



**2017/2018 Annual Education Results Report
&
2018-2021 Three Year Education Plan**

Table of Contents

Message from the Board Chair	1
Accountability Statement	1
The Division’s Foundational Statements	2
Profile of the School Authority	3
Trends and Issues	4
Summary of Accomplishments	4
Combined 2018 Accountability Pillar Overall Summary	5
Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary	6
Division Priority 1: Staff and students will grow in their faith and experience the richness of Catholic Education	7
Division Priority 2: All students will develop literacy and numeracy skills that will prepare them for a changing future	11
Division Priority 3: First Nations, Métis and Inuit students will achieve equitable educational outcomes	19
Division Priority 4: Stakeholders will be well-engaged in the education system	25
Summary of Financial Results	26
Budget Summary for the Fiscal Year Ending August 31, 2019.....	29
Summary of Facility and Capital Plans	35
Parental Involvement	36
Whistleblower Protection.....	36
Timelines and Communications.....	36

Message from the Board Chair

Our Board is excited to share that our division has scored in the “very high” range in 10 out of 16 categories on the Accountability Pillar. While five of these categories have “maintained” this standing as a continuation of the work done last year, three have “improved,” and two have “improved significantly.” Among the results we are most pleased with is the “Education Quality” category, which was already high at a 92.2%, but saw increase to 93.1% this year. “Safe and Caring” was also at an impressive 91.8% last year, but still managed to improve to 92.2%.

We are also very excited to see that, in ALL nine applicable categories, our division saw an increase in our First Nations, Métis and Inuit students’ results. While it is still early days and more data will be required to determine if this is a trend, we are hopeful that this is a sign that our division’s continued focus to develop and implement innovative programs, such as our Grad Coach Program, are creating warm and welcoming environments that are truly benefiting our First Nations, Métis and Inuit students. Of course, we recognize that these results are achieved through the hard work of, not only our students, but also the talents and supports of their families, teachers and support staff, whose nurturing ways encourage their success.



Though we at Holy Spirit Catholic Schools are excited to share and acknowledge our successes, we realize that there will always be room for improvement. With this in mind, I am pleased to endorse our 2018-2021 Three Year Education Plan. Our plan continues to encourage all staff to consider past practices, to look at what changes are necessary for the future and to implement technology in ways that will benefit all our students.

In looking at the results of the past and our plans for the future, I feel confident that Holy Spirit Catholic School Division is on the right path. We remain faithful to our vision of cherishing our students and assisting them to achieve their potential. And as always, we give thanks for God’s gentle hands directing and guiding us all!

Judy Lane, Board Chair

Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan commencing September 1, 2018 for Holy Spirit Roman Catholic Separate Regional Division No. 4 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency 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 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 at its Regular Board Meeting of November 28, 2018.

Original Signed by Chris Smeaton
Superintendent of Schools

Original Signed by Judy Lane
Board Chair

The Division's Foundational Statements

Our Mission

We are a Catholic Faith Community dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, in partnership with home, parish and society, our schools foster the growth of responsible citizens who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

Our Vision

Holy Spirit Catholic Schools....

Christ-centered learning communities where students are *cherished and achieve their potential.

**cher-ish vt 1. to cling to the idea of; 2. to hold dear; 3. to protect and foster*

We Value

All God's Children

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical and emotional giftedness of everyone in our schools.
- We honor diversity.
- Our schools provide a welcoming safe and accepting sanctuary.

Excellence in Learning

- We provide opportunities for each and every student to discover and become the person God created him/her to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

Sacramentality

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice charity and social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

Our Collaborative Community

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders and will be receptive to and respectful of their input.

Ministry

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

Stewardship

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.



Profile of the School Authority

The Holy Spirit Roman Catholic Separate Regional Division No. 4 was originally created through the voluntary regionalization of five (5) Catholic School Boards (Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber), emerging as an official entity on December 30, 1994. On September 1, 2014 the Bow Island Catholic School District also joined the division.

The Board of Trustees is comprised of nine (9) trustees, who represent the division's following five (5) wards:

Coaldale (Ward 1)	1 trustee
Lethbridge (Ward 2)	5 trustees
Picture Butte (Ward 3)	1 trustee
Pincher Creek (Ward 4)	1 trustee
Taber and Bow Island (Ward 5)	1 trustee

The Board Office is located in Lethbridge. The daily administration of the school division is carried out by the Superintendent of Schools, who also serves as the Chief Executive Officer to the Board. The Superintendent is assisted by a senior administrative leadership team that is comprised of the Deputy Superintendent, the Secretary-Treasurer, the Director of Learning, the Director of Religious Education, the Director of Support Services, the Director of Finance and the Division Principal of First Nations, Métis and Inuit Education. These personnel, along with school administration, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic Schools provides educational programs and services to 5079 students from Kindergarten to Grade 12, as well as an additional 396 pre-Kindergarten children (September 30, 2018 enrollment). As of September 30, 2018, the division employed 606 people in a wide variety of full and part time positions and in various capacities. The budgeted Full Time Equivalent (FTE) teaching component for the school division for 2018/2019 is 290.4 FTE. In addition, the school division has budgeted to employ 280.15 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The total 2017/2018 operating expenditures for the school division were \$63,646,677.

The school division is responsible for the operation of fifteen (15) schools and two (2) outreach schools, which range in size from 90 to 853 students. Our schools, their grade levels and the communities they serve are as follows:

SCHOOL	GRADE CONFIGURATION	LOCATION
St. Michael	Early Learning–12	Bow Island
St. Joseph	Early Learning–9	Coaldale
CARE Campus	7-9	Lethbridge
Catholic Central High (East and West Campuses)	10-12	Lethbridge
Children of St. Martha	Early Learning–6	Lethbridge
École St. Mary	Early Learning–6	Lethbridge
Father Leonard Van Tighem	Early Learning–9	Lethbridge
Our Lady of the Assumption	Early Learning–6	Lethbridge
St. Francis	7-9	Lethbridge
St. Patrick Fine Arts	K–6	Lethbridge
St. Paul	Early Learning–6	Lethbridge
St. Teresa of Calcutta	Early Learning–6	Lethbridge
Trinity Learning Centre	10-12	Lethbridge
St. Catherine	Early Learning–9	Picture Butte
St. Michael's	Early Learning–12	Pincher Creek
St. Mary	6-12	Taber
St. Patrick	Early Learning–5	Taber

Trends and Issues

Catholic Education continues to be a hot topic around the province. There is a loud minority who would like to see the elimination of publicly funded Catholic Education in Alberta altogether. While we may be less affected due to our location in southern Alberta, the fact remains that there are fervent attacks on Catholic Education, and that these attacks seem to have become more frequent and more intense this past year. Given the success of our provincial system in world achievement rankings, parental choice in three publicly funded systems, including Catholic Education, is a great advantage for Albertans. Holy Spirit Catholic School Division has employed a Communications Coordinator, beginning in the 2018/19 school year, to assist in positive messaging around Catholic Education.

Holy Spirit continues to be in need of a new elementary school in Lethbridge. While we see enrolment growth throughout the system, especially in the City of Lethbridge, further growth is being stunted due to a lack of space. At the time of writing, no assistance has been forthcoming to mitigate this overcrowding through the deployment of modular classrooms or the announcement for the construction of a new school. It is essential that the capital needs of the division are met.

Lethbridge has one of the highest child poverty rates in Alberta. In excess of 25% of all kindergarten students are lacking foundational skills in the areas of social emotional learning, language development, and overall literacy and numeracy. The division continues to commit dollars beyond funding levels to support our most marginalized populations. As a result, this year we opened two full-day, everyday kindergarten programs in schools that serve our lowest socioeconomic areas. We are also proud that we initiated an early learning centre to support our youngest learners and their parents. This space serves our community partners as well.

The opioid crisis has devastated many in our communities. Unfortunately, this issue does not remain with adults only, but impacts our families as well. We continue to work with a better understanding of Adverse Childhood Experiences and model our practices to support, prevent and intervene accordingly. Unfortunately, this all comes at a cost and, without specific funding for mental health projects like our neighbouring school divisions, we must allocate money from other budgets to have any ability to manage these students and families in crisis.

Last year, a concern was raised dealing with unrealistic timelines and increased micromanagement by the government. This issue continues to be prevalent. Local authority and governance must be recognized and valued from the provincial level. School divisions must always assure their public of high quality learning without being forced to jump through excessive and ineffective bureaucracy. Alberta has strong results; not from provincial oversight, but rather from local government meeting the needs of their communities.

The division is looking forward to new initiatives being introduced over the next few years. The implementation of new curriculum is exciting. However, it has cause for concern if the implementation is not well supported. The new concept-based approach requires a significant shift in practice and both time and resources must be allocated to best serve our teachers. The new standards for teachers, leaders and superintendents are also being well received in the division.

The last trend to be highlighted again this year is regarding human resources. Our division has an aging workforce, in particular in leadership positions. Within 5 years, over half of the current administrators in the system will be retired. Complicating this is the ongoing lack of respect toward senior administrators from the provincial government. Succession planning into senior administration, especially at the superintendent level, will be extremely difficult given some recent decisions. The result, not only in Holy Spirit but in the majority of the province, will be a leadership vacuum. This could be one of the greatest hindrances of improving, or even maintaining, the current high quality of education around the province.

Summary of Accomplishments

While there are some obvious accomplishments if you look strictly at our Accountability Pillar Summary Report, what is noteworthy is that these results are indicative of the high trust that we've developed with our parents and the strong belief that the education we are continually striving for is what they desire for their children. Over the past couple of years, we've targeted innovation within our three priorities of faith, literacy/numeracy and First Nations, Métis and Inuit learning. Our schools have embraced breaking the model of traditional approaches to enhance student experience and success. Without a single "new" initiative, our staff, schools and system as a whole do more simply as a result of their commitment to continuous improvement. This in itself should be recognized and applauded.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Holy Spirit Roman CSRD No. 4			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	92.2	91.8	90.9	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.3	83.1	83.3	81.8	81.9	81.7	Very High	Improved Significantly	Excellent
	Education Quality	93.1	92.2	91.1	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	1.6	2.8	2.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	84.5	87.2	83.6	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.2	76.5	73.8	73.6	73.4	73.3	Intermediate	Improved	Good
	PAT: Excellence	17.0	17.5	16.4	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	80.5	75.0	79.8	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.5	14.2	15.7	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	55.4	58.1	59.8	55.7	54.9	54.7	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	78.7	74.4	73.4	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.1	72.5	67.3	58.7	57.9	59.0	Very High	Maintained	Excellent
	Work Preparation	86.2	84.6	83.3	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	86.5	87.4	86.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.0	82.9	83.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.8	86.5	84.8	80.3	81.4	80.7	Very High	Maintained	Excellent

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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

Measure Category	Measure	Holy Spirit Roman CSRD No. 4			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	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	3.1	4.9	7.0	4.8	5.8	6.3	High	Improved	Good
	High School Completion Rate (3 yr)	64.2	52.1	52.0	53.3	53.7	50.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	55.2	50.0	46.4	51.7	51.7	52.0	Very Low	Improved	Issue
	PAT: Excellence	12.1	5.2	4.4	6.6	6.7	6.5	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.9	67.8	73.8	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	6.5	5.7	9.3	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	24.1	22.8	20.5	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	53.5	51.5	51.3	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.9	40.5	44.3	33.0	31.8	32.8	Low	Maintained	Issue
	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:

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.
9. 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.
10. 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.
11. 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.

Division Priority 1:

Staff and students will grow in their faith and experience the richness of Catholic Education

Goal 1: By the end of 2019, staff and students will indicate a deeper awareness of their faith and demonstrate an increased value of Catholic Education.

Goal 2: By the end of 2019, all Grade 1-6 religion teachers will have implemented, with a high degree of success, the new religious education curricula.

Provincial Outcome 3: Alberta's education system respects diversity and promotes inclusion

Performance Measures	Results (in percentages)					Target	*Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
"Tell Them From Me" Survey Measure(s): Percentage of Grade 4-6 students who agree that they can celebrate their Faith throughout all school activities. E.g. prayer, liturgy, religious celebrations and religion courses.	90.0	84.0	85.0	86.0	89.6	89.6	89.6	89.6	89.6
Percentage of Grade 7-12 students who agree that they can celebrate their Faith throughout all school activities. E.g. prayer, liturgy, religious celebrations and religion courses.	78.0	80.0	83.0	78.0	80.0	80.0	80.0	80.0	80.0

*Target is average of available 5-year data.

Performance Measures	Results (in percentages)					Target	*Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
"Tell Them From Me" Survey Measure(s): Percentage of Grade 4-6 students who agree that learning about their Catholic Faith helps them to make responsible decisions.	92.0	90.0	86.0	89.0	91.0	89.3	89.6	89.6	89.6
Percentage of Grade 7-12 students who agree that learning about their Catholic Faith helps them to make responsible decisions.	76.0	86.0	81.0	78.0	79.0	80.3	80.0	80.0	80.0

*Target is average of available 5-year data.

Comment on Results:

Our strong results in all four measures indicate that our students appreciate the Catholic milieu we provide in our schools. Parents and staff continue to be very satisfied with the Catholic Christian Faith culture in the division. The aspects of our culture that they feel best exemplify that we are authentically Catholic schools are our prayer life, Mass and liturgical celebrations and religious education programs. This past year, the division completed the second year of our Three Year Division Faith Plan, "Growing In Faith Together." In 2017/2018, we focused on "Growing in Spirit" and explored how we use prayer in Catholic schools to deepen our relationship with Christ. Students and staff had the opportunity to experience different forms and types of prayer and were encouraged to develop prayer rituals to firmly establish their own prayer life. In 2016/2017, we focused on exploring how we, in our Catholic Schools, are nourished through our understanding that we are "Rooted in Christ." We explored the Gospel teachings of Christ and used these Gospel values to help our students learn how to make good decisions as they live their life in contemporary society. We encouraged partnerships with our parish community by having staff and students regularly attending Mass and by holding student retreats at the school level and in the parishes. Our parish priests and youth ministry teams also made regular visits to the schools.

We live in a very secular world that does not fully support religion and traditional faith. Yet, our world is in need of faith more today than ever before. As a Catholic school division it is essential that we live our faith publicly and be role models to our students and our communities. Our stakeholders have also indicated through their feedback that this is one of their top priorities. Each year we continue to offer more varied opportunities for adult faith formation in our system to assist in the spiritual growth of our staff. This is an area we have strongly committed to as we believe that having adults well-formed in our faith will result in them being strong witnesses to our students.

Our results in the past year are very strong and demonstrate that students are making connections with the way our faith helps guide us in the choices we make in our life. An increased emphasis in 2018/2019 in using the Catholic Social Teachings will further guide us in making decisions of how we serve those in need. Our students will deepen their understanding of how our faith develops our worldview and guides our decisions in how we use our time, treasure and talent to live a Christian life. We will continue to emphasize reading the Sunday Gospel together each week. Staff and students will work to ensure they are making connections with the Catholic Social Teachings in the readings to contemporary issues that students deal with today. As well, our efforts to increase adult faith formation will impact teacher confidence in making connections with our faith when helping students understand how to use the teachings of Jesus to make decisions in their life. The importance of this lies in our understanding that these students are our future Catholic leaders and that faith is essential to our spiritual well-being. Stakeholders must be continually advised of the importance of Catholic education and the high levels of achievement produced.

Strategies:

- Focus on developing school plans to implement the Year 3 theme of the Three Year Division Faith Plan, “Sharing Our Bounty,” specifically addressing the Call to Action to close the gap between the life we are living today and the life Jesus invites us to live through the Gospels so that we will experience joy.
- Hold regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of Lethbridge Pastoral Zone).
- Foster close relationships with parish priests through regular meetings and invitations to division events.
- Continue building the relationships between DREC and clergy to ensure liturgical celebrations are being planned regularly in schools throughout the liturgical year.
- Work collaboratively with DREC members to share ways to engage students in purposefully connecting school activities with the Social Teachings of the Catholic Church, as well as the division’s Faith Plan.
- Continue to support staff attending SPICE and Blueprints.
- Provide opportunities to learn about the spiritual practices of First Nations peoples and understand the connections with the Catholic faith.
- Promote and support sacramental preparation programs in parishes.
- Provide opportunities for parish youth ministry partners to engage with students.
- Conduct school Masses and grade level retreats in partnership with the parish.
- Provide all schools with funding to help support a staff or student retreat.
- Continue new family blessings.
- Continue to implement the, “Guidelines for Liturgical Celebrations in School Settings,” from the Diocese of Calgary for organizing Eucharistic and liturgical celebrations.
- Implement the new Grade 5 Religious Education Program and provide in-servicing for the Grade 1 to 5 Religious Education programs to all teachers new to teaching the programs.
- Provide opportunities for junior high and senior high teachers to work collaboratively on Religious Education programs.
- Involve schools/staff in parish activities and ministries.
- Ensure that the Director of Religious Education is the division representative attending Pastoral Zone meetings.
- Organize Spiritual Development Day/Opening Mass for all staff.
- Continue to implement a “New Teacher Faith Formation Program.”
- Offer the “Catholic Leadership Program” for prospective administrators.
- Provide opportunities for staff faith formation in a variety of formats including promoting the use of the “6 Strands of Religious Education” website and the digital faith formation resource, “FORMED.”
- Provide retreat opportunities for members of the Learning Leadership Team.
- Provide information for professional learning opportunities in Catholic education to all staff.
- Extend invitations to parish priests to attend school events and welcome them for informal visits.

Holy Spirit Roman Catholic Separate Regional Division No. 4
2017/2018 Annual Education Results Report & 2018-2021 Three Year Education Plan

- Hold monthly faith formation activities during Learning Leadership Team meetings.
- Further develop the leadership potential of the Division Religious Education Committee (DREC).
- Engage in student-led charity and social justice projects and connect them to the Social Teachings of the Church.
- Continue to promote supporting Catholic agencies for social service and social action projects.
- Implement communication strategies about the value of Catholic Education including newsletters, newspaper, television and social media.
- Aid Trustees in continuing to advocate for Catholic Education.
- Provide Catholic Education Sunday message in all parishes.
- Highlight school faith events in parish newsletters twice per year: on Catholic Education Sunday and on World Catholic Education Day.
- Engage students in the work of the Board of Trustees by providing prayers for Board meetings.
- Encourage faith formation for school councils and regular faith updates at school council meetings.
- Promote contests and events from the CCSTA, ACSTA and other approved agencies related to Catholic education.
- Actively engage in community events to showcase the importance of Holy Spirit Catholic Schools and Catholic Education as a whole.
- Support the work of GrACE - Grateful Advocates for Catholic Education.
- Promote use of the *Parent* and *Parish* portals for the new "Growing in Faith - Growing in Christ" Religious Education programs.
- Invite retired and former staff and trustees to a Mass around the celebration of Catholic Education Sunday

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.	85.4	85.3	85.8	87.4	86.5	85.8	Very High	Maintained	Excellent	86.1	86.1	86.1
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.	84.5	82.1	83.3	84.6	86.2	83.0	Very High	Improved	Excellent	84.1	84.1	84.1

*Targets are based on a 5-year average

Notes:

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/TFM (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, 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.	90.1	90.0	90.9	91.8	92.2	90.6	Very High	Improved	Excellent	91.0	91.0	91.0

*Targets based on a 5-year average

Notes:

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/TFM (Tell Them From Me) survey tool.

Comment on Results:

Our results remain consistently high over the last five years. We continue to offer a broad range of programming that meets the needs of our diverse population. Our results indicate that our schools provide a safe, caring and nurturing environment. Some activities conducted over the last school year to focus on ensuring our schools are safe and caring include:

- Active participation in the Southwest Regional Collaborative Service Delivery Mental Health subcommittee is key to collaborative cross jurisdictional opportunities that help to serve the unique needs of our division.
- The overarching theme of our wellness grant, “Brain Food for Active Learning and Brain Food for Active Learning; A Collaboration,” over the past three years has allowed us to become better informed about brain development and the impact of positive mental health upon students as learners.
- Providing a division wide “Support Staff Learning Day” focused on spiritual, emotional and physical wellness for employees.
- Continued strong relationships with our partners such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Regional Collaborative Service Delivery, Parent Link and Child and Family Services and Disability Services allow services to wrap around our students and families.

Strategies:

- The continued permeation of and instruction in our Catholic Gospel values.
- Implementation of Alberta Research Partnership project, “Evaluating an Early Years Program to Support Youth with Diverse Needs.”
- Continue to partner with community agencies to support our most marginalized populations through programs such as “Santa’s Anonymous,” “Drive Away Hunger,” and “Ready. Set. Go.”
- Provide annual Level 1 training in Violence Threat/Risk Assessment (VTRA) to ensure that new administrators are trained and that any administrator trained three years ago will receive a refresher. Invitation for training will be extended to community partners.
- Collaborate with the University of Lethbridge to welcome students in the Registered Nursing Program to complete their community health practicums in our schools.
- Continue to refine our division supports for students experiencing challenges with behavior that is impacting their ability to reach their potential. The Behavior Support Team work directly with teachers to co-create support plans for students within the class. This model continues to see an increase in the capacity of teachers and educational assistants to support students experiencing challenges with self-regulation.
- Continue to refine software that gives teachers and administrators easy access to data that informs instruction and ultimately improves student success.
- Continue to implement a continuum of supports and services to address the learning needs of all students and children.
- Expand on the collaborative work of the wellness grant, “Brain Food for Active Learning 2.0,” with the addition of a second school jurisdiction.
- Ensure representation on Executive, Leadership and Mental Health committees of South West Regional Collaborative Service Delivery. Collaboration at these meetings helps to support the needs of our students.



Division Priority 2:

All students will develop literacy and numeracy skills that will prepare them for a changing future

Goal 1: By the end of 2019, 85% of students in all grades will be achieving at grade level in literacy and numeracy.

Goal 2: By the end of 2019, student learning will be enhanced through a focus on competencies through high quality teaching and effective use of technology.

Provincial Outcome 1: Alberta’s students are successful

Provincial Outcome 4: Alberta has excellent teachers, school leaders and school authority leaders

Performance Measure	Results (in percentages)					Target 2018	Evaluation			*Targets		
	2014	2015	2016	2017	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).	71.8	71.6	73.2	76.5	76.2	72.8	Intermediate	Improved	Good	73.9	73.9	73.9
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.9	15.3	16.3	17.5	17.0	15.8	Intermediate	Maintained	Acceptable	16.0	16.0	16.0

*Targets are based on a 5-year average

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.

Holy Spirit Roman Catholic Separate Regional Division No. 4
2017/2018 Annual Education Results Report & 2018-2021 Three Year Education Plan

Performance Measure	Results (in percentages)					Target	Evaluation			*Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.9	85.1	79.2	75.0	80.5	81.8	Intermediate	Maintained	Acceptable	80.5	80.5	80.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.5	17.8	15.0	14.2	16.5	17.2	Intermediate	Maintained	Acceptable	16.0	16.0	16.0

*Targets are based on a 5-year average

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 students who completed high school within three years of entering Grade 10.	79.7	80.6	83.1	87.2	84.5	81.9	Very High	Maintained	Excellent	83.1	83.1	83.1
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	2.5	1.8	2.8	1.6	2.7	Very High	Improved	Excellent	2.5	2.5	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.0	63.1	66.4	72.5	70.1	67.3	Very High	Maintained	Excellent	67.8	67.8	67.8
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	72.4	74.4	78.7	73.4	n/a	Improved	n/a	†75.2	†75.2	†75.2
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	53.3	62.0	59.4	58.1	55.4	58.0	Intermediate	Declined	Issue	57.6	57.6	57.6

*Targets are based on a 5-year average

†Targets are based on a 3-year average

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.
- 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.
- 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.

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.	84.8	84.0	82.6	83.1	87.3	83.9	Very High	Improved Significantly	Excellent	84.4	84.4	84.4

*Targets based on a 5-year average

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/TFM (Tell Them From Me) survey tool.

Comment on Results:

Over the last number of years we have shifted to a system that continues to recognize the importance of foundational skills but provides multiple opportunities for real life learning. Allowing our teachers to go deeper in curriculum and connecting curriculum experiences to real life has engaged our students.

Using Good Assessment Practice to Inform Great Instruction – Literacy and Numeracy

Ongoing professional learning of our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment.

- A Holy Spirit Catholic School Division Common Math Assessment was used for a third year. Teachers reviewed, revised and administered the assessment to students in Grades 1-9. Teachers of mathematics collaborated to improve the year-end summative mathematics assessment tool that aims to measure key learner outcomes that are necessary in order for success in the subsequent grade level. The review process included a review of student results, item analysis and alignment with expectations for student learning, as laid out in the program of studies. Professional conversations and resulting professional growth gained while reviewing the assessments has contributed to each teacher deepening their understanding of the mathematics curriculum, as well as instructional and assessment strategies that support the teaching of mathematics. In addition, teacher commitment to the assessment tool was enhanced through teacher ownership of the creation of the tool. Each assessment will continue to be reviewed annually to ensure improvements are made, teachers maintain ownership and that the information gained is used to inform teaching and learning, as well as resource allocation.
- School leaders were also involved in the process of reviewing the division Common Math Assessment. Numerous discussions were held throughout the school year at monthly Learning Leadership Team meetings, to help refine the assessments and the administration process. School leaders supported the process at the school level by ensuring teachers were engaged in the review process, supervising mathematics instruction and confirming assessments were administered in a comprehensive manner. School leader analysis of student results was enhanced through the development of new tools within our learning software.
- Throughout the school year, mathematics was highlighted at Learning Leadership Team meetings:
 - Through promotion of professional learning opportunities offered through the Southern Alberta Professional Development Consortium;
 - Through promotion of professional learning opportunities offered through the Alberta Professional Development Consortium – EMPLO;
 - Through promotion of mathematics opportunities at the South Western Alberta Teachers Convention; and
 - Through highlighting clarifications to the Alberta K-9 Mathematics Program of Studies.
- We continue to see a growing number of students for whom English is an additional language. Through the use of benchmark assessments for English Language Learners our ELL Lead Teacher supported teachers in completion of benchmarking, interpretation of results and strategies to support students.

During the 2017/2018 school year, focused work on literacy was extended.

- Two Learning Coaches were hired to assist with high quality instruction in literacy and numeracy. The Learning Coaches worked mainly in all elementary schools providing professional learning sessions, modelling teaching, shoulder to shoulder support and research based resources for Literacy learning in Grade 1-6 classrooms.
- In addition, the Learning Coaches delivered numerous Professional Learning sessions at many of our schools, promoting a comprehensive literacy and numeracy approach.
- School leaders engaged in professional learning led by the Learning Coaches to deepen their understanding of what comprehensive literacy looks like in the elementary classroom. Administrators were presented with examples of current, relevant, research based assessments and resources to support literacy. This resulted in numerous schools beginning the process of reviewing the vision for comprehensive literacy instruction and, in turn, purchasing up to date materials.
- The Learning Coaches provided leadership for our Division Literacy Committee. This committee deepened their understanding of a comprehensive literacy approach, worked hands on with high quality resources and developed leadership skills to assist in helping to bring schools forward with current literacy instruction practices.
- The Learning Coaches assisted with Grade Level meetings to help all teachers from Grades 1 to 6 broaden their understanding of comprehensive literacy instruction.

Professional Development in Holy Spirit Catholic Schools

- As evidenced in the description of our HS4 Common Mathematics Assessment, a grassroots approach is taken to professional learning in our school division.
- During the 2017/2018 school year, school leaders continued to open up their school-based professional learning days through sharing and collaborating on areas of common interest. This process was facilitated through the use of a shared document outlining each school-based PD Day for each school. This document led to administrators reaching out to one another to maximize on opportunities across the division.
- Our Holy Spirit Collaborative Peer Mentor Program was offered in partnership with the University of Lethbridge and consisted of a series of 6 half-day sessions paired with peer-to-peer classroom visits. We used puzzles as vehicles for participants to develop and practice problem solving skills. Our focus was on how teachers can use the puzzles and techniques in their classrooms to enhance their teaching of mathematics. Participants had the option of participating as a cohort member or gaining University credit! This course was eligible for the Alberta Education Mathematics Bursary. Participants in this program worked towards:
 - Understanding the importance of problem solving as a human endeavor;
 - Describing and using various strategies useful in problem solving;
 - Communicating solutions to problems, both orally and in writing and explaining their reasoning to others;
 - Understanding the importance of thinking and learning styles in their approach to problem solving;
 - Using and understanding the importance of metacognition in problem solving; and
 - Using and understanding the importance of logical reasoning.
- Our division Professional Development Day for all staff focused on developing and applying foundational knowledge of First Nations, Métis and Inuit culture and traditions for the benefit of all students. Knowing that reconciliation is a journey, not a destination, we immersed ourselves in learning from and with our First Nations partners including elders, First Nations Workers and students. The day began with a Grand Entry which was followed by an inspiring keynote address given by Dr. Dwayne Donald from the University of Alberta. Sessions included Native Spirituality and Catholicism, Métis Traditions and History, Blackfoot Medicine Speaks, Education for Reconciliation, Intergenerational Trauma and Strengthening Families, Trauma and Healthy Brain Development and Indigenous Alberta. Our day concluded with student dancers, student created videos and an internationally renowned hoop dancer.
- In February, all support staff participated in a full day of learning. In the morning staff had a presentation from Homewood Health titled, "Finding Your Happiness." Occupational Health and Safety also presented the session, "Keeping Yourself Safe at Work." In the afternoon, staff attended a variety of sessions to support their physical, emotional and spiritual wellness.

Learning and Technology Policy Framework

- This framework has provided a solid foundation for continued growth in student learning through educational technology.

Google Suite:

- During the 2017/2018 school year, Holy Spirit Catholics schools embarked on a full implementation of the Google Suite. Under the leadership of the Director of Learning and the Network Administrator, with the goal of providing pedagogically sound use of technology to enhance teaching and learning, much of our learning was focused on school leaders, who in turn, provided leadership at their schools. Our learning included:
 - The review and reinforcement of responsible digital citizenship practices in regards to cloud computing with students;
 - A developed understanding of how document sharing and file management in Google Suite works;
 - The incorporation of the SAMR model (or other similar models) to ensure that the use of technology for teaching and learning is an improvement over what was done in the past. In other words, just because Google will enable teachers to digitize their work - doesn't mean it is an improvement; and
 - Increasing knowledge and understanding of the various applications included in Google Suite.

Collaborative Response Model (CRM)

- Six schools participated in a pilot to implement the CRM. Schools participated in a 4-part cohort model that examined the components of the CRM: collaborative team meetings, assessment and interventions.
- Schools also received onsite coaching from a CRM specialist to further assist in making the model responsive to the individual needs of the school.

Additional Notes - Specific to High Schools:

- The division provides excellent support for students to keep them in school and completing high school. All four of our division high schools are engaged in High School Redesign.
- Over the course of the past year, Holy Spirit Catholic School Division provided professional development opportunities for high schools, in addition to those listed in the previous section:
- Attendance at international, national and local conferences, as well as in-school collaboration and sharing.
- Attendance and presentations at “Moving Forward with High School Redesign” networking sessions.

Additionally, we have:

- Continued to expand student course choice through acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to enhance Outreach School programming.
- Continued to expand our Off-Campus Program, leading to increased student learning opportunities.
- Developed partnerships with post-secondary learning institutions and local industry.
- Offered a variety of programming and supports to meet the needs of diverse learners.
- Focused on the use of instructional strategies. Teachers are using multiple strategies to incorporate all pathways for learning, to use collaborative learning strategies, to encourage student engagement and responsibility for learning and to share innovative practices.

High School Diploma Results:

- High participation rates mean that a more diverse student population is writing than in the past. Diploma courses are not reserved for only the most elite students.
- With the recent 30% / 70% split between the Diploma Examination mark and the classroom mark, classroom instruction and assessment are seen as the most relevant aspects of learning in the eyes of the students.

Strategies:

Using good assessment practice to inform great instruction

- We are continuing our work on our HS4 Common Math Assessments through a Fall review and analysis of student results and of the assessment tool itself. School leaders are engaging in analysis at our Learning Leadership Team meetings and Grade Level meetings for Grades 1-9 were held to plan for next steps in instruction and student learning based on the analysis of results. We have brought in expertise from the University of Lethbridge to assist in this review process.
- We are implementing a Common Literacy Assessment with the Fountas and Pinnell Benchmark Assessment System being used in all school with students in Grades 1-6. Teachers are analysing results and planning for instruction that is responsive to the evidence collected from the assessment. Many schools have adopted the Benchmark Assessment System already for Grades 7-9.
- Eighteen (18) teachers attended the Alberta Assessment Consortium Spring Regional Session with Anne Davies and Brenda Augusta on the topic of “Using Assessment in the Service of Learning: Practical, Possible and Powerful Ideas for K-12 Classrooms.”
- Holy Spirit is an active member of the Alberta Research Network and has in attended various gathering throughout the 2017/2018 school year. We were successful in acquiring a research grant in the Network’s Cohort 2. We will be partnering with the University of Lethbridge for this project that will focus on improving outcomes for our youngest learners.
- We are looking forward to learning together through research with partners throughout the province. During this school year, we are already partnering on research with the University of Lethbridge in the areas of Global Literacy, Numeracy, Provincial Achievement Tests and teaching practice and STEM. In addition, we are partners in the Frontiers of Innovation research with Harvard University and Indigenous Education research through the Organisation for Economic Co-operation and Development (OECD).

Professional Development in Holy Spirit Catholic Schools:

- We are once again offering the Cognitive Coaching Seminar. We have 33 leaders registered, including school administrators and division leaders. Participants have committed to attend 48 hours of learning together between September 2018 and February 2019. Holy Spirit offered this training 3 years ago and we have found that Cognitive Coaching training has been extremely beneficial for administrators and leaders in our division in providing instructional leadership. By February 2019, almost every school administrator and central office teacher will have completed this training.

- Our annual Division Professional Development Day held in November focused on Collaborative Conversations. We began our day with a whole staff session, focusing on big picture thinking around new curriculum. Our panel consisted of our Superintendent, our Division Principal for First Nations, Métis and Inuit Education, High School Teacher and Curriculum Working group member and two high school students. Following the opening panel conversation teachers went into Grade level and subject area groupings to collaborate, share and learn from one another. Teachers collaborated on bright idea sharing, great assessment practices, new curriculum, concept based curriculum and addressing the different needs of all students. This day provided a good start for ongoing teacher collaboration which will continue throughout the school year. Sessions for educational assistants and the early learning staff focused on understanding the impact of Adverse Childhood Experiences and examining our blind spots.
- We are well positioned to embrace new curriculum based on a growing understanding of Concept-Based Curriculum. The Director of Learning has worked intensely with Dr. Lynn Erickson and Dr. Lois Lanning to become a certified presenter and trainer in Concept Based Curriculum and she is assisting with sessions to continue to develop expertise with Concept-Based Curriculum. Fifteen (15) teachers attended the Concept-Based Curriculum Session with Dr. Erickson and Dr. Lanning in Lethbridge in October. Our teachers will have ongoing leadership and support at Grade level sessions, Professional Development Days and, most importantly, ongoing professional collaboration with colleagues in preparation for new Alberta Curriculum.
- School leaders will continue to engage in meaningful professional learning to enhance student achievement at monthly Learning Leadership Team Meetings and Learning Leadership Team Professional Development Sessions. There will be sessions in our Learning Leadership Team Professional Development Session calendar devoted specifically to literacy and numeracy and what school administrators should be seeing in high quality literacy and numeracy instruction.
- School leaders are continuing to open up their school-based professional learning days through sharing and collaborating on areas of common interest.
- Our Learning Coach program continues to thrive. Our Learning Coaches assist with improving assessment and instruction particularly in literacy and numeracy for Grades 1-6. The Learning Coaches will provide professional learning for staff at Professional Development Days. In addition, the Learning Coaches work intensely with teachers of Grade 1-6 to improve student learning results and to eliminate the achievement gap between our First Nations, Métis and Inuit students and all other students.
- We are providing timely updates on literacy and numeracy to our staff and community through:
 - Sharing and discussing the new Draft Kindergarten to Grade 4 Curriculum and supporting resources
 - Exploring and using the New Learn Alberta website.
 - Sharing professional learning opportunities through a shared calendar.
 - Our Learning Coach Twitter accounts.
- We are proud to have had five of our teachers participating in Working Groups for Curriculum Development. Many of our staff, along with some students and parents, have participated in the development of the draft subject introductions and scope and sequences and will continue to provide feedback when possible. The district supports the work of curriculum development through assisting teachers with substitute teacher costs, working closely with SAPDC to share information and providing opportunities for staff to engage at school professional development days. Our engagement in important conversations about curriculum can only help teachers to become more focused and more reflective about good teaching, learning and assessment.

Collaborative Response Model (CRM):

- Three schools participated in overview sessions in August. These sessions were attended by all certificated and some support staff from the schools.
- A second cohort for CRM will be offered this year. We will have 7 schools engaged in continuation or implementation of the model.
- Two sessions of on site coaching will be offered to each school.

Inclusive Education:

- Inclusive education Liaisons (IELs) continue to lead the increasing capacity, practice and understanding of inclusion with teachers in our schools. This year will focus on updating Administrative Procedure 212 to reflect our vision and practice of inclusive education.
- September 2019 will see the implementation of the revised Teacher Quality Standard. The ongoing work of the IEL group has us well positioned to support teachers to be proficient in regard to competency 4, "Establishing Inclusive Learning Environments."
- Continued participation in Zone 6 CASS Inclusive Education sub-committee

Ongoing Reviews of School Continuous Improvement Plans

- Our Educational Senior Administrative Team will continue to meet with each school-based leadership team during the school year to review progress with the School Continuous Improvement Plans. We will continue to emphasize supporting growth through data. This year our sessions will be expanded to include:
 - November: School leaders present their School Continuous Improvement Plan to the Educational Senior Administrative Team.
 - February: School leaders share their plans and progress with other schools within the division.
 - May: School leaders will meet with the Educational Senior Administrative Team to reflect and share successes and challenges of their school plan, as well as to share their future plans for the next school year.
- The Superintendent regularly schedules school visits; assisting with supervision of instruction and reviewing current progress on priorities.

Learning and Technology Policy Framework

- We will be using our learning from the CASS “Leveraging Technology Systemically: Engaging System Leadership” project to assist schools in planning to refresh their school technology resources.
- Beyond taking the information in, our schools are seeking new sources of data, as well as asking new questions based on the analysis of the information at hand. Holy Spirit Catholic School Division has recently consolidated many of our sources of data on student learning into the Dossier platform. This has enabled schools to begin to take a closer look at all components of student learning in one place within an easy to use interface. With school leader and teacher access to Dossier, teachers will use the information that we have on students to plan more precisely to meet the learning needs of all of our students.
- Instructional Support Plans (ISPs) are developed in the Dossier platform. In the past they were developed in a stand alone system that did not connect with other components of student learning. ISPs are focused on student strengths and effective strategies. Medical support plans, English Language Learner benchmarks and other relevant information are also housed in this new software system.
- During our second year of full implementation of the Google Suite, we will continue to use the Learning and Technology Policy Framework as the standard that we are striving for in the use of technology to enhance student learning.
- Holy Spirit Catholic Schools, in partnership with Nelson Education, has deployed a one to one Chromebook project with 260 Grade 7 and Grade 8 students in our schools. Six schools and 45 teachers are participating in this project, which provides a vast library of classroom learning resources aligned with Alberta curriculum. In addition to their classroom learning resources, students have access to a wealth of curated digital educational content. Through an app called Edwin, they can view, read and interact with this content. They will also use Edwin’s dashboard, which is connected to Google’s G Suite for Education, to keep track of assignments, extracurricular activities and class communications.

Additional Notes - Specific to High Schools:

- Continue the active involvement of all four of our high schools in, “Moving Forward with High School Redesign.”
- Involve staff in key conversations around redesign. Allow lead teachers to set the tone to move the work forward.
- Develop an environment where learning is happening everywhere - anytime, anyplace – for both teachers and students. Learning and teaching is always taking place and there is a sense of joy in being engaged.
- Develop strategies to individualize learning, as well as self-assessment.
- Build in ‘red flag’ mechanisms for individual students who are not meeting course requirements.
- Focus on effective instructional practice and develop a common understanding of good teaching.
- Seek opportunities and encourage teachers to participate in field testing, curriculum development and exam marking.
- Learn from each other; ensure professional development learning is shared.
- Ensure strong relationships are built with students, especially those most marginalized.
- Focus on wellness (wellness rooms, breakfast programs, Grad Coach room, etc...).
- Innovate in order to build in more personalized learning and flexibility beyond the 25-hour Carnegie Unit.
- Expand opportunities for high school students through online course learning and alternative course delivery.
- Continue to offer flexible dismissal in order to impact student learning, course completion and student engagement.
- Maintain “Friday Flex” to provide time for options, guest speakers, intervention and enrichment.
- Continue to connect with the community at large through “Options Week.”
- Continue to work with Career Transitions.
- Encourage students to bring their own robust personal devices to help direct their own learning.

Performance Measures	Results (in percentages)									
	PreFall 2017	PostSpring 2018	PreFall 2016	PostSpring 2017	PreFall 2015	PostSpring 2016	PreFall 2014	PostSpring 2015	PreFall 2013	PostSpring 2014
Early Year Evaluation – Teacher Assessment (EYE-TA)										
Percentage of children in Kindergarten “developing appropriately.”	62	85	65	84	67	82	67	86	57	89
Percentage of children in Kindergarten “experiencing some difficulty.”	29	12	23	11	19	13	23	9	30	7
Percentage of children in Kindergarten “experiencing great difficulty.”	9	3	12	5	14	5	10	5	13	4

Comment on Results:

Holy Spirit Catholic Schools recognizes the importance of the early years and remains committed to providing high quality programming throughout our division. Early learning programs provide opportunity for physical, emotional and spiritual growth at an early age, when the brain is at an optimal stage to be receptive to intervention and enhancement. As seen in the Kindergarten Early Years Evaluation pre- and post- assessments, we continue to see consistent increases in the percentage of children “developing appropriately” and steady decreases in the number of children experiencing “some” or “great difficulty.”

Strategies:

- The research project, “Evaluating an Early Years Program to Support Youth with Diverse Needs,” was launched in September 2018. This project is querying the potential shift in outcomes for children participating in full-day, everyday Kindergarten, with a focus on increasing adult understanding of topics such as brain development, social emotional learning and language.
- Holy Spirit’s Early Learning Center opened this Fall. The facility was designed using current research on natural playscapes, loose parts and play. Opportunities for community partners, parents and our school communities to experience and learn about the benefits of open-ended play will be provided by the Early Learning Team.
- Early Learning Home Visitation Facilitators support families in building protective factors that strengthen families. Building strong relationships in the early years supports helps to provide the foundation for future trusting relationships.
- Improve transition to Grade 1 processes for all children through increased understanding of the richness of the Early Years Evaluation data.
- Provide ongoing professional development that focuses on topics that address the holistic development of the child, such as play-based learning, trauma informed practice, healthy brain development, and positive mental health.
- Continue to provide foundational professional learning in Hanen’s “Learning Language and Loving It” and “ABC and Beyond” for all early learning and Kindergarten staff.
- Conduct global screening using the Early Years Evaluation for all 4- and 5-year-old children in our early learning and Kindergarten programs to establish appropriate supports.
- Continue to offer therapeutic supports for children, utilizing Holy Spirit professional staff and partnering with Children’s Allied Health and South West Regional Collaborative Service Delivery, based on individual need.
- Ensure the division is represented at Lethbridge Early Years Coalition, Grow Along with Me Community of Practice, Building Brains and Futures and Southwest Parents as Teachers.



Division Priority 3:

First Nations, Métis and Inuit students will achieve equitable educational outcomes

Goal 1: By the end of 2019, the gap in achievement between First Nations, Métis and Inuit students and non-First Nations, Métis and Inuit students will be decreased by, a minimum of, 10%.

Goal 2: By the end of 2019, First Nations, Métis and Inuit students will feel a better sense of belonging and all students and staff will have a greater understanding of culture, traditions and ceremonies.

Provincial Outcome 2: Alberta's education system supports First Nations, Métis and Inuit students' success

Performance Measure	Results (in percentages)					Target 2018	Evaluation			*Targets		
	2014	2015	2016	2017	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).	48.5	46.4	42.9	50.0	55.2	44.1	Very Low	Improved	Issue	48.6	48.6	48.6
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).	1.8	6.5	1.7	5.2	12.1	3.5	Low	Improved	Acceptable	5.5	5.5	5.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	85.7	80.0	73.5	67.8	72.9	75.9	Low	Maintained	Issue	76.0	76.0	76.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.7	10.5	11.8	5.7	6.5	9.4	Very Low	Maintained	Concern	9.4	9.4	9.4

*Targets are based on a 5-year average

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.

Holy Spirit Roman Catholic Separate Regional Division No. 4
2017/2018 Annual Education Results Report & 2018-2021 Three Year Education Plan

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.	35.5	34.5	69.3	52.1	64.2	47.7	Intermediate	Improved	Good	51.1	51.1	51.1
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.6	9.7	6.3	4.9	3.1	8.0	High	Improved	Good	6.9	6.9	6.9
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	59.3	42.7	49.7	40.5	45.9	50.8	Low	Maintained	Issue	47.6	47.6	47.6
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	51.1	51.5	53.5	***	n/a	Maintained	n/a	†52.0	†52.0	†52.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	13.7	20.2	18.5	22.8	24.1	18.2	Very Low	Maintained	Concern	19.9	19.9	19.9

*Targets are based on a 5-year average

† Targets are based on a 3-year average

***NO target had been set for 2018 due to lack of trend data.

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.

Comment on Results:

Holy Spirit has been engaged in implementing a First Nations, Métis and Inuit Action Plan for five years. Over those five years, we have seen some promising gains in the areas we have targeted with significant resources. We continue to support our First Nations, Métis and Inuit students through three Graduation Coach programs, one at the high school level, the second at the junior high level and, in 2017/2018, a third in a rural K-12 school. About half of our First Nations, Métis and Inuit students attend those three schools.

Our results for three-year high school completion and drop-out rates have improved this year and we feel we are on the right track with the supports that are in place with our Graduation Coach programs. We have also seen improvement in the past year with students achieving at the acceptable and excellence standard for the PATs and the Diploma Exams. With focused supports being offered at the junior high and high school levels to support the academic achievement of our First Nations, Métis and Inuit students, along with the work our division is doing in the area of literacy and numeracy, we anticipate that we will see a positive trend in these areas in coming years.

While we have had improvements in the past year, our achievement results, as demonstrated through the Grade 6 and 9 PATs, as well as the Diploma standards of acceptable and excellence, continue to be concerning when compared to our overall district results. However, our Holy Spirit results for First Nations, Métis and Inuit students in the past year have been higher than provincial First Nations, Métis and Inuit results for high school completion, drop-out rate, PAT Acceptable and PAT Excellence. While our diploma exam results are lower than provincial results, they have improved over the past year. We believe that this gives us an indication that the resources we are putting into our Graduation Coach programs at the high school and junior high level are making a positive impact. We know that there is still an achievement gap in the areas of literacy and numeracy and we will continue to address this with our First Nations, Métis and Inuit students. We have provided resources in this area with two Learning Coaches who support teachers in developing their skills in learner assessments and providing a variety of tiered interventions for both literacy and numeracy, along with helping to develop strong universal programming in both areas.

Strategies:

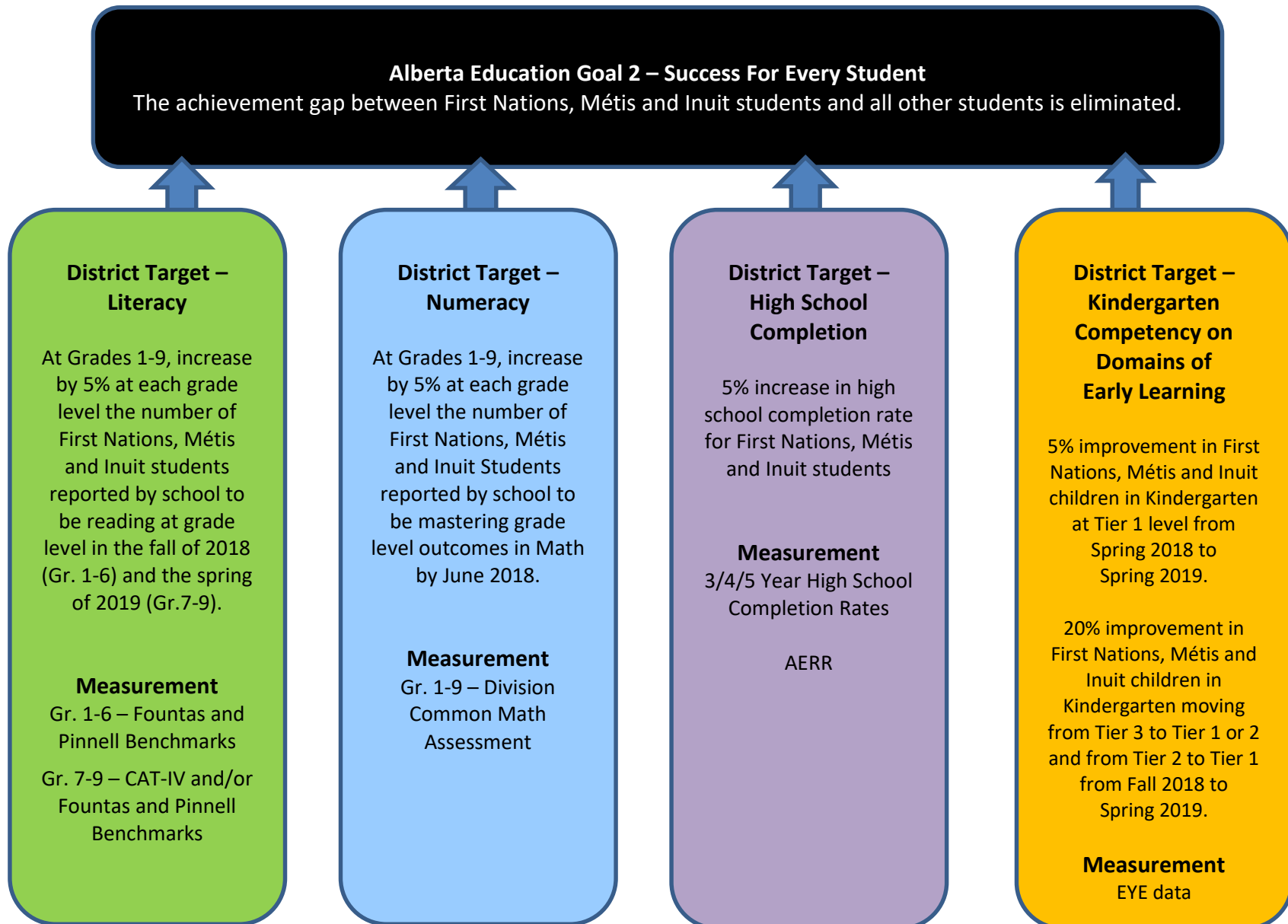
Please see pages 22 to 24 for strategies that address the needs of all learners. The targeted goals for our First Nations, Métis and Inuit students align with the goals set out in this plan for all students. In addition, during the 2018-2019 school year, the division will implement the strategies below to enhance First Nations, Métis and Inuit learning; under the guidance of the Director of Religious Education and the Division Principal for First Nations, Métis and Inuit Education and supported by ALL members of senior administration:

- Continue to implement the Graduation Coach Program for First Nations, Métis and Inuit students at three schools - K-12, Junior High and High School.
- Support the work of the Graduation Coach Programs through the Innovation in First Nations Education Grant.
- Continue to monitor early learning attendance and implement strategies to improve attendance.
- Provide professional learning opportunities for staff on First Nations, Métis and Inuit history, culture and traditions.
- Review data on attendance and strategize on how to improve in this area.
- Review school-based data on student achievement and work collaboratively with schools to ensure intervention plans are in place for students at all grade levels who are demonstrating achievement gaps.
- Review allocations of resources and ensure they are targeting highest needs.
- Continue to engage and build relationships with First Nations, Métis and Inuit Elders, parents, families, students and communities, both on- and off-reserve.
- Continue to infuse First Nations, Métis and Inuit culture, history and traditions into all curricular programming.
- Host regular meetings with the Wisdom and Visioning Circle, comprised of division Elders, senior administration and Board members.
- Provide support for schools to host First Nations, Métis and Inuit Family Gatherings in their school community.
- Utilize the knowledge of Elders in assisting First Nations, Métis and Inuit youth.
- Invite Elders to participate in school activities.
- Develop an Elder in Residency Program at two schools with full-day, everyday Kindergarten programs.
- Invite First Nations, Métis and Inuit students to participate in leadership opportunities for future learning.
- Continue to provide opportunities to learn about and address the impact of residential schools.
- Continue to develop and promote the use of the ARPDC website's First Nations, Métis and Inuit resource bank for the integration of culture, history and traditions into lesson plans
- Continue to fund a First Nations, Métis and Inuit Support Team.
- Continue to build relationship between Family First Facilitators and First Nations, Métis and Inuit Support Workers and explore how they can work together to support First Nations, Métis and Inuit families.
- Provide support for students and their families at key transition points in learning.
- Continue to build relationships with Kainai Board of Education and Peigan Board of Education.

Additional Support is required in the following areas:

- Mental Health services in select schools.
- Develop partnership opportunities to work with our local university to provide pre-service training to understand First Nations, Métis and Inuit context and meet the diverse learning needs of our First Nations, Métis and Inuit students.
- Further explore developing a strategy to engage First Nations, Métis and Inuit students for entrance into the teaching profession.
- Further support ways to address the shortage of First Nations, Métis and Inuit teachers and support staff to employment opportunities in our school division.

Holy Spirit Catholic School Division's Action Plan 2018/2019



District Target – Literacy

At Grades 1-9, increase by 5% at each grade level the number of First Nations, Métis and Inuit students reported by school to be reading at grade level in the fall of 2018 (Gr. 1-6) and the spring of 2019 (Gr. 7-9).

Strategies

- Use EYE-TA pre and post data to inform instruction in Kindergarten and to develop effective transitions to Grade 1
- Support student literacy assessments using, but not limited to, Fountas and Pinnell and CAT IV
- Based on assessment data, use school-based intervention model to provide literacy support (eg: Collaborative Response Model)
- Regular meetings with District Principal for First Nations, Métis and Inuit Education, Grad Coaches and Inclusive Education Liaisons to review data and intervention plans
- Provide opportunities for collaboration to share best practices through teacher collaboration at grade level meetings
- Provide professional learning for Grad Coaches and Support Workers on brain development and the impact of trauma on learning
- High school focus on integrating effective literacy strategies into each subject area
- Junior high focus on embedding Fountas and Pinnell interventions based on grade 6 feeder schools, using oral storytelling and offering literacy focused investigative options
- District support for schools to provide literacy resources with First Nations, Métis and Inuit content
- Continue to research and gather resources for the integration of First Nations, Métis and Inuit culture, history and traditions in lesson plans, including exploring the connection between literacy and land-based learning
- Learning coaches to work with teachers to provide support to further develop effective universal and targeted literacy strategies

District Target – Numeracy

At Grades 1-9, increase by 5% at each grade level the number of First Nations, Métis and Inuit Students reported by school to be mastering grade level outcomes in Math by June 2019.

Strategies

- Use EYE-TA pre- and post-data to inform instruction in Kindergarten and to develop effective transitions to Grade 1
- Use data from common math assessment to guide instruction and interventions
- Provide opportunities for collaboration to share best practices through teacher collaboration at grade level meetings
- Provide professional learning for Grad Coaches and Support Workers on brain development and the impact of trauma on learning
- High school focus on integrating quantitative and special development (numeracy strategies into their subject areas
- District support for schools to provide math resources with First Nations, Métis and Inuit content
- Continue to research and gather resources for the integration of First Nations, Métis and Inuit culture, history and traditions in lesson plans, including exploring the connection between numeracy and traditional games
- Learning coaches to work with teachers to review data and determine strategies of intervention
- Regular meetings with District Principal for First Nations, Métis and Inuit Education, Grad Coaches and Inclusive Education Liaisons to review data and intervention plans

District Target – High School Completion

5% increase in high school completion rate for First Nations, Métis and Inuit students

Strategies

- Implement Graduation Coach Program for First Nations, Métis and Inuit students at St. Michael's Pincher Creek
- Continue Graduation Coach Program for First Nations, Métis and Inuit students at Catholic Central High and St. Francis
- Support the work of the Graduation Coach Programs through the Innovation in First Nations Education Grant
- Regular data review meetings of Grad Coaches with Division Principal for First Nations, Métis and Inuit Education
- High School Redesign at all 4 high schools in the division
- Provide professional learning for Grad Coaches and Support Workers on brain development and the impact of trauma on learning
- RAP Program and Option Classes
- First Nations, Métis and Inuit Family Gatherings held at schools with First Nations, Métis and Inuit Support Workers
- Provide support for cultural programs at schools
- Provide support for student participation in Student Leadership and Mentorship Programs
- Provide support for inviting Elders into Holy Spirit Schools
- Continue to enhance transition plans for K to Gr. 1, Gr. 6 to 7 and Gr. 9 to 10
- Enhance our support for students to transition to post-secondary programs (eg: exploring dual credit opportunities for First Nations, Métis and Inuit students)
- Celebration of student learning through First Nations, Métis and Inuit Awards/Heritage Days/Division PowWow

District Target – Kindergarten Competency on Domains of Early Learning

5% improvement in First Nations, Métis and Inuit children in Kindergarten at Tier 1 level from Spring 2018 to Spring 2019.

20% improvement in First Nations, Métis and Inuit children in Kindergarten moving from Tier 3 to Tier 1 or 2 and from Tier 2 to 1 from Fall 2018 to Spring 2019.

Strategies

- Continued focus on understanding the importance of developing executive functioning and self-regulation skills through the work of the Alberta Family Wellness Initiative and the Core Story of Brain Development
- Establish 2 full-day Kindergarten programs at schools; include Elder in Residence program at both
- Open Early Learning Centre; inclusion of play-based kits with culturally appropriate resources
- Use EYE-TA pre- and post-data to inform instruction in Kindergarten and to develop effective transitions to Grade 1
- Presence of First Nations, Métis and Inuit Support Worker in Kindergarten class on regular basis
- Regular review of attendance data for Kindergarten and facilitate meetings of school teams to develop and implement an action plan to address attendance
- Build connections between Families First Facilitator and First Nations, Métis and Inuit Support Workers
- Host First Nations, Métis and Inuit Family evenings at school sites
- Continue to research and gather resources for the integration of First Nations, Métis and Inuit culture, history and traditions in lesson plans

Division Priority 4:

Stakeholders will be well-engaged in the education system.

Goal 1: 85% of parents are satisfied with their involvement in the schools and system.

Goal 2: By the end of 2019, 85% of staff, students and parents believe the school and division have improved during the last three years.

Provincial Outcome 5: 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
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.	84.4	84.1	83.9	86.5	84.8	84.7	Very High	Maintained	Excellent	84.7	84.7	84.7
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	85.3	83.3	82.9	85.0	83.4	Very High	Maintained	Excellent	83.9	83.9	83.9
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	90.7	90.4	92.2	93.1	91.2	Very High	Improved Significantly	Excellent	91.5	91.5	91.5

*Targets based on a 5-year average

Notes:

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/TFM (Tell Them From Me) survey tool.

Comment on Results:

Holy Spirit Catholic School Division has developed a strong relationship with students, parents and the community. Part of the reason for this is the visibility and access to trustees and senior administration. Each of the members of these two groups strives to foster effective relationships, enabling trust to be built. This is carried throughout the system by our school leaders and into our classrooms. With this trust established throughout the system, schools can then begin to initiate improvement to better meet the needs of our current and future students. Our public believes that we are in the business of "preparing students for their future and not our past." It is not acceptable to maintain the status quo and our stakeholders believe in that message.

Strategies

- Continued presence of trustees and senior administration in schools and community events.
- Visible presence in parishes and strong advocacy for Catholic Education.
- Commitment by all system and school leaders on instructional practice.
- Superintendent attends every school for a minimum of two half day instructional visits and provides support through Cognitive Coaching.
- Continue to gather information from students through various means, i.e. "Tell Them From Me," student roundtables.
- Engage in social media for communication purposes.
- Assign a trustee to each school to ensure that the Board has a presence at school and school council events.
- Board will continue to host staff appreciation lunches.
- Continue to hold Board / School Council Chair Meetings.
- Arrange regular meetings with local MLAs.
- Provide open invitation to the Minister of Education and other Alberta Education officials to Holy Spirit Catholic School Division.
- Look for dual credit partnerships with post-secondary institutions and the local business community.

Summary of Financial Results

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created him/her to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars.

The audited financial statements for the fiscal year ended August 31, 2018 (2017/2018 fiscal year) were approved to be submitted to the Minister of Education at the November 28, 2018 Meeting of the Board.

Highlights of the 2017/2018 Audited Financial Statements

In 2017/2018 the school division decreased its total operating reserves by \$266,084 to an ending balance of \$2,682,949 [2017 - \$2,949,033]. Included in operating reserves is \$684,045 belonging to School Generated Funds (SGF). At August 31, 2018, adjusting for School Generated Funds, the total operating reserves were 3.2% [2017 – 3.5%] of consolidated school division expenses. Alberta Education recommends that an accumulated operating surplus to expense ratio be between 1% and 4%. While the Board of Trustees believes in spending today's dollars on today's students, it also recognizes the importance of building reserves for years where funding shortfalls may occur.

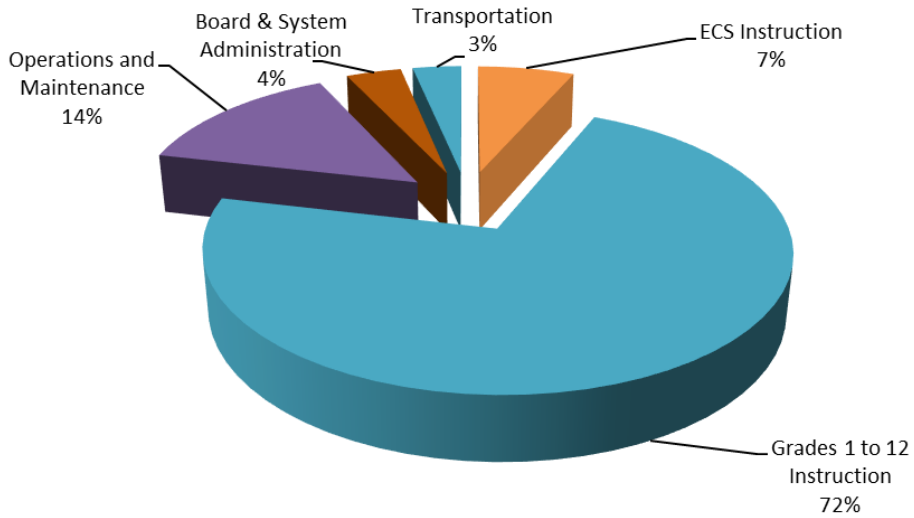
The school division realized an operating deficit (**before** capital transactions) of \$73,791. Adjusting for the operating deficit of \$128,755 in SGF, the school division realized an operating surplus of \$54,964. The Board approved an operating deficit of \$690,054 in May 2017. This operating deficit was revised to \$1,055,314 in the Fall Budget Update.

Board funded capital transactions for the year totaled \$509,355. The Board internally funded furniture and equipment, new vehicle purchases, software upgrades, as well as costs associated with internal project management of the modernization of St. Michael's School in Pincher Creek. The Board also internally funded the cost of decanting students and staff during the modernization of St. Patrick's School in Taber.

The following data summarizes the financial results of the school division by functional area for the fiscal year ended August 31, 2017.

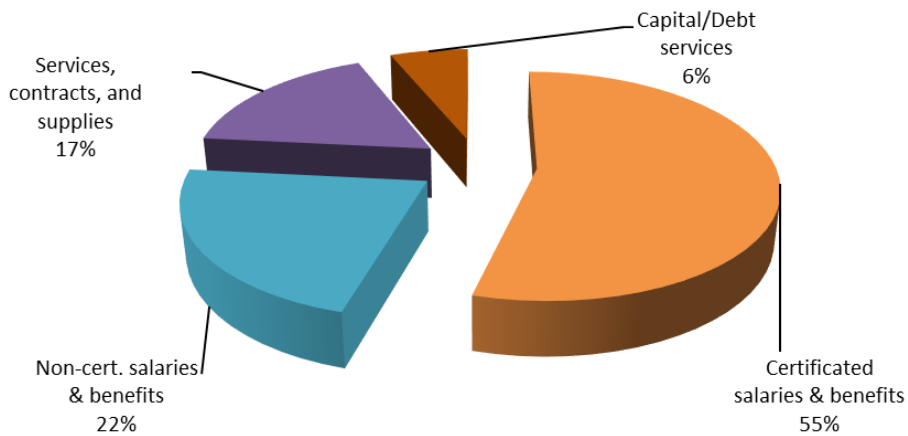
	<u>2018</u>		<u>2017</u>	
Revenue				
ECS Instruction	\$ 4,442,706	6.99%	\$ 4,436,940	7.21%
Grades 1 to 12 Instruction	45,576,476	71.69%	45,301,363	73.65%
Operations and Maintenance	9,179,966	14.44%	7,670,643	12.47%
Board & System Administration	2,333,973	3.67%	2,219,517	3.61%
Transportation	<u>2,039,765</u>	3.21%	<u>1,884,629</u>	3.06%
	\$ 63,572,886		\$ 61,513,092	
Expenditures				
ECS Instruction	\$ 4,146,786	6.52%	\$ 4,233,236	6.94%
Grades 1 to 12 Instruction	45,896,259	72.11%	44,796,120	73.43%
Operations and Maintenance	9,141,785	14.36%	7,889,301	12.93%
Board & System Administration	2,369,393	3.72%	2,161,398	3.54%
Transportation	<u>2,092,454</u>	3.29%	<u>1,922,823</u>	3.15%
	\$ 63,646,677		\$ 61,002,878	
Operating Surplus	\$ (73,791)		\$ 510,214	

Expenditures



Expenditures per Object

	<u>2018</u>		<u>2017</u>	
Certificated salaries & benefits	\$ 34,570,178	54.32%	\$ 33,523,612	54.95%
Non-cert. salaries & benefits	14,184,804	22.29%	13,842,359	22.69%
Services, contracts and supplies	10,915,859	17.15%	10,435,795	17.11%
Capital/Debt services	3,975,836	6.25%	3,201,112	5.25%
	<u>\$ 63,646,677</u>		<u>\$ 61,002,878</u>	



Total overall expenditures increased 4.15% over the prior year. This is due to higher expenses in all areas, particularly amortization expense, wages and benefits and school generated funds. Teaching staff increased by 5.73 FTE and non-certificated staff increased by 3.62 FTE over the prior year.

Per Pupil Spending Comparisons

	2017/2018	2016/2017	Variance
September 30 Enrolment Number (ECS – Grade 12 FTE)	\$ 4,745	\$ 4,749	-0.08%
ECS to Grade 12 Instructional	10,546	10,324	2.15%
Operations and Maintenance	1,927	1,661	15.99%
Board & System Administration	499	455	9.75%
Transportation	441	405	8.88%
Totals	\$ 13,413	\$ 12,845	4.43%

Enrolment source: September 30 enrolment

Board Funded Capital Additions

	<u>2018</u>	<u>2017</u>
Furniture and Equipment	\$ 33,262	\$ 53,883
Vehicles	27,996	29,996
Maintenance equipment	24,484	
Software / server upgrades	40,862	59,432
Decanting costs, Project Management, St. Michael's School, Pincher Creek	65,689	148,161
Decanting costs, St. Patrick School, Taber	317,062	477,756
	<u>\$ 509,355</u>	<u>\$ 769,228</u>
Additions from operations	\$ 192,293	\$ 97,565
Additions from capital reserves	<u>317,062</u>	<u>671,663</u>
	<u>\$ 509,355</u>	<u>\$ 769,228</u>

For more information regarding the division's financial results, the audited financial statements are posted on the Holy Spirit Catholic Schools website at <http://www.holyspirit.ab.ca>, under "Resources and Publications." Comparative information with other school divisions across the province can be found on the Alberta Education website at <http://www.education.gov.ab.ca/funding/afs>.

Budget Summary for the Fiscal Year Ending August 31, 2019

Executive Summary

In developing the divisional operating budget, senior administrators and principals were guided by the following core commitments that describe the value of stewardship within our school division:

“We respect and protect God’s Creation.”

“We ensure that our resources and efforts best serve the educational needs of all our students.”

“We are accountable to our supporters and will operate in a fiscally responsible manner.”

“We ensure that decisions are both fact and policy driven.”

“We support and provide processes which promote fair and objective decision-making through a Catholic perspective.”

“We are open and transparent.”

The 2018/2019 Operating Budget was developed within the guidelines of the Funding Manual for School Authorities provided by Alberta Education. The funding framework for K to 12 Education in Alberta is based on the three pillars of equity, flexibility and accountability. The funding framework is a method used to distribute approximately 25 different grants to school authorities in a consistent and equitable manner. Unless otherwise specified, school districts have maximum flexibility in determining how these funds are used to best meet the needs of students. Only a few grants are targeted, which means they must be used for the purpose in which they were provided. The funding framework also requires that school boards be accountable for how funds are spent and to ensure outcomes are achieved with continuous improvement over time. Accountability also includes the necessity that school boards are transparent in how they use their financial resources.

While funding from Alberta Education is provided in large part on a per student basis, such an allocation method to each of our schools would most certainly result in significant inequities. For this reason, funding allocations to individual schools are based on the individual needs of each school. This is consistent with the way in which prior years’ operating budgets have been prepared.

The following summarizes the assumptions made in updating the 2018/2019 Operating Budget:

- Enrolment increase of 1.18%;
- Teacher allocations for 2018/2019 are based on the number of students in each grade or classroom, using provincial class size recommendations as a guideline;
- Teacher allocations to schools have been made with the intent to maintain class sizes at 2017/2018 levels and to achieve 907 instructional hours and a total of 1,200 hours of assignable time;
- Each school has received an allocation for administration;
- Allocations to schools for resources are based on the number of students in the school;
- The School Fees Reduction Grant has been allocated to each of the schools on a per student basis;
- Staffing allocations for students with diverse learning needs are made in collaboration with the Director of Support Services, the school principals and the Deputy Superintendent;
- The school division will have an operating deficit of \$944,830. This deficit will be absorbed using operating and capital reserves. The school division is in good financial health; therefore, the use of reserves will not have a negative effect;
- Certificated staff increase of 6.28 FTE; 4 of these positions are temporary and will be funded using the Classroom Improvement Fund;
- Non-certificated staff will increase by 11.73 FTE; approximately 9 new temporary Education Assistant positions will be funded using the Classroom Improvement Fund; and
- Total staff: 570.55 FTE [September 30, 2017 – 552.54].

2017/2018 Operating Budget Highlights

Alberta Education Funding Allocation Changes

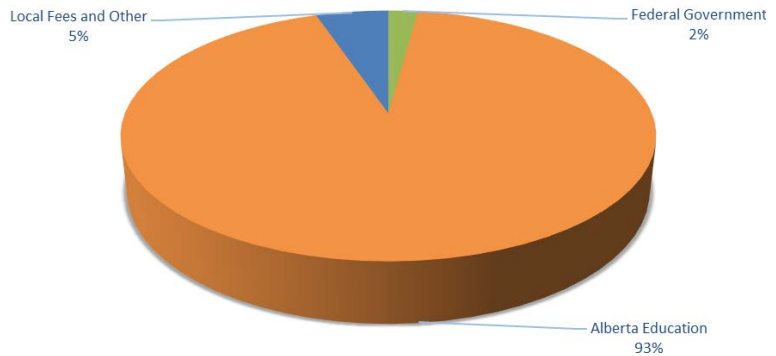
For 2017/2018, base instruction grant rates will remain unchanged. However, changes to the maximum number of high school credit enrolment units that will be funded in a single year has been reduced from 60 to 45. This will have a negative impact on our base instruction funding.

Overall, Alberta Education revenue will increase by approximately 4.28% in the following areas:

Instruction	\$	464,632
Transportation		43,035
Operations and Maintenance		97,754
Capital Revenue		76,316
Infrastructure, Maintenance and Renewal		326,628
Administration		<u>134,646</u>
Total	\$	<u>1,143,011</u>

Sources of Revenue

Holy Spirit Catholic Schools is economically dependent upon the Provincial Government for its revenues. This is illustrated in the chart to the right. Ninety-four percent (94%) of revenue comes from the Provincial Government. Federal Government funding, at 2% of total revenue, includes tuition fees charged for federally funded First Nations students who live on reserves and attend school in either Pincher Creek or Lethbridge. Local fees, which make up 4% of total revenue, consist of Early Learning Program fees, transportation fees, school fees, interest revenue, facility rental revenue and other school generated funds. The budget for local fees and revenues also reflects estimates for school based fundraising activities. These estimates are based on current fundraising projects as well as historical data.

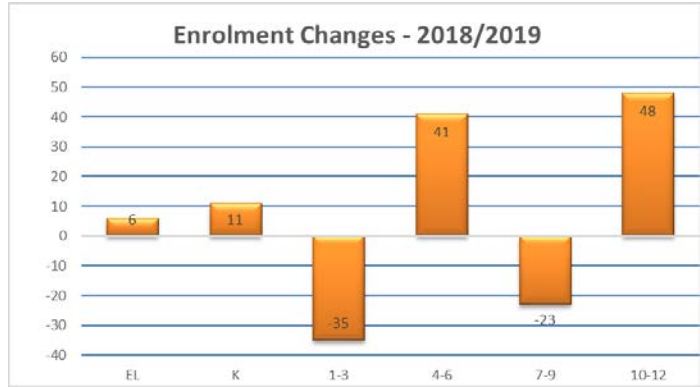


Budgeted Revenue

Revenue Category	Budget 2018/2019	Actual 2017/2018	Change	% change
Alberta Education	\$ 60,205,358	\$ 59,062,347	\$ 1,143,011	1.94%
Other Government of Alberta	33,620	22,625	10,995	48.60%
Other Alberta School Authorities		-	-	
Federal Government and First Nations	1,104,775	1,489,828	(385,053)	-25.85%
Fees	1,770,996	1,094,511	676,485	61.81%
Other Sales and Services	717,011	832,880	(115,869)	-13.91%
Investment Income	185,000	205,451	(20,451)	-9.95%
Gifts and Donations	200,000	267,639	(67,639)	-25.27%
Rental of Facilities	75,000	71,469	3,531	4.94%
Fundraising	310,000	323,012	(13,012)	-4.03%
Other revenue	86,250	203,124	(116,874)	-57.54%
TOTAL REVENUES	\$ 64,688,010	\$ 63,572,886	\$ 1,115,124	1.75%

Enrolment

Student enrolment is the primary driver of funding for the school division. Almost three-quarters of the school division’s funding is based on enrolment as at September 30 each year. Including our funded Early Learning Program children, the school division welcomed 5,079 [2017 – 5,014] students in September 2018. This is 4,801.5 FTE students [2017 – 4,745 FTE]. This includes 13 full time tuition-paying international students. There are an additional 197 fee-paying Early Learning children in our schools that are not included in the total. The chart above illustrates the increases or decreases at each division level.

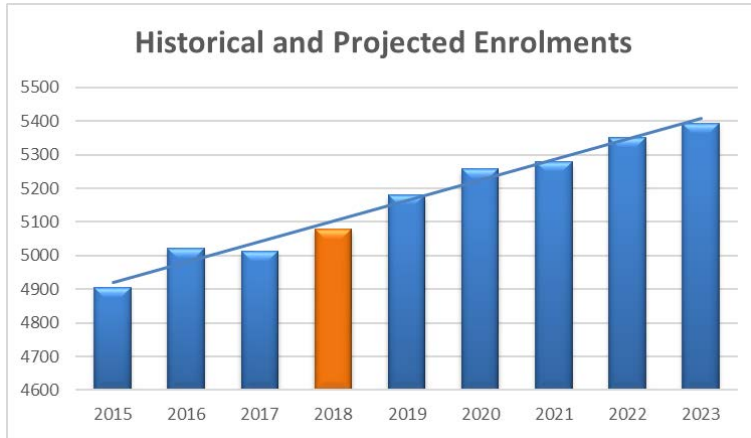


Enrolment by School

	Actual 30-Sep-18		Actual 30-Sep-17		FTE Change	FTE % Change
	Headcount	FTE	FTE	FTE		
CARE	7.00	7.00	6.00	6.00	1.00	14.29%
Catholic Central High	915.00	915.00	853.00	853.00	62.00	6.78%
Ecole St. Mary	365.00	345.00	354.00	354.00	(9.00)	-2.61%
Father Leonard Van Tighem	565.00	546.00	533.50	533.50	12.50	2.29%
Our Lady of the Assumption	198.00	187.00	202.50	202.50	(15.50)	-8.29%
St. Catherine	159.00	148.00	147.50	147.50	0.50	0.34%
St. Francis Junior High	545.00	545.00	546.00	546.00	(1.00)	-0.18%
St. Joseph	260.00	244.50	261.00	261.00	(16.50)	-6.75%
St. Mary - Taber	213.00	213.00	220.00	220.00	(7.00)	-3.29%
St. Michael's - Bow Island	91.00	87.50	86.50	86.50	1.00	1.14%
St. Michael's - Pincher Creek	343.00	336.50	351.00	351.00	(14.50)	-4.31%
St. Patrick Fine Arts	307.00	288.00	284.50	284.50	3.50	1.22%
St. Patrick -Taber	167.00	153.00	156.00	156.00	(3.00)	-1.96%
St. Paul	220.00	207.00	208.50	208.50	(1.50)	-0.72%
St. Teresa of Calcutta	320.00	296.50	267.00	267.00	29.50	9.95%
The Children of St. Martha	199.00	177.00	164.50	164.50	12.50	7.06%
Trinity Learning Centre	6.00	6.00	7.00	7.00	(1.00)	-16.67%
Early Learning Program	199.00	99.50	96.50	96.50	3.00	3.02%
	<u>5,079.00</u>	<u>4,801.50</u>	<u>4,745.00</u>	<u>4,745.00</u>	56.50	1.18%

Enrolment Projections

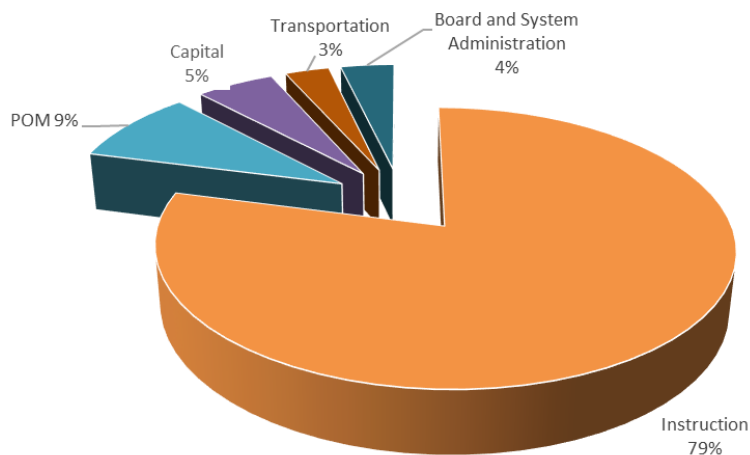
By 2023, enrolments are expected to increase by 6% (315 students). These increases are expected to occur at all grade levels, making the need for additional classroom spaces more emergent, particularly in the City of Lethbridge.



Spending by Program Area

The 2018/2019 Operating Budget of \$65,632,839 is comprised of expenditures in the following functional areas:

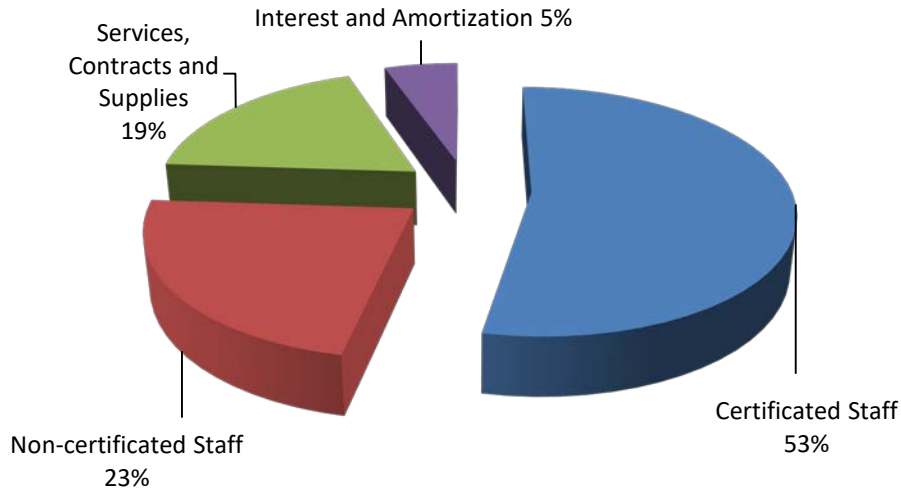
	Budget 2018 / 2019		Actual 2017 / 2018		Variance	% change
Revenues	\$ 64,688,010	100.00%	\$ 63,572,886	100.00%	\$ 1,115,124	1.75%
Expenses						
Instruction	\$ 51,881,680	79.05%	\$ 50,043,045	78.63%	\$ 1,838,635	3.67%
Operations and Maintenance	5,873,841	8.95%	5,718,101	8.98%	155,740	2.72%
Capital and Debt Services	3,500,000	5.33%	3,423,684	5.38%	76,316	2.23%
Transportation	1,980,850	3.02%	2,092,454	3.29%	(111,604)	-5.33%
Board and System Administration	2,396,468	3.65%	2,369,393	3.72%	27,075	1.14%
Total Expenses	<u>\$ 65,632,839</u>	<u>100.00%</u>	<u>\$ 63,646,677</u>	<u>100.00%</u>	<u>\$ 1,986,162</u>	<u>3.12%</u>
Operating Surplus (Deficit)	<u>\$ (944,829)</u>		<u>\$ (73,791)</u>		<u>\$ (871,038)</u>	



Holy Spirit Roman Catholic Separate Regional Division No. 4
 2017/2018 Annual Education Results Report & 2018-2021 Three Year Education Plan

Expenses by Object

	Budget		Actual		Variance	% change
	2018 / 2019		2017 / 2018			
Certificated Staff	\$ 34,912,311	53.19%	\$ 34,570,178	54.32%	\$ 342,133	0.99%
Non-certificated Staff	15,007,234	22.87%	14,184,804	22.29%	822,430	5.80%
Services, Contracts and Supplies	12,188,794	18.57%	10,915,859	17.15%	1,272,937	11.66%
Interest and Amortization	3,524,500	5.37%	3,975,836	6.25%	(451,336)	-11.35%
	<u>\$ 65,632,839</u>	<u>100.00%</u>	<u>\$ 63,646,677</u>	<u>100.00%</u>	<u>\$ 1,986,164</u>	<u>3.12%</u>



School Site Budgets

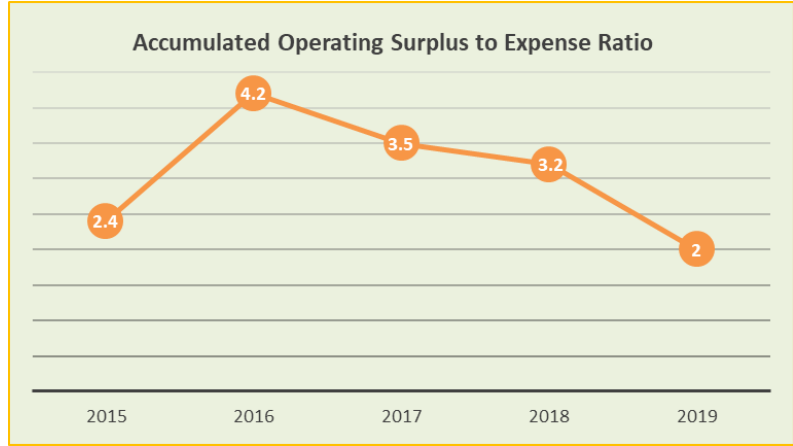
	Budget		Actual		Variance	% change
	2018 / 2019		2017 / 2018			
Certificated Staff	\$ 28,338,377	82.40%	\$ 28,035,264	84.21%	\$ 303,113	1.08%
Non-certificated Staff	2,452,929	7.13%	2,269,346	6.82%	183,583	8.09%
Services, Contracts and Supplies	1,417,116	4.12%	1,292,951	3.88%	124,165	9.60%
School Generated Funds	2,181,477	6.34%	1,695,592	5.09%	485,885	28.66%
	<u>\$ 34,389,899</u>	<u>100.00%</u>	<u>\$ 33,293,153</u>	<u>100.00%</u>	<u>\$ 1,096,746</u>	<u>3.29%</u>

Note: Except for our two outreach schools, Education Assistants do not form part of individual school budgets. Non-certificated staff is comprised of administrative assistants, clerk typists and library clerks. Services, contracts and supplies excludes school generated funds expenses.

Operating Reserves

	Actual	Budget	Estimated
	Balance		Balance
	31-Aug-18	2018/2019	31-Aug-19
Instruction	\$ 1,518,796	\$ (670,729)	\$ 848,067
School Generated Funds	684,045	-	684,045
Plant Operations and Maintenance	158,597	-	158,597
Transportation	162,230	-	162,230
Administration	159,281	(84,100)	75,181
Total	<u>\$ 2,682,949</u>	<u>\$ (754,829)</u>	<u>\$ 1,928,120</u>

Alberta Education has established indicators of financial health to assist school divisions in monitoring their operations. The short term indicators include a strong budget process that allows a Board to determine and prioritize its needs, set clear budget assumptions and ensure the fiscal plan is realistic and balanced. The Board of Trustees of Holy Spirit Catholic Schools has always firmly believed in spending today's dollars on today's students. However, the Board also believes in the importance of establishing operating and capital reserves. Alberta Education considers an accumulated operating surplus to expense ratio of between 1% and 4% to be a long term indicator of good financial health as it provides Boards with the ability to draw on savings during years when funding is not sufficient. Because the A.O.S. to expense ratio as at August 31, 2018 was a healthy 3.2, there are sufficient reserves to cover funding shortfalls in 2018/2019. The A.O.S. to expense ratio does not include the surplus for School Generated Funds. It is important to stress, however, that continued use of operating reserves to fund current operations is not a sustainable long term solution. Prudent financial decisions will continue to be made to mitigate the impact on students.



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Capital Reserves and Board Funded Capital Expenditures

	August 31	
	<u>2018</u>	<u>2019</u>
Beginning Balance, September 1	\$ 2,500,576	\$ 2,709,091
Board funded additions	(317,062)	(190,000)
Transfers	525,577	
Ending Balance, August 31	<u>\$ 2,709,091</u>	<u>\$ 2,519,091</u>

Ordinarily, the Capital and Debt Services budget would include an allocation that allows for the transfer of operating funds to capital reserves. Without appropriate capital reserves, the school division would be unable to make future capital purchases of buses, maintenance vehicles and other furniture and equipment. As assets are depreciated, funds need to be set aside for the replacement of those assets at the end of their useful lives. However, due to budget constraints there is no budgeted allocation for a transfer to capital reserves in 2018/2019.

Staffing

	<u>Budget</u>	<u>Actual</u>	<u>Change</u>
	<u>2018/2019</u>	<u>2017/2018</u>	
Certificated Staff FTEs			
School based	284.40	278.12	6.28
Non-School based	6.00	6.00	-
	<u>290.40</u>	<u>284.12</u>	<u>6.28</u>
Non-certificated Staff FTEs			
Instructional	227.15	217.92	9.23
Plant Operations & Maintenance	37.00	36.50	0.50
Transportation	2.00	2.00	-
Other	14.00	12.00	2.00
	<u>280.15</u>	<u>268.42</u>	<u>11.73</u>
Total Staff	<u>570.55</u>	<u>552.54</u>	<u>18.01</u>

Of the budgeted increase in staff, 4 FTE teaching positions and approximately 9 FTE Education Assistants will be funded through the Classroom Improvement Fund.

Summary of Facility and Capital Plans

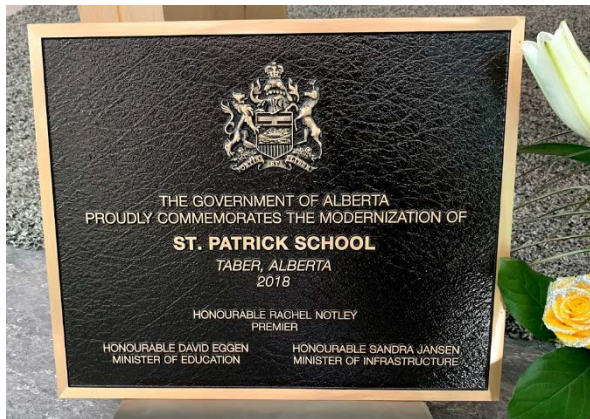
In developing the Capital Plan, the Board of Trustees was guided by *Policy 1: Board Mandate, Mission, Values and Goals* which states, “the Board is dedicated to serving the educational needs and aspirations of the Catholic parents and children in the communities of Coaldale, Lethbridge, Picture Butte, Pincher Creek, Taber and surrounding areas...” Under *Policy 2: Role of the Board*, as part of stewardship and under fiscal responsibility, the Board is required to “approve annually the three-year capital plan and facilities master plan for submission to Alberta Infrastructure by the due date.” *Administrative Procedure 126: Long Range Facility Planning* outlines a process to “maximize utilization of all school facilities and enhance programming opportunities for students.” This ensures the development of a Capital Plan that meets the educational needs of our school communities.

In February 2018, Senior Administration provided the Board of Trustees with enrolment and utilization projections to 2027. The enrolment projections confirm the need for an additional school in West Lethbridge. The Board approved the 2019-2022 Capital Plan at its regular meeting of March 28, 2018.

The following are the Board’s planned projects. Planned projects are subject to funding from the province.

West Lethbridge Elementary School	New Construction	Planning 2019 - Completion 2022
St. Francis Junior High School, Lethbridge	Modernization	Planning 2019 - Completion 2022
Our Lady of the Assumption School, Lethbridge	Modernization	Planning 2020
St. Michael’s School, Bow Island	Modernization	Value Scoping 2022

Additional information regarding the Capital Plan priorities for the school division may be obtained by contacting Lisa Palmarin, Secretary Treasurer, at (403) 327-9555 or by referring to division’s website at www.holyspirit.ab.ca.



The Blessing and Rededication of our newly modernized St. Patrick School, in Taber, took place on October 24, 2018.
Thank you to the many people who were involved in the planning and construction of our new school!
Also, thank you to those who have supported our staff and students throughout this process!
Future students of St. Patrick School will unquestionably benefit from this inspired new space!

Parental Involvement

The Three Year Education Plan was developed through considerable consultation with administration, staff, students, parents and community. This year, engagement with parents, staff and community members took the form of an online “ThoughtExchange” process. The following three open-ended questions were asked to objectively gain feedback regarding both school and division performance:

1. What aspects of our school life best demonstrate that we are authentically Catholic schools?
2. What are some ways our division and schools can strengthen our Catholic identity?
3. What are some ways we might better prepare our students for a changing future?

The results of this survey yielded rich qualitative data from 812 participants, 77% of whom were parents/guardians, who provided 1,276 thoughts. To review this data, as well as the data of previous ThoughtExchange processes, see the website at: <http://holyspirit.thoughtexchange.info/>

Other opportunities for feedback were provided through student conversations, as well as two periodic meetings between the Board of Trustees and the Council of School Council Chairs.

Additionally, Holy Spirit uses various computer-mediated tools to communicate with division stakeholders, including:

- Email
- Website (www.holyspirit.ab.ca)
- Facebook (<https://www.facebook.com/HolySpiritCSD/>)
- Twitter (@HolySpiritCSD; #hs4)
- Superintendent’s Blog (<http://wordpress.holyspirit.ab.ca/>)

Whistleblower Protection

In keeping with the Public Interest Disclosure Act (PIDA) legislation, which came into force on June 1, 2013, the Holy Spirit Catholic School Division’s Board of Trustees approved the implementation of *Policy 21: Public Interest Disclosure (Whistleblower Protection)* on September 25, 2013. This policy may be found on the division website (<http://www.holyspirit.ab.ca>) under the “Resources and Publications” tab and selecting “Policies”, or by clicking on the following link:
http://www.holyspirit.ab.ca/cabinet/2/3/Policy_21_-_Public_Interest_Disclosure.pdf.

During the 2017/2018 school year, there were no disclosures.

Timelines and Communication

The 2017/2018 Annual Education Results Report & 2018-2021 Three Year Education Plan, 2017/2018 Average Class Size Report, are available on the division’s website at <http://www.holyspirit.ab.ca/page.cfm?pgID=35>, or by accessing “Reports and Plans” under the “Resources and Publications” tab on the division’s homepage (<http://www.holyspirit.ab.ca>). Results reports for the division’s individual schools may be accessed on their respective webpages. A directory of these pages can be found under “Our Schools” on the division website or at:

- Lethbridge schools: <http://www.holyspirit.ab.ca/page.cfm?pgID=276>
- Rural schools: <http://www.holyspirit.ab.ca/page.cfm?pgID=277>

Should you require a copy of this report via mail, please contact our office at:

Holy Spirit Catholic School Division
620 - 12B Street North
Lethbridge, AB T1H 2L7
Phone: 403-327-9555 Fax: 403-327-9595

For clarification of Strategic Initiatives, Learning Results and Analysis of Learning Results, contact:
Chris Smeaton, Superintendent of Schools
E-mail: smeatonc@holyspirit.ab.ca

For clarification on Capital and Facility Projects, as well as Expenditure and Financial information, including school generated funds contact:
Lisa Palmarin, Secretary-Treasurer
E-mail: palmarin@holyspirit.ab.ca