applying Catholic social teachings in service of others; engage in service projects that support partnerships with Catholic organizations, such as Catholic Social Services and Chalice; 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; benefit from a strong, nurturing relationship between home, parish and school; recognize truth and reconciliation as our Christian duty, to heal wounds caused by hurtful policies and practices, such as residential schools; recognize the inherent dignity of every person, made in the image of God, and treat one another with love and care; be taught and led by teachers and leaders who aspire to The Five Marks of an Excellent Catholic Teacher / Leader. 	<p>Students will:</p> <ul style="list-style-type: none"> benefit from research-based classroom practices that are focused on: <ul style="list-style-type: none"> hands-on differentiated instruction, including universal, targeted, and individual supports; integrating literacy and numeracy strategies; teaching for conceptual understanding; visible learning (Practice Progressions), with emphasis on feedback and communication; students' God-given gifts and strengths to foster hope and wellbeing; diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction; improving student achievement, based on ongoing data analysis; programming choices (academy achievement, dual credit, English/French); and learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum. staff who are well supported through mentorship of new teachers and leaders, curriculum lead teachers and divisional consultants and who adhere to the TQS and LQS. 	<p>Students will:</p> <ul style="list-style-type: none"> experience unconditional respect that recognizes the dignity of each person as a child of God, which is at the forefront of all work; excel to their potential and experience a sense of belonging when their needs are met through universal, targeted, and individual supports; be respected as education partners, along with their families, in problem-solving to meet their needs; benefit from learning within a faith community and participating in partnerships (e.g., Mental Health Capacity Building Initiative) and opportunities that support families and staff to meet students' needs; benefit from appropriate ongoing supports and services (assistive technology, assessments, therapeutic intervention) through stakeholders' (students, parents, schools, parishes, and community entities) collaboration; access counsellors who implement a trauma-informed approach; and access additional specialized supports and services, when needed, with a preferential option to bridge systemic gaps, especially for our Indigenous students, English Language Learners, and children who are Program Unit-funded. experience a safe learning environment with ongoing implementation of VTRA. 	<p>Students will:</p> <ul style="list-style-type: none"> excel when faith-based school and division improvement planning enhances collaborative capacity-building, leadership, engagement, and achievement; have continued success as teachers and leaders, and respond with skill and competence to the unique educational and spiritual needs of students; experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation; exhibit high levels of engagement in learning, as the collaborative culture of the Division and faith formation of staff continues to grow; be assured that teachers and leaders are accountable to professional standards within our Catholic school division; benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning; and benefit from staff who are supported to be healthy and well. 	<p>Students will:</p> <ul style="list-style-type: none"> benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success; have an emotional attachment to their school and faith community, through community engagement and consultation; continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting; share positive word-of-mouth stories about our schools, as they transition between them, when schools: <ul style="list-style-type: none"> collaborate to promote continuity of programming (K-12); and make early and timely notifications of programming opportunities for students; succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures; access sustained programming when fiscal resources are allocated to their interest; and access infrastructure (e.g.: technology and transportation services) that meets their needs.
 MEASURES	<p>Government Measures</p> <p>AB Ed. Assurance Measures, Safe and Caring, Citizenship, Academic Engagement,</p> <p>Local Measures</p> <p>Division Assurance Survey (2,3,4,5,6), Catholic School Reviews</p>	<p>Government Measures</p> <p>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</p> <p>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</p> <p>AB Ed. Assurance Measures, WCRSLE, Student Learning Opportunities, Student Inclusion – AB Ed. Assurance Measures, Access to Specialized Support and Services</p> <p>Local Measures</p> <p>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</p> <p>AB Ed. Assurance Measures, Educational Quality (students), WCRSLE, Quality of Educational Opportunities</p> <p>Local Measures</p> <p>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</p> <p>AB Ed. Assurance Measures, Parental Involvement, Budget</p> <p>Local Measures</p> <p>Division Assurance Survey (11,12,17,37,54,55,56), Communications and Community Engagement Plan, # and Nature of Transition Meetings, Updated Policies and Procedures, Job Portfolios, Descriptions, and Evaluations, # Requests for Transportation Met and Not Met, Website and social media analytics</p>

School Education Assurance Plans

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

St. Albert Schools

[Albert Lacombe School](#)

Grade K-6 English, Sports Academy, Cogito Academy

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

Grade K-6 English, Recreation Academy

[Bertha Kennedy Catholic School](#)

Grade Pre-K-6 English, Recreation Academy

[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 Junior High School](#)

Grade 7-9 English, Recreation Academy, Sports Academy

[École Sainte Marguerite d'Youville](#)

Grade 5-9 French Immersion, Sports Academy

[Sister Alphonse Academy](#)

Grade 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 10-12 English, Outreach and Distance Education

[Holy Family Catholic School](#)

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

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

Grade 7-9 English, Recreation Academy, Sports Academy

Morinville Schools

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

Grade 6-8 English, French Immersion, Sports Academy

[Morinville Community High School](#)

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

[École Notre Dame Elementary School](#)

Grade Pre-K-5 English, French Immersion, Nature Kindergarten, NEW Recreation Academy

[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 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
- Alberta Teachers' Association, UNIFOR, CUPE



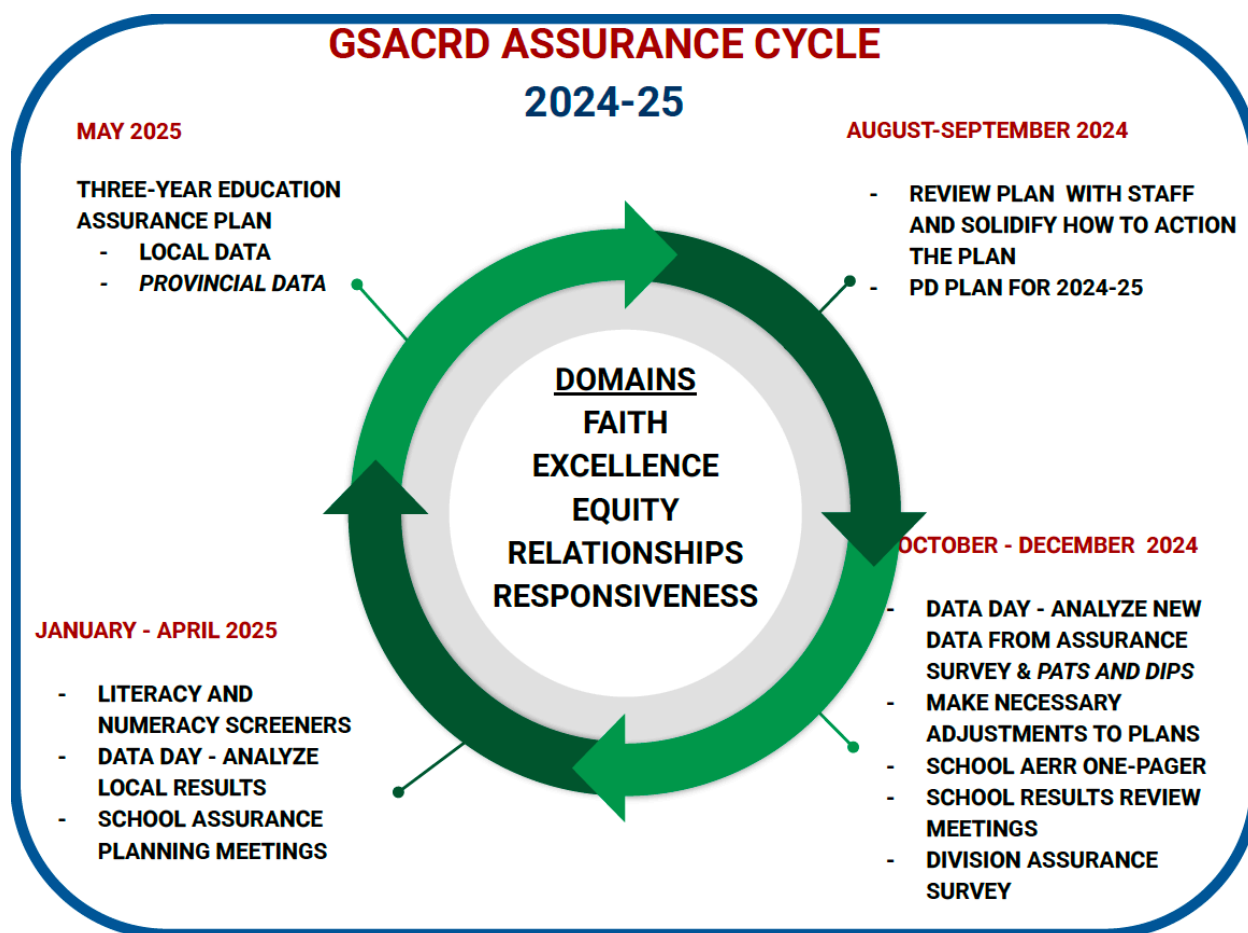
When they engaged:

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:

MONTH	ACTIONS
August - November 2024	Review Provincial Data <ul style="list-style-type: none"> • AEAM Survey Results • PAT and DIP Results Review local screener data for literacy and numeracy plus Data Review. Meetings - Round #1. Schools create Professional Development Plans. Division Data Day #1.
November 25, 2024	Annual Education Results Report (AERR) was approved by the Board of Trustees and submitted to the Minister of Education.
November - December 2024	GSACRD administered its Division Assurance Survey to all parents, staff, and students from grades 4-12.

MONTH	ACTIONS
January - February 2025	Review Division Assurance Survey results. Province wide administration of the Alberta Education Assurance Measures Survey. Review local screener data for literacy and numeracy plus Data Review. Meetings - Round #2. Division Data Day #2.
March - April 2025	School administration engage with stakeholders. School Assurance Planning meetings.
May 26, 2025	The Board approved the Division's Education Assurance Plan 2025-2028.

GSACRD Assurance Cycle:



Over the course of the year: École Secondaire St. Albert Catholic High School, St. Kateri Tekakwitha Academy, École Ste-Marguerite d'Youville, and Bertha Kennedy Catholic School participated in our internal Catholic School Review

process. This intensive process provides meaningful feedback from staff, students, and parents specifically in regards to the Catholic ethos of the school.



How they engaged:

We relied on a multi-faceted 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



Key Insights from Results Analysis

As a Division, we have based the 2025-2028 Education Assurance Plan on the key findings from our Alberta Education Result Review from Fall 2024 and the results of our Division Assurance Survey from this current year.

Overall, our provincial and local data was very stable. As with many divisions, we have implemented a number of large scale changes during the last several years. These changes include:

- new curriculum in English Language Arts and Literature, Mathematics, French Language Arts and Literature, Science, Physical Education and Wellness, as well as piloting the new Social Studies curriculum from kindergarten to grade 6;
- piloting of new junior high curriculum in Mathematics, Social Studies and Physical Education and Wellness on the horizon for 2025-2026;
- a wholesale division-wide change to how we deliver literacy and numeracy, including the cyclical administration and review of screeners for both literacy and numeracy with corresponding intervention cycles;
- implementation of a re-written Administrative Procedure 365, Student Assessment, Evaluation, and Reporting, which saw some fundamental changes in assessment practices;
- implementation of digital assessments for Provincial Achievement Tests and Diploma Exams; and
- the addition and expansion of division programs to provide choice for students.

Greater St. Albert Catholic Schools outperformed the province in all measures, both required and supplemental in the Alberta Education Assurance Measures (AEAM). While we did see a slight decline in some of our AEAM measures, our Division Assurance Data, which has many points of overlap, was very stable. Our Three-Year Education Assurance Plan reflects our desire, as a Division, to stay committed to the long-term goals that we have set.

Teachers and administrators need time to fully adopt new pedagogical practices because meaningful change in education involves more than simply implementing new strategies—it requires deep understanding, reflection, and adaptation to specific classroom and school contexts. Time is essential for professional development, collaboration, and iterative practice, allowing educators to align the new methods with both new and existing curricula and student needs. Without sufficient time, efforts to adopt new practices risk being superficial or inconsistently applied, which can undermine their effectiveness and lead to frustration or resistance. A thoughtful, paced approach ensures that the transition is sustainable and that the intended benefits for student learning are fully realized.



As a Catholic school division, we are confident that our faith dimension is our greatest strength. Anchored by a belief in something greater than ourselves, we are confident that our success in all areas stems from God. Our faith-filled communities are safe, loving, and hopeful environments, and many of our measures indicate that this is why families are choosing us in growing numbers.

In addition to this, academic achievement continues to be a tremendous strength in our division. We provide a consistent approach to literacy and numeracy across our schools, offering assurance to parents who choose us. Since our adoption of the structured literacy approach we have reduced the number of students requiring intervention and continue to address literacy across the subject matters at every grade level.

Increasing complexity in classrooms has created challenges for many throughout the province. As an inclusive division, we, too, face the difficult decisions of where to assign support, limited budgets and the impact this can have on learning environments. We have seen results in satisfaction of Access to Supports and Services decline gradually over two years. Through many strategies listed in our plan we aim to address these concerns and provide fulsome education for all students within our school communities.

The Three-Year Education Assurance Plan presented is data-informed, and will conclude this four-year cycle of improvement.

ASSURANCE DOMAINS FOR SCHOOL IMPROVEMENT

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

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: To cultivate faith-filled school communities where open, heartfelt dialogue about the role of God in our lives deepens the lived experience for all.

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

- **Local Data – Division Assurance Surveys**
 - Question: Teachers share their faith and the role of God in their life.
 - 95.0% of grade 4-6 students responded **Agree** (+1.7% from last year)
 - 81.9% of grade 7-12 students responded **Strongly Agree** or **Agree** (+6.9% from last year)
 - 74.8% of parents responded **Strongly Agree** or **Agree** (-3.6% from last year)
 - 94.4% of staff responded **Strongly Agree** or **Agree** (-0.7% from last year)
 - Question: My religion classes help me understand how faith can guide the way I live my life.
 - 90.1% of grade 4-6 students responded **Agree** (+1.1% from last year)
 - 74.2% of grade 7-12 students responded **Strongly Agree** or **Agree** (+0.4% from last year)
 - 79.3% of parents responded **Strongly Agree** or **Agree** (-3.5% from last year)



- 97.7% of staff responded **Strongly Agree** or **Agree** (+2.5% from last year)
- Target: All groups will respond with 90.0% satisfaction to both measures, indicating a culture where faith is permeated authentically and meaningfully into the lives of students through their experience in our schools.



• Provincial Data

Measure: Alberta Education Assurance Measures Five-Year Trend (Results in percentages)					
	2020	2021	2022	2023	2024
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.	92.6	92.6	92.0	92.0	91.2
Citizenship: Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.	88.3	88.1	87.9	87.0	85.8
Student Learning Engagement: Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	88.5	87.5	87.4	85.3

- 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 third year of a 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 and supported by Catholic educators, we endeavour to provide students with a foundation of faith with which they can explore the world. Through formal religious instruction and the modelling of teachers and faith leaders, students will be provided with 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.
- Collaboration opportunities for teachers to engage in common planning and assessing of religious education courses to ensure fidelity to the program of studies.
- Ensuring that appropriate time is allocated to explicit religious instruction.
- Conduct Catholic School Reviews cyclically to examine Catholicity in the context of each school community with a focus on authenticity as a faith community.
- 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 that promote engagement and excitement about faith.



- An intentional focus on the Catholic Social Teachings through an explicit 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.
- A continuation of an open recruitment message that welcomes all families. Catholic education is for everyone.



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.
 - 92.7% of grade 4-6 students responded **Agree** (-0.9% from last year)
 - 87.9% of grade 7-12 students responded **Strongly Agree** or **Agree** (+2.8% from last year)
 - 88.7% of parents responded **Strongly Agree** or **Agree** (-0.4% from last year)
 - 99% of staff responded **Strongly Agree** or **Agree** (+1.5% from last year)
- Target: 90% 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 cultural activities that highlight a variety of Indigenous cultures and 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.

- Parents of self-identified students complete a **First Nations, Métis and Inuit Student and Family Feedback Form** to prioritize initiatives that will improve the educational experience of Indigenous students in our school communities.
- Administrators complete a **Needs Assessment for Self-Identified First Nations, Métis and Inuit Students** to better respond to the needs of the students within their schools.
- Special attention to marking September 30th, Métis Week, and 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 Indigenous Liaison Worker provided by a grant through the Archdiocese of Edmonton, to build relationships between our schools and Indigenous students and families as well as promote spiritual and cultural wellness and awareness.
- 1.0 FTE Division Principal 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.
- School administrators will use designated funds for their schools to meet the needs of the students at their sites. This may include human resources.
- Group applications are made to Jordan's Principle to fund supports and resources for self-identified First Nations students. These funds are allocated according to the needs identified in the grant application.
- Conduct four Catholic School Reviews during the 2025-26 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)
 - 57.7% responded **Strongly Agree** or **Agree** (+4.9% from last year)
- Question: I like learning math. (Grade 4-6)
 - 71.5% responded **Agree** (+3.7% from last year)
- Question: I like learning language arts. (Grade 4-6)
 - 73.1% responded **Agree** (+3.3% from last year)
- Question: Teachers and staff at my school use a variety of methods to help me learn.
 - 95.1% of grade 4-6 students responded **Agree** (-0.9% from last year)
 - 83.3% of grade 7-12 students responded **Strongly Agree** or **Agree** (+3.4% from last year)
- Question: When I need it, teachers and staff at my school are available to help me with my school work.
 - 95.8% of grade 4-6 students responded **Agree** (+2.8 % from last year)
 - 87.8% of grade 7-12 students responded **Strongly Agree** or **Agree** (-0.2% from last year)
- Question: At school, I receive ongoing feedback to improve and am encouraged to try my best.
 - 92.8% of grade 4-6 students responded **Agree** (+4.9% from last year)
 - 83.5% of grade 7-12 students responded **Strongly Agree** or **Agree** (+8.7% from last year)
- Target: 75% of students in grades 4-6 will report positively when asked if they like learning languages arts and math, and 65% of students in grades 7-12 will report positively when asked if they find their school work interesting.



- Provincial Data

Measure: Alberta Education Assurance Measures for 2023						
Student Learning Engagement: Percentage of parents and students who are satisfied that students are engaged in their academic programming						
	Alberta 2022	GSACRD 2022	Alberta 2023	GSACRD 2023	Alberta 2024	GSACRD 2024
Overall	85.1	87.5	84.4	87.4	83.7	85.3
Parent	88.7	89.9	87.3	88.5	86.7	86.5
Student	71.3	73.6	70.9	75.5	69.3	71.7



- 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. In elementary, we believe that the gaps created by the implementation of the new mathematics curriculum have created frustration for students. As we work with them to address these gaps, and as we move through the new curriculum, we anticipate that student comfort with the content will increase, and consequently increase their engagement.

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.

- Through triangulation of assessment, students will have multiple opportunities and modalities to demonstrate their learning.
- Teachers will provide formative assessments for students to engage in low-risk learning opportunities as they work toward deeper understanding and mastery of learning outcomes.
- Teachers will provide timely and specific feedback to allow students to feel connected to their progress and to understand how to improve their own learning.

- Student progress will be communicated with parents in a timely manner to provide parents with the opportunity to be partners in supporting their child's learning at home.
- Curriculum Lead teachers meet regularly throughout the year to learn and share best practices and then take it back to their respective staffs.
- Professional Learning Communities meet to learn about and implement the new curricula in kindergarten to grade 6.
- Focus on our Practice Progression 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.
- Set aside dedicated time for administrators to collaborate and share strategies that directly target student engagement.
- 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: Focus on fundamental literacy and numeracy skills as essential building blocks for academic success in all subject areas through evidence-based teaching strategies, resources, and interventions.

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

- **Local Data**
 - Literacy Data: Grades 1-6 T-Series (Test of Word Reading Efficiency - TOWRE, Test of Silent Word Reading Fluency - TOSWRF, Test of Silent Reading Efficiency and Comprehension - TOSREC).
 - Results from the T-Series literacy screeners show steady growth in our students from grades 1-6.
 - We focus on the growth of cohorts from year to year, as well as gaging the reduction in the percentage of students who require intervention from grade 1 to grade 6. As students progress through the grades, with the systematic approach of structured literacy instruction, fewer students are in need of intervention.
 - Literacy Data: Grades 7-9 STAR Reading
 - All students grade 7-9 completed the STAR Reading Assessment 3 times in a school year.
 - Students who are identified as requiring intervention are also assessed using the T-Series in order to identify the correct interventions.

T- Series Results (Winter 2025)			
Grade	TOSREC	TOSWRF	TOWRE
Grade 1	71%	57%	46%
Grade 2	52%	42%	35%
Grade 3	37%	25%	31%
Grade 4	35%	22%	30%
Grade 5	35%	15%	21%
Grade 6	20%	15%	23%

These percentages represent the number of students who received a standard score below 93. This indicates the student is at-risk and in need of intervention.



Star Reading Assessment Results (Winter 2025)	
Grade	Star Reading Assessment
7	15%
8	12%
9	13%

These percentages represent the number of students who scored below the 25th percentile, thus requiring intervention.

- Numeracy Data: All students (Kindergarten - Grade 9) are screened on their number sense.
 - Alberta Education Numeracy Screener (Kindergarten)
 - In January 2025, 286 students took the Alberta Numeracy Screen. 71 students (24%) were identified as at-risk.
 - Elk Island Catholic Schools Numeracy Screener (Kindergarten - Grade 6)
 - In January 2025, 414 Grade 1 students took the Elk Island Numeracy Screener.

Elk Island Numeracy Screener (January 2024)	Percentage at Risk
Grade 1	34%
Grade 2	43%
Grade 3	59%
Grade 4	64%
Grade 5	69%
Grade 6	73%

Elk Island Numeracy Screener (January 2025)	Percentage at Risk
Grade 1	24%
Grade 2	25%
Grade 3	47%
Grade 4	52%
Grade 5	71%
Grade 6	52%

- Note that in September 2025, we will no longer be administering the Elk Island Numeracy Assessment. It will be replaced with the Alberta Education Numeracy Assessment.



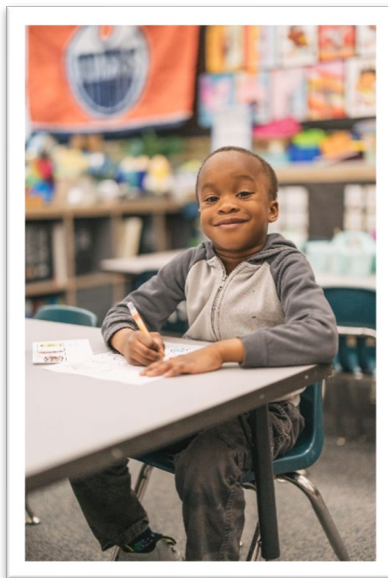
- Mathinko
 - In September 2024, 1437 Grade 7-9 students took the Mathinko number screener.

Mathinko (September 2023)	Percentage at Risk
Grade 7	42.6%
Grade 8	28.5%
Grade 9	26.3%

Mathinko (September 2024)	Percentage at Risk
Grade 7	40.4%
Grade 8	33.0%
Grade 9	29.7%

Mathinko (January 2025)	Percentage at Risk
Grade 7	16.9%
Grade 8	27.5%
Grade 9	22.9%

- 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					
Note: +/- is compared to the province.					
* Data values are suppressed where the number of students is fewer than 6.					
	2020	2021	2022	2023	2024
Provincial Achievement Test Acceptable Standard: Overall percentage of students in Grade 6 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	NA	NA	81.4 (+13.6)	80.9 (+14.7)	76.6 (+8.1)
Provincial Achievement Test Standard of Excellence: Overall percentage of students in Grade 6 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	NA	NA	19.9 (-0.2)	16.7 (-1.3)	21.2 (+1.4)
Provincial Achievement Test Acceptable Standard: Overall percentage of students in Grade 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	NA	NA	79.2 (+16.3)	78.3 (+15.4)	76.0 (+13.5)
Provincial Achievement Test Standard of Excellence: Overall percentage of students in Grade 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	NA	NA	19.3 (+2.5)	14.1 (-1.4)	17.0 (+1.6)
Diploma Acceptable Standard: Overall percentage of students who achieved the Acceptable Standard on Diploma examinations (overall results).	NA	NA	82.1 (+6.9)	87.1 (+6.8)	85.9 (+4.4)
Diploma Standard of Excellence: Overall percentage of students who achieved the Standard of Excellence on Diploma examinations (overall results)	NA	NA	19.4 (+1.2)	23.3 (+2.1)	26.6 (+4.0)
High School Completion Rate: percentages of students who completed high school within three years of entering Grade 10.	90.3 (+6.9)	92.8 (+9.6)	87.3 (+6.6)	91.6 (+11.2)	-
High School Completion Rate: percentages of students who completed high school within five years of entering Grade 10.	91.9 (+5.7)	93.7 (+6.6)	92.3 (+3.7)	94.3 (+6.2)	-
Citizenship: Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship .	88.3 (+5.0)	88.1 (+4.9)	87.9 (+6.5)	87.0 (+6.7)	85.8 (+6.4)

Performance Measures (Results in Percentages): All Students					
Note: +/- is compared to the province.					
* Data values are suppressed where the number of students is fewer than 6.					
	2020	2021	2022	2023	2024
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	92.5 (+2.2)	93.1 (+3.5)	91.8 (+2.8)	91.6 (+3.5)	90.6 (+3.0)

- 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 currently implemented from kindergarten to grade six, GSACRD is committed to implementing current, research-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.

Similarly, we know that strong literacy skills are the gatekeeper to academic success in all subject areas. As such, we approach literacy instruction as a collective responsibility, to be furthered in all subject areas and in all grades. Continuing with the Structured Literacy model, we commit to collecting student literacy data and providing research-based, targeted interventions to ensure that students are continually advancing these crucial literacy skills.

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

- Continue professional development in the Structured Literacy, to ensure a systemic approach to literacy across the schools in our division. This is done through maintaining and expanding our partnership with Dr. George Georgiou and the University of Alberta. As we engage in research, we have access to professional development to ensure that our staff remain current in the most recent, research-based interventions. This structure allows us to be well supported as we work to embed Structured Literacy in our practice throughout the division to ensure longevity.

- Consistent resources and teaching strategies for literacy and numeracy throughout the division to ensure that all students have access to comparable educational experiences that are based on the same research-based practices.
- Continual, at-the-elbow support for teachers in the use of our Literacy/Numeracy Kits to ensure that all teachers have access to the resources that support research-based literacy and numeracy instruction and interventions.
- Continued professional development to ensure that literacy strategies are being taught and reinforced throughout the subjects and grade levels.
- Use of literacy and numeracy screeners to measure growth and to identify areas of need with precision.
 - English Literacy:
 - Kindergarten: RAN, PAST, LeNS, QPAS (Quick Phonological Awareness Screener)
 - Grade 1-6 - T-Series
 - Grade 7-9 - Star Literacy
 - French Literacy:
 - Kindergarten - Grade 6 - LeNS and CC3
 - Numeracy:
 - Alberta Education Numeracy Screener
 - Mathinko
- Implementation of Mathology resource from kindergarten to grade 6.
- Implementation of Dynamic Math as a supplementary resource for grades 4,5 and 6.
- Use of Bridges Numeracy Intervention to address the lagging skills identified in numeracy screeners.



Plan for Implementation for Domain #2:

- Implement the testing and reporting schedule for 2025-26 with fidelity to track literacy and numeracy data. Each testing cycle is followed by a thorough data review attended by administrators and consultants, allowing for a responsive intervention plan.
- 1.0 FTE Literacy Consultant and a 1.0 FTE Curriculum Consultant to provide regular, in-house, professional development and support to Curriculum Lead Teachers who build capacity in their school sites.
- Work with APLC to provide outside consultants when needed to assist with professional development of staff on emerging topics.
- Further continue and expand our 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.
- Designated teaching time to address the literacy skills of English Language Learners at the high school level.

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.
 - 97.1% of grade 4-6 students responded **Agree** (+1.0% from last year)
 - 92.1% of grade 7-12 students responded **Strongly Agree** or **Agree** (-0.4% from last year)
 - 87.9% of parents responded **Strongly Agree** or **Agree** (-1.5% from last year)
 - 96.6% of staff responded **Strongly Agree** or **Agree** (-0.7% from last year)



- Question: (Parent survey only) How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner?
 - 83.2% of parents whose children receive specialized services responded **Strongly Agree** or **Agree** (+3.0% from last year)
- Question: (Staff survey only) Our school's continuum of supports and services are responsive to students' needs.
 - 95.7% of staff responded **Strongly Agree** or **Agree** (+0.7% from last year)

- Question: (Staff survey only) Supports and services that help students be successful in their learning are available in a timely manner.
 - 90.0% of staff responded **Strongly Agree** or **Agree** (+2.3% from last year)
- Target: GSACRD will maintain high results pertaining to equitable access to technology. Parents whose children receive specialized services will increase their positive responses by 5%.

• Provincial Data

Performance Measures (Results in percentages)					
Note: +/- compared to the province					
	2020	2021	2022	2023	2024
Program Access: Percentage of teacher, parent, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	78.8 (+3.6)	79.0 (+7.2)	79.8 (+7.2)	80.0 (+7.1)	78.9 (+7.0)
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.	87.0 (+2.1)	88.0 (+5.3)	88.2 (+6.3)	88.7 (+7.5)	85.8 (+5.2)
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.	92.6 (+3.2)	92.6 (+2.6)	92.0 (+3.2)	92.0 (+4.5)	91.2 (+4.1)

- Target: To increase satisfaction in the supplemental measure, *Program Access*, to 82%.

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.
- GSACRD participation and contribution to the creation of a St. Albert Youth Mental Wellness Hub.
- 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 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.
- Further support and implement Structured Literacy instruction and interventions at all grade levels and promote explicit literacy instruction in all subject areas at all grade levels.
- Continue with targeted interventions to numeracy screeners to help address gaps in foundational numeracy concepts.
- Support school administrators and teachers with professional development in Universal Design for Learning and implementation of our Continuum of Supports and Services for students.

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 (grades 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 2024		
	GSACRD	Alberta
Provincial Achievement Test Acceptable Standard: Overall percentage of self-identified FNMI students in Grade 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.7	48.7
Provincial Achievement Test Standard of Excellence: Overall percentage of self-identified FNMI students in Grade 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.7	7.3
Provincial Achievement Test Acceptable Standard: Overall percentage of self-identified FNMI students in Grade 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.9	41.4

Government Measures (Results in percentages) – First Nations, Métis and Inuit students Spring 2024		
	GSACRD	Alberta
Provincial Achievement Test Standard of Excellence: Overall percentage of self-identified FNMI students in Grade 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.6	6.1
Diploma Acceptable Standard: Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.8	76.9
Diploma Standard of Excellence: Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	18.2	11.8
High School Completion Rate: Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	84.8	58.6

Government Measures (Results in percentages) – English as a Second Language Spring 2024		
	GSACRD	Alberta
Provincial Achievement Test Acceptable Standard: Overall percentage of EAL students in Grade 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.9	64.6
Provincial Achievement Test Standard of Excellence: Overall percentage of EAL students in Grade 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.3	16.5
Provincial Achievement Test Acceptable Standard: Overall percentage of EAL students in Grade 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	54.4	52.7

Government Measures (Results in percentages) – English as a Second Language Spring 2024		
	GSACRD	Alberta
Provincial Achievement Test Standard of Excellence: Overall percentage of EAL students in Grades 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.0	10.1
Diploma Acceptable Standard: Overall percentage of EAL students who achieved the acceptable standard on diploma examinations (overall results).	68.0	66.3
Diploma Standard of Excellence: Overall percentage of EAL students who achieved the standard of excellence on diploma examinations (overall results).	16.0	14.0
High School Completion Rate: Overall percentage of EAL students who completed high school within three years of entering Grade 10.	NA (Data suppressed due to small numbers)	72.0

- 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 for all students in the division. Continue training and administrators 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.
 - Leverage our Indigenous Liaison Worker who will work directly with Indigenous families to identify and eliminate barriers to academic success.

- Survey for self-identified First Nations, Métis and Inuit families to offer a voice into which supports would be most effective to support their children.
- Provide opportunities for students to build relationships with Indigenous role models and community leaders within the context of the school.
- Continued development of the Star Spirit Lodge in both Morinville Community High School and École Georges H. Primeau Middle School. The Star Spirit Lodge is a space for cultural teaching and student fellowship. It is a space for self-identified students to feel safe and to seek support and guidance from trusted adults.



- Supports for English Language Learners:
 - Explicit programming for English Language Learners, such as Imagine Learning and Education Perfect.
 - Reporting on ELL Benchmarks.
 - Further support and implement Structured Literacy instruction and interventions at all grade levels and promote explicit literacy instruction in all subject areas at all grade levels.
 - Literacy Consultant to assist with programming and track student progress.
 - Targeted assistance for students who require English language support.
 - Purchase of a real-time translation sound system to allow for ease of communication with students who are emergent learners of the English language.

Plan for Implementation for Domain #3:

- 1.0 FTE Literacy Consultant who supports English Language Learners.
- 1.0 FTE Director - Student 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.
 - 80.1% of grade 4-6 students responded **Agree** (-0.3% from last year)
 - 63.4% of grade 7-12 students responded **Strongly Agree** or **Agree** (+5.6% from last year)
 - 79.5% of parents responded **Strongly Agree** or **Agree** (-5.2% from last year)
 - 98.3% of staff responded **Strongly Agree** or **Agree** (+1.3% from last year)
 - Target: To increase the percentage of positive responses for students in grades 7-12 by 10%.



Provincial Data

Performance Measures (Results in Percentages)					
Note: +/- is compared to province					
	2020	2021	2022	2023	2024
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.	92.6 (+3.2)	92.6 (+2.6)	92.0 (+3.2)	92.0 (+4.5)	91.2 (+4.1)

- 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.

As a division, we have been focusing on this question for a number of years, and we have not achieved the results that we would like to see. In discussion with principals, they are perplexed as student behaviour seems stable, and teachers do not report that students are particularly disrespectful to one another. In our 2025-2026 Division Assurance Survey, we will divide the question, “At school, most students treat each other with care and respect.” into two measures as follows:

- Students at my school treat each other with care and respect while in person at school.
- Students in my school community treat each other with respect online, through text, and on social media.

We believe that this will provide insight as to why student responses are low and what we need to do to address it.

Strategies:

- Through our faith dimension, we will explicitly teach students to model Jesus Christ.
- 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.
- Schools will access teacher-counsellors and other behavioural support members when appropriate as part of a school's Specialized Learning Supports.
- Continue to target strategies to promote responsible digital citizenship at all ages.
- Educate students and parents about a variety of behavioural needs and how they may manifest themselves within a classroom setting to foster an understanding of diverse behaviours.
- Increase the amount of explicit teaching for students about respectful and appropriate conduct online.
- Continue to run division-run sessions and informational campaigns to inform parents about the concerns surrounding online conduct.
- Continue with a second year of implementation with CyberLegends, a K-8 Digital Citizenship program that offers current content that addresses student interactions online.



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.
- Parent information sessions to offer support navigating the online generation.
- 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. (grade 4-6) / (Our)(My) school has a positive reputation in the community.
 - 74.3% of grade 4-6 students responded **Agree** (+4.2% from last year)
 - 77.7% of grade 7-12 students responded **Strongly Agree** or **Agree** (+5.8% from last year)
 - 87.7% of parents responded **Strongly Agree** or **Agree** (+2.7% from last year)
 - 94.8% of staff responded **Strongly Agree** or **Agree** (-0.3% from last year)
- Question: I am proud of my school.
 - 89.9% of grade 4-6 students responded **Agree** (+1.1% from last year)
 - 73.4% of grade 7-12 students responded **Strongly Agree** or **Agree** (+4.9% from last year)



- 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:

- Continue to attract students through an enhanced marketing plan that focuses on the joy that is Catholic education.
- 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.
- Attract and retain excellent Catholic teachers who further the salvic mission of the Church within our schools.



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.
- Continue with school-based initiatives that promote school culture, with an emphasis on natural transitions between schools.



FINANCIAL INFORMATION

2025-2026 Budget Information

The 2025-2026 Budget was approved by the Board of Trustees on May 26, 2025.

For 2025-2026, Administration prepared a \$77 million operating budget. This may change in the fall, should there be changes in actual enrolment and corresponding Division's needs.

The 2025-2026 budget shows a deficit of \$226K which represents entirely the amortization expense for the Asset Retirement Obligation (ARO). The ARO expense will have no impact on accumulated operating surplus. The ARO expense will be an ongoing accounting expense until such time all asset retirement obligations are fully amortized or obligations are addressed via approved capital school projects.

For 2025-2026, the Division will receive a Stabilization Grant of \$853K. This grant was one-time in nature when provided to the Division for 23-24; however, Alberta Education will continue to provide this grant to the Division, reduced by 25% each year until it is completely eliminated.

Alberta Education revenues reflected in the 2025-2026 Budget are based on the estimated funded student enrolment of 5,777. This is a revised enrolment projection (a projected increase of 120 students since the January submission to Alberta Education). The 2025-2026 Funding Profile includes 5,657 of funded students.

School allocations are based on projected enrolment rather than an adjusted enrolment method used to determine the funding profiles for school jurisdictions for the upcoming school year. This a transition from the old weighted moving average method.

There is some uncertainty around the cost of insurance premiums in light of current wild forest fires in Alberta and an ongoing tariff impact on the economy and the cost of buildings.

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 Literacy and Numeracy Grant is allocated to assist schools in providing literacy and numeracy interventions for students who are identified as being at-risk on our screeners. In addition to this amount, we have added a small stipend from our continued work with Dr. Georgiou and the Alberta Research Network to conduct research in our grade 2 classes. The conditions for the research align with our current intervention practices. With these funds, we have allocated a 0.5 Educational Assistant to each site that has kindergarten to grade 3 students. Our Learning Services team will work with the selected Educational Assistants to ensure that they understand the processes required to provide consistent and thorough interventions. This time will be designated only for interventions that will begin immediately in September 2025 and continue for the duration of the year.

On average, 73% 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 317 certificated and 169 uncertificated staff full time equivalents (FTE).

This Budget Report does not include the Jordan's Principle grant application revenues or expenses. It is uncertain if the Division will be successful in being approved for the upcoming school year. The submitted application is in the amount of \$1.7 million. Should the Division be approved, the funds will be distributed in accordance of the plan included in the application. If the application does not get approved, the staffing levels (mostly educational assistants) will need to be adjusted which will impact the level of services provided to the impacted students.

This Budget will be revised in the fall, for internal purposes only, as Alberta Education no longer requires the fall revision.

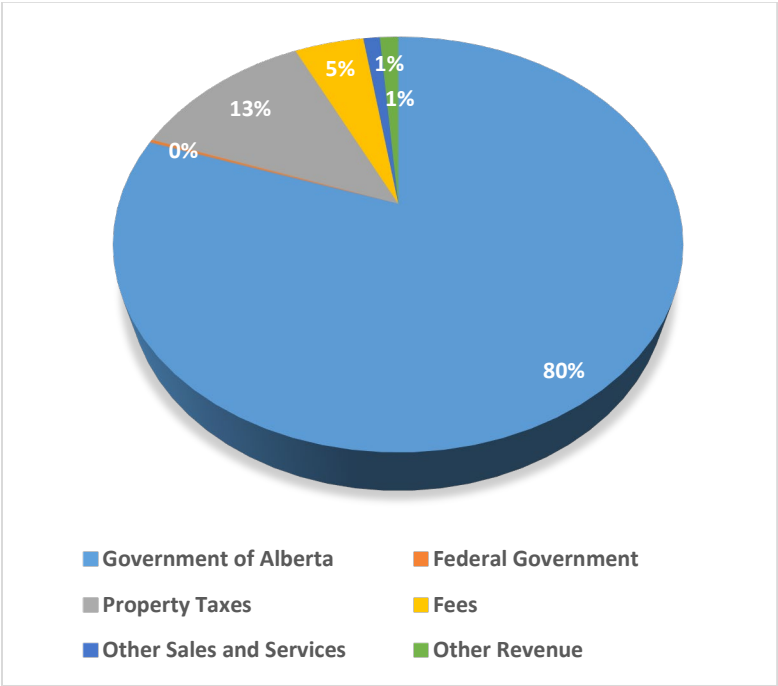
This chart is a summary of revenues and expenditures for 2025-2026:

<u>Revenues</u>		<u>PRELIMINARY 25-26</u>	
Government of Alberta	\$	62,075,005	80%
Federal Government	\$	180,000	0.2%
Property Taxes	\$	9,533,226	12%
Fees	\$	3,662,360	5%
Other Sales and Services	\$	874,000	1%
Other Revenue	\$	977,770	1%
Total Revenues	\$	77,302,361	100%

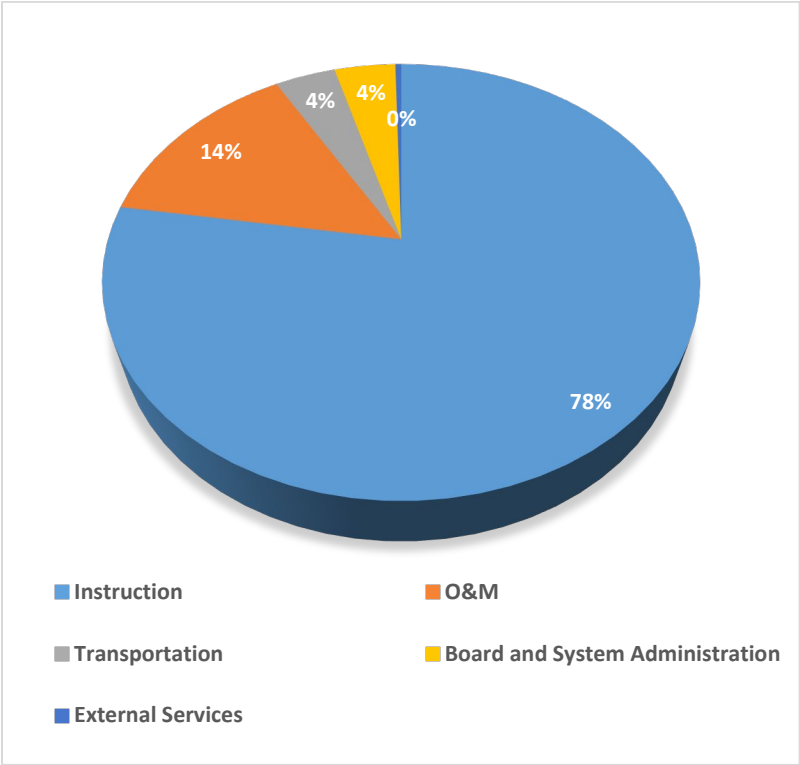
<u>Expenses by Program</u>		<u>PRELIMINARY 25-26</u>	
Instruction	\$	60,111,569	77.5%
O&M	\$	10,964,963	14.1%
Transportation	\$	3,062,488	4.0%
Board and System Administration	\$	3,087,586	4.0%
External Services	\$	301,636	0.4%
Total Expenses	\$	77,528,242	100%

Estimated Surplus (Deficit)	<u>(225,881)</u>		
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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](#)

[2026-2029 Capital Plan](#)



**Greater St. Albert
Catholic Schools**

