



**THREE YEAR EDUCATION PLAN**

2017-20

**ANNUAL EDUCATION RESULTS REPORT**

2016-17



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## QUESTIONS?

For additional information about Grande Yellowhead Public School Division's 2017-20 Three Year Education Plan and 2016-17 Annual Education Results Report, Capital Plan or Budget, please contact:

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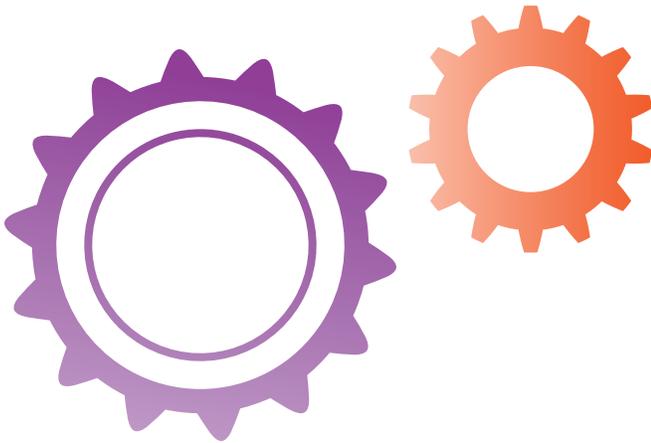
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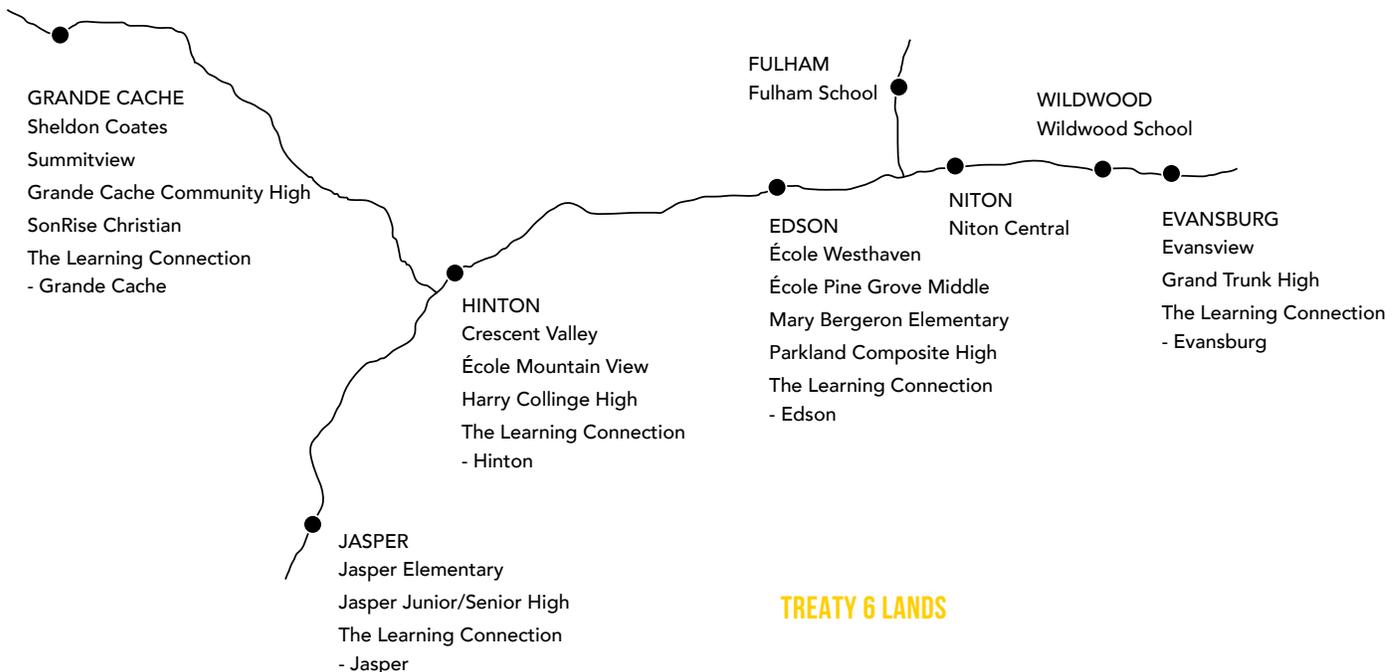
GRANDE YELLOWHEAD'S COMBINED THREE YEAR EDUCATION PLAN AND THE ANNUAL EDUCATION RESULTS REPORT IS COMMUNICATED TO STAKEHOLDERS IN THE FOLLOWING WAYS:



- A DIRECT LINK TO THE 3YEP/AERR REPORT CAN BE FOUND ON THE HOME PAGE OF THE WEBSITE, [WWW.GYPSD.CA](http://WWW.GYPSD.CA) UNDER EXPLORE/ DOCUMENTS/ EDUCATION DOCUMENTS.
- COPIES ARE PROVIDED TO EACH SCHOOL AND GIVEN TO THEIR SCHOOL COUNCIL, AS WELL AS TO STAKEHOLDERS WITHIN EACH COMMUNITY.
- LOCAL MUNICIPAL AND PROVINCIAL GOVERNMENT OFFICIALS RECEIVE A COPY OF THE REPORT ON AN ANNUAL BASIS TO ENSURE THEY ARE KEPT CURRENT WITH LOCAL EDUCATIONAL HIGHLIGHTS AND CHALLENGES WITHIN THE DIVISION.

SERVING OUR SCHOOLS AND A PROUD PART OF OUR COMMUNITIES

TREATY 8 LANDS



## MESSAGE FROM THE BOARD CHAIR

Grande Yellowhead Public School Division is pleased to present our 2017-20 Three-Year Education Plan and 2016-17 Annual Education Results Report. We are proud to be a board that works collaboratively with our communities and staff to provide welcoming, caring, respectful, and safe learning environments where each student can reach their full potential.

Grande Yellowhead has three priority areas: improving student learning, building leadership capacity and succession planning, and improving communications. Our commitment to inclusive, quality learning environments, where all students learn at high levels, requires recognizing, honoring, and utilizing the wealth of talents, skills, and knowledge we have when we work collaboratively.

On behalf of the board of trustees, I would like to recognize our staff and our school communities for their continued dedication to fostering student-centered learning.

Brenda Rosadiuk  
*Board Chair*



# ACCOUNTABLE TO OUR COMMUNITY

The Annual Education Results Report for the 2016-17 school year and the Education Plan for the three years commencing September 1, 2017 for Grande Yellowhead Public School Division No.77 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 Education Plan to improve student learning and results.

The board approved this combined Annual Education Results Report for the 2016-17 and the Three-Year Education Plan for 2017-20 at the Public Board Meeting on November 15, 2017.



*The Board of Trustees: (Back Row) Fiona Fowler, Ken Fate, Ellen Aust, Brenda Rosadiuk (Front Row) Shirley Caputo, Joan Zaporosky, Dale Karpluk*



## MESSAGE FROM THE SUPERINTENDENT

It is with a collective responsibility that all stakeholders in Grande Yellowhead Public School Division continue to work together so that our students access many opportunities for diverse and meaningful learning. “Create Achieve Succeed” is the guiding statement used to make decisions, set direction, and interact with colleagues and students. Grande Yellowhead creates positive relationships in respectful learning environments where students belong and are willing to take risks, speak out, and determine their learning. Our students achieve through the ongoing use of strong, effective teaching practices and the utilization of a continuum of supports and services. We succeed when we work collaboratively, honor relationships, and recognize talents to ensure each student achieves his or her full potential.

Grande Yellowhead’s involvement in high school redesign, dual credit courses, registered apprenticeship programs, work experience, and other programs and initiatives allow our students to create different pathways to success. With a concerted effort to raise awareness and provide a variety of learning experiences, both academic and opportunities for trades-related training, our students will find engaging and meaningful learning each day. By reviewing our teaching and leadership practices and providing creative and innovative learning opportunities for diversity of learners, we ensure success for all.

Collaboration is necessary for improvement. By committing to an engagement process with administration, staff, students, parents, and community, we can make significant differences in both our students’ and our schools’ indicators of success. Strengthening relationships and building trust in an organization that already puts students first is foundational to our continued growth.

We are prepared for and anticipate the challenges we encounter as we commit to the programs, strategies and priority outcomes outlined in the 2017-20 Three-Year Education Plan for Grande Yellowhead Public School Division. We believe in “Success For All” and that “All Kids are Our Kids”.

Carolyn Lewis  
*Superintendent of Schools*

## VISION

TO PREPARE EVERY STUDENT FOR A CHALLENGING FUTURE; FILLED WITH OPTIMISM, HOPE, DREAMS AND ENDLESS OPPORTUNITIES.

## MISSION

TO PROVIDE EVERY STUDENT AN INCLUSIVE EDUCATION WITH RELEVANT, THOUGHT PROVOKING AND EMPOWERING LIFE-BASED LEARNING OPPORTUNITIES.

## OUR BELIEFS AND VALUES

GUIDE OUR BEHAVIOUR, STRUCTURE OUR OPERATIONS, AND SHAPE DIVISIONAL STRATEGIES.

- WE WILL HOLD PARAMOUNT “WHAT IS BEST FOR OUR STUDENTS”.
- THE PARENT IS THE PRIMARY EDUCATOR OF THE CHILD.
- LEARNING IS THE FOUNDATION OF ALL WE DO.
- LEARNING IS A COLLABORATIVE EFFORT THAT REQUIRES THE ENGAGEMENT OF PARENTS, SCHOOLS AND COMMUNITIES.
- EVERY INDIVIDUAL HAS THE RIGHT TO A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT THAT RESPECTS DIVERSITY AND FOSTERS A SENSE OF BELONGING.
- CULTURE OF WELLNESS THAT PROMOTES A LIFESTYLE OF HEALTH AND WELL-BEING.
- PASSION FOR LIFE-LONG LEARNING, INNOVATION, EXCELLENCE AND RISK-TAKING.
- TO BE MORALLY RESPONSIBLE FOR THEIR OWN ACTIONS.
- LEARNERS ARE WELL PREPARED FOR ACTIVE CITIZENSHIP.

# DIVISION PROFILE

Grande Yellowhead Public School Division (GYPSD) stretches from Jasper National Park, east to Evansburg, and north to the Town of Grande Cache. The jurisdiction includes 17 schools, five Learning Connection Centres, approximately 4,500 students and 560 staff members. In alignment with the Ministerial Order On Student Learning (#001/2013), and in union with the community, our commitment is to provide every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities. To this end, we prepare every student for a challenging future; filled with optimism, hope, dreams and endless possibilities.

COMMUNITY SERVED	SCHOOL	GRADES	ENROLLMENT AS OF SEPT. 30, 2016 (INCLUDING ECS)		
			English	French Immersion	Total
Edson	Fulham School	K-6	72		72
	Mary Bergeron Elementary School	K-5	387		387
	Parkland Composite High School	9-12	396	29	425
	École Pine Grove School	6-8	268	51	319
	École Westhaven School	K-5	188	146	334
Grande Cache	Grande Cache Community High School	K-6 Christian Program	60		235
		9-12	175		
	Sheldon Coates School	K-3	136		136
	Summitview School	4-8	214		214
Hinton	Crescent Valley School	K-7	337		337
	Harry Collinge High School	8-12	347	54	401
	École Mountain View School	K-7	159	246	405
Jasper	Jasper Elementary School	K-6	109	118	227
	Jasper Jr./Sr. High School	7-12	121	93	214
Lobstick	Evansview School	K-6	118		118
	Grand Trunk High School	7-12	151		151
	Niton Central School	K-9	148		148
	Wildwood School	K-9	107		107
The Learning Connection (students not enrolled at other sites)	Edson & Area	1-12	95		95
	Evansburg	10-12	29		29
	Grande Cache	10-12	14		14
	Hinton/Jasper	10-12	97		97

For a report of the 2017-18 Jurisdiction Class Size Report, please visit <http://www.gypsd.ca/documents/general/2017%20Class%20Size%20Report.pdf>

## IMPROVING STUDENT LEARNING

- Ensure welcoming, caring, respectful, safe, and inclusive learning environments where each student learns at high levels
- Pyramid of Response to Intervention within a Collaborative Response Model
- Curriculum (program of studies, assessment, instruction and resources) that promotes inquiry, innovation, literacy, numeracy and development of competencies
- High School Redesign / Dual Credit Courses / Registered Apprenticeship Experiences
- First Nation, Métis and Inuit community connections
- Superintendent's Youth Council

## BUILDING LEADERSHIP CAPACITY & SUCCESSION PLANNING

- Professional Learning Communities/Partnerships/Networks
- Division Leadership Team Collaborative Learning Network
- Beginning Teacher Mentorship
- School-Linked Team
- Learning Support Teachers
- Instructional Coaches
- Professional practice standards for teachers, school leaders and superintendents

## IMPROVING INTERNAL & EXTERNAL COMMUNICATIONS

All of GYPSD's communications strategies support the division's priorities and initiative with the underlying foundation of two driving questions:

**HOW DO WE ADVANCE OUR STUDENTS' EDUCATIONAL SUCCESS?**

**HOW DO WE BEST COMMUNICATE OUR OBJECTIVES TO OUR STAKEHOLDERS?**

To answer these effectively, we continue to focus on seven strategic goals:

- Direct communications with staff
- Delineate responsibilities of divisional and school-based communications
- Use of new media
- Communications topics and timelines
- Fostering strong public relations and community engagement practices
- Student voice
- Trustees as GYPSD ambassadors

### AS ALIGNED WITH ALBERTA EDUCATION

Ministerial Order on Student Learning - <https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/>

Inclusive Education - <https://education.alberta.ca/inclusion/what-is-inclusion/>

Curriculum Redesign Process - <https://education.alberta.ca/curriculum-development/why-change-curriculum/>

Learning and Technology Policy Framework - <https://education.alberta.ca/learning-with-technology/overview/>

High School Redesign - <https://education.alberta.ca/moving-forward-high-school-redesign/moving-forward-with-high-school-redesign-1/>

Career and Technology Foundations - <https://education.alberta.ca/career-and-technology-foundations/program-of-studies/>

Career and Technology Programs - <https://education.alberta.ca/back-to-school/career-technology-programs/>

## THE BOARD OF TRUSTEES FOR GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION

### ARE THE STEWARDS WHO GOVERN THE DIVISION'S SCHOOL COMMUNITIES

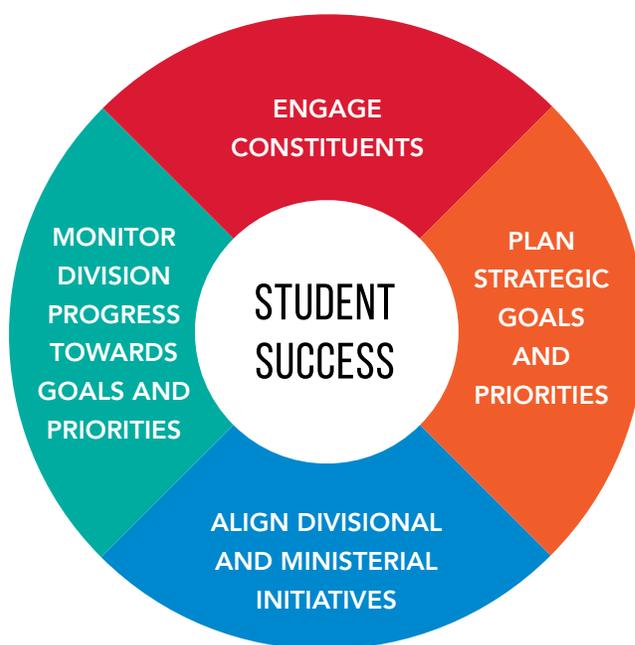
School boards exist for children. In addressing matters related to their mandate, trustees must at all times be the children's advocate. Trusteeship means being partners with parents and communities in ensuring that children are provided with the best possible educational opportunities to become the future citizens the community wishes them to be. In keeping with the theory that government is most effective when it is placed closest to the people being governed, local people elect trustees to act for the legislature in the local community. In this sense, the trustee is the upholder of democracy at its most fundamental level.

When board members act according to proper procedures, they serve as role models for division employees. When given the corporate authority to act on behalf of the board, a trustee may carry out certain duties individually, but only as an agent of the board. In other words, the board is responsible for that action. At all other times, the board member acting individually has the authority and privileges of an ordinary citizen.

The trustee, as a representative of the people, is a decision-maker, one who must integrate the information from all the influences that impact on trustees, process that information, evaluate it, and make a decision compatible with his/her own beliefs, values, and knowledge.

#### SPECIFICALLY, THE BOARD OF TRUSTEES IS ENTRUSTED TO:

- Develop policy as part of the policy/governance mandate;
- Pass the annual budget that allocates the finances to conduct the business of the division;
- Direct the Superintendent/CEO to conduct the operation of the division;
- Develop local goals and priorities designed to facilitate student success;
- Plan strategically to align divisional priorities with those of the Ministry of Education; and
- Be open and transparent and engage all educational constituents such as parents, communities, staff, and students in realizing educational structures that place student learning and student success at the heart of all they do.





# PARENT ENGAGEMENT

GYPSED recognizes that parent involvement in their child's education positively affects their child's achievement in school. Engaged parents help foster positive relationships between school, home, and community, resulting in improved student learning. GYPSED works diligently to create open and friendly learning environments where parents are welcome to ask questions, express concerns, participate in school activities, contribute to the learning environment, and actively engage in school councils.

School councils meet regularly at each school to participate in school discussions involving learning initiatives and the supports for school operations. School councils collaborate with school leaders to review accountability and achievement information, and participate in school planning and reporting.

The division actively supports parent engagement in the Alberta School Councils' Association by funding memberships for all school councils in our communities. The board encourages parent attendance at the Alberta School Councils' Annual Conference and General Meeting. Additionally, the board hosts a bi-annual Council of School Councils' meeting as part of its ongoing mandate to promote and capture parent voice.

The board is dedicated to seeking innovative methods to engage parents and the greater community. Board meetings are held in various communities throughout the year, inviting public participation and encouraging parent attendance. GYPSED will continue to utilize the Thoughtexchange process to engage parent and staff in ongoing conversations about matters of importance to our learning organization.



**SUCCESS FOR ALL  
X ALL KIDS ARE OUR KIDS  
ONE YEAR'S GROWTH**

## STUDENT LEARNING

We believe in supporting every student to reach high levels of learning and success. We recognize that our world is constantly changing, and that to meet the needs of our students, we need to change too. Our Learning Services algorithm, "Success for All X All Kids Are Our Kids = One Year's Growth" focuses our team to work collaboratively to build an action plan focused on each school's greatest areas of need.

"Success for All" emphasizes the importance of academic achievement - Grande Yellowhead strives to provide quality learning environments through differentiated instruction and access to quality technology tools and resources. Through the Collaborative Response Model, staff members review division data, and identify the most effective supports for students in a collaborative problem-solving approach. This systematic process ensures that every student will receive the time and support they need to be successful in their learning. In each of our schools, a specific action plan focused on literacy and numeracy has been developed to improve student learning by equipping educators with the tools and strategies to enable all students to succeed.

"All Kids Are Our Kids" supports our inclusive learning environments by meeting our students' diverse needs, promoting positive mental health, and building cultural awareness about our Indigenous learners. School-based teams consisting of classroom teachers, administration, learning support teachers, educational assistants, and Family School Liaison Counsellors (FSLCs), work collaboratively to identify students' strengths and areas for growth. Universal, targeted, individual and specialized supports and services are accessed so all GYPSD students attain "One Year's Growth".

Collaborative meetings between school-based staff that includes the principal, instructional coach, learning support teacher, FSLC, and success coach, members of the Learning Services team, and School-Linked Team (SLT), work together to support school action plans, provide opportunities for focused professional development, and embed research-based strategies into instructional practice through the gradual release of responsibility model. Members of the division's School-Linked Team includes speech-language pathologists, occupational therapists, a technology lead teacher, an early learning/literacy lead teacher, an assessment lead teacher and our divisional psychologist. In collaboration with our three Regional Collaborative Service Delivery initiatives, we are able to provide a continuum of enhanced supports for teachers and students.

The SLT members work specifically with school-based staff members to help identify and reduce barriers within the curriculum, learning environment and/or instruction that

are interfering with a student's ability to be successful. SLT members may provide universal, targeted or individualized supports. The team also provides ongoing opportunities to develop, strengthen, and renew staff's understanding, skills, and abilities to create flexible and responsive learning environments. Team members support schools on a regular schedule.

In Grande Yellowhead, we believe that to fully achieve "One Year's Growth" in student learning, our students must be "Ready to Learn". To support their readiness, a team consisting of representatives from the division's Health and Wellness Committee, the supervisors of Curriculum and Instruction, Indigenous Relations, and Inclusive Learning, the project coordinator of the Mental Health Capacity Building Project (B.E.S.T.), and the division's psychologist, align their efforts under the division's comprehensive Mental Health Action Plan. Under the umbrella of self-regulation, the Action Plan's foundation is based on Dr. Stuart Shanker's belief on self-regulation that if we can understand and reduce the stressors in our learning environments, help students learn what it feels like to be calm, and help our students develop strategies that help them get back to calm when agitated, we will encourage optimum learning situations where students are "Ready to Learn" (Shanker & the MEHRIT Centre, 2016). The Mental Health Capacity Building Project (B.E.S.T.) provides universal mental health programming to Grande Yellowhead schools and communities. The B.E.S.T. project strives to promote positive mental health which the Public Health Agency of Canada defines as the capacity to feel, think and act in ways that enhance the ability to enjoy life and deal with challenges. The programming B.E.S.T. provides looks very different in each community and school as it is based on the needs, resources, and tools available.

Other supports provided in Grande Yellowhead to help our students succeed include access to Family School Liaison Counselors (FSLCs) and Jasper's Community Outreach (COS) workers who provide individualized supports for students experiencing life crisis. Their goals are to help them minimize these issues and increase the opportunity for success. A FSLC or COS worker can be found in each of our schools. The FSLC/COS provides 1:1 counseling, crisis response/support, and collaboration with government agencies.

## EXTENDED KINDERGARTEN PROGRAMMING

Kindergarten not only helps prepare children for entry into Grade 1, but also provides a foundation for later educational success. Kindergarten provides learning experiences that meet the diverse needs of children, and promotes a positive attitude towards lifelong learning. A

child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring, and contributing member of society. (Alberta Education, 2017)

Grande Yellowhead's Board of Trustees recognize the value of early childhood education and provides additional funding to support extended full-day kindergarten programs in each of our communities. Programming varies in each of our communities up to a full week, full-day kindergarten program in Edson, Hinton and Jasper. Our kindergarten program encourages children to play and learn through a variety of experiential educational opportunities that support their emotional, social, physical, intellectual and creative development. We are also pleased to provide a language enrichment program to support 3-4 year olds.

To support our early learners' success, the Early Years Evaluation (EYE) assessment is administered in the fall and then again in the spring, to ascertain students' areas of strengths and needs. This data along with parent input, teacher observation and anecdotal notes, assists teachers in identifying programming needs for their students. Early identification of struggling students enables learning supports to be established thus minimizing any gaps in knowledge, skills, and assists in establishing the start of a positive attitude towards learning into their school years

## LEVERAGING TECHNOLOGY FOR LEARNING

Leveraging technology for learning in the division is guided by Alberta Education's Learning and Technology Policy Framework to ensure that learning is student centered, personalized, relevant, and authentic. The Framework values leadership, research and innovation, as well as professional learning, all within a strong digital infrastructure. The Framework positions technology as an enabler, bringing the vision of Inspiring Education to life in schools across our division.

Grande Yellowhead has a proud history of ensuring that strong technological supports are available in our schools, and we continue to be committed to getting relevant technology into the hands of our students. The 2016-17 school year saw significant upgrades to the wireless infrastructure in each of our facilities, improving the connectivity teachers and students depend on in their daily work. The division also introduced the G Suite for Education platform to provide more efficient and collaborative ways for students to engage in learning tasks.

We are proud to provide many digital technologies to enhance the learning environments in all of our classrooms for our students to meet the curricular outcomes in the most effective and relevant ways. Technology enhances the strong research based instructional and assessment

practices employed by our teachers. Our students have the ability to create, share, and collaborate with access to a variety of digital support tools, increasing their opportunities to be creative in achieving learning outcomes. In addition, the tools are used more often to create and share knowledge as the division recognizes that technology is a tool, and not a learning outcome.

Along with providing anywhere/anytime learning opportunities, it is critical that all teachers and students are familiar with the responsibilities of being digitally connected citizens thus Grande Yellowhead ensures that all students and staff receive specific procedures in regards to citizenship in a digital age before accessing division devices.

### GRANDE YELLOWHEAD UTILIZES THE BENEFITS OF GLOBAL NETWORKING TO EXPAND OUR STUDENTS' WINDOW TO THE WORLD

GYPSPD is proud to offer access to a digital lending library boasting an expansive selection of technology resources and tools readily available to all staff. The library ensures timely and equitable access to technology such as robotics, 3D printers, 360 cameras, green screens, arduinos boards, circuits, virtual reality products, drones, e-books, and other innovative resources.

Makerspaces, places where people come together to create, invent and learn, can have a significant impact on student learning and creativity. The New Media Consortium/ Horizon Report has identified makerspaces as one of the six important developments in educational technology for K-12 education. In the makerspace environment, many skills are acquired through hands-on learning with an emphasis on design thinking, problem solving, and collaboration. In GYPSPD, our Education Technology Lead Teacher promotes the use of makerspace environments in schools to support deeper learning using resources such as those available in the division's digital lending library.

Virtual meetings, teacher professional development, and unique course delivery are just some of the delivery methods drawn upon to reach out to external expertise to assist all in becoming engaged global citizens. Classroom instruction is enriched and deepened by content providers from across North America, the Middle East, and Europe, who provide first hand global perspectives to our students. Connecting globally affords our students stimulated inquiries, discussions, and unique learning opportunities that would not have been available without this technology. Looking to the future, we intend to sustain this level of technology by making global networking a standard tool in the teaching repertoire of all our teachers.

## ENHANCED PROGRAMMING

Aligned with the board's focus on achieving "One Year's Growth" by actively engaging all students in their learning, the division continues to offer a diverse and broad range of enhanced programming.

### DUAL CREDIT OPPORTUNITIES

Funded by Alberta Education, dual credit programming is designed for Grade 10, 11, and 12 students to earn both high school credits and post-secondary credits towards a post-secondary certificate, diploma, or degree (including first period apprenticeship opportunities) with all tuitions paid for by the school division.

GYPSPD has proudly offered this program since 2014 in partnership with Grande Prairie Regional College, Northern Alberta Institute of Technology, and Northern Gateway Public Schools. GYPSPD students have access to post-secondary courses including medical terminology, psychology, health care aide, native studies, Cree language, power engineering, and oil and gas production. This greatly helps students transition into the world of work and post-secondary career pathways.

### FRENCH IMMERSION

Edson, Hinton, and Jasper schools offer French Immersion classes from kindergarten to Grade 12. Students in the program greatly benefit with the ability to learn a second language and experience rich cultural traditions. In addition, students have the opportunity to challenge the DELF/DALF French exams in Grades 11/12 to attain a B1 or B2 level certification. The DELF (Diplôme d'Études en Langue Française) and the DALF (Diplôme Approfondi de Langue Française) are official diplomas awarded by the French National Ministry of Education to certify the competency of candidates from outside of France in the French language. This is a great culmination to a student's chosen program and addition to their resumé.

### LOCALLY DEVELOPED COURSES

Locally developed courses are designed, acquired and authorized by school authorities to provide students with unique opportunities to explore a range of interests in subject areas that complement provincial programs of study. GYPSPD currently has five courses that been developed for our schools: Foundations in Industry Workplace Safety, Performing Arts, Stewardship of Protected Lands, Water Experiences, and Winter Travel. Twenty eight other courses have been acquired from jurisdictions around the province. Examples of these include a Fire Department Course, Class V Driver Training, and Workplace Essential Skills.

## PALISADES STEWARDSHIP EDUCATION CENTRE

GYPSPD works closely with Parks Canada staff in Jasper National Park at the Palisades Stewardship Education Centre who have shared in the development and implementation of realigned locally developed courses including Stewardship of Protected Lands, Winter Travel, Water Experience, Introduction to Stewardship, Outdoor Survival Skills, Leadership Fundamentals, Introduction to Wildlife, People, Culture and Wildlife, and Teachings of the Mountain People,

## INDIGENOUS RELATIONS

All school divisions with Indigenous students have the opportunity to provide transformative change, not just in the Indigenous students, but in the entire student body and the families of the student body. Supporting our Indigenous students with culturally responsible resources helps to create welcoming, caring, respectful, and safe learning environments for all students to be successful. GYPSPD proudly partners with many individuals and organizations to support our youth and develop our Indigenous programs including local Elders, community Friendship Centres, the Aseniwuche Winewak Nation (AWN) in Grande Cache, the Edmonton Regional Learning Consortium, and the 'Walking Together Team' from the Alberta Teachers' Association.

### EDUCATION COUNCIL

GYPSPD hosts an Indigenous Education Council four times a year to assist the division in its offering of Indigenous programming and resources. This eight member council includes Elders from the Edson and Hinton zones, Indigenous Knowledge Keepers, and representatives from all five zones within the division.

### ELDER PROGRAM

Grande Yellowhead enjoys a strong partnership with local Elders in all communities. Schools are supported by their Elders to provide smudges for important events, share stories and wisdom, participate in blanket exercises, lead sharing circles, teach crafts, hand out eagle feathers at graduation ceremonies, and provide first-hand accounts of surviving residential schools.

### CREE LANGUAGE PROGRAM

The division is proud to offer a Cree Language program through video conferencing for over 100 students in kindergarten through to Grade 8. High school students can continue with Cree Language and Native Studies courses through the division's Dual Credit program with Grande Prairie Regional College. Students receive both high school credits and post-secondary credits and GYPSPD covers all tuitions for dual credit classes.



## INDIGENOUS LIAISON FACILITATORS

GYPSPD has four Indigenous Liaison Facilitators throughout the division who support Indigenous families as students enter school, help bridge communication with the schools and family regarding attendance and homework, and facilitate cultural activities within schools to enable all students to learn Indigenous histories, cultural ways of knowing, and worldviews.

## FAMILY SCHOOL LIAISON COUNSELLORS (FSLC)

Each school is assigned a FSLC who provides services in a culturally respectful way guided by the Circle of Courage. Their role is to act as a connector to outside agencies and services as required.

## PROGRAMMING TO ENSURE SUCCESS FOR STUDENTS

Numerous programs are in place to ensure that all students are able to achieve high levels of learning. The Collaborative Response Model System enables teachers to individualize teaching to each student and provide any necessary supports to reach goals. Mathletics is a program that assesses where each student is at in mathematics, then helps fill in any gaps in learning by providing engaging activities for students to improve skill development. AIMSweb is a universal screening and progress-monitoring tool that identifies students at risk for reading. It enables teachers to analyze if what they are doing in the classroom is effective for each at risk student.

## INDIGENOUS ADMINISTRATORS' CAMPS

Grande Yellowhead annually hosts a provincial Indigenous Administrators' Camp in Jasper National Park through its partnerships with both the Edmonton Regional Learning Consortium and the Palisades Stewardship Education Centre. This annual camp includes 25 GYPSPD

administrators as well as 25 administrators from around the province. Through culturally relevant experiential learning, administrators learn Indigenous history, cultural ways of knowing, world views, and collaborate on best practices to support Indigenous students. Attendance at the camp also aligns with section five of the new Principal and Teacher Quality Standards.

## OSKÂYAK CULTURAL CAMP

This one-day experiential camp is designed to enhance the division's Cree Language program. Students in Grades 5-8 travel to local provincial parks to participate in outdoor survival skills, canoeing, ancient weaponry, rope making, beading, and learn about the history of residential schools. Local Indigenous historians, Parks Alberta personnel, and the division's Indigenous Liaison Facilitators and a Cree Language teacher, provide the programming.

## FOSTERING STUDENT WELL-BEING

Health and wellness supports and initiatives within Grande Yellowhead have continued to focus on self-regulation strategies to ensure that students are calm, alert and "Ready to Learn". Based on Dr. Stuart Shanker's book, "Self-Reg", the Learning Services team collaborates with representatives from Alberta Health Services, the Bringing Empowered Students Together Project (B.E.S.T.), and the Regional Collaborative Services Delivery agencies, to support students under the division's Mental Health Action Plan. This plan outlines who is responsible for providing supports to students at each stage under the Pyramid of Interventions model. This plan utilizes the data provided from Our School surveys as well as student voice to engage schools in creating positive mental health for all students.

## ASSESSMENT

Assessment is the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgements to improve student learning. GYPSD's emphasis on formative assessment strategies occurs through a locally designed professional development cohort planned in consultation with the Alberta Assessment Consortium. Working marks and grades will continue to be utilized as a means to report student progress to students and parents.

## EARLY CAREER TEACHERS/ MENTORSHIP

One of Grande Yellowhead Public School Division's priorities is to fully support capacity building and the division is proud to have a mentorship program in place for new teachers. The rationale for mentorship is to help early career teachers become comfortable within the profession and to grow professionally. Our Supervisor of Mentorship assists in promoting the professional and personal well-being of beginning teachers, helps to enhance teaching practice and student learning, provides opportunities for collegial sharing and reflective practice, and increases the transmission of school and division culture. This role supplements the existing mentorship established at each school by principals, early career teachers and experienced mentors.

## STUDENT TRANSPORTATION

Grande Yellowhead transports almost 3,000 students on 54 school bus routes travelling over 8,000 kilometers each day. Drivers and staff of the transportation department are under the supervision of the Director of Transportation Services. We are proud to offer a number of resources and supports that ensures our students arrive in a timely and efficient manner to school while supported in a safe and caring environment onboard.

## PROFESSIONAL DRIVER TRAINING

All bus drivers train to the Alberta School Bus Driver Improvement Program standards (S Endorsement) as required by provincial regulation. Drivers attend refresher training and safety presentations on a regular basis to ensure their professional driving skills and knowledge remain current, and they are up-to-date with provincial or federal regulations.

## INCLUSIVE SUPPORTS FOR TRANSPORTATION

Although most requests for specialized accommodations are addressed on regular school bus routes, students with severe needs or those requiring additional equipment, may be transported on one of our routes that offer

inclusive supports for transportation. These school bus routes operate with a bus monitor who assists and supports students while riding on the school bus. Equipment needs for students vary from integrated car seats, restraint or support mechanisms, to wheelchair accessibility.

## SAFETY INITIATIVE

Transportation Services proudly partners with Alberta Traffic Safety to present and distribute traffic and pedestrian safety information to our schools and throughout our communities. Department staff also work throughout the year to promote school bus safety messages as well as pedestrian and traffic safety in our school zones and bus lanes.

We believe it important to provide bus safety and operational information for parents, schools and bus operators in an ongoing and consistent manner. The division offers an annual School Bus Safety and Evacuation program in each school that educates students, staff and drivers on school bus safety, and how to evacuate the school bus in an emergency.

## COOPERATIVE BUSING PRACTICES

Rural divisions continue to seek solutions to the challenges of declining enrollments as this ongoing decline has a significant impact on student transportation planning. One positive solution that Grande Yellowhead has been successful with is in securing co-operative transportation agreements with several other nearby boards. Cooperative transportation agreements allow one board to transport students of another board on one transportation system, as opposed to having each board operate their own transportation system. This practice reduces transportation expenses for all involved, and aligns the logistics in transporting students from different divisions along same transportation routes.

## COMMUNICATION PLAN

The Transportation Community Consultation Action Plan (TCCAP) is updated on a quarterly basis at public board meetings that includes information on routes, student ridership and other items under the purview of the transportation department.

Transportation Services strives to ensure that communication regarding operational services is communicated and distributed to all stakeholders. Regular transportation updates are available on the GYPSD website including current and historical school bus routes and information regarding 'The Bus Link', an online notification system that allows stakeholders to sign up for email alerts when school bus routes are delayed or cancelled. GYPSD is also pleased to offer an online registration system for those families requiring ineligible transportation services.



# STUDENT ENGAGEMENT

## MINI-YOUTH SYMPOSIUMS

Grande Yellowhead proudly hosts student mini-symposiums at each middle and high school in Grande Yellowhead to engage students around annual OurSCHOOL data results. Students work with central office and school administration to analyze and provide context and meaning for their schools. These symposiums provide valuable opportunities for our students to share their vision for their schools and establish an action plan for improvement.

## DIVISION YOUTH SYMPOSIUM

Another opportunity for students to share their voice in strategic planning occurs during the division's annual Youth Symposium. Representatives from each mini-youth symposium meet for a full day to share their results. The annual event supports collaboration between representatives to share ideas and launch established plans upon return to their individual schools. This leadership opportunity also develops the capacity of our students to improve their health and wellness.

## SUPERINTENDENT'S YOUTH COUNCIL

Engaging student voice in division planning and improvement is vital. Students on the GYPSD Superintendent's Youth Council provide their perspectives on educational issues. GYPSD prepares students for success and the decisions that affect them require their engagement and voice. As council members, students meet three times a year to discuss issues that matter to them and interact with the Superintendent of Schools to share their ideas and perspectives on education. These leaders also facilitate the mini-youth symposiums and the division youth symposium.



# TRENDS

GRANDE YELLOWHEAD IS EXCITED ABOUT THE CURRENT LEARNING STRATEGIES IN PLACE FOR OUR STUDENTS AS WELL AS ALWAYS KEEPING IN TOUCH WITH NEW OPPORTUNITIES FOR STUDENT SUCCESS.

THE PRIORITY OUTCOMES AND STRATEGIES OUTLINED IN OUR THREE YEAR EDUCATION PLAN HIGHLIGHT OUR COMMITMENT TO CONTINUED IMPROVEMENT. THE BOARD RECOGNIZES TRENDS IN EDUCATION AND CONSIDERS THE ISSUES THAT MAY CONTINUE TO IMPACT THE DIRECTION AND DECISIONS OF GYPSD.

## MAINTAINING QUALITY TEACHING AND LEARNING ENVIRONMENTS WITHIN THE SMALL/RURAL SCHOOL CONTEXTS

Grande Yellowhead recognizes the challenges of maintaining a wide range of exemplary instruction and learning experiences that support and grow competent, confident students. There is an increasing expectation in education to meet the broader definition of success that encompass more than academic achievement. GYPSD takes pride in the fact that we participate in provincial initiatives such as dual credit opportunities and off-campus programming.

The division also recognizes the ongoing work of our schools to develop active citizenship skills, health and wellness, and social responsibility. Implementing good mental health strategies is a priority for GYPSD as we recognize the high levels of anxiety reported through our staff, student and parent surveys. GYPSD supports students and families through a number of initiatives and programs including our Mental Health Capacity Building Project (B.E.S.T.), the inclusion of health champions and Family School Liaison Counsellors in each of our schools, and a dedicated school-linked team to support instructional programming for students within an inclusive setting.

We recognize that small and caring communities offer distinct advantages such as the ability to foster strong student, staff, parent and community relationships however, we also face some challenges in our ability to offer a wide variety of programming in all of our schools due to declining enrolments and limited resources available.

## CHALLENGES OF DIVERSITY

As our communities evolve within the global, provincial, and divisional contexts, new challenges and opportunities present themselves. We are committed to providing welcoming, caring, respectful, and safe learning environments where each student has the opportunity to reach their full potential. The diversity of our communities and the distance involved in networking consistently require the division to be creative and innovative in their approaches to continuous growth.

It is important that we continue to support all students so they are "Ready to Learn" in quality learning environments that empower students to achieve "One Year's Growth". In order to be successful, our staff require the competencies and skills to fully support our students. Our school-linked team continues to build the capacity of our school staff to effectively implement Dr. Stuart Shanker's self-regulation strategies so that all students are "Ready to Learn".

# COMBINED 2017 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools

MEASURE CATEGORY	MEASURE	GYPSD			ALBERTA			MEASURE EVALUATION		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	<b>87.0</b>	87.1	86.5	<b>89.5</b>	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	<b>78.1</b>	79.1	78.8	<b>81.9</b>	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	<b>87.0</b>	87.9	86.7	<b>90.1</b>	90.1	89.6	Intermediate	Maintained	Acceptable
	Drop Out Rate	<b>4.8</b>	5.8	4.1	<b>3.0</b>	3.2	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	<b>67.4</b>	72.0	72.9	<b>77.9</b>	76.5	76.1	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	<b>65.0</b>	67.5	67.7	<b>73.4</b>	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	<b>11.3</b>	9.4	10.5	<b>19.5</b>	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	<b>77.1</b>	75.4	77.4	<b>83.0</b>	82.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	<b>13.2</b>	10.6	11.1	<b>22.2</b>	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	<b>35.9</b>	39.4	38.4	<b>54.9</b>	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	<b>55.0</b>	55.0	55.0	<b>62.3</b>	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	<b>40.6</b>	44.7	48.6	<b>57.9</b>	59.4	59.3	Low	Declined Significantly	Concern
	Work Preparation	<b>77.3</b>	80.8	79.7	<b>82.7</b>	82.6	81.9	Intermediate	Maintained	Acceptable
	Citizenship	<b>79.0</b>	78.3	77.6	<b>83.7</b>	83.9	83.6	High	Improved	Good
Parental Involvement	Parental Involvement	<b>80.5</b>	81.9	80.3	<b>81.2</b>	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	<b>80.0</b>	80.2	79.4	<b>81.4</b>	81.2	80.2	High	Maintained	Good

## NOTES

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- 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 flooding in June 2013 (Grade 9 only) and 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 these events.
- 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 flooding in June 2013 and 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 these events.
- 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 (PAS), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

# COMBINED 2017 ACCOUNTABILITY PILLAR FNMI SUMMARY

Required for Public/Separate/Francophone School Authorities

MEASURE CATEGORY	MEASURE	GYPSD			ALBERTA			MEASURE EVALUATION		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	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	4.1	6.8	4.6	5.8	6.1	6.7	High	Maintained	Good
	High School Completion Rate (3 yr)	60.2	68.6	65.7	53.6	50.2	47.8	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	58.3	46.6	51.5	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	5.5	4.3	4.7	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.7	72.6	75.7	77.1	76.1	76.3	Low	Maintained	Issue
	Diploma: Excellence	1.0	6.5	6.5	10.7	10.2	10.2	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	14.2	34.3	29.2	21.8	20.7	20.3	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	33.3	44.4	44.4	34.2	31.9	31.9	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.9	22.7	31.0	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## NOTES

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- 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 flooding in June 2013 and 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 these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

# MEASURE EVALUATION REFERENCE

## ACHIEVEMENT EVALUATION

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

THE TABLE BELOW SHOWS THE RANGE OF VALUES DEFINING THE 5 ACHIEVEMENT EVALUATION LEVELS FOR EACH MEASURE.

MEASURE	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Transition Rate (6 yr)	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Work Preparation	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Citizenship	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
Parental Involvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

### NOTES

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

## IMPROVEMENT TABLE

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

THE TABLE BELOW SHOWS THE DEFINITION OF THE 5 IMPROVEMENT EVALUATION LEVELS BASED UPON THE CHI-SQUARE RESULT.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## OVERALL EVALUATION TABLE

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

IMPROVEMENT	ACHIEVEMENT				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## CATEGORY EVALUATION

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

# OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.1	69.1	66.4	67.5	65.0	68.5	Very Low	Declined	Concern	66.0	67.0	68.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.9	11.0	11.2	9.4	11.3	10.5	Low	Maintained	Issue	12.0	13.0	14.0

### COMMENTS ON RESULTS

Improvements were noted in all areas except math. Grade 6 language arts is above the province in both acceptable and excellence. School staffs are engaged in deep analysis of both Provincial Achievement Test results and division screening data to identify specific areas requiring intervention. New teaching strategies have been identified and are being implemented not only at Grade 6 and 9 but across the divisions to ensure students with conceptual gaps have opportunities to be successful.

Over the last year GYPSD has focused on implementing inclusive education strategies in classrooms. Teachers are personalizing learning for students, requiring fewer formal accommodations resulting in continued high participation rates for Provincial Achievement Tests.

### 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 flooding in June 2013 (Grade 9 only) and 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 these events.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.8	78.7	78.0	75.4	77.1	78.5	Low	Maintained	Issue	78.0	79.0	80.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.8	11.5	11.3	10.6	13.2	11.5	Intermediate	Maintained	Acceptable	14.0	15.0	16.0

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	75.1	74.8	72.0	72.0	67.4	73.0	Intermediate	Declined	Issue	68.0	69.0	70.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.7	3.3	3.2	5.8	4.8	3.5	Intermediate	Maintained	Acceptable	4.0	3.5	3.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	47.8	49.7	51.5	44.7	40.6	45.5	Low	Declined Significantly	Concern	41.0	41.5	42.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	55.0	55.0		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.5	34.9	40.9	39.4	35.9	40.5	Low	Maintained	Issue	40.5	41.0	41.5

**COMMENTS ON RESULTS**

Detailed analysis of Diploma Exam results indicates improvements in all areas except Math 30-2. GYPSD began a strong focus on literacy in 2004 at the elementary level and has since included middle years literacy which could attribute to the overall improvements in diploma results. Science results show upward trend and above the provincial level in standard of excellence.

Factors that may have impacted results include economic down turns in GYPSD communities where students chose to pursue other options than post-secondary. Increased participation in dual credit pathways is resulting in decreased enrollment in academic courses. Students enrolled in dual credit are selecting only required courses to complete their program to prepare themselves for the world of work.

**NOTES**

- 5) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 6) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 7) 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.
- 8) 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.
- 9) 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.
- 10) Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- 11) 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.
- 12) 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.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.5	77.5	77.1	78.3	79.0	79.5	High	Improved	Good	79.5	80.0	80.5
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.	79.5	77.3	81.1	80.8	77.3	81.5	Intermediate	Maintained	Acceptable	78.0	78.5	79.0

### COMMENTS ON RESULTS

Students and staff are purposefully involved in and supportive of their communities. Activities spearheaded by schools assist students in developing leadership/citizenship values and skills. GYPSD has a strong focus on developing competencies at all levels to ensure that all students are prepared for and are successful in the world of work.

#### NOTES:

- 1) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 2) Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

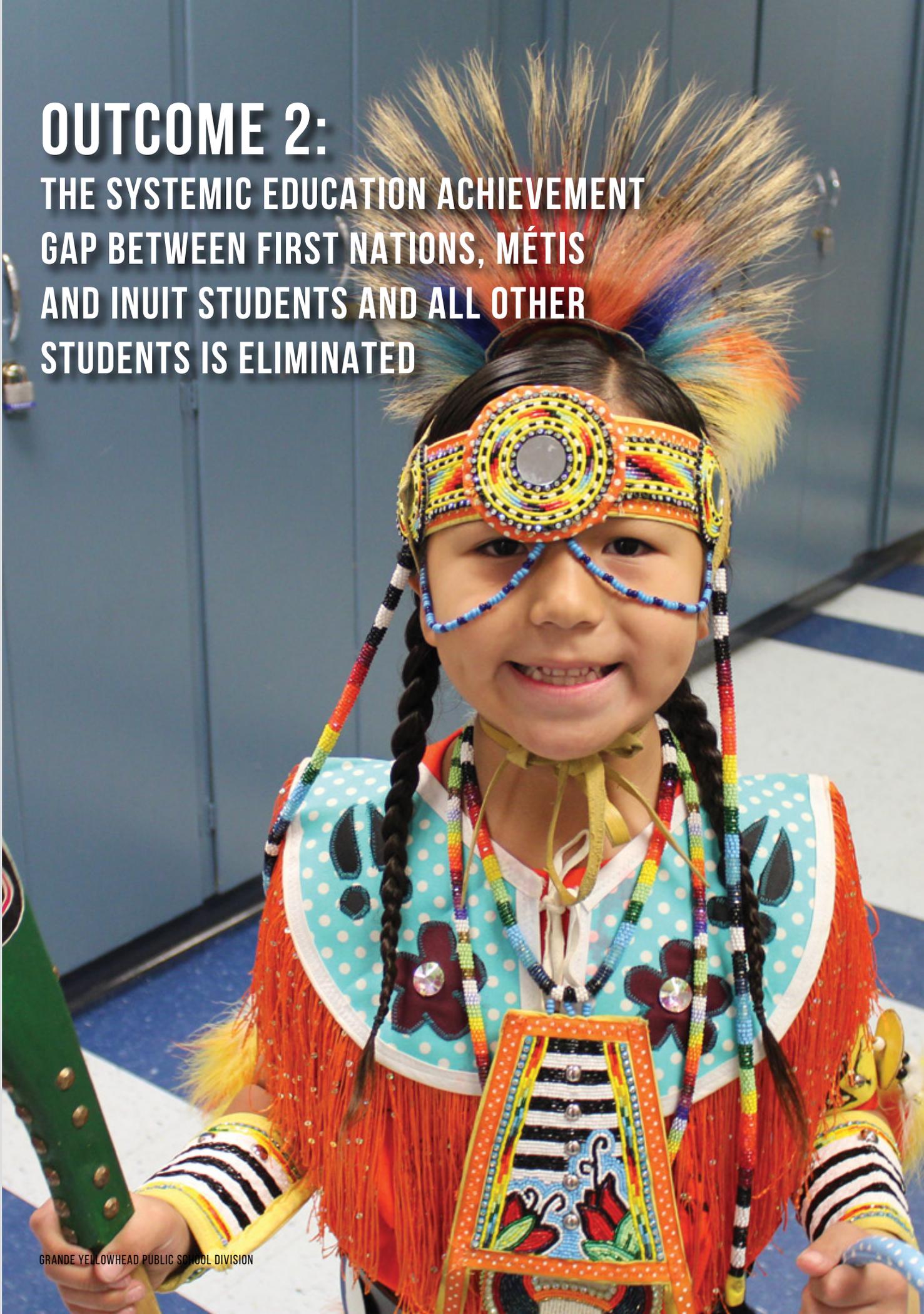


Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education’s student learning outcomes with competencies across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

<b>ALL KIDS ARE OUR KIDS</b>	
<b>OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL</b>	
Provincial Measures	GYPSD Success Indicators
<ul style="list-style-type: none"> <li>Annual dropout rate of students aged 14-18</li> <li>High school completion rate of students within five years of entering Grade 10</li> <li>Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10</li> <li>Agreement of parents, teachers and students that students model the characteristics of citizenship</li> <li>Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school</li> <li>Agreement of students and parents that students are engaged in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>Actions from plans are visible within schools and classrooms</li> <li>Students have specific plans for pursuing post-secondary education/world of work opportunities</li> <li>Middle years literacy is identified within school's action plans</li> <li>Increased number of Bring Your Own Devices (B.Y.O.D.) and increased number of teachers engaging in professional development focused on technology</li> <li>Students have engaged in learning opportunities focused on citizenship in a digital age</li> <li>School leaders report knowledge transfer of school based staff members’ professional development in classrooms and in student learning</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>Support schools to develop action plans which includes a focus on self-regulation strategies to ensure students are “Ready to Learn”</li> <li>Work with high schools and Indigenous Liaison Facilitators to ensure effective transition plans are in place for students transitioning between schools and into post-secondary or the world of work</li> <li>Implement middle years literacy</li> <li>Increase adoption of technology in learning through improved infrastructure B.Y.O.D., professional development for teachers, and a focus on citizenship in a digital age</li> <li>With school leaders, identify professional learning opportunities for staff, and track knowledge transfer in the classroom resulting in a positive impact on student learning</li> </ul>	

<b>SUCCESS FOR ALL—ONE YEAR'S GROWTH</b>	
<b>OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL</b>	
Provincial Measures	GYPSD Success Indicators
<ul style="list-style-type: none"> <li>Percentages of students who achieved standards on Grade 6 and 9 provincial achievement tests</li> <li>Percentages of students who achieved standards on diploma examinations</li> <li>Percentage of students writing four or more diploma examinations within three years of entering Grade 10</li> </ul>	<ul style="list-style-type: none"> <li>Divisional screen data is completed and submitted according to schedule</li> <li>Strategies in school action plans reflect data analysis and targets greatest areas of need</li> <li>Increased number of students writing four or more diploma exams</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>Implement divisional screening schedule for assessment tools in literacy and numeracy (HLAT, AIMSweb, Mathletics)</li> <li>School leaders facilitate data analysis at their school sites to triangulate division screens with provincial assessments</li> <li>High school leaders, teachers and career counsellors promote the academic stream at the high school level</li> </ul>	

# OUTCOME 2: THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	58.2	53.0	55.0	46.6	58.3	50.5	Very Low	Maintained	Concern	59.0	59.5	60.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.9	2.6	7.2	4.3	5.5	5.5	Very Low	Maintained	Concern	6.0	6.5	7.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	73.1	75.2	79.3	72.6	72.7	73.5	Low	Maintained	Issue	73.0	73.5	74.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.2	7.0	6.0	6.5	1.0	7.5	Very Low	Declined	Concern	1.5	2.0	2.5

**COMMENTS ON RESULTS**

GYPSPD Indigenous students continue to perform above provincial acceptable levels in the following areas: English Language Arts 6 and 9; Math 6 and 9; Science 6; Social Studies 6. We are above provincial level in excellence for English Language Arts 9, Math 9, Math 9 K & E, and English 30-2.

Indigenous Liaison Facilitators have been hired to work within each zone in our division to help support student learning with a concentrated effort at the high school level.

**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 flooding in June 2013 (Grade 9 only) and 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 these events.
- 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 flooding in June 2013 and 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 these events.
- 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.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	67.1	62.5	65.8	68.6	60.2	69.5	Low	Maintained	Issue	61.0	61.5	62.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.3	2.2	4.7	6.8	4.1	3.5	High	Maintained	Good	3.5	3.0	2.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	29.0	31.6	38.8	22.7	32.9	25.5	Very Low	Maintained	Concern	33.5	34.0	34.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	44.4	33.3		n/a	Declined	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.4	22.2	31.0	34.3	14.2	35.5	Very Low	Declined	Concern	15.0	15.5	16.0

### COMMENTS ON RESULTS

Factors that may have impacted results include economic down turns in GYPSD communities where Indigenous students chose to pursue other options than post-secondary.

#### 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.



The ministry works collaboratively with First Nations, Métis and Inuit communities, Alberta’s education system and, where appropriate, the Government of Canada, to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

ALL KIDS ARE OUR KIDS	
GOAL 2: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED.	
Provincial Measures	GYPSD Success Indicators
<ul style="list-style-type: none"> <li>Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18</li> <li>High school completion rate of self-identified First Nations, Métis and Inuit students within five years of entering Grade 10</li> <li>Agreement of self-identified First Nations, Métis and Inuit students and their parents that First Nations, Métis and Inuit students are engaged in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in number of students who drop out of school</li> <li>Increase in the number of students who complete high school</li> <li>Accountability Pillar results demonstrate that students and parents are engaged in learning, and 6 year transition rates show improvement</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>Indigenous Liaison Facilitators will contact local families to provide support for students to return and remain in school</li> <li>Legends Rooms are in each high school to provide a welcoming, respectful, safe, and cultural setting to complete work, receive supports, and meet with parents</li> <li>School leaders, high school counselors, and Indigenous Liaison Facilitators collaborate with parents and students to support students in the program of studies and assist in applying for scholarships, and post-secondary entrance</li> </ul>	

SUCCESS FOR ALL—ONE YEAR’S GROWTH	
GOAL 2: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED.	
Provincial Measures	GYPSD Success Indicators
<ul style="list-style-type: none"> <li>Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on Grade 6 and 9 provincial achievement tests</li> <li>Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on diploma examinations</li> <li>Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering Grade 10</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of students who feel their school is welcoming, caring, respectful, and safe</li> <li>Increased achievement levels for Grade 6, 9 and diploma examinations</li> <li>Increase in Elder involvement at school level</li> <li>Increase in student enrollment in academic courses</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>Utilize ‘Walk Around Tool’ to build consciousness of different world views to create a welcoming, caring, respectful, and safe learning environment in which to learn</li> <li>Engage the Indigenous community through Education Council, Elder Program, and liaising with Indigenous agencies and organizations such as friendship centres to support student learning</li> <li>Understand the unique needs of Indigenous students by providing Indigenous Liaison Facilitators within each community, promotion of the Cree Language program, and collection of Indigenous student voice on division/school committees to build confidence and leadership skills so students will increase enrollment in academic courses</li> </ul>	

# OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	88.4	86.2	86.1	87.1	87.0	88.5	High	Maintained	Good	88.0	88.5	89.0

**COMMENTS ON RESULTS**

GYPSPD continues to focus on staff and students positive mental health and social relationships through the Mental Health Action Plan – “Ready to Learn”.

**NOTES**

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- 2) Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

The ministry enables children and students to pursue personal excellence and social and emotional development during their education. An inclusive education system is established when the system anticipates and values diversity, understands learners’ strengths and needs, and reduces barriers to promote a culture of well-being through effective and meaningful collaboration with partners. This enables children and students to be supported in their learning.

ALL KIDS ARE OUR KIDS	
GOAL 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE	
Provincial Measures	GYPSPD Success Indicators
<ul style="list-style-type: none"> <li>• Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning</li> <li>• Satisfaction of students, parents, teachers and school board members that school provides a safe, caring, and healthy learning environment</li> <li>• Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students</li> <li>• Agreement of student, parents, teachers and school boards members that supports and services for students can be accessed in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• All students have access to appropriate learning resources</li> <li>• Quality learning environments are addressed in school action plans</li> <li>• Schools utilize their classroom improvement fund to enhance the equipment and resources available for all students</li> <li>• Increased teacher capacity in the area of positive behavior supports, universal occupational therapy (OT), and speech language (SLP) strategies, self-regulation and assistive technology to support student learning is evident</li> <li>• Requests for service are provided in a timely manner</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>• Ensure schools have inclusive learning environments and appropriate programming is in place to meet the needs of all students</li> <li>• Work with school-based teams to ensure action plans address quality learning environments</li> <li>• Work with schools to identify and implement equipment and resources that support the learning needs of all students</li> <li>• The School-Linked Team and the Regional Collaborative Service Delivery (RCSD) providers build teachers’ capacity in the areas of positive behavior supports, universal OT and SLP strategies, self-regulation and assistive technology to support student learning</li> <li>• School-Linked Team, in collaboration with school based teams and the RCSDs, will ensure supports and services are accessed in a timely manner</li> </ul>	

# OUTCOME 4: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.5	78.5	78.8	79.1	78.1	80.5	Intermediate	Maintained	Acceptable	79.0	79.5	80.0

**COMMENTS ON RESULTS**

Detailed analysis shows that access to specialized fine arts programming is limited in our small schools.

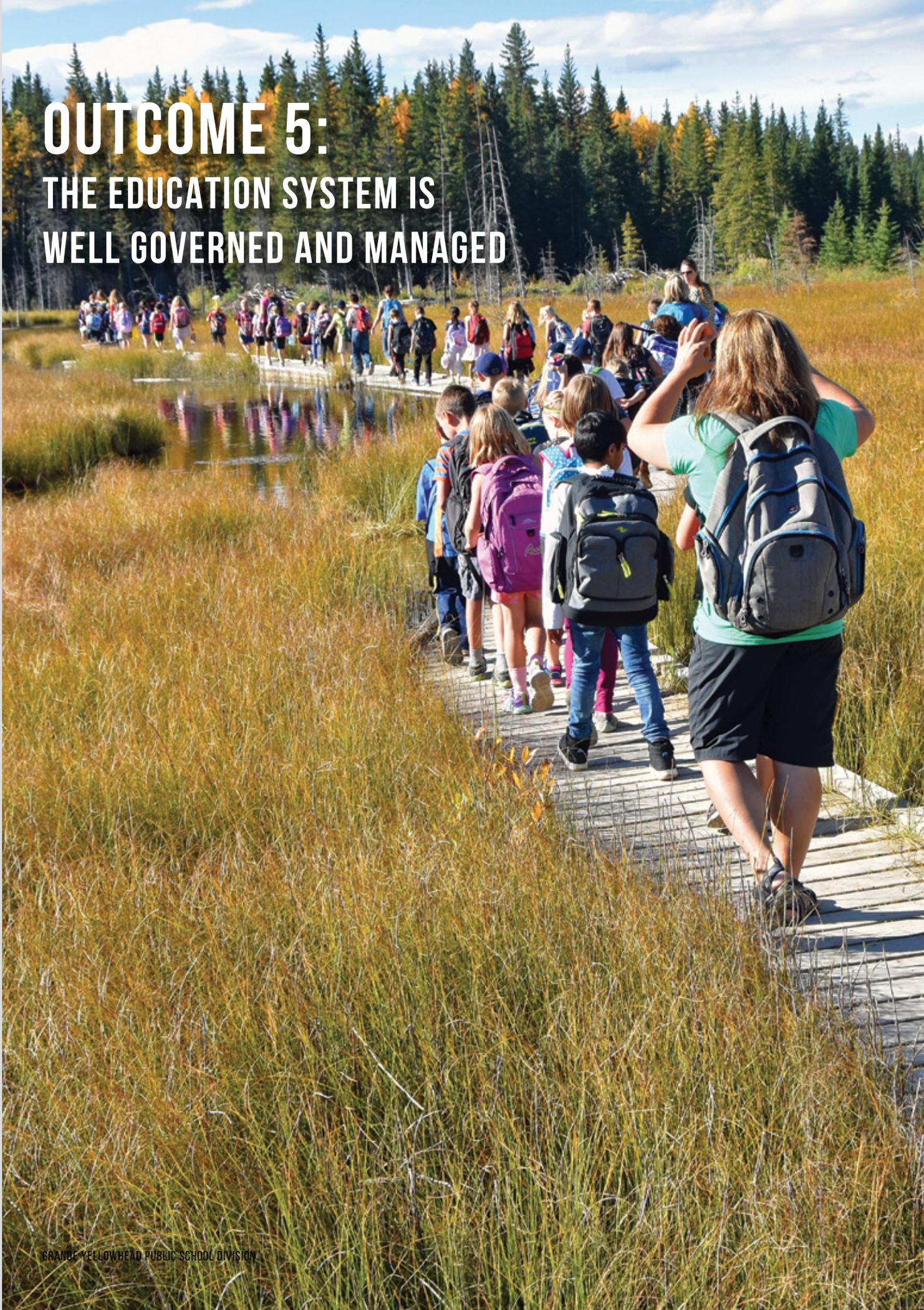
**NOTES**

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- 2) Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

The ministry maintains high standards for teachers, and school and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help children and students perform their best, and that effective learning and teaching are achieved through collaborative leadership.

SUCCESS FOR ALL—ONE YEAR'S GROWTH	
GOAL 4: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS	
Provincial Measures	GYPSP Success Indicators
<ul style="list-style-type: none"> <li>• Agreement of teachers and school board members that teachers are prepared for teaching</li> <li>• Satisfaction of parents, teachers, and school board members that education leadership effectively supports and facilitates teaching and learning</li> <li>• Satisfaction of students, parents, teachers, school board members, and the public with the opportunity of students to receive a solid grounding in core subjects</li> <li>• Satisfaction of students, parents, teachers, and school board members with the opportunity of students to receive a broad program of studies</li> </ul>	<ul style="list-style-type: none"> <li>• Successful candidates demonstrate evidence of effective teaching and leadership practices as reflected in the quality standards</li> <li>• Quality teaching and school leadership are present in our schools as evidenced in professional growth plans</li> <li>• Teacher plans reflect essential outcomes in core subject areas</li> <li>• School plans reflect a broad program of studies including fine arts, physical and wellness education, technology, and other languages</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>• Human Resources hiring practices ensures that quality teachers and school leaders are being hired</li> <li>• Divisional Leadership Team meetings focus school leaders on instructional leadership and coaching strategies for teaching and learning</li> <li>• School leaders coach and support teachers to identify and teach essential outcomes in core subject areas</li> <li>• School leaders coach and support teachers to ensure students receive a broad program of studies, including fine arts, physical and wellness education, technology, and other languages</li> </ul>	

# OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	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.	80.7	78.8	79.2	80.2	80.0	81.5	High	Maintained	Good	80.5	81.0	81.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.7	78.2	80.7	81.9	80.5	82.5	High	Maintained	Good	81.0	81.5	82.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.6	85.6	86.7	87.9	87.0	88.5	Intermediate	Maintained	Acceptable	88.0	88.5	89.0

**COMMENTS ON RESULTS**

Detailed analysis indicates that teachers, parents, and students are pleased with overall governance, parental involvement, and quality of basic education in GYPSD.

**NOTES**

- 1) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 2) Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.



The ministry sets the direction for the education system by establishing guiding legislation, allocating public funds effectively, and building and maintaining school facilities to support Albertans' confidence in public education.

ALL KIDS ARE OUR KIDS	
OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED	
Provincial Measures	GYPSP Success Indicators
<ul style="list-style-type: none"> <li>Satisfaction of students, parents, teachers, school board members, and the public that their input is considered, respected and valued by the school, jurisdiction and province</li> </ul>	<ul style="list-style-type: none"> <li>High participation rates on surveys, councils and committees</li> <li>Recommendations from surveys, councils and committees are implemented</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>Division encourages engagement and input through active participation in Thoughtexchange, OurSCHOOL Surveys, Accountability Pillar Surveys, education councils, Council of School Councils, and division committees</li> <li>Schools encourage engagement and input through active participation in Mental Health Capacity Building Project Survey, school action plans, school councils, youth symposiums, and school committees</li> </ul>	

SUCCESS FOR ALL—ONE YEAR'S GROWTH	
OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED	
Provincial Measures	GYPSP Success Indicators
<ul style="list-style-type: none"> <li>Satisfaction of students, parents, teachers, school board members, and the public with the quality of K–12 education</li> </ul>	<ul style="list-style-type: none"> <li>School plans contain a wide range of quality programming</li> <li>Targeted areas for improvement are addressed and reflected in school programming</li> </ul>
Strategies	
<ul style="list-style-type: none"> <li>Division ensures that schools offer a wide range of quality programming</li> <li>The strategies in school improvement plans address greatest areas of need as identified in school data analysis</li> </ul>	





# FINANCIALS

# FINANCIAL SUMMARY

## FINANCIAL SUMMARY FOR THE 2016-17 SCHOOL YEAR

GYPSPD's expenses exceeded revenues for the 2016-17, resulting in a deficit of \$463,636.

Electronic copies of all Grande Yellowhead Public School Division's Audited Financial Statements are available on the division's documents section of our [website](#), under Explore/ Documents/ Financial Documents.

Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564. Audited Financial Statements for all jurisdictions are also posted on [Alberta Education's website](#).

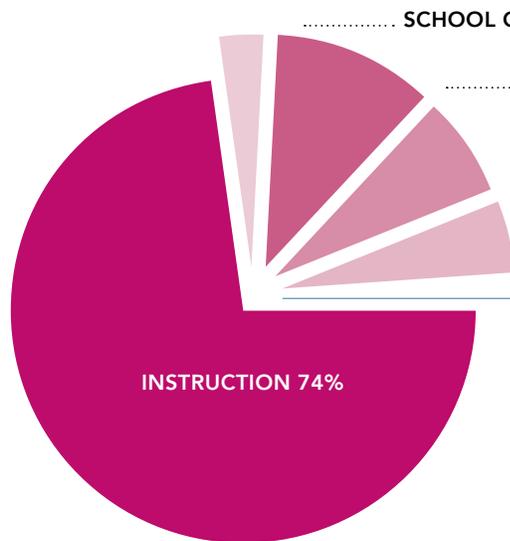
### REVENUES 2016-17



- ..... SCHOOL GENERATED FUNDS 2%
- ..... FEDERAL GOVERNMENT <0.1%
- ..... ORGANIZATIONS & INDIVIDUALS 2%

Revenues 2016-17	\$58,482,901	
Province	56,251,766	96%
School Generated Funds	1,170,074	2%
Federal Government	13,000	<0.1%
Organizations & Individuals	1,048,061	2%

### EXPENDITURES BY PROGRAM 2016-17



- ..... SCHOOL GENERATED FUNDS 2%
- ..... PLANT OPERATIONS & MAINTENANCE 12%
- ..... TRANSPORTATION 8%
- ..... GOVERNANCE & SYSTEM ADMINISTRATION 4%
- ..... EXTERNAL SERVICES 0%

Expenditures 2016-17	\$58,946,537	
Instruction	43,840,622	74%
School Generated Funds	1,309,777	2%
Plant Operations & Maintenance	6,978,702	12%
Transportation	4,444,458	8%
Governance & System Administration	2,372,187	4%
External Services	791	0%

For further information on School Generated funds and their use, please contact Juha Karén, Assistant Superintendent, Business Services at [juhakare@gypsd.ca](mailto:juhakare@gypsd.ca).

# BUDGET SUMMARY

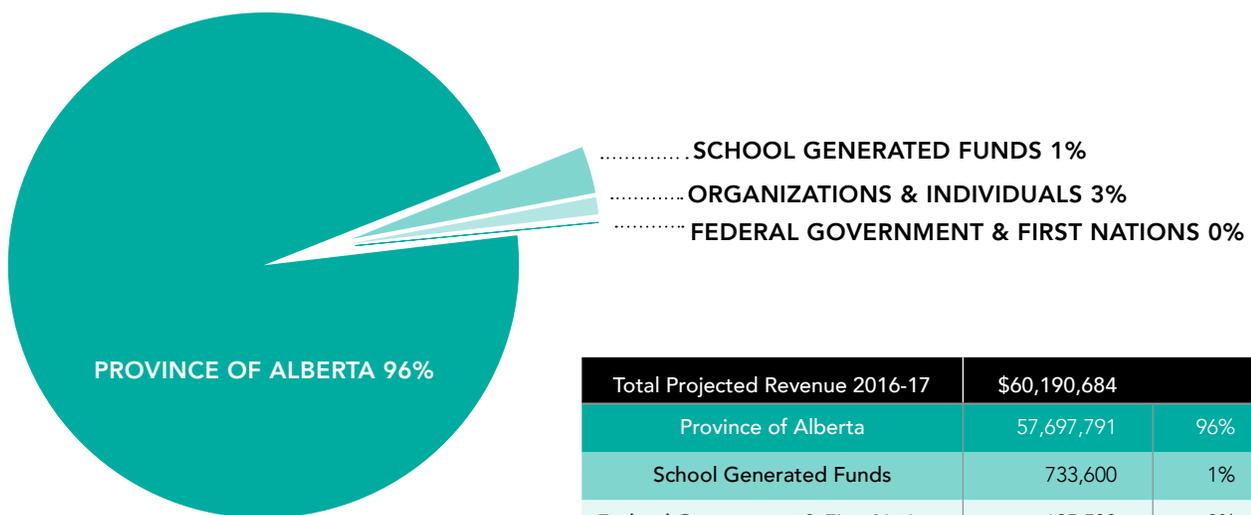
The Board approved the 2017-18 budget with a deficit of \$2,088,522. The Division employs a decentralized budgeting approach, which distributes the majority of funding to schools and departments to meet the goals and outcomes of the Division. Funds held centrally are to either meet contractual obligations, mitigate costs to any particular site, achieve an economy of scale centrally or reallocated based on student need.

## BUDGET HIGHLIGHTS, PLANS AND ASSUMPTIONS

- Standard cost of teacher \$100,000 (including salary and benefit premiums), no monetary changes as per the approved Teachers’ Collective Agreement (provincial table)
- Standard cost of school based support staff \$30.29 per hour (including salary and benefit premiums), an increase as per CUPE Collective Agreement
- Reductions in staffing due to declining enrolments managed through attrition
- Implementation of a five day ECS pilot program in Edson and Hinton elementary schools
- Two Edson elementary schools replaced with new Mary Bergeron Elementary School at the beginning of the 2017-18 school year
- Implementation of transportation cost efficiency improvement plan with several initiatives including route changes and terminations as well as an increase in ineligible transportation fees
- FNMI programs supported through centralized services directed at FNMI student populations, and school allocations directed at local needs
- No exemption from carbon levies
- Utilization of \$300,000 in undesignated reserves to support current allocation rates to schools
- As a section of Teachers’ Collective Agreement, the established Classroom Improvement Fund (CIF) for the fiscal year 2017-18 with the amount of \$594,000 for the division, has not been included either in Albert Education funding revenues or in the related usage of funds / expenditures as per the Alberta Education instructions

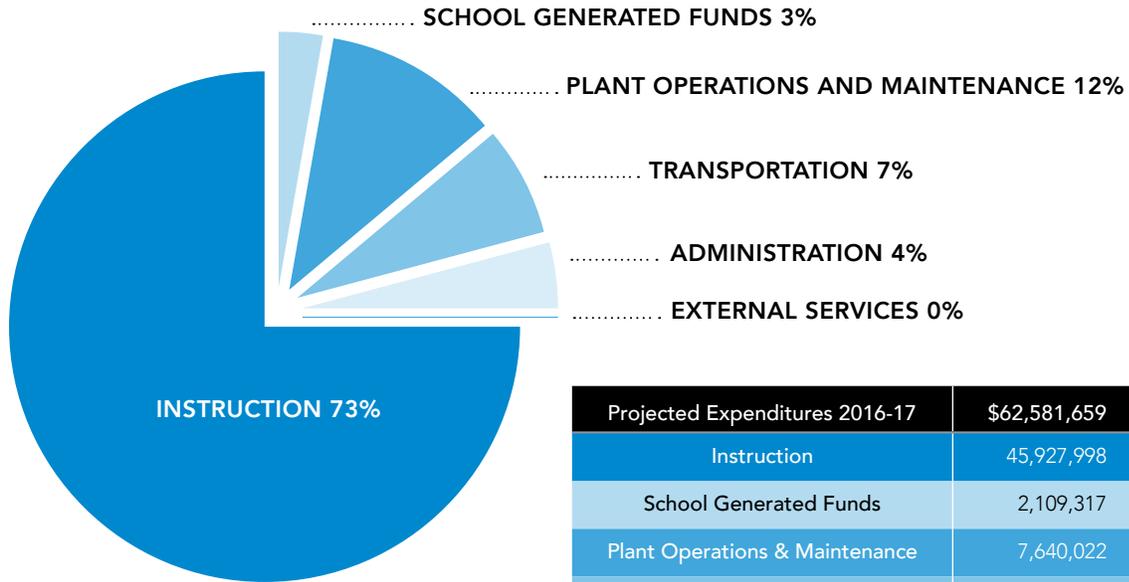
A copy of the Budget Report is available on the [GYPSD website](#). Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564.

## PROJECTED REVENUES 2017-18



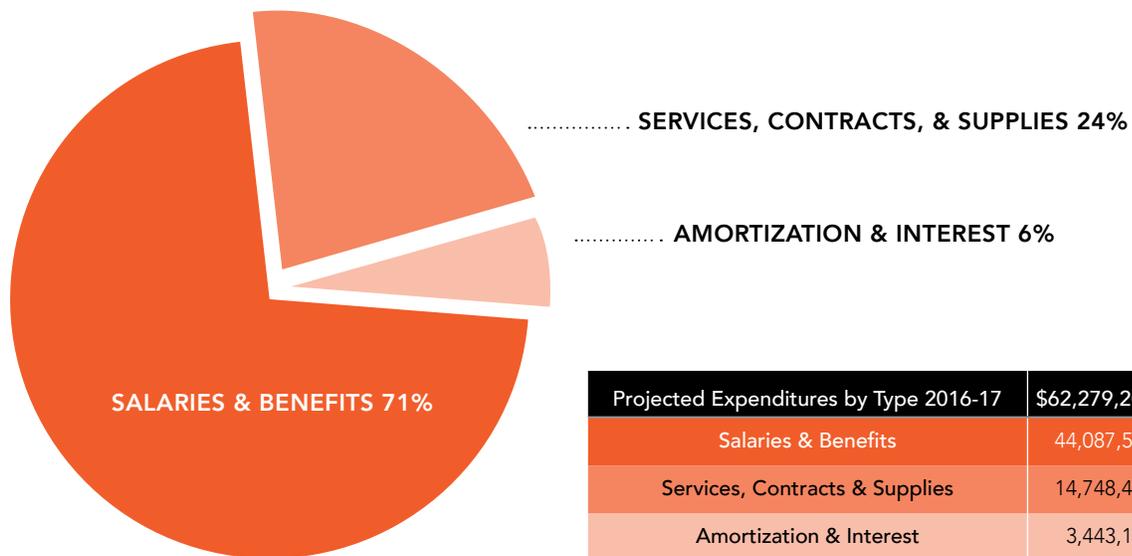
Total Projected Revenue 2016-17	\$60,190,684	
Province of Alberta	57,697,791	96%
School Generated Funds	733,600	1%
Federal Government & First Nations	105,500	0%
Organizations & Individuals	1,653,793	3%

### PROJECTED EXPENDITURES 2017-18



Projected Expenditures 2016-17	\$62,581,659	
Instruction	45,927,998	73%
School Generated Funds	2,109,317	3%
Plant Operations & Maintenance	7,640,022	12%
Transportation	4,087,859	7%
Administration	2,644,463	4%
External Services	172,000	0%

### PROJECTED EXPENDITURES BY TYPE 2017-18



Projected Expenditures by Type 2016-17	\$62,279,206	
Salaries & Benefits	44,087,589	71%
Services, Contracts & Supplies	14,748,424	24%
Amortization & Interest	3,443,193	6%

# CAPITAL AND FACILITIES PROJECTS

ALL SCHEDULED INFRASTRUCTURE MAINTENANCE RENEWAL (IMR) PROJECTS FOR THE 2016-20 SCHOOL YEAR HAVE BEEN COMPLETED OR ARE CURRENTLY IN PROGRESS:

- Roofing at Harry Collinge in Hinton, Parkland, and Westhaven in Edson
- Flooring at Crescent Valley and Harry Collinge in Hinton, Fulham, Pine Grove in Edson, and Niton School
- New domestic hot water tank at Summitview in Grande Cache
- Installation of solar panels at Jasper Jr./Sr. High
- Removal and replacement of two sets of steps at Grand Trunk High in Evansburg
- The new K-Grade 5 replacement school in Edson opened for the 2017/2018 school year

## A SUMMARY OF GRANDE YELLOWHEAD'S 2017 - 2020 THREE YEAR CAPITAL PLAN:

- Grand Trunk High School – Complete modernization of this facility
- École Pine Grove Middle School - Addition to gymnasium
- Niton Central School - Upgrade to the ventilation system and interior finishes. Installation of an enclosed rated vestibule on one stairwell from the second floor and address accessibility concerns.
- Wildwood School – Partial modernization of the 1963 building section
- Crescent Valley School - Gym modernization
- Fulham School - Replace four existing portables with three new modulars
- École Westhaven School - Portable replacement and accessibility concerns
- Evansview School - Modernization
- Sheldon Coates - Gymnasium modernization to address accessibility concerns

For a copy of Grande Yellowhead's 2016-19 Three- Year Capital Plan, please visit [www.gypsd.ca/Facility%20Services.php](http://www.gypsd.ca/Facility%20Services.php)

For a hard copy, please call Grande Yellowhead Public School Division at 780-723-4471 or toll-free at 1-800-723-2564.



# SUMMARY OF ANNUAL COMMUNICATIONS PLAN

THROUGH THE DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE ANNUAL COMMUNICATIONS PLAN, GRANDE YELLOWHEAD STRIVES TO ACCOMPLISH THREE COMMUNICATION OBJECTIVES:

- Provide all staff with timely information about board and administrative decisions made at the Education Services Centre (ESC), and activities and events across the division
- Increase the involvement of staff in decision making by improving communications between them, the school-based administration and the division office thereby increasing opportunities for staff and administration to work collaboratively both between schools, and with divisional administration
- Foster the exchange of information and increase collaboration between Grande Yellowhead and the communities it serves

THIS PHILOSOPHY PROVIDES THE FOUNDATION FOR SUPPORTING ALL COMMUNICATIONS STRATEGIES IN ORDER TO:

- Promote Grande Yellowhead Public School Division and its schools
- Highlight the diverse offering of its unique programs and services
- Assist schools in raising their profile in their community as well as the student accomplishments
- Complement the division's initiatives in addressing its three priorities of improving student learning, building leadership capacity and succession planning, and improving internal and external communications

## WHISTLEBLOWERS PROTECTION

"Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)."

Grande Yellowhead Public School Division fully supports this law that is intended to protect people who report government misconduct, and applies to employees working for Alberta's School Boards. The Deputy Superintendent is in charge of this and as of November 1, 2017 has not received any reports or complaints.

## ALL OF GRANDE YELLOWHEAD'S COMMUNICATIONS STRATEGIES CONTINUE TO SUPPORT THE DIVISION'S PRIORITIES AND INITIATIVES WITH THE UNDERLYING FOUNDATION OF TWO DRIVING QUESTIONS -

### 1. HOW DO WE ADVANCE OUR STUDENTS' EDUCATIONAL SUCCESS?

### 2. HOW DO WE COMMUNICATE OUR OBJECTIVES TO OUR STAKEHOLDERS?

The 2017-18 Communications Plan's seven strategic goals for the division and its schools are:

#### 1. DIRECT COMMUNICATIONS WITH STAFF

Grande Yellowhead will continue to provide a variety of tools to ensure that clear and effective communications with staff is available using the most efficient means such as the division website, survey tools, department newsletters, increased visibility of senior administration, and the strategic implementation of a division-wide rollover to the G Suite platform.

#### 2. DIVISION AND SCHOOL-BASED COMMUNICATIONS

Although schools have identified a staff member to be responsible for regular communications with their local media as well as to coordinate with their colleagues for promotion about their school, the Communications Manager will continue to provide additional support when needed including individual assistance and training sessions. In addition, as part of the division's communications strategies and School Continuous Improvement Plan process (SCIP), schools have annual communications plans to assist them in meeting their objectives in fostering strong relationships with their internal as well as external stakeholders. Division and school promotional materials and up-to-date websites are also essential in keeping stakeholders current with the great happenings in our schools.

#### 3. USE OF NEW MEDIA

The goal of this strategy is to increase communications with parents and community members by targeting those who rely on the internet for information and social contacts. The primary objective of online activity is to point users to the Grande Yellowhead website and social media platforms such as the division's Facebook page.

#### 4. COMMUNICATIONS TOPICS

Over the last several years, the division has developed various promotional and informative documents for internal and external use. These documents will be continue to be monitored on a regular basis to ensure

that they continue to be effective and relevant for our stakeholders including the publication of the divisional calendar, and other current marketing strategies.

#### 5. FOSTERING STRONG PUBLIC RELATIONS

Building and maintaining strong relationships with our local media and business/stakeholders is crucial in establishing a positive media relations program to enhance the division's image on local and provincial levels.

#### 6. STUDENT VOICE

The Board of Trustees fully supports activities and events that provide opportunities to engage with their students from across the division. These include participation in the annual GYPSD Youth Symposiums, Superintendent Youth Council, and surveys such as Thoughtexchange and OurSCHOOL.

#### 7. TRUSTEES AS GYPSD AMBASSADORS

School board trustees have a unique opportunity to network with a diverse number of stakeholders throughout their communities as well as at provincial and national events. As part of the board's self-evaluation process, trustees identify the importance of taking a more active role in the promotion of possible alternate or unique learning opportunities in their communities, partnerships with organizations to expand the program delivery model of the Registered Apprenticeship Program, and promote the diverse programming available at Grande Yellowhead schools.

Grande Yellowhead Public School Division has worked diligently in the last several years to see significant improvement across the division in terms of student achievement and student, parent and staff satisfaction. Communications plays an integral role in these improvement efforts as the division believes that clear, consistent communications with both internal and external stakeholders is critical to ensure that the division is connected with the communities it serves, and therefore able to meet the needs of students and their families.

*Create... Achieve... Succeed!* 

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