



~Combined~

*Three Year Education Plan (3YEP)
2014 - 15 to 2016 - 2017
&
Annual Education
Results Report (AERR)
2013 - 2014*



"Let the children come to me and do not stop them, for the Kingdom of God belongs to such as these." (Luke 18:16)

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Message from the Board Chair

On behalf of the St. Thomas Aquinas Roman Catholic Board of Trustees, I am pleased to present this year's Combined Three Year Education Plan and Annual Education Results Report. Continuing to build strong partnerships with all stakeholders, we are pleased to outline our vision and priorities in this 2014-2017 Three-Year Education Plan.

Our team of dedicated trustees, administrators, educators, and support staff, continues to produce excellence in Catholic Education, as evidenced in this report. Guided by the light of Christ to serve all, STAR Catholic Schools continues to grow and shine in outstanding ways. Providing a wide range of educational programming opportunities to meet local needs while remaining rooted in Gospel values, STAR Catholic remains firmly and proudly committed to quality Catholic Education. Learning from our past, our future is bright indeed.

The Board of Trustees wishes to thank all our staff and partners who collaborated on the preparation of this report and its positive results. As partners in the task of serving our world through education, it is our ardent prayer and hope that the education provided by St. Thomas Aquinas Roman Catholic Schools instills love, compassion, and enthusiasm to serve our society in a positive and fruitful manner. Committing the work we do to the Lord, our plans will be established (Proverbs 16:3).

Yours in Catholic Education,



*John Tomkinson
Board Chair*



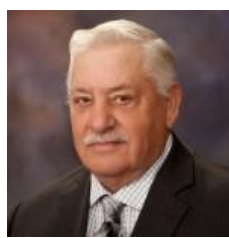
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Message from the Superintendent

Compassionate God, Your love is real, unconditional, complete, authentic. Through your love, we are transformed and renewed. You have made us out of love and for love. May our love never be lukewarm or hindered by fear or tainted with pretense. Give us the strength and the courage to love as you love; to 'love you with all our hearts, and with all our souls, and with all our minds, and to love our neighbor as we love our selves' (Matt.22: 36 – 39).

Alleluia, Christ has risen!!

It is my great pleasure to share with you the story of STAR Catholic Schools as told in the pages of this report. Ours is a story of hope, confidence and victory! We are grateful for this opportunity to place our lamp on a stand and let our light shine.

Production of this Annual Education Results Report provides the School Division a wonderful occasion to reflect back on what our results reveal about both our successes and our challenges.

We are just as enthusiastic to cast our eyes toward the future insofar as we have developed the Three Year Education Plan that charts our course going forward. Such planning is a hallmark of the ongoing pursuit for excellence that is emblematic of the moral imperative that helps drive our School Division forward. As a jurisdiction that strives for continual improvement we enthusiastically embrace the invitation to move from good to great, and from great to even greater!

STAR Catholic Schools is a school division of divine destiny! Our sacred call is to do justice, love mercy and walk humbly with our God. It is our hope that our uncompromising commitment to carrying out this credo in our classrooms and corridors will inspire our students and help renew the face of the earth.

In the Grip of His Grace,



Troy A. Davies
Superintendent of Schools



Troy A. Davies, Ph.D., CHRP

Accountability Statement

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 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 2013/2014 school year and the Three-Year Education Plan for 2014/2017 on November 27, 2014.



John Tomkinson, Board Chair

Jurisdiction Profile

St. Thomas Aquinas Roman Catholic Separate Regional School Division No. 38 extends across a wide geographical area in central Alberta. The Division has a total of ten schools (nine traditional and one outreach) of various grade configurations from Pre-K to grade 12. Our 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 commitment of time and collaboration with our public partners on such matters as putting together school year calendars and coordinating student bussing arrangements. The Division's central office is situated in the City of Leduc.

An excellent Catholic education is offered by 215 teachers and a support staff of 162. We have experienced a substantial increase in enrolment growth over the past five years jumping from 2669 students to 3517 students. The socio-economic make-up of our families varies from those who are very affluent to those living on social assistance. The FNMI population at Sacred Heart School in Wetaskiwin and St. Augustine School in Ponoka are at 22% and 16% respectively. Outside of those two schools the FNMI population accounts for 4% of the Division's student enrollment. Approximately 9% of our students are ELL and many of our students are from non-Catholic or even non-Christian backgrounds. Each community has its own unique profile, while the sense of our identity as a collective School Division continues to grow stronger.

In the past school year, STAR Catholic received news of two new capital projects for two of Alberta's fastest growing communities, namely Leduc and Beaumont. A new 600-student capacity elementary/junior high school was announced for Leduc. This school, since named Father Leduc Catholic School, is slated to open in September 2016 in the Southfork subdivision in south Leduc. Similarly, a new 600-student capacity K-9 school was more recently announced for Beaumont. Work is currently in progress to name the school and to identify a suitable site. Completion of these two new exciting projects will bring our school total to 12. Further related to infrastructure needs, we have requested a provincial value scoping study to assess options for our aging facility in Lacombe, a top capital plan priority for the jurisdiction.

STAR [School profiles](#) are available for viewing.

Foundation Statements

Our Mission...

“We are a Christ-centred Catholic community committed to providing the highest quality education for our students. Through service, caring and love we strive to create an environment of respect and understanding in which everyone can grow.”

Our Vision...

“Optimizing human potential in the light of Christ.”

Our Core Values...

At St. Thomas Aquinas Catholic Schools, we are dedicated to:

Dignity
Love of God and Each Other
The Gospel Message
Excellence
Catholic Education
...for life!

Our Beliefs...

1. We believe that Christ is the focus of our Catholic Education and integral to our everyday actions.
2. We believe that parents are the first and most important educators of children and that schools exist to assist them in providing a high quality education.
3. We believe that the education of students is a shared responsibility among the home, school and parish.
4. We believe that all students have the right to receive a sound academic education to enable them to apply their learning to daily life.
5. We believe that every member of our community has the right to a safe, secure environment where everyone is consistently treated with dignity and respect.
6. We believe in accepting, understanding, and celebrating the diverse cultures within our school communities.
7. We believe in the need to inspire all with a sense of hope.

Board Priorities & Key Indicators 2014-2015

Priority A: Growing Catholic Identity

Key Indicators (What will success look like?)

- Encourage existing and new whole-school and individual grade level social justice projects
- Ensure school chapels feature increased iconography and are protected and used as sacred worship spaces
- Assess the possibility of increasing the presence of the Blessed Sacrament in our schools
- Strengthen cross-collaboration between church and school as relates to ministries of staff and students

Priority B: Enhancing Student Learning

Key Indicators (What will success look like?)

- Continue support for, and reinforcement of, Response To Intervention (RTI)
- Continue focus on improved guidance and comprehensive counselling services to students
- Improve programming and opportunities for English Language Learning (ELL), French as a Second Language (FSL), and Second Language Learning (SLL)
- Identify additional opportunities for technology-mediated learning such as mobile labs, Skype, webinar, flipped-classrooms, etc.

Priority C: Supporting Teacher Efficacy

Key Indicators (What will success look like?)

- Foster a culture of life-long learning amongst teachers by supporting meaningful professional development and the regular collaborative exchange of ideas and best practices
- Promote the pursuit of graduate education through the educational subsidy program
- Provide increased attention to best practices in teacher growth, supervision and evaluation to help teachers optimize their effectiveness and flourish as professionals

Priority D: Meeting Infrastructure Needs

Key Indicators (What will success look like?)

- Continue advocacy for additional student spaces and capital plan priorities
- Carry out transportation needs assessment and feasibility studies in communities where alternative bussing arrangements may warrant
- Increase satisfaction survey results on questions regarding student bussing

Combined 2014 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	90.5	90.2	89.9	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	78.4	78.6	77.8	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	90.9	92.5	92.0	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.2	2.1	2.8	3.3	3.5	3.6	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	83.0	76.3	77.6	74.9	74.8	73.8	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.7	79.2	78.2	74.0	75.3	75.5	Intermediate	Declined	Issue
		PAT: Excellence	20.0	17.6	19.1	19.0	19.1	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	84.2	91.5	86.7	85.4	84.2	83.4	Intermediate	Maintained	Acceptable
		Diploma: Excellence	19.1	24.6	19.0	21.0	19.5	19.1	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	54.3	51.5	55.3	50.5	56.6	55.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	64.0	62.4	58.3	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.0	55.4	56.9	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	82.2	81.7	83.0	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	86.7	85.3	85.1	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	79.3	82.3	81.5	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Good	School Improvement	83.3	85.7	85.5	79.8	80.6	80.2	Very High	Declined	Good

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	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
Student Learning Opportunities	n/a	Drop Out Rate	2.6	1.8	2.9	7.8	8.5	9.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	57.1	83.3	66.9	43.6	43.9	40.8	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	46.2	64.8	61.1	53.4	56.2	53.6	Very Low	Declined	Concern
		PAT: Excellence	9.4	5.6	7.1	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	81.3	76.8	78.2	75.2	75.7	*	*	*
		Diploma: Excellence	*	0.0	10.7	10.4	8.4	8.0	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	14.3	50.0	43.9	18.9	21.2	20.0	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	33.3	66.7	50.0	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	32.1	32.2	31.2	*	*	*

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference (Optional)

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

Divisional Goal: Provide Opportunities for all Members of the Division to Encounter Jesus Christ

Outcome #1: Schools have an explicit Catholic Christian environment

Performance Measures	Results (in percentages)				
	2010	2011	2012	2013	2014
Student satisfaction with religious celebrations.	88	88	91	92	94
Student satisfaction of the school's effort to do all things like Jesus would want them done.	85	86	88	90	92
Parent satisfaction with school's effort to do all things like Jesus would want them done.	95	96	92	96	96
Staff satisfaction with school's effort to do all things like Jesus would want them done	95	99	97	95	95
Students feel that staff care.	92	90	91	94	93
Students feel that students care.	81	81	83	85	82

Illustrative Strategy Example:

- Our School Division celebrates and reveres the Real Presence of the Lord Jesus in the Blessed Sacrament and appreciates the profound impact this can have on our students and school communities. In addition to the many school Masses that occur regularly at our schools and parishes which make the Lord present through the act of Consecration, this year the Division is assessing the feasibility of increasing the presence of the Blessed Sacrament in our schools. This may take the form of our Eucharistic Lord finding a permanent home in the school (as is the case in Sacred Heart School in Wetaskiwin), or being made present several times throughout the year for adoration, or a variety of other options. What any particular model may look like will be a response to local conditions, conversation and comfort. School Division personnel are collaborating closely with local parish priests as this assessment is carried out and as options, opportunities and challenges are given consideration.

Divisional Goal: Provide Opportunities for all Members of the Division to Encounter Jesus Christ - continued

Outcome #2: Schools are partners in evangelization and Christian formation.

Performance Measures	Results (in percentages)				
	2010	2011	2012	2013	2014
Parent satisfaction with the relationship that exists between the parish and school	92	90	94	96	96
Staff satisfaction with the relationship that exists between the parish and school	94	87	94	94	94
Student satisfaction with the relationship that exists between the parish and school.	86	87	89	91	89
Parent satisfaction with how they have grown as a Christian as a result of their involvement in Catholic education.	94	95	95	97	94
Student satisfaction with how they have grown as a Christian as a result of their involvement in Catholic education.	82	85	87	88	88
Staff satisfaction with how they have grown as a Christian as a result of their involvement in Catholic education.	100	99	99	98	98
Number of staff enrolled in Newman Theological Courses (Actual).	6	11	18	17	9

Illustrative Strategy Example:

- Within Catholic Education there is a well-regarded teaching that the home, school and parish are partners in the faith formation of children. Our School Division takes its role in this tripartite relationship to heart. To this end, we have committed resources to support school-based initiatives that meet locally-identified student evangelization needs through our Student Evangelization Initiative. All ten of our schools have identified grassroots projects that will help bring the Good News to their students. A sampling of such projects include: a Faith & Fellowship Club in which high school students attend weekend Mass together and then get together for an evening of social activities and fellowship afterward, a Student Prayer Leaders Retreat in which upper elementary students are trained and provided the confidence to be prayers leaders in their school, and a Cat Chat Concert in which a strong and entertaining Catholic faith-based message is shared with students through the medium of music and theatre. Finally, all grade 7-12 students from across the Division will assemble together for a second annual day of reflection facilitated by a renowned international Catholic speaker who specializes in ministry to youth.

Divisional Goal: Provide Opportunities for all Members of the Division to Encounter Jesus Christ - continued

Outcome #3: Schools incorporate church teaching into all curricular areas.

Performance Measures	Results (in percentages)				
	2010	2011	2012	2013	2014
Student satisfaction with what is learned in Religious Studies.	86	89	90	92	91
Parent satisfaction with what is learned in Religious Studies.	97	96	97	97	98
Staff who are satisfied with the opportunities to permeate their teaching with Catholic/Christian values.	100	100	100	98	100

Illustrative Strategy Example:

- In order to help students understand the Church's vision of the meaning of life and love, each of our junior and senior high schools are required to incorporate the teachings of Pope John Paul II's Theology of the Body into the human sexuality components of the health (grades 7-9 and CALM) and religious studies (RS 15 and 35) courses offered. Using the resources printed by Ascension Press (Theology of the Body for Teens and Theology of the Body for Teens- Middle School edition), teachers are expected to permeate Theology of the Body into the curricular outcomes of each specific course. Our elementary teachers are required to use the Bishops' resources published in 2003 to teach the human sexuality component of Health; these resources are imbued with the understanding of human sexuality that Theology of the Body expresses. In order to support teachers in this permeation an in-service is held in the fall of every year in which teachers are provided with information regarding Theology of the Body, Church teachings surrounding human sexuality, the resources available, and an explanation of how the resources can effectively be used within the curriculum. They are also given time within their grade level colleagues to create unit plans for the human sexuality component of their course. Our focus is to in-service teachers who are new to teaching these courses as we want to ensure that each is comfortable teaching human sexuality and have a strong understanding of the Church's teachings. Starting this year, many schools have also asked for a presentation to be given on Theology of the Body to their entire staff, in order to help all teachers better recognize how to best permeate this understanding of human sexuality into their teaching practice. They will also be given opportunities to collaboratively plan with other teachers in their school.

Provincial Goal One: An Excellent Start to Learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

There are no provincial required performance measures for this goal.

Optional Commentary:

- Preschools operate in the majority of our elementary schools which help early learners establish a readiness for schooling
- A common pre-school curriculum has been established in STAR Catholic and coordination amongst pre-schools is overseen by a certificated teacher to bring a consistency in programming. Creation of a preschool curriculum with purposeful play as the key base
- Brigance Screen administered to all preschool students
- Brigance results analyzed and codes assigned by central office contractor who is a certificated teacher and serves as ECS coach
- Learning Plans put in place for all coded preschoolers
- Hiring of a new behavioural specialist to provide technical expertise and coaching to teachers on classroom management
- Full day / five day kindergarten option in one school
- Use of leveled reading programs
- Use of Dynamic Indicators of Basic Learning Skills (DIBELS) reading assessments to guide instruction and monitor progress
- Response to Intervention Model that provides focus on solid Tier 1 instruction with targeted supports for early learners requiring intervention
- Early identification process that leads to three year Program Unit Funding (PUF)
- Providing coaching through ECS Coach to Kindergarten teachers in the area of enhancing phonological awareness instruction and regular visits to Kindergarten teacher classrooms to assist with building phonological instruction strategies

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.2	85.9	82.7	91.5	84.2		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.1	14.4	18.0	24.6	19.1		High	Maintained	Good			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2014	Achievement	Improvement	Overall	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	65.8	80.7	75.9	76.3	83.0		Very High	Improved	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	4.8	1.5	2.1	1.2		Very High	Improved	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.7	55.3	60.2	55.4	62.0		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	51.8	50.5	62.2	62.4	64.0		High	Maintained	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.2	58.3	56.0	51.5	54.3		Intermediate	Maintained	Acceptable			

Illustrative Strategy Example:

- The achievement of all student outcomes within STAR Catholic is pursued under the broader pedagogical framework of Response to Intervention (RTI). At the heart of RTI within the Division are four pillars, the 4 C's that we have constructed and are in the process of making ever-stronger. First, we stress engendering a sense amongst staff of *collective responsibility* for all students. There is a shared belief that it is the responsibility of every school staff member to ensure high levels of learning for every child regardless of whether that student is actually in their class. This belief lays that philosophical groundwork upon which the other pillars can be built. Second, we have put in place a systematic process for *concentrated instruction* by identifying essential knowledge and skills that students must master. This has been done, in part, by bringing all of our grade level teachers together from across the Division to identify key learning outcomes on which all teacher agree to focus their instruction. Third, *convergent assessment* occurs within the context of school-based Professional Learning Communities (PLCs) as teachers gather to collectively analyze the results of common assessments and targeted evidence gained in order to determine the specific learning needs of each student and the effectiveness of instruction provided. Lastly, school-based administrators have worked with their staffs to create innovative timetable and scheduling structures that guarantee students have *certain access* to any additional time and support they may require in order to learn at high levels.

Notes:

- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.1	75.6	79.6	79.2	74.7		Intermediate	Declined	Issue	78	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.2	16.6	23.1	17.6	20.0		Intermediate	Maintained	Acceptable			

Illustrative Strategy Example:

- Within STAR Catholic we have implemented an early literacy screen, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), at the grade one and two levels. The screen is based on five one minute assessments that measure growth in early literacy skills. With considerable centralized support provided, teachers have been trained to administer the assessment to all students three times a year to determine where supplemental instruction is required. At-risk students are progress-monitored on a bimonthly schedule to assess the effectiveness of the instructional practices being used and to inform future instructional decisions. The power of teachers 'owning the data' and seeing the direct effects of their instructional practices on student achievement have increased our literacy levels in Division One and have decreased the number of at-risk students. Driven by data and action research, we have been able to identify best practices in early literacy and make them standard across the division.

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.8	84.2	85.9	85.3	86.7		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.	86.7	83.2	84.0	81.7	82.2		High	Maintained	Good			

Illustrative Strategy Example:

- Students within the Division are provided a myriad of opportunities to participate in social justice projects. Out of an abundance of respect for the Catholic principle of subsidiarity, the choice of social justice projects is left to the grassroots decision-making of the local school, meaning there is a vast diversity in the type of projects pursued, from sponsorship of a West African school by St. Anthony's School in Drayton Valley to the 800+ pounds of groceries raised for the local food bank by students of Father Lacombe School. One particular example stems from Christ the King School in Leduc which saw eleven high school students go on an international trip to assist an orphanage near the Central American city of Quito, Ecuador. The students raised the necessary funds for supplies and travel. In August of 2014 they left for Ecuador for seventeen days bringing with them thirteen suitcases filled with cherished supplies for the orphanage. While on site they painted a large playground mural for their sponsors while living with them and developing special bonds of friendship and care with the young local children. Upon their return from this life-changing experience, Christ the King students sponsored a child from the village and fundraised hundreds of dollars for his education. They have presented their story to the Leduc Rotary Club, their parish and school. Students are inspired by their story and have planned more international service projects for the future, ensuring the continuance of this superb school tradition.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.8	58.3	60.1	64.8	46.2		Very Low	Declined	Concern	65	n/a	n/a
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).	5.0	5.7	10.1	5.6	9.4		Very Low	Maintained	Concern	11	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	76.9	72.2	81.3	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	15.4	16.7	0.0	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	50.4	83.3	57.1		Low	Maintained	Issue	67	69	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	5.0	1.8	1.8	2.6		Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	33.3	66.7	33.3		Very Low	Maintained	Concern	40	45	50
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	37.8	50.0	14.3		Very Low	Declined	Concern	40	45	50

Illustrative Strategy Example:

- The academic performance of First Nations, Metis and Inuit (FNMI) students within the School Division continues to provide a source of significant challenge. While our Division's three year averages on the FNMI Accountability Pillar Report exceed the provincial three year averages in every measure category, we, like the rest of the province, remain unsatisfied and unsettled with current performance and have room for substantial improvement. To this end, we have recently assigned targeted responsibility for FNMI achievement gains to the portfolio of responsibilities of a Central Office Director. One of the latest actions taken centrally was the purchase of "Seeds of Literacy" curricular kits for schools with high FNMI populations in an effort to support literacy enhancement for FNMI students. The kits consist of 76 FNMI themed books that are catalogued into the FNMI sections of the schools' libraries. Lesson plans that accompany each book and that integrate the regular curriculum are also included with the kit. Key lead teachers were in-serviced on the use of the kit through the Edmonton Regional Learning Consortium's "Empowering the Spirit" professional development session which also contained many digital resources at the website of the same name. The lead teachers, in turn, shared their knowledge with other teachers at their school. Continued use of these kits examine many issues related to FNMI instruction including residential schools, land ownership, reserve systems, discrimination, colonialism, assimilation and a path forward.

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	81.9	77.7	77.0	78.6	78.4		Intermediate	Maintained	Acceptable			

Illustrative Strategy Example:

- In a strategic effort to support school leadership STAR Catholic continues to provide significant support to professional mentorship programs. We enjoy a long-standing new teacher mentorship program that equips teachers for success in the all-important and challenging first years of their teaching career. This is accomplished by providing regularly scheduled professional learning sessions, pairing with a local teacher mentor, and a complement of centralized support. New this year, we have also introduced an In-Service Administrators Mentorship Program. This voluntary program, several times throughout the year, invites active school-based administrators in for an evening of professional learning on topics identified by them through a needs self-assessment. Through the facilitation of senior administrators, participants discuss, share and learn from one another about ways to grow and develop important skills related to the role of a principal and vice principal. EXCEL (Excellence in Catholic Educational Leadership) Academy provides another instance of the Division's commitment to supporting quality school leadership. This in-house program, started approximately four years ago, takes aspiring school leaders and puts them through a rigorous graduate-level curriculum of leadership. Graduates of the program are well-suited to assume positions of service-oriented leadership. In an effort to collaborate with local educational neighbours EXCEL Academy began as a three way partnership between STAR Catholic Schools, Evergreen Catholic Schools and Newman Theological College. That coalition has recently grown to include Elk Island Catholic Schools as a fourth partner.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.9	79.3	82.9	82.3	79.3		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0	91.4	92.2	92.5	90.9		Very High	Maintained	Excellent			

Illustrative Strategy Example:

- As a School Division with acute growth pressures, STAR Catholic Schools has been the beneficiary of two recent provincial announcements of new capital projects, these being a new school in Leduc, the other in Beaumont. A new school's name is highly important and at the very heart of its burgeoning identity. Providing a school with a name prior to physical construction occurring sends a signal of joy and anticipation at the thought of a new member joining our Division's growing family of schools. A name "brings the school into being" by giving it the honour and dignity that only a name can give. It also reminds all that a school is more than just bricks and mortar; rather, it is a community of people gathered around an ideal and a belief in the transformative power of education. The process by which STAR Catholic's new schools are conferred a name provides a brilliant case in point of community collaboration. An invitation is placed out to the community and local citizens, through various media, soliciting suitable and inspiring submissions for possible school names. Proposals are then vetted against existing criteria outlined in Administrative Procedure. All eligible school names remaining are then taken to a large Community Naming Committee made up of a broad spectrum of representatives from such groups as students, teachers, parents and the parish. This committee narrows the nominated names down to a shortlist of three that are then submitted to the Board of Trustees for final decision and selection. In this way, the naming of a new STAR Catholic school truly is an exciting, collaborative and community-based endeavor.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	90.6	90.0	89.5	90.2	90.5		Very High	Maintained	Excellent			
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.	85.2	84.3	86.4	85.7	83.3		Very High	Declined	Good			

Illustrative Strategy Example:

- STAR Catholic School Division's commitment to student, staff and community safety is at once evidenced by the recent creation and appointment of a new Division Safety Officer position. This new addition was the result of an externally contracted independent third-party study of central office organizational structure and staffing levels. The report indicated several areas in which inadequate staffing levels were problematic and unless rectified the quality of centralized services provided to schools would be compromised and the Division's overall functioning impaired. One of these areas was with respect to Occupational Health and Safety. It was determined that specific and earmarked personnel was needed to properly fulfill the roles and responsibilities of this portfolio. Since acquiring a trained OH&S expert the Division has been better positioned to provide the due attention required to ensure safe learning and working environments through closer monitoring, tighter protocols and improved issues management.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2013 – 2014 Summary of Financial Results

Revenue			
Source	Amount	% of Total	Per Student
Alberta Government	30,458,174	80.2%	\$8736.15
Local Taxes	3,872,878	10.2%	1111.08
Federal Government	1,205,568	3.2%	348.58
External Services	358,464	1%	108.92
Other	2,045,089	5.4%	588.22
Total	37,940,173	100%	\$10,892.95

Expenditures			
Type	Amount	% of Total	Per Student
Instruction	25,456,794	67.1%	\$7298.37
Special Education	3,297,577	8.7%	946.29
Operations and Maintenance	3,507,423	9.3%	1,011.55
Transportation	898,452	2.4%	261.04
Administration	1,770,570	4.7%	511.21
Amortization of Capital Assets	2,505,786	6.7%	728.75
Debt Services	89,060	.1%	10.90
External Services	358,464	1.0%	108.76
Total	37,884,126	100%	\$10,876.87

Operating/ Surplus (Deficit)			
	Amount		Per Student
From Schedule A	\$56,047		\$16.09

Instructional Spending Per Student Per Year = \$7287.50
 Overall Spending Per Student Per Year = \$10,876.87

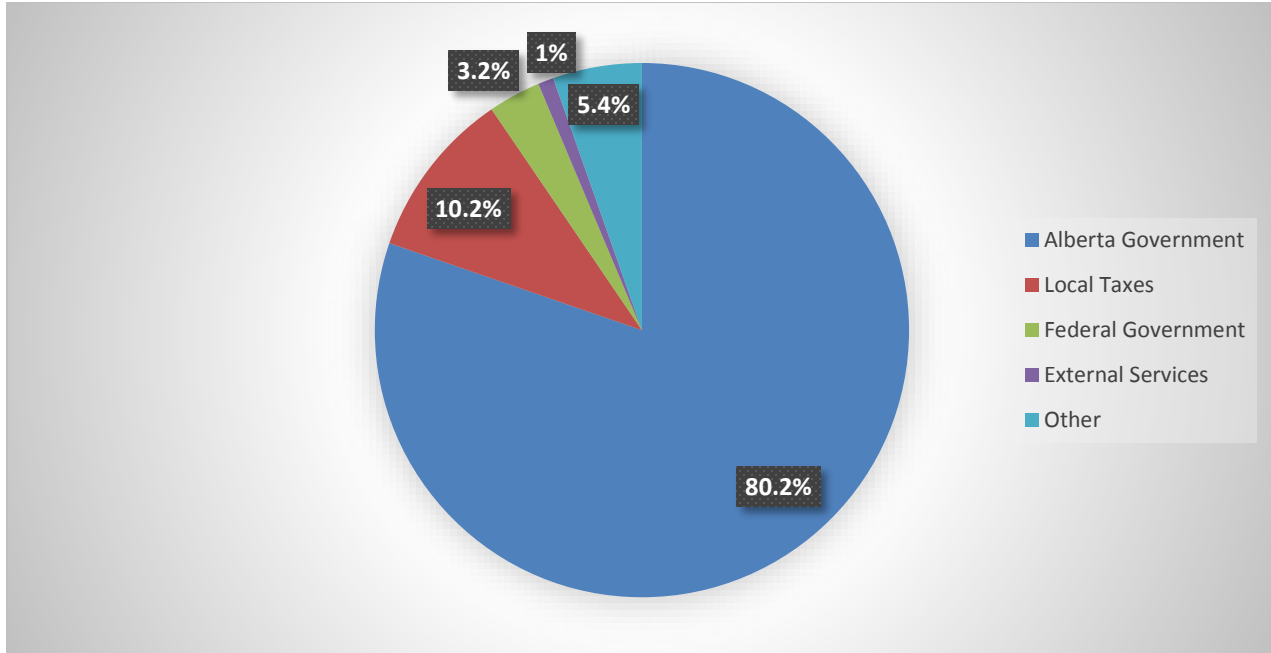
Detailed expenditure information, including information on school-generated funds and their uses, is available in the [Audited Financial Statements](#) or may be requested from the Division Office at:

4906 – 50 Avenue
 Leduc, Alberta T9E 6W9
 Phone: 780.986.2500
 Toll Free 1.800.583.0688
 Fax: 780.986.8620
feedback@starcatholic.ab.ca

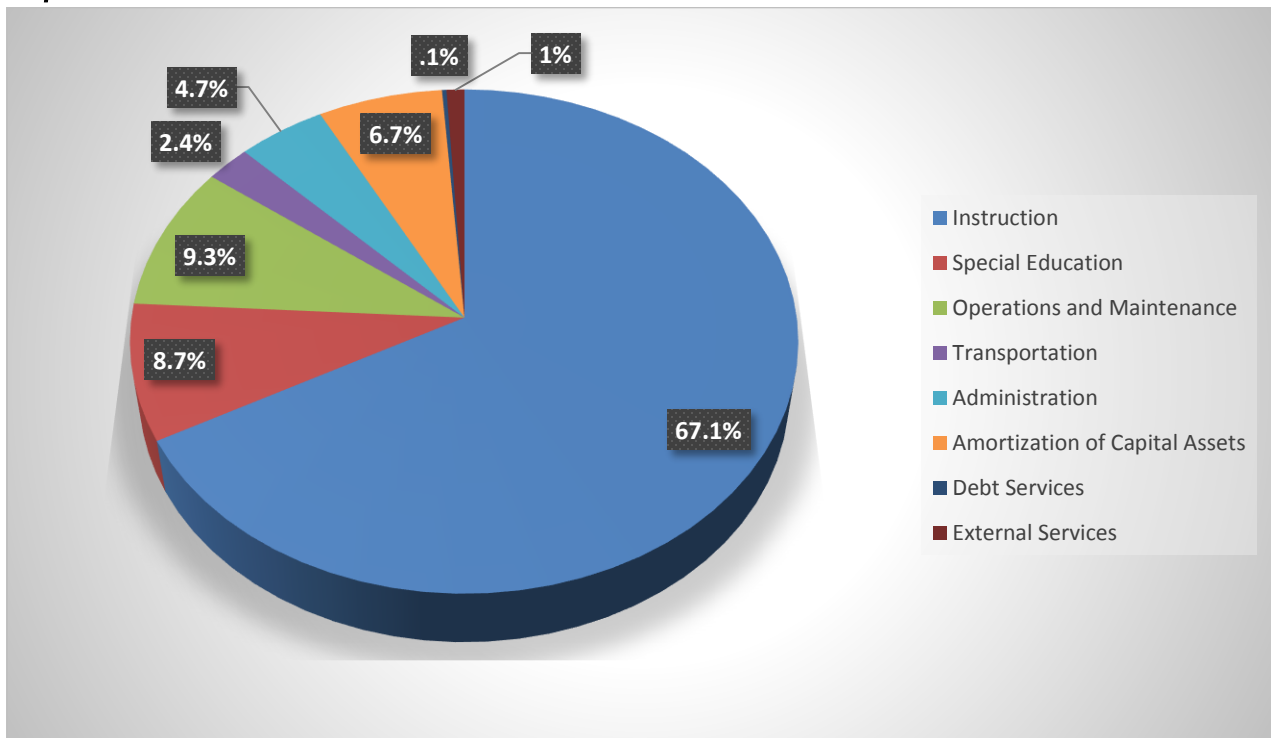
Comparative information is available in a [Provincial Report](#)

2013 – 2014 Budget Summary

Revenues



Expenditures



2014 – 2015 Approved Budget

Revenue			
Source	Amount	% of Total	Per Student
Alberta Government	\$32,958,824	82%	\$9366
Local Taxes	\$3,700,000	9%	\$1051
Federal Government	\$1,220,018	3%	\$347
External Services	\$440,500	1%	\$125
Other	\$1,641,936	4%	\$467
Total	\$39,961,278	100%	\$11,356

Expenditures			
Type	Amount	% of Total	Per Student
Instruction	\$28,152,784	70%	\$8000
Special Education	\$2,339,422	6%	\$665
Operations and Maintenance	\$3,490,251	9%	\$992
Transportation	\$1,077,127	3%	\$307
Administration	\$1,937,471	5%	\$551
Amortization of Capital Assets	\$2,953,635	7%	\$839
Debt Services	\$97,035	0%	\$28
External Services	\$440,500	1%	\$
Total	\$40,488,225	100%	\$11,506

Operating Deficit			
	Amount		Per Student
	\$(526,947)		\$(150)

Instructional Spending Per Student Per Year = \$8665
 Overall Spending Per Student Per Year = \$11,506

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:

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feedback@starcatholic.ab.ca

Capital and Facilities Projects

Infrastructure Maintenance and Renewal (IMR) for 2013-2014

During the 2013-2014 school year the Board received IMR funds totaling \$395,670 from Alberta Education/Infrastructure.

- Expenditures from IMR funds during the 2013-2014 year totaled \$269,776

Significant school building improvements and project progress included:

- Installing three (3) trailers used for temporary classrooms at the old Académie Saint-André Academy school site. This included the hook up of all services (sewer, power, water, natural gas and data lines for computer and internet usage).
- Upgrading of lighting in the MacDonald wing of Notre Dame School.
- Upgrading of washrooms at Notre Dame School, St. Anthony School and Sacred Heart School. Upgrade included new counters with touch-less faucets, new stainless steel sinks, touch-less flushing mechanisms on toilets and urinals.
- Replacement of the hot water tanks at St. Benedict School. This included an asbestos abatement.
- Installation of new sidewalks at St. Benedict School.
- Meetings on developing and designing new Father Leduc School.
- Development of operating agreement for Académie Saint-André Academy P3 school.
- Creation of boiler inspection schedule for our school facilities.

Capital Plan

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

New Facilities

- New K-9 Catholic School in Beaumont
- Leduc Catholic High School (9-12)

Facility Modernization

- Father Lacombe Catholic School, Lacombe
- Christ The King Jr/Sr High School, Leduc
- St. Benedict School, Leduc
- St. Anthony School, Drayton Valley
- Sacred Heart School, Wetaskiwin

Modulars:

- Four (4) Modulars at Académie Saint-André Academy

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

Parental Involvement

At an annual community planning day held in March, school council chairs are invited to work with Board trustees, administrators, students and clergy in reviewing the Division's Three Year Education Plan (3YEP) and AERR measures and results and assist in developing objectives and strategies for the forthcoming plan. Principals are encouraged to share the Division's draft Three Year Education Plan and AERR draft documents with their school council and staff for review and interpretation of Accountability Pillar summary results. The Board also reviews the Division's Three Year Education Plan and AERR documents with the school council chairs at their Board/School Council Annual Meeting.

The combined Three Year Education Plan Report and Annual Education Results Report 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 Three Year Education Plans and Annual Education Results Reports, in consultation with their school councils, and post the report to their school website.

The Division values the responses of community members to the information in the combined Three Year Education Plan Report and Annual Education Results Report. Comments and suggestions can be forwarded to 780.986.2500 (phone), 1.800.583.0688 (toll-free phone), 780.986.8620 (fax) or feedback@starcatholic.ab.ca.

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 Rollups](#)

[Audited Financial Statements for the Year Ended August 31, 2014](#)

[Revised STAR Catholic Budget 2014-2015](#)

[Administrative Procedure 505 – Mandatory Fees](#)

[Capital Plan 2015-2016](#)

[2013-14 to 2015-16 Combined 3 Year Education Plan \(3YEP\) and Alberta Education Results Report \(AERR\)](#)

[Combined 3 Year Education Plan \(3YEP\) and Alberta Education Results Report \(AERR\) Summary](#)

[2013-2014 Class Size Report – Core Subjects](#)

[2013-2014 Class Size Report – All Subjects](#)

Senior Administrative Staff

Dr. Troy A. Davies	Superintendent of Schools
Mr. Kevin Booth	Assistant Superintendent - Learning Services
Mr. Charlie Bouchard	Assistant Superintendent - HR & Technology
Mrs. Jeanne Fontaine	Secretary-Treasurer
Mrs. Kim Beaupré	Executive Assistant

Contact Information

St. Thomas Aquinas Roman Catholic School Division

4906 – 50 Avenue
Leduc, Alberta
T9E 6W9

Phone: 780.986.2500
Toll Free Phone: 1.800.583.0688
Fax: 780.986.8620
Email: feedback@starcatholic.ab.ca
Website: www.starcatholic.ab.ca

STAR Catholic Schools

2014/2015

Christ The King Jr/Sr High School
3511 Rollyview Road
Leduc, Alberta T9E 7K1
Phone: 780.986.6859
Grades 7 to 12
Enrolment: 492
Principal: Monique Tellier-Phillips
<http://ctk.starcatholic.ab.ca/>



Father Lacombe Catholic School
5114 – 54 Street
Lacombe, Alberta T4L 1G3
Phone: 403.782.9345
Grades K to 9
Enrolment: 214
Principal: Denis Cote
<http://fl.starcatholic.ab.ca/>



Holy Trinity Academy
5749 – 45 Avenue
Drayton Valley, Alberta T7A 0B6
Phone: 780.621.5735
Grades 9 to 12
Enrolment: 111
Principal: Mark Basaraba
<http://ht.starcatholic.ab.ca/>



Notre Dame School
66 South Park Drive
Leduc, Alberta T9E 7J1
Phone: 780.986.9300
Pre-K to Grade 6
Enrolment: 524
Principal: Luigi Gatti
<http://nd.starcatholic.ab.ca/>



Sacred Heart School
4419 – 52 Avenue
Wetaskiwin, Alberta T9A 2X7
Phone: 780.352.5533
K to Grade 9
Enrolment: 467
Principal: Kevin Prediger
<http://sh.starcatholic.ab.ca/>



Académie Saint-André Academy
5811 Rue Eaglemont
Beaumont, Alberta T4X 0X1
Phone: 780.929.2961
K to Grade 6
Enrolment: 374
Principal: Jim McMullen
<http://sa.starcatholic.ab.ca/>



St. Anthony School
4921 – 43 Street
Drayton Valley, Alberta T7A 1P5
Phone: 780.542.4396
Pre-K to Grade 8
Enrolment: 355
Principal: James McIsaac
<http://stan.starcatholic.ab.ca/>



St. Augustine School
5520 – 45 Avenue Crescent
Ponoka, Alberta T4J 1N6
Phone: 403.704.1155
Pre-K to Grade 12
Enrolment: 592
Principal: Curt Baron
<http://staug.starcatholic.ab.ca/>



St. Benedict School
75 Alton Drive
Leduc, Alberta T9E 7K1
Phone: 780.986.7480
Pre-K to Grade 6
Enrolment: 388
Principal: Connie Greer
<http://sb.starcatholic.ab.ca/>



STAR Outreach School
4906 – 50 Avenue
Leduc, Alberta T9E 6W9
Phone: 780.980.0955
Fax: 780.986.8620
Alternative Program Delivery
Administrator: Mike Malloy
<http://or.starcatholic.ab.ca/>

