

THREE YEAR EDUCATION PLAN 2018-2021

& Annual Education Results Report 2017-2018



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Board Chair's Message Michelle Lamer

In St. Thomas Aquinas Roman Catholic Schools we speak of a journey in our Vision Statement, a foundational focus for the Division: **Souls Seeking Christ on a Journey of Faith, Learning and Love.**

This statement, born out of extensive collaboration with stakeholders, guides us in a direction for the Division. Our journey this past year has come with a change in leadership of the Superintendent position and we welcome Mr. Charlie Bouchard to this position, a faith leader with expertise and dedication. We are thrilled for our Lacombe community in receiving approval for modernization of Father Lacombe Catholic School.

We have grown steadily in the last seven years which is a clear indicator that families support Catholic education. We are humbly honored that families continue to choose STAR Catholic schools. These families consistently rate STAR Catholic among the highest in providing Safe and Caring Schools. We are distinct faith communities that form the whole person and our doors are wide open to all in invitation to experience the Catholic faith and excellence in Catholic education.

This document is a testimony to the dedicated efforts of STAR Catholic staff – everyone from educators to support staff, to the awe and wonder of our students and the support for Catholic education in the communities we serve. Our journey continues with Christ as our centre and this ensures our staff and student's journey is one of faith, learning and love.

Yours in Catholic Education,

Michelle Lamer
Board Chair



Superintendent's Message Charlie Bouchard

Reflecting on Catholic education, it is impossible not to find comfort in the community created when a child attends a Catholic school. From the entire school, the teachers and parents, the local parish and the many supporters that volunteer or lend their voice for the betterment of their local Catholic school, all add to the success of Catholic education.

In STAR Catholic, through our commitment to the dignity of each person, and enthusiasm shown by supporters, students achieve and grow with excellence. We are proud to share our accomplishments and engage with our parents, staff and communities to bring about the strategies needed to ensure further success and growth for students.

We are pleased to see the continued embrace of our Division, as we celebrated the grand opening of École Mother d'Youville School in Beaumont this past year. We also continue to focus on all our communities, and specifically are excited for a modernization to Father Lacombe Catholic School in Lacombe.

As Christ is at the centre, permeated throughout, STAR Catholic proclaims the profound joy found in Christ, and His divine mission for us all. It's this focus that allows our schools to help students to explore their talents academically, emotionally, spiritually, and athletically. It's a focus that gives way to the path forward for the tremendous stories of achievement we all are blessed to share.

In His Service,

Charlie Bouchard
Superintendent

BOARD OF TRUSTEES



Michelle Lamer

Board Chair and Leduc Trustee

Michelle Lamer and her family have resided in Leduc since 1995 and attend St. Michael Parish. Michelle and her husband Bruce are active participants in parish ministry, the Catholic Women's League and Knights of Columbus. Their three children attended St. Benedict and Notre Dame elementary schools and all graduated from Christ the King School. Michelle is employed in an administrative position in the oilfield service sector, and has served in various volunteer roles, including a mission trip with Christ the King Youth Interact Rotary group. Michelle believes Catholic education is a precious gift that promotes the full development of a student through faith and knowledge.



Henry Effon

Vice Chair and Wetaskiwin Trustee

Henry Effon is originally from Ghana, West Africa, and moved to Canada in 1998 for new life opportunities. Henry is a social worker and is serving his second term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in policies and practices that will preserve and support Catholic education for future generations. One of his many priorities as a trustee is to advocate for children and families in educating the complete person under Canon Law. Henry and his family reside in Wetaskiwin, his three children attend Sacred Heart School; and Henry and his family are members of Sacred Heart Parish. Henry volunteers in many church and community initiatives.



Sandra Bannard

Drayton Valley Trustee

Sandra Bannard was born and raised in the Drayton Valley area, where she and her husband own their own business. Her five children all attended or are attending local STAR Catholic schools (St. Anthony School and Holy Trinity Academy). As a lifelong member of St. Anthony Parish, Sandra has volunteered in many roles including as a confirmation teacher. She is in her fifth term as a trustee, serving on the Board with a passion for Catholic education, the development of children and helping make school a positive place where children can encounter the love of Jesus.



Shaun Meaden

Leduc Trustee

Shaun Meaden is a graduate of the Southern Alberta Institute of Technology (SAIT) in Hotel and Restaurant Management, and has spent 20 years in the hospitality industry. Born in Calgary, Shaun was involved in a Calgary youth group before moving to Leduc. Shaun, attended Christ the King School, and is a parishioner of St. Michael Parish, where he was an altar server. He is passionate about Catholic education and growing educational opportunities for students. Shaun is serving his first term as trustee and believes being a trustee is not only a calling, but his passion, as he strives to raise awareness for Catholic education and serve his constituency and STAR Catholic community.

Dan Svitch

Ponoka Trustee

Dan Svitch and his wife Kimberly are the proud parents of two children who attend St. Augustine School in Ponoka, where Kimberly is a teacher. Dan brings 13 years of experience working in various school divisions to his second term as trustee. The Svitch family attend St. Augustine Parish, where Kimberly and Dan teach children's liturgy and a baptism course, and their children participate in Catholic Kids' Club. An officer with the Ponoka Fire Department, Dan is proud to serve his community in this unique way, and he looks forward to sharing his passion for Catholic education and the enrichment it brings in the development of children.



Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 21 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term, Liz believes quality Catholic education is so very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.



Donna Tugwood

Lacombe Trustee

Donna Tugwood is a wife, mother of five, step mother of four and grandmother of 17. Donna attended Nova Scotia Teacher's College, and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, Donna worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public and Private schools, including at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephens Parish since 1994, serving on Parish Council for six year, three years as Chair and is an active member with the Catholic Women's League. She continues to serve at the Parish at Mass as a Eucharistic minister. Donna loves to travel, is an artist and an executive member for the Lacombe Art Guild. She is happy to be serving her first term on the STAR Catholic Board, and is passionate about keeping faith as the heart and soul of education. Donna wants to ensure students have the knowledge, skills and faith that will enable them to do well in life.



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018 for St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018-2021 on November 29, 2018.

Michelle Lamer
Board Chair







4,267

Students enrolled in STAR Catholic Schools in the 2018-2019 school year, an increase of four per cent over the previous school year.

410

Certificated and support staff serving in STAR Catholic School Division.

12

Schools serving our six communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka and Wetaskiwin.



JURISDICTION PROFILE

St. Thomas Aquinas Roman (STAR) Catholic Separate Regional School Division No. 38 extends across a broad geographical area in central Alberta. The Division has a total of 12 schools. Our schools are of various grade configurations from Pre-K to Grade 12. Schools are located in the communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka and Wetaskiwin. The boundaries of STAR Catholic overlap with five different public school divisions. This overlap requires a significant degree of collaboration with our public partners on such matters as devising school year calendars and coordinating student busing arrangements. The Division's central office is located in the City of Leduc.

We are served by seven trustees and more than 400 certificated and support staff. Our enrollment growth over the past several years has been very significant, climbing from 2,977 in 2011-2012 to 4,267 students in 2018-2019. Within the Division, 10% of our students self-identify as First Nation Metis and Inuit. That number increases to 22% and 13% at Sacred Heart School and St. Augustine School respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

Given our evangelistic character and spirit, we are also delighted to welcome and serve a substantial number of students who are from non-Catholic backgrounds. Each school community is a unique entity unto itself, while a common divisional focus on faith, learning and Response to Intervention (RTI) pedagogical approach unites us across our diversity.

It was exciting to host a grand opening for École Mother d'Youville School this past year, a new grades 5-9 school in Beaumont with a full build-out capacity of 600 students.

We are also pleased to have entered into plans for a modernization for Father Lacombe Catholic School in Lacombe. The announcement made March 2018 ensures that our students and families in Lacombe will continue to receive high-quality Catholic education in a school that truly fits their educational needs for years to come.

STAR Catholic school profiles are available for viewing.



STAR CATHOLIC HISTORY

St. Thomas Aquinas Roman Catholic School Division was formed in 1995 with the amalgamation of Leduc RCSSD No. 132, Wetaskiwin RCSD No. 15 and Ponoka RCSSD No. 95 to serve the communities of Leduc, Ponoka and Wetaskiwin. Good Shepherd No. 13, serving the community of Drayton Valley, would join with St. Thomas Aquinas in 1997. In 2005, Catholic education was established in Lacombe, followed by the establishment of Catholic education in Beaumont in 2010. STAR Catholic today serves more than 4,200 students in 12 schools in Lacombe, Ponoka, Wetaskiwin, Drayton Valley, Leduc and Beaumont.

FOUNDATIONAL STATEMENTS

Mission Statement

Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic schools!

Vision Statement

Souls seeking Christ on a journey of faith, learning and love



WE ARE PEOPLE OF THE WAY YEAR 2: LOVE THE WAY

This past year, STAR Catholic initiated a first for the Division adopting a three-year faith plan. The plan falls under one unifying theme : People of the Way. The early Christians were referred to simply as the "People of the Way," with "the Way" being the person of Jesus.

These early Christians are our ancestors in faith, and we continue the journey they started. As a school Division this faith theme is carried out in three sub themes for the three years of the faith plan. **Year 1: Learn the Way, Year 2: Love the Way, and Year 3: Live the Way.** The theme calls to mind the Christ-centered identity that grounds us as a community of disciples.

The faith plan outlines activities and resources regarding faith for administrators, teachers, parents and students.

We are currently in Year 2: Love the Way. Love the Way brings a focus on loving. Once we know Christ, we are moved to deepen our personal relationship with Him and come to see others through His eyes.

God is the source of all love, and we are called to reflect this love to the world.



BOARD PRIORITIES & KEY INDICATORS

Growing Catholic Identity

- Continuously improve upon the permeation of all school activities and curriculum with gospel values and a love of Jesus Christ.
- Deepen understanding of the fullness of the Catholic teaching that guides our school community's social justice projects.
- Mentor and encourage ongoing faith formation, study and practice in the Catholic faith.
- Create opportunities to build relationships and collaboration between church, school and home.
- School communities will incorporate a spirituality of communion through invitation and hospitality so all will feel welcomed and respected.

Strengthen Student Learning & Wellbeing

- Foster a culture of life-long learning amongst teachers by supporting meaningful professional development, purposeful mentorship programs, and the regular collaborative exchange of ideas and best practices.
- Continued focus and support to assist administration in their capacity to be instructional leaders.

Supporting Staff Efficacy

- Continue support, guidance and reinforcement of Response to Intervention (RTI).
- Further develop academic guidance and career counselling.
- Focus on student mental health, specifically anxiety concerns, by ensuring appropriate access to programs and supports.
- Engage in strategic, collaborative and whole school approaches to improve educational outcomes and student achievement of First Nations, Métis and Inuit students.
- Enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.

DIVISIONAL GOAL: GROWING CATHOLIC IDENTITY

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	3 Yr Avg
Parent/ Guardian Data					
Staff at school uphold the dignity of every student as a child of God.	89	93	92	91	92
The school provides students with opportunities to pray and to grow in their faith.	89	94	92	92	92.7
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	80	83	82	82	82.3
Staff at the school, through their words and actions, help students to better know Christ.	81	84	82	82	82.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	Q Changed	86	84	86	85.3
Staff Data					
Staff at school uphold the dignity of every student as a child of God.	95	96	98	98	97.3
The school provides students with opportunities to pray and to grow in their faith.	98	98	99	98	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	89	87	96	92	91.7
Staff at the school, through their words and actions, help students to better know Christ.	92	90	94	95	93
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	Q Changed	97	99	98	98
Student Data (Grades 4-6) (Grades 7-12)					
The adults in my school treat me with respect.	81	87	83	87	86
	78	79	73	78	77
We pray as a class or school every day.	86	91	90	95	92
	87	90	88	87	88
Teachers talk about faith in other classes, not just religion class	Q Changed	Q Changed	72	84	78
	Q Changed	Q Changed	64	72	68
The adults at my school help me, by their words and actions, to better know God.	86	89	81	84	85
	85	81	60	64	68
My school organizations activities to help people who are in need, such as, support a food bank or collect clothes.	88	89	83	95	89
	84	84	75	86	82
Strategies					
<ul style="list-style-type: none"> Establishing a bank of resources to support teachers in their efforts to integrate faith into all classes. Utilize video series developed within STAR Catholic Division during staff and divisional meetings. Teacher book study: <i>The Reluctant Disciple</i>, by David Wells. Creating opportunities for faith leadership through social justice projects. School youth ministers will facilitate and promote youth faith experiences. Create opportunities to build relationships and collaboration between church, school and home. School communities will incorporate a spirituality of communion through invitation and hospitality so all will feel welcomed and respected. Mentor and encourage ongoing faith formation, study and practice in the Catholic faith. 					

2018 ACCOUNTABILITY PILLAR SUMMARY

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	St. Thomas Aquinas RCSR No 38			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.7	91.5	90.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.6	78.6	77.5	81.8	81.9	81.7	High	Improved	Good
	Education Quality	92.5	92.8	91.5	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	0.3	1.5	1.8	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	83.1	87.5	85.4	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.7	81.3	80.7	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.0	19.7	20.3	19.9	19.5	19.2	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.5	83.1	81.3	83.7	83.0	83.0	High	Improved	Good
	Diploma: Excellence	24.6	18.0	17.1	24.2	22.2	21.7	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	57.4	65.8	58.7	55.7	54.9	54.7	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	62.7	72.5	67.2	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.0	61.2	57.5	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	86.3	86.8	85.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	85.0	86.7	85.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.9	84.4	82.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.4	84.1	83.1	80.3	81.4	80.7	Very High	Declined	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	St. Thomas Aquinas RCSR No 38 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.1	3.3	4.8	5.8	6.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	44.4	66.7	67.7	53.3	53.7	50.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	62.3	62.3	62.9	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	11.1	8.9	7.8	6.6	6.7	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	91.7	85.7	78.6	77.1	77.1	76.6	Very High	Maintained	Excellent
	Diploma: Excellence	27.8	23.8	22.4	11.0	10.7	10.3	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	44.4	16.7	31.9	24.4	21.8	21.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	55.6	33.3	34.5	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.6	31.9	31.8	33.0	31.8	32.8	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.3	81.9	78.8	81.3	79.7		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.7	21.7	19.6	19.7	18.0		Intermediate	Declined	Issue	19.6	19.6	19.6

Strategies

- School Leadership Teams continue to work toward school improvement.
- Continue support, guidance and reinforcement of Response to Intervention (RTI).
- School Intervention Teams strategize supports for students at risk.
- Embedded PLC (Professional Learning Communities) time for teachers with grade/subject area partners.
- Utilize DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a literacy screen.
- Math assessment program PD provided to lead teacher coaches in order to enhance instruction in all classrooms. Teacher coaches will lead PD on regular PD days.
- Embedded time for students for interventions, re-teaching or extension activities.
- Individual schools examine assessment practices in efforts to address acceptable and excellence levels of achievement.
- Through analysis it was determined that the achievement dip was likely a temporary set back, and strategies to address this achievement dip are in place.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.1	81.7	79.1	83.1	86.5		High	Improved	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.3	19.9	13.3	18.0	24.6		Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	83.3	81.7	86.8	87.5	83.1		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.7	2.0	1.8	1.5	0.3		Very High	Improved Significantly	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	61.6	56.7	54.8	61.2	54.0		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	61.9	72.5	62.7		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.5	54.8	55.5	65.8	57.4		High	Maintained	Good			

Strategies

- School Leadership Teams continue to work toward school improvement.
- Continue support, guidance and reinforcement of Response to Intervention (RTI).
- School Intervention Teams strategize supports for students at risk.
- PD for teachers, aimed at moving students from acceptable to levels of excellence.
- Review Packages/ Diploma Prep for students.
- Workshops for teachers in the area of assessment and diploma prep.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.7	85.4	85.3	86.7	85.0		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.2	85.6	85.2	86.8	86.3		Very High	Maintained	Excellent			
Strategies <ul style="list-style-type: none"> School Leadership Teams lead staff in the analysis of results with a focus to the maintenance and improvement of results. The Board has identified student mental health as a priority, specifically anxiety. Work with data from the OurSchool surveys to assess and target areas requiring support. 												

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	72.4	75.9	73.6	78.6	77.0		n/a	n/a	n/a			
Strategies <ul style="list-style-type: none"> Supporting meaningful professional development, purposeful mentorship programs, and the regular collaborative exchange of ideas and best practices. Further develop academic guidance and career counselling. 												

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

OUTCOME TWO: ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS, AND INUIT STUDENTS' SUCCESS

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	44.0	66.5	59.9	62.3	62.3		Very Low	Maintained	Concern	63.0	65.0	66.0
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).	6.0	11.0	3.6	8.9	11.1		Low	Maintained	Issue			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	70.3	90.0	60.0	85.7	91.7		Very High	Maintained	Excellent			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	13.5	23.3	20.0	23.8	27.8		Very High	Maintained	Excellent			

Strategies

- First Nations, Métis and Inuit educational kits created to help teachers incorporate indigenous culture and content into curricular outcomes.
- Partnerships with Maskwacis Educational Authority to share programming for First Nations, Métis and Inuit student achievement.
- Parent nights held to help First Nations, Métis and Inuit parents with a focus on involvement and partnership for student success.
- Engage in strategic, collaborative and whole school approaches to improve educational outcomes and student achievement of First Nations, Métis and Inuit students.
- Although similar targets were in place last year, the division continues to strategically target this area. Specifically, processes and monitoring related to attendance have been implemented.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

OUTCOME TWO: ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS, AND INUIT STUDENTS' SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	57.3	65.2	71.4	66.7	44.4		Very Low	Declined	Concern	66.0	70.0	75.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.3	2.9	4.9	2.1	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	55.5	8.1	31.9	49.6		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	35.7	33.3	55.6		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	22.9	43.5	35.7	16.7	44.4		Intermediate	Maintained	Acceptable			

Strategies

- Indigenous student support to assist in targeting individual student success and achievement.
- Formal school-wide leadership opportunities for indigenous students.
- Working with teaching staff to help create better understanding of indigenous culture, history, and teaching. (ex: blanket exercises).
- Enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.
- The shrinking demographic, in this population, results in more volatility of results. The Board has identified this sub-group of the population as an area of focus and priority. Schools are increasing their monitoring of students and the supports provided to them.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.5	91.0	89.7	91.5	90.7		Very High	Maintained	Excellent			

Strategies

- Working with teaching staff to help create better understanding of indigenous culture, history, and teaching. (ex: blanket exercises).
- Family School Liaison and staff will focus on implementing programs to support students. (ex: Buddy Up, Rainbows).
- School-wide social justice projects.
- Response to Intervention (RTI) as a vehicle to focus on whole school behaviour systems.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.





OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, AND SCHOOL AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.4	76.3	77.8	78.6	80.6		High	Improved	Good			
Strategies <ul style="list-style-type: none"> Teachers will have regular opportunities to meet with grade partners (both English and French) to collaborate on strategic planning; Develop common assessments, share best practices, data analysis, etc. Supporting meaningful professional development, purposeful mentorship programs, and the regular collaborative exchange of ideas and best practices. Foster a culture of life-long learning amongst teachers by supporting meaningful professional development, purposeful mentorship programs, and the regular collaborative exchange of ideas and best practices. Continued focus and support to assist administration in their capacity to be instructional leaders. 												

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

OUTCOME FIVE: ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.3	82.9	82.4	84.1	81.4		Very High	Declined	Good			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.3	80.0	82.4	84.4	84.9		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.9	91.2	90.5	92.8	92.5		Very High	Improved	Excellent			
Strategies <ul style="list-style-type: none"> The Division will continue to hold an annual 3 Year Planning Consultation Day with multiple stakeholders to review and engage in the Board direction. Superintendent's Council, consisting of four principals that meets twice annually to strengthen and implement Division initiatives. Regular survey of stakeholders on key programs and operations (ex: faith, transportation). Meeting with several stakeholder groups: parents, school councils, local parishes, staff and students to ensure processes and decision-making is effectively serving those stakeholders. 												

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2017 - 2018 SUMMARY OF FINANCIAL RESULTS

Revenue			
Source	Amount	% of Total	Per Student
Alberta Government	\$40,422,257	83.0%	\$10,575
Local Taxes	\$5,245,419	10.8%	\$1,372
Federal Government	\$922,100	1.9%	\$241
External Services	\$394,428	0.8%	\$103
Other	\$1,696,705	3.5%	\$444
Total	\$48,680,909	100.1%	\$12,735

Expenditures			
Type	Amount	% of Total	Per Student
Instruction	\$31,472,481	63.8%	\$8,233
Special Education	\$4,807,845	9.8%	\$1,258
Operations and Maintenance	\$5,012,256	10.1%	\$1,311
Transportation	\$1,319,697	2.7%	\$345
Administration	\$1,996,005	4.1%	\$522
Amortization of Capital Assets	\$4,227,384	8.6%	\$1,106
Debt Services	\$41,103	0.1%	\$11
External Services	\$394,428	0.8%	\$103
Total	\$49,271,199	100.2%	\$12,890

Operating/ Surplus (Deficit)			
	Amount		Per Student
From Schedule A	\$(590,290)		\$(154)

Instructional Spending Per Student Per Year = \$9,491

Overall Spending Per Student Per Year = \$12,890

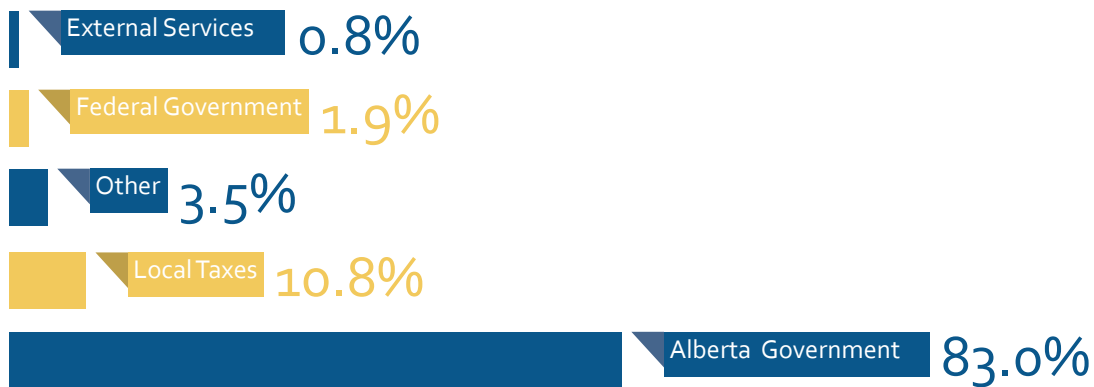
Detailed expenditure information, including information on school-generated funds and their uses, is available in the [Audited Financial Statements](#) or may be requested from the Division Office at:

4906 – 50 Avenue
 Leduc, Alberta T9E 6W9
 Phone: 780.986.2500
 Toll Free 1.800.583.0688
 Fax: 780.986.8620

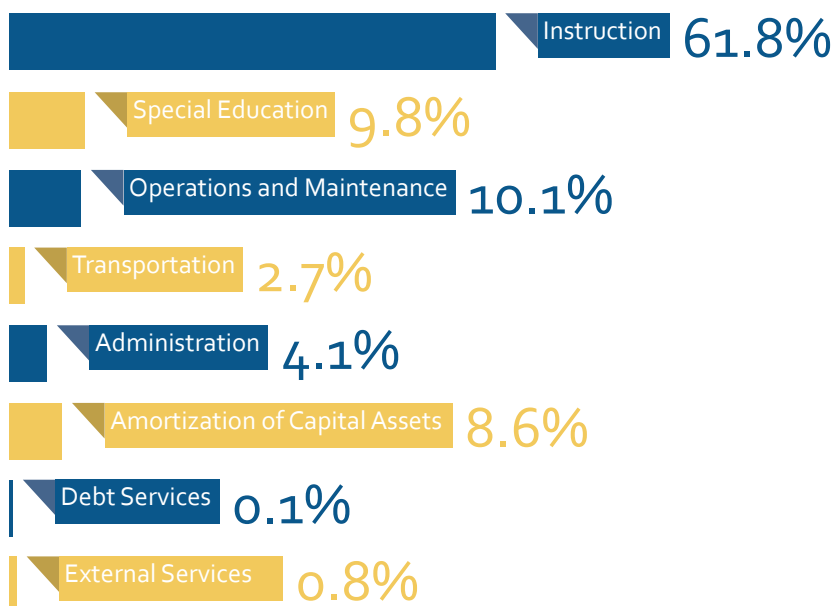
Comparative information is available in a [Provincial Report](#)

2017 -2018 SUMMARY OF FINANCIAL RESULTS

Revenue



Expenditures



2018 -2019 APPROVED BUDGET

Revenue			
Source	Amount	% of Total	Per Student
Alberta Government	\$40,609,975	85.9%	\$10,155
Local Taxes	\$4,600,000	9.7%	\$1,150
Federal Government	\$678,288	1.4%	\$170
External Services	\$382,476	0.8%	\$96
Other	\$1,002,828	2.1%	\$251
Total	\$47,273,567	99.9%	\$11,821

Expenditures			
Type	Amount	% of Total	Per Student
Instruction	\$32,478,099	68.1%	\$8,122
Special Education	\$3,787,347	7.9%	\$947
Operations and Maintenance	\$4,687,774	9.8%	\$1,172
Transportation	\$1,448,075	3.0%	\$362
Administration	\$1,929,556	4.0%	\$483
Amortization of Capital Assets	\$3,043,684	6.4%	\$761
Debt Services	\$25,295	0.1%	\$6
External Services	\$382,476	0.6%	\$96
Total	\$47,782,306	100.1%	\$11,949

Operating/ Surplus (Deficit)			
	Amount		Per Student
From Schedule A	\$(508,739)		\$(127)

Instructional Spending Per Student Per Year = \$9,069
 Overall Spending Per Student Per Year = \$11,949

Detailed expenditure information, including information on school-generated funds and their uses, is available in the [STAR Catholic 2018-2019 Budget](#) or may be requested from the Division Office at:

4906 – 50 Avenue
 Leduc, Alberta T9E 6W9
 Phone: 780.986.2500
 Toll Free 1.800.583.0688
 Fax: 780.986.8620

Comparative information is available in a [Provincial Report](#)

CAPITAL AND FACILITIES PROJECTS

Infrastructure Maintenance and Renewal (IMR) for 2017-2018

During the 2017-2018 school year the Board received IMR funds totaling \$1,058,294 from Alberta Education/ Infrastructure. Expenditures from IMR funds during the 2017-2018 year totaled \$1,169,512.12, which included unspent IMR grants from previous years.

Re-roofing St. Benedict School, Sacred Heart School, and St. Anthony School.

HAZMAT survey of six pre-1990 schools.

Addition of a third flagpole at St. Augustine School to celebrate Indigenous culture.

Upgrading school surveillance throughout the Division to full coverage using a web-based system.

Re-flooring classrooms and office areas at École Notre Dame School.

Re-flooring central student gathering area and office areas at Sacred Heart School.

Refurbishing the gym floor at École Notre Dame School.

Engineered playground drainage system at Father Leduc Catholic School.

Continued concrete/curbing repairs and line painting throughout the Division.

Upgrade water drainage systems at École Notre Dame School, Christ the King School, and St. Augustine School.

Boiler replacement at Father Lacombe Catholic School and St. Benedict School.

Capital Plan 2018-2019

STAR Catholic Schools continues to grow. The following are our priority Capital Projects:

1. Christ the King School, Leduc (Modernization)
2. New Catholic High School, Beaumont (New Facilities)
3. St. Benedict School, Leduc (Modernization)
4. St. Anthony School, Drayton Valley (Modernization)
5. Sacred Heart School, Wetaskiwin (Modernization)
6. École Notre Dame School, Leduc (Modernization)

The Division's [Capital Plan](#) can be viewed online.





PARENTAL INVOLVEMENT

At an annual community planning day held in February, school council members are invited to work with Board trustees, administrators, staff, students and clergy in reviewing the Division's Three Year Education Plan (3YEP) and Alberta Education Results Report (AERR), to assist in developing objectives and strategic direction for the forthcoming plan. Principals share the Division's 3YEP and AERR documents with their school council and staff for review and interpretation of summary results. The Board also reviews the Division's 3YEP and AERR documents with the school council chairs at their annual Council of School Councils meeting.

The combined 3YEP and AERR is posted to the website, and is available upon request to the schools, school council representatives, parishes and other stakeholders. The results are also reported in a public meeting to the Board of Trustees who monitor the success of the Division. The agenda for each public meeting is posted on the Division's website.

The schools annually prepare their combined 3YEP and AERR, in consultation with their school councils, and post the report to their school website.

TIMELINES AND COMMUNICATION

As per provincial reporting requirements, the School Division posts this Board-approved report on the STAR Catholic Division website in a publicly accessible format by November 30th and notifies the Alberta Education Zone Director of such posting by email.



SUPPLEMENTAL DOCUMENTS

The following documents may be viewed at:

- [Audited Financial Statement Provincial Roll ups](#)
- [Audited Financial Statements for the Year Ended August 31, 2018](#)
- [STAR Catholic Budget 2018-2019](#)
- [Administrative Procedure 505 – Mandatory Fees](#)
- [Capital Plan 2018-2019](#)
- [Combined 3 Year Education Plan \(3YEP\) and Alberta Education Results Report \(AERR\)](#)
- [Combined 3 Year Education Plan \(3YEP\) and Alberta Education Results Report \(AERR\) Executive Summary](#)
- [2017-2018 Class Size Report – Core Subjects](#)
- [2017-2018 Class Size Report – All Subjects](#)
- [AP 492 – Public Interest Disclosure \(Whistleblower Protection\) - No disclosures received in 2017/2018](#)

SENIOR ADMINISTRATIVE STAFF

Charlie Bouchard — Superintendent

Laurie Kardynal — Assistant Superintendent, Learning Services

Sean McGuinness — Assistant Superintendent, Human Resources & Technology


Ed Latka — Secretary-Treasurer

Kim Beaupré — Executive Assistant

CONTACT INFORMATION

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Website: www.starcatholic.ab.ca

 Twitter: @STARCatholic

 Facebook: www.facebook.com/starcatholic



STAR Catholic Schools

Beaumont Schools

Académie Saint-André Academy
(K to Grade 4)

Principal: Curt Baron
780.929.2961

École Mother d'Youville School
(Grades 5 to 9)

Principal: Jordan Robinson
780.929.0792

Parish

St. Vital Parish
4905 - 50 Street
st.vitalchurch@shaw.ca
780.929.8541

Drayton Valley Schools

Holy Trinity Academy
(Grades 9 to 12)

Principal:
Jamie Beauchamp
780.621.5735

St. Anthony School
(Pre-K to Grade 8)

Principal: Trish Molzan
780.542.4396

Parish

St. Anthony Parish
4708 - 50 Avenue
stanthony.draytonvalley@caedm.ca
780.542.5254

Lacombe School

**Father Lacombe
Catholic School**
(K to Grade 9)

Acting Principal:
Maria Wagner
403.782.9345

Parish

St. Stephen's Parish
5128 53 Street
ststephen.lacombe
@caedm.ca
403.782.3514

Leduc Schools

**Christ The King
School**

(Grades 9 to 12)
Principal: Dennis Dunlop
780.986.6859

École Notre Dame School
(Pre-K to Grade 6)

Principal:
Monique Tellier - Phillips
780.986.9300

St. Benedict School
(Pre-K to Grade 6)

Principal: Connie Greer
780.986.7480

**Father Leduc
Catholic School**

(K to Grade 8)
Principal: Tara Malloy
780.986.0045

STAR Catholic Outreach School

Administrator: Mike Malloy
780.980.0955

Parish

St. Michael Parish
5105 - 45 A Street
stmikerc@telusplanet.net
780.986.3253

Ponoka School

St. Augustine School
(Pre-K to Grade 12)

Principal: Kevin Prediger
403.704.1155

Parish

St. Augustine Parish
5113 - 52 Avenue
stachurch@shaw.ca
403.783.4048

Wefaskiwin School

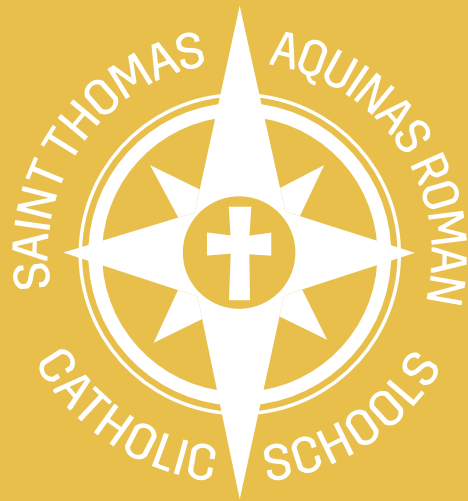
Sacred Heart School
(K to Grade 9)

Principal: Verna Sand
780.352.5533

Parish

Sacred Heart Parish
5113 - 49 Avenue
sheart@incentre.net
780.352.2365





St. Thomas Aquinas RCSR No. 38
4906 – 50 Avenue
Leduc AB T9E 6W9
Phone: 780.986.2500
Fax: 780.986.8620