



THREE YEAR
EDUCATION PLAN

2015-2018

ANNUAL EDUCATION
RESULTS REPORT

2014-2015

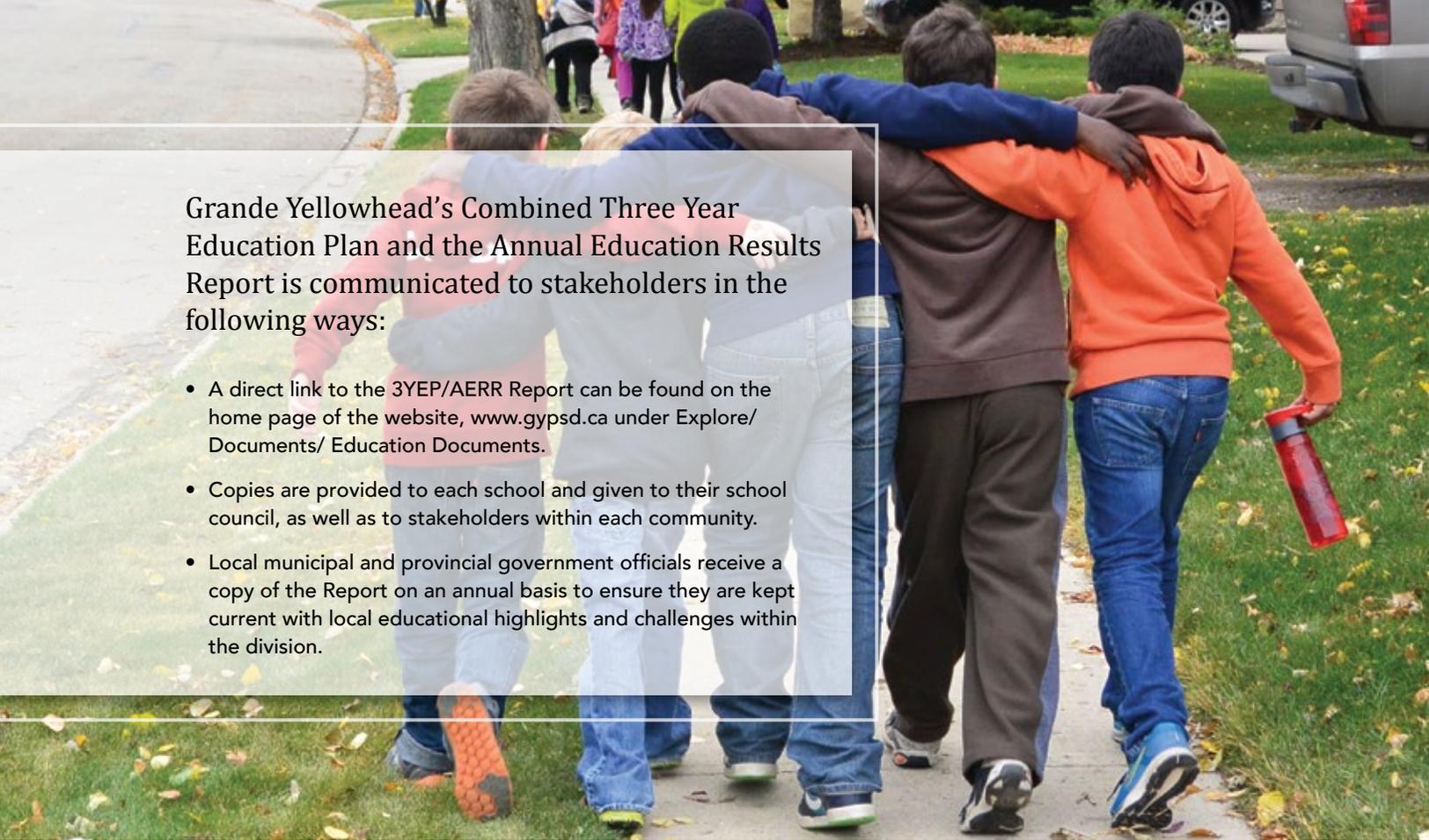


Serving our schools and a proud part of our communities.

Treaty 8 Lands



Treaty 6 Lands



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 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.

TABLE OF CONTENTS

Messages from the Board Chair and Superintendent of Schools _____	2
Accountability Statement _____	3
Foundation Statements _____	5
Division Profile _____	6
Current Division Priorities _____	7
Governance _____	8
Parent Engagement _____	9
Supporting Student Success _____	10
Student Engagement _____	16
Trends _____	17
Overall Summary _____	19
Desired Outcome One and Strategies _____	23
Desired Outcome Two and Strategies _____	29
Desired Outcome Three and Strategies _____	31
Desired Outcome Four and Strategies _____	35
Financial Summary _____	38
Capital & Facilities Planning _____	41
Communications Plan _____	42

Questions?

For additional information about Grande Yellowhead Public School Division's 2015-2018 Three Year Education Plan and 2014-2015 Annual Education Results Report, Capital Plan or Budget, please contact:

Brenda Rosadiuk

Board Chair
brenrosa@gypsd.ca

Cory Gray

Superintendent of Schools
corygray@gypsd.ca

3656 - 1 Avenue, Edson, AB T7E 1S8
Phone 780-723-4471 | Fax 780-723-2414
Toll Free 1-800-723-2564

Message From the Board Chair

Grande Yellowhead Public School Division No. 77 is pleased to present our 2015 – 2018 Three Year Education Plan and 2014 - 2015 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 learn at their highest levels. Through ongoing stakeholder engagement and detailed analysis of available information, the division continues to move forward strategically in support of student learning.

Our division has been fortunate to build and open a beautiful new school in Jasper this past school year. We are moving forward with a full modernization of Grande Cache Community High School during the 2015 – 2016 school year, as well as the design phase of a new elementary school in Edson. These are just a few of the many initiatives that are part of our three year education plan and we look forward to working with parents, staff and students to ensure all of our students find success. Recognizing the need to be mindful and diligent when making decisions and program planning, as trustees we work together with division administrators, school administrators, staff, students and parents to be responsive to identified needs while ensuring fiscal responsibility.

We continue to honor our division's three priority focus areas of improving student learning, building leadership capacity and succession planning, and improving communications. Our commitment to ensuring inclusive 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 together.

On behalf of the Board of Trustees, I would like to recognize our schools for their continued dedication to our student-centered learning organization that will allow us to prepare our students for their future.

Brenda Rosadiuk
Board Chair

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 our guiding statement when we make decisions, set direction and interact with colleagues and students. We CREATE positive relationships in welcoming, caring, respectful and safe learning environments where students belong and are willing to take risks, speak out and determine their own learning. Our students ACHIEVE through the ongoing use of strong, effective teaching practices and the utilization of a continuum of supports and services. We all SUCCEED when we work collaboratively, honor relationships and recognize talents to ensure each student achieves.

We are very proud of our involvement in programs and initiatives such as High School Redesign, Dual Credit Courses, Registered Apprenticeship Programs and Work Experience which provide our students with numerous different pathways for individual success. With a concerted effort to raise awareness and implement the many options available, GYPSD students will find meaningful learning each day. By reviewing our practices and providing learning opportunities for a diversity of learners, we ensure success for all.

Collaboration is necessary for continuous improvement. By committing to a true engagement process with all our internal and external stakeholders, we can make a significant difference in both our students' and our schools' indicators of success. Strengthening relationships and building trust in an organization that already puts students first are 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 2015 – 2018 Three Year Education Plan for Grande Yellowhead Public School Division. We believe in 'Success For All and that All Kids are Our Kids'.

Cory Gray
Superintendent of Schools



The Board of Trustees from left to right: Ken Fate, Betsy DeClercq, Shirley Caputo, Carol DeMong, Brenda Rosadiuk, Joan Zaporosky, John Stitzenberger

ACCOUNTABLE TO OUR COMMUNITY

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 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 Management 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 2014/2015 and the Three-Year Education Plan for 2015-2018 at the Public Board Meeting on November 18, 2015.



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 18 schools, four Learning Connection Centres, approximately 4700 students and 600 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, 2015 (INCLUDING ECS)		
			English	French Immersion	Total
Edson	A.H. Dakin School	K-5	163		163
	Evergreen School	K-5	248		248
	Fulham School	K-6	81		81
	Parkland Composite High School	9-12	439	29	468
	École Pine Grove School	6-8	289	40	329
	École Westhaven School	K-5	177	147	324
Grande Cache	Grande Cache Community High School	K-8 Christian Program	82		292
		9-12	210		
	Sheldon Coates School	K-3	169		169
	Summitview School	4-8	220		220
Hinton	Crescent Valley School	K-7	339		339
	Harry Collinge High School	8-12	341	51	392
	École Mountain View School	K-7	173	264	437
Jasper	Jasper Elementary School	K-6	96	121	217
	Jasper Jr./Sr. High School	7-12	129	96	225
Lobstick	Evansview School	K-6	132		132
	Grand Trunk High School	7-12	147.5		147.5
	Niton Central School	K-9	153		153
	Wildwood School	K-9	124		124
The Learning Connection (students not enrolled at other sites)	Edson & Area	4-12	108		108
	Evansburg	9-12	38.5		38.5
	Grande Cache	9-12	7		7
	Hinton/Jasper	8-12	90		90

CURRENT DIVISION PRIORITIES

Improving

STUDENT LEARNING

- Ensure welcoming, caring, safe and respectful 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

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

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 six 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
- Student voice

As aligned with Alberta Education

Inspiring Education - <http://inspiring.education.alberta.ca/>

Ministerial Order #001/2013 - http://education.alberta.ca/media/6951645/skmbt_c36413050707450.pdf

Inclusive Education - <https://education.alberta.ca/admin/supportingstudent.aspx>

Curriculum Redesign - <https://education.alberta.ca/department/ipr/curriculum.aspx>

Learning and Technology Policy Framework - <https://education.alberta.ca/admin/technology/policyframework/>

High School Redesign - <https://ideas.education.alberta.ca/hsc/redesigning/>

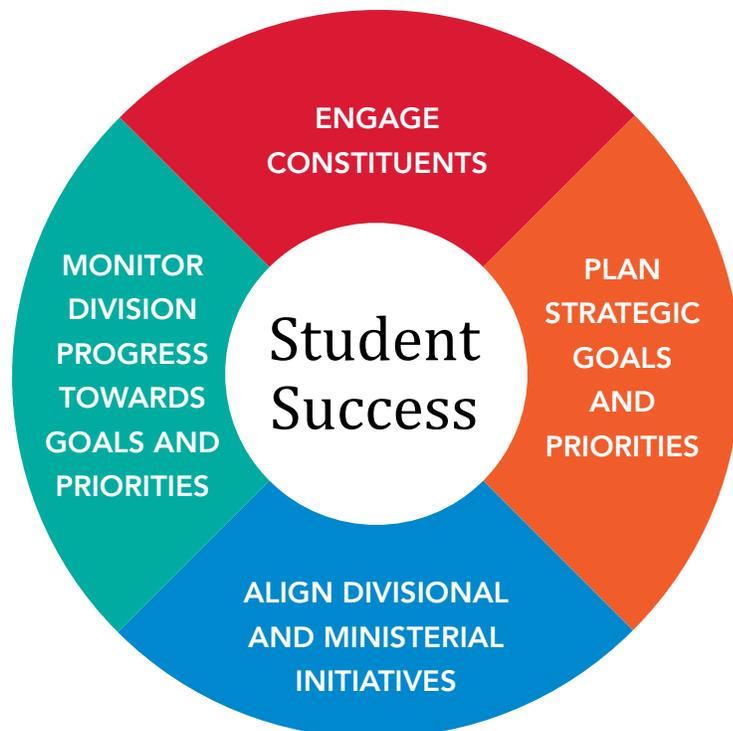
Career and Technology Foundations - <https://education.alberta.ca/teachers/program/ctf.aspx>

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 impacts their child's achievement in school. Parent engagement builds relationships between school, home and community to greatly improve communication between all stakeholders. GYPSED schools work diligently to create open and friendly environments where parents are welcome to ask questions, express concerns, participate in school activities and actively engage in school councils.

School councils meet regularly at each school to participate in school discussions involving challenges, and learning initiatives. School councils also review school accountability and achievement information and are encouraged to collaborate with school planning and reporting.

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

The board continues to be dedicated to seeking alternate methods to best communicate with parents and other external partners and organizations. Board meetings are held in various communities throughout the year, inviting public participation and encouraging parent attendance on a regular basis. In the fall of 2014, GYPSED implemented the Thoughtexchange process to parents and staff as another tool to access, record and reach out to public voice about matters of importance to a learning organization. During the 2015- 2016 school year, GYPSED will once again reach out to parents through the Thoughtexchange process.

SUPPORTING STUDENT SUCCESS



Inclusive Learning—Success for All, All Kids Are Our Kids

Grande Yellowhead has celebrated a long history of inclusive education. We believe in supporting every student to reach high levels of learning and success. We recognize that our world is changing and that to meet the needs of our students, we need to change too. In 2014-15, we conducted a review of inclusive education in Grande Yellowhead to clarify our shared understanding and vision of inclusion and how to realize this vision.

Based on our vision for inclusive learning in GYPSD as “Success for All, All Kids Are Our Kids,” a new learning framework has been developed. One key principle under this framework focuses on supporting the importance of collective responsibility. All staff play a role in supporting every learner. This principle requires a commitment to individual responsibility within a supported network.

A second focus is by providing concentrated instruction, that is research-based, personalized and occurs within a universally designed learning environment, staff differentiates instruction and leverages technology to support learning. Gathering relevant data and reflecting on assessment, staff respond to student needs and strengthen pedagogy within professional learning communities. This systematic process ensures that every student will receive the time and support they need to be successful in their learning.

Guided by the question, “How do we get every student there?”, our division’s ultimate goal is that they are successful regardless of which community our students live in, or which class they are assigned. GYPSD’s Pyramid Response to Intervention strategies are built upon these essential guiding principles.

School-based teams consisting of classroom teachers, administration, learning support teachers, educational assistants and Family School Liaison Counsellors, work collaboratively to identify students’ strengths and areas for growth. Then the universal, targeted, individual or specialized supports and services that are required will be accessed as needed.

For the 2015-16 school year, we have created a School Linked Team consisting of a speech language pathologist, an occupational therapist, a technology lead teacher, an early learning lead teacher and an emotional/ behavioral lead teacher who will provide a continuum of enhanced supports. This team also works in collaboration with our three Regional Collaborative Service Delivery initiatives.

Literacy

GYPSD trustees are strong supporters of literacy initiatives. This support is reflected in the achievement results for English Language Arts in the division. To facilitate literacy instruction, all schools receive specific funding to support a literacy lead teacher. Levelled Literacy Intervention is offered in all elementary schools by trained, certificated staff.

A community literacy coalition is also in place in all five of the GYPSD’s zones and these community partners work with the division to plan and implement cross-agency literacy initiatives throughout the year. These literacy events and programs are products of the vibrant community literacy plans that are in place.

In the coming school year, plans are in motion to support inquiry learning from a language arts perspective as well as to support the implementation of literacy benchmarks and a cohesive adolescent literacy strategy. The division is fortunate to have a cadre of highly skilled and enthusiastic literacy leaders who share their knowledge and skills with their peers to embed and enhance literacy across GYPSD

Extended Kindergarten Programming

Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. (Kindergarten Program Statement, Alberta Education, 2008).

Grande Yellowhead continues to provide additional funding to support an extended kindergarten program which provides children with the opportunity to develop the foundational skills and knowledge that are required to be successful during the first year of formal schooling and throughout lifelong learning endeavors. Early childhood is a significant period in human development.

The Early Years Evaluation (EYE) assessment is administered in the fall and then again in the spring, to ascertain the areas of strengths and needs for incoming students. 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.

Regional Collaborative Service Delivery (RCSD)

Since 2012, a cross-ministry initiative of Human Services, Education and Health Services has put into place a framework of resources to provide a continuum of enhanced supports and services for children, youth and their families. GYPSD covers a large geographic region and therefore falls into three different RCSD zones.

Working with the regional leadership team in each zone, GYPSD has supported the development and implementation of the RCSD strategic plan for each area. The children and youth in our schools are benefiting from this new approach that focuses on the collective impact of the three ministries.

Leveraging Technology for Learning

GYPSD is guided by the Learning and Technology Policy Framework to ensure learning is student centered, personalized, and authentic. The framework values leadership, research and innovation, and professional learning 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.

We have a proud history of ensuring that strong technological supports are available in our schools and continue to be committed to getting the current technology into the hands of our students. From computers and Smart Boards, to iPads and tablets, GYPSD has been at the forefront of using technology to support student learning. Regardless of the device or the platform that is being used, it is always about how the technology can support the students in meeting the curricular outcomes.

GYPSD is implementing the Collaborative Response Model which ensures that all students learn at high levels. This model is based on universally designed learning environments with access to technology at all levels. Many technologies are used as tools to enhance the digital learning environments in classrooms throughout our schools. These technologies enable students to meet the curricular outcomes in the most effective way possible. The 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 technologies. Opportunities to video conference and utilize collaborative tools such as Office 365 means that there are fewer barriers and more opportunities to be creative when meeting learning outcomes.

Where are we going in the near future? GYPSD classrooms are shifting towards a stronger student-centered educational

focus enhanced by cross-curricular competencies. We will continue to use technology tools to enhance instructional and assessment practices that will be used to fully support the creation and sharing of knowledge.

Global Networking

Global networking serves the students and staff of Grande Yellowhead Public School Division in a number of capacities to extend a 'window to the world'. This is accomplished through the use of virtual meetings, teacher professional development and unique course delivery using a variety of innovative delivery methods. Drawing on this knowledge base of external expertise assists our students 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 actively engaging all students in their learning, the division offers a broad range of enhanced programming. These include dual credit opportunities working in partnership with a number of community stakeholders who greatly assist with our students' post-secondary transitions and the world of work. Other opportunities include a variety of video conferencing and programs offered from around the world, and participation in locally developed sessions such as an environmental science course which recently had students travel to Nepal to work with the community.

In order to ensure the continued success of its Career and Technology Studies (CTS) programs, GYPSD has formed collaborative partnerships with representatives from the Province's Apprenticeship and Industry Training and Careers: The Next Generation programs, as well as from Grande Prairie Regional College (GPRC). Working together, our students and the community will have the best access to industry standard equipment, training, and opportunities to enter the world of work, transition into trades, and choose a variety of possible career paths. This exciting new initiative is scheduled for implementation in the fall of 2016. In addition, GYPSD, GPRC, and Shell Canada Inc. have signed

a memorandum of agreement to provide high school students with dual credit opportunities. During the 2014-2015 school year, five students successfully completed six college level courses, in a variety of areas, while still in high school. Students received CTS credits towards their high school transcript upon full completion of the courses while also receiving three credits per course at the post-secondary level. This opportunity supports high school students with transitioning from high school to post-secondary by allowing students to experience first-hand what it is like to be in a college course, achieve their high school graduation and provides a great start to their chosen career path.

GYPSPD also works closely with Parks Canada staff in Jasper National Park at the Palisades Centre who partnered in the development and implementation of realigned locally developed courses in Stewardship of Protected Lands, Winter Travel, and Water Experience. Over 170 students participated in these locally developed courses over the last school year.

Family School Liaison Counsellors (FSLCs)

Family School Liaison Counsellors intentionally work to support students, staff and parents in addressing the emergent academic, emotional and behavioral challenges that students experience in their respective learning programs and in their relationships at school, at home and in the community. FSL Counsellors are available to provide immediate and professional crisis response and crisis management in all GYPSPD schools.

The goals of the FSL counselling program are such that every student feels a sense of belonging to the school and ownership of their education; that every student feels the power of mastery in their education; that every student learns the rewards of education and is generous and eager to share and finally that every student has the strength and knowledge to be independent. This year we have moved forward with training and support to incorporate the Circle of Courage methodology in the work we do with kids. For more information on this program, please see the attached link. <https://www.reclaiming.com/content/about-circle-of-courage>

Counsellors provide 1:1 confidential counseling for students whose lives are impacted by trauma, abuse, domestic violence, drugs and alcohol related difficulties, grief and loss and more. They are fully trained to assess suicide risk or threats and risks of safety towards others.

Parents/guardians and families are vital to the success of our students and FSL Counsellors strive to work together with them to reduce stress and develop healthy problem solving skills.



First Nations, Métis, and Inuit (FNMI) Education

We continue to offer in-depth and very successful FNMI education programming to students residing within the division. Our program continues to focus on improving high school completion rates and successful transition rates, and to raise the achievement levels for all of our FNMI students by focusing on student well-being, and increasing opportunities within their communities to move into post-secondary education and the world of work.

The breadth of our programming for FNMI students includes the varied instructional supports offered under the umbrella of those identified under the Pyramid Response to Interventions, Cree Language and Culture Programs, Cree Culture Clubs (offered after school), the Eagle Feather Graduation program, and several dual credit opportunities. We are also proud to announce that one of our FNMI students recently scored honors in two college level courses completed through our dual credit program. This program has helped her transition from high school to Grande Prairie Regional College in the field of nursing.

We continue to offer the Oskâyak Youth Camp for FNMI students, and hosting in partnership with the Edmonton Regional Learning Consortium, the provincial FNMI Teacher Camp. Both camps are held annually at the Palisades Centre in Jasper National Park and are well attended.

This past year, the division focused on increasing the engagement of their FNMI parents and communities. We strengthened existing partnerships with the Edson Friendship Centre by having our Learning Services Supervisor of FNMI become a board member at the Centre. Collaboration on projects and establishing meaningful relationships with the FNMI community enables GYPSD to better meet the needs of FNMI students and their families. Operating from a strength based perspective helps to build empowerment for our students to be successful. Elders who reside in the division are more receptive to working within our schools: the Aseniwuche Winewak Nation of Canada works in collaboration with our schools in Grande Cache, and new relationships with parents of FNMI students continue to be sought in support of student learning. We have had great community feedback on the positive changes that GYPSD has implemented and the increased supports for FNMI students, and appreciation on the school division's efforts to support their children.

Embracing the holistic foundations of FNMI student education, efforts have been made to increase FNMI student identification with the schools they attend. For the coming school year, GYPSD will continue to strengthen parent and community engagement by nurturing community partnerships, and by creating welcoming, safe, caring, and culturally respectful learning environments within each school.



Fostering Student Well-Being

GYPSED has grown significantly in the area of health and wellness over the past school year including the development of a new policy which provides a more global focus within each of our schools. 100% of schools within the division have submitted school action plans centered around fostering positive mental health and relationships, nutrition and healthy eating, and physical activity and wellbeing within their school community. To support students, parents, teachers and other community stakeholders, a health and wellness page on our website was also implemented to ensure that everyone has easy access to resources that supports us in establishing healthy learning environments across our division. We are confident that our health and wellness initiatives will instill in our students resiliency, self-efficacy, and critical thinking skills that will empower them for a lifetime.

Bringing Empowered Students Together (B.E.S.T.)

We are proud to be one of 37 Mental Health Capacity Building in Schools Initiatives across Alberta that is able to offer the Bringing Empowered Students Together (B.E.S.T.) project for its students. The B.E.S.T. project began in January 2011 and was located in Niton Central School, A.H. Dakin School in Edson and Crescent Valley School in Hinton. For the 2015-2016 school year, the team has transitioned into three new schools: Wildwood School, École Pine Grove Middle School in Edson and École Mountain View in Hinton with four full time staff members including three Success Coaches and a Project Coordinator. Led by Alberta Health Services in collaboration with Alberta Education, the project provides school-based community mental health awareness and promotion, addiction and mental illness prevention and early interventions.

Throughout the years of operation, B.E.S.T. has been successful in promoting positive mental wellness in each of the three schools seen by an increase in positive coping behaviours and a decrease in Family School Liaison Counsellor referrals. Student and parent engagement in positive recreational activities has also increased. Multiple community service providers provide their support through attending advisory meetings, volunteer hours at events, presentations and programs within the schools and continued support to the schools.

Moving forward into the next three years, the project will be emphasizing building adult capacities who work with children and youth. We will be offering workshops and professional development to school staff and community members. We will also offer supports to more schools within the school division through accessible information, resources and professional development opportunities.



Student Transportation

A significant number of our students board school buses on a daily basis. The Director of Transportation Services manages 57 bus routes transporting about 2800 students over 18,000 kilometers each day. Much care is taken to ensure that all children experience safe, reliable, timely, efficient and friendly transportation to and from their school. This is accomplished through programs like:

Skilled Professional Bus Operators

All drivers are required to attend the GYPSED school bus driver training program and continue with refresher and ongoing training to ensure they continue operating our school buses in a safe, skilled manner.

Bus Evacuation Program

All students, staff and school bus drivers practice school bus safety and evacuation procedures on an ongoing basis. The program educates everyone on basic traffic rules and school bus safety and promotes a safe environment, on and off the school bus.

Safety Procedure that Ensures No Student is Left on the Bus

School Bus drivers are required to check their school bus at the end of each trip, checking to ensure no student or their belongings have been left on the bus.

Cooperative Busing Practices

Rural divisions continue to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant impact on student transportation. The division continues to explore opportunities to maintain service levels in the face of declining ridership and cooperative bussing agreements are in place with several other boards. Cooperative bussing agreements allow one board to transport students of another board as opposed to having each board operate their own transportation system.

STUDENT ENGAGEMENT

Grande Yellowhead Public School Division (GYPSD) recognizes the importance of students being active participants in their own learning. Providing opportunities for students to reflect on what they are learning, how they are learning and how they are able to demonstrate their learning are essential in moving forward as a school division.

GYPSD schools participate in the Tell Them From Me student surveys. These surveys, along with the Alberta Education Accountability surveys, provide students with opportunity to provide feedback on their learning experiences. Utilizing the results from the Tell Them From Me surveys, students at our schools are involved in follow-up conversations and activities which respond to and engage our students with the information provided in the surveys.

GYPSD schools offer many opportunities for students to be involved in their schools including extra-curricular clubs and organizations, as well as numerous sports. Each school partners with community groups for students to participate in activities building ethical citizenship and entrepreneurial spirit. We encourage contacting your local school to find out more about school engagement opportunities and community engagement.

Moving forward, GYPSD is developing a Superintendent's Youth Council as the board recognizes and values the voices of our students. The Council will involve a diverse group of students with representatives from all of our communities. The students will have opportunities to discuss division priorities, their own learning experiences and engage in conversations with senior administration and the Board of Trustees.

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

Within the context of a rural school division and the challenges of declining enrollments, Grande Yellowhead recognizes the challenges of maintaining exemplary instruction and learning experiences that support and grow the engaged learner and the ethical citizen with an entrepreneurial spirit. 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 including High School Redesign, dual credit opportunities, off-campus programming, and curriculum redesign.

The division also recognizes the work that schools have always done as part of their programming to ensure students develop citizenship, health and wellness and social responsibility. With mental health being a focus of our health and wellness priorities, GYPSD supports students with Family School Liaison Counselors, extended kindergarten, literacy, participation in the Mental Health Project, and we have dedicated a school-linked team to support instructional programming for students within an inclusive learning environment. This becomes challenging within a fixed and declining fiscal environment.

Even within these challenges, we recognize that small schools and caring communities offer distinct advantages such as the ability to foster strong student, staff, and parent and community relationships.

Challenges of Diversity

As our communities evolve within the global, provincial and division contexts, new challenges and opportunities present themselves. We are committed to providing welcoming, caring and respectful learning environments where each student can learn at high levels. The diversity of our communities and the distance involved in networking consistently require the division to be creative and innovative in approaches to continuous growth.

It is important that we continue to support all students so they are ready in the learning environment to achieve at high levels. This requires all those working within our learning environments to have the knowledge and skills to

meet all needs, as well as to effectively work with support services within areas of mental health, emotional/behavioral, speech, occupational therapy and assistive technology. The changing dynamics of families and the fluctuating economic challenges within our communities appears to be placing greater responsibilities on our schools, increasing the need to work with all support systems. The challenges presented by the different ministries and support services requires us to always keep the student at the center of all our work. Innovative and differentiated programming is necessary to meet all challenges to learning.

Community and Parent Engagement

GYPSD Board of Trustees actively seeks out parent and community engagement through various communication strategies including community board meetings, information and conversations regarding school builds, Council of School Council sessions and staff dialogue opportunities. The division is challenged to seek new and innovative ways to engage our public thus the division will continue to explore alternate pathways for engagement. This also identifies the changing role of the Board of Trustees in the area of parent and community engagement. We also recognize the additional challenge of meeting the diverse needs of our communities and the geographical challenges particularly in the distance between communities. Ensuring community investment in public education by building, extending and maintaining partnerships at the local and provincial levels is crucial to continuing to build student success at high levels.

Student engagement

Developing our students' self-confidence and building personal pride in their learning remains a core purpose of GYPSD. The division seeks to provide a diverse offering of programs that engage children and youth which will inspire them to strive for excellence by developing their competencies and attitudes that will enable them to thrive beyond public schooling. This program diversity as well as working with our community partners to provide extended learning opportunities will instill a spirit of accomplishment in our students and a drive to succeed at whatever they determine is "in their best interests".

Combined 2015 Accountability Pillar Overall Summary

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

MEASURE CATEGORY	MEASURE CATEGORY EVALUATION	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 & Caring Schools	Acceptable	Safe & Caring	86.1	86.2	87.8	89.2	89.1	88.9	High	Declined	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	78.8	78.5	80.4	81.3	81.3	81.2	High	Declined	Acceptable
		Education Quality	86.7	85.6	87.8	89.5	89.2	89.5	Intermediate	Declined	Issue
		Drop Out Rate	2.5	3.4	2.8	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	71.9	75.5	77.8	76.4	74.9	74.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	66.3	69.1	70.5	73.0	73.1	73.9	Low	Declined	Issue
		PAT: Excellence	11.2	11.0	11.5	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	80.0	80.9	78.6	85.2	85.5	84.6	Low	Maintained	Issue
		Diploma: Excellence	10.8	11.2	11.7	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	41.2	35.5	41.5	54.9	50.5	54.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	59.4	51.5	55.2	61.2	60.9	61.3	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	51.7	49.9	48.7	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	81.1	77.3	79.6	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	77.1	77.5	80.0	83.5	83.4	83.1	Intermediate	Declined Significantly	Issue
Parental Involvement	Good	Parental Involvement	80.7	78.2	81.4	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Good	School Improvement	79.2	78.8	80.2	79.6	79.8	80.1	High	Maintained	Good

NOTES

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3) The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- 4) Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 5) Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 6) Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2015 Accountability Pillar FNMI Summary

Required for Public/Separate/Francophone School Authorities

MEASURE CATEGORY	MEASURE CATEGORY EVALUATION	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
Student Learning Opportunities	n/a	Drop Out Rate	1.3	1.6	2.4	8.0	7.8	8.4	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	55.1	78.5	70.9	46.0	43.6	42.6	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	55.0	51.8	57.6	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	7.2	2.9	5.5	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	81.4	77.9	74.6	78.3	78.4	76.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	5.4	6.1	8.6	9.4	10.1	9.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	26.4	18.8	25.6	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	46.7	31.0	42.5	31.5	33.0	34.2	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	30.3	27.5	23.2	30.3	32.1	31.5	Very Low	Maintained	Concern

NOTES

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 5) Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference

Achievement Evaluation

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

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

MEASURE	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 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 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

NOTES

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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



DESIRED OUTCOME ONE:
Every student is successful

Specific Outcome: Students achieve student learning outcomes.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.6	78.2	76.8	80.9	80.0		Low	Maintained	Issue	82.0	82.5	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.3	11.2	12.8	11.2	10.8	12.0	Low	Maintained	Issue	12.0	12.5	12.8

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	75.4	82.3	75.5	75.5	71.9		Intermediate	Declined	Issue	75.5	80.0	80.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.9	1.4	3.6	3.4	2.5	1.0	Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.1	49.4	46.7	49.9	51.7		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.9	56.9	57.2	51.5	59.4		Intermediate	Improved	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.3	46.2	42.7	35.5	41.2	45.0	Low	Maintained	Issue	50.0	55.0	60.0

COMMENTS ON RESULTS

We continue to provide high school counsellor support for scholarship application. Moving forward with the School-Linked Team and Family School Liaison Counsellor role to ensure students are more successful and ultimately stay in school. High school completion is within 5% of province 71.4-76.4, down from last year.

*Within an Inclusive Learning umbrella and expansion of opportunities with dual credit, RAP, work experience, and other targeted opportunities, students may be moving towards a 4 year high school program. As we move forward, we will observe for possible trends.

*We recognize only about half of all student are writing the math diploma. By targeting work with networking math teachers, the goal is to have more students completing high school math.

*By better meeting programming needs within the Collaborative Response Model students will have the skills to follow through with math.

NOTES

- 1) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 2) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 3) Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: Students achieve student learning outcomes.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	82.1	80.5	77.5	77.1	80.0	Intermediate	Declined Significantly	Issue	80.5	81.0	81.5
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.	79.9	81.9	79.5	77.3	81.1	81.0	High	Maintained	Good			

COMMENTS ON RESULTS

Feedback from parents, students and teachers agree that students are encouraged to do their best. Citizenship skills such as respecting each other and following rules consistently provide results of disagreement. Responses indicate that this observation is most pronounced with students in grades 7 to 12. With our health grants, GYPSD has implemented health champions in each school and for the 2015-16 school year, the work has moved toward a mental health focus. This works well in conjunction with the role of our Mental Health Capacity Building Project. Also, schools are utilizing the resources and results from Tell Them From Me surveys. The topics will address areas of concern including respect for each other.

NOTES

Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.8	71.3	71.1	69.1	66.3	73.0	Low	Declined	Issue	80.0	82.0	84.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.8	11.7	11.9	11.0	11.2	13.0	Low	Maintained	Issue	14.0	15.0	16.0

COMMENTS ON RESULTS

Trend data indicates maintaining or improving in the areas of Grade 6 and 9 english language arts, math, science and social studies acceptable. Current grade 6 results show similar results to province.

Trend data for grade 9 PATs show decreasing results in english language arts, math, science, and social studies. Current grade 9 results are below province.

The division has identified a need to focus on adolescent literacy to learners. Also, we anticipate that our focus on targeting programming through Collaborative Response Model, middle school age students will be more successful learners. Learning Support Teacher time supports literacy work.



NOTES

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), Social Studies (Grades 6, 9, 9 KAE).

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

The Ministry of Education ensures that students achieve Alberta’s student learning outcomes and focus on competencies which includes critical thinking, collaboration and communication, across subject and discipline areas based on a strong foundation of literacy and numeracy. The Ministry specifically recognized First Nations, Métis, and Inuit (FNMI) student success in Desired Outcome Four.

STRATEGIES	SPECIFIC OUTCOMES			
	Academic Achievement	Active Citizenship	Lifelong Learning	Literacy and Numeracy
* Work within a Collaborative Inclusive Learning Model to support all students in academic achievement.	•		•	•
Establish and work with the Inclusive Learning Committee to guide/inform implementations of our Inclusive Learning Model.	•			
Establish school-linked district team with clear guidelines of roles and responsibilities.	•			
Define, develop and implement clear roles and responsibilities of the Learning Support Teacher.	•			•
* Provide Family School Liaison Counsellor supports within the Pyramid Response To Instruction and Intervention/Collaborative Response Model.	•			
Use the Early Years Evaluation screening test to gather kindergarten data to target gaps.				•
Utilize the Early Learning – Lead Teacher to support the Program Unit Funding/Family Support for Children with Disabilities common approach or children identified with severe disabilities requiring specialized services.				•
Establish stronger links between school and early learning/preschool service providers.				•
* Implement a school-based team (principal, learning support teacher, Family School Liaison Counsellor, and classroom teacher), an intervention team and a learning team to support academic achievement and learning in each school.	•		•	•
* Utilize resources and tools such as AimsWeb and TestOnline to provide literacy and numeracy progress monitoring data.				•
* Utilize Leveled Literacy Intervention to improve student literacy.	•			•
* Utilize differentiated instructional practices focused on project-based learning, experiential education, inquiry learning and critical thinking to increase student engagement and improve academic achievement to ensure continuity of practice in the development of key core competencies.	•	•	•	•
* Collaborate to facilitate Provincial Achievement Test Analysis (specifically in area of social/ math).	•			•
* Work with schools and facilitate learning opportunities with a focus on adolescent literacy strategies.	•		•	•
* Explore literacy resources that are applicable to middle school and high school students. Implement strategies that focus on reading to learn in all content areas.	•			•
Explore and evaluate opportunities for levelled numeracy interventions.	•			•
Pilot a variety of numeracy development tools.	•			•
* Collaborate with high schools to effectively incorporate dual credit opportunities to support student learning.		•	•	
Continue to collaborate with and support high schools within the principles of High School Redesign.	•	•	•	

DESIRED OUTCOME ONE

continued from previous page

STRATEGIES	SPECIFIC OUTCOMES			
	Academic Achievement	Active Citizenship	Lifelong Learning	Literacy and Numeracy
Develop the strategies of a division technology plan that aligns with the Learning and Technology Policy Framework by Supervisor of Technology and the Education Technology Lead Teacher working together.	•		•	
Leverage technology and cloud-based tools (ie. Office 365) to support the learning of students and encourage/support innovation and creation of new knowledge.	•	•	•	
* Develop Superintendent 's Youth Council.		•		
Continue in Tell Them From Me (TTFM) surveys in all GYPSD schools (Gr. 4-12).	•		•	
Support schools in the utilization of the student engagement resources provided by TTFM student surveys.		•		
Improve utilization of high school counsellor support for programming through the Collaborative Response Model.	•		•	

*Strategies marked with an asterisk indicate direct alignment to areas of "issue" or "concern".





**DESIRED OUTCOME TWO:
Alberta has quality teaching and school leadership**

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	82.7	81.4	81.5	78.5	78.8	81.5	High	Declined	Acceptable			

COMMENTS ON RESULTS

Offering a broad range of programming in a small rural school division has many challenges. In the context of the world of media and access to large centers, it may be perceived that small rural schools can and should offer many choices. Our reality involves challenges of access to expertise and retaining specialty area teachers. Overall, parents and teachers are satisfied with the variety of programs available. Students are somewhat less satisfied. A shift in the role of an education technology lead teacher during 2015-16 school year will explore accessing a wide variety of learning experiences utilizing cloud-based tools, video conferencing and assistive technology.

NOTES

Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

DESIRED OUTCOME TWO

The Ministry sustains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students learn, and that effective learning and teaching are achieved through collaborative leadership.

STRATEGIES	SPECIFIC OUTCOMES		
	Teacher Professional Growth	Collaborative Leadership	Effective Learning and Teaching
Support administrators and teachers as they implement the Collaborative Response Model Framework to enhance the Pyramid Response to Instruction and Intervention.		•	•
Ensure RCSD supports enhance teacher capacity in helping students learn.			•
Schedule regular Learning Services visits to school communities to support implementation of appropriate instructional practices, innovative projects, planning and alignment of programs of study within an inclusive learning environment.	•		•
Provide appropriate professional development for learning support teachers in supporting the School-Based Team, Universal and Tier 2 and Tier Instructional and Intervention Strategies (Functional Behaviour Assessments, consulting in schools, Collaborative Response Model coaching).	•		
Facilitate learning opportunities for Division Leadership Team through coaching, networking, and project planning.		•	
Continue the Division Leadership Team planning committee with a focused approach as a professional learning network.		•	
Encourage and support opportunities for teachers to attend focused professional development/collaborative dialogue and networking aligned with Grande Yellowhead Public School Division's priority areas (social studies and mathematics).	•		•
Provide project-based learning professional development opportunities.	•		
Continue the New Teacher Orientation and Mentorship programs to provide support for new teachers to collaborate and purposefully plan instruction and to support student needs.		•	
Continue Leadership Academy.		•	
Continue Leadership Symposium and Staff Institute Days.		•	
Support Bachelor of Education students with authentic teacher practicum experiences.	•		
Continue to support network opportunities for assistant principals.		•	
Continue to provide Violence Threat Risk Assessment Level 2 training.	•	•	
Continue to provide opportunities for high school counsellors to strengthen collaborative networks.	•	•	
Support teachers with curriculum enhancement through the use of video conferencing, cloud-based and other technology tools.			•
Collaborate with GYPSD leadership to focus on the use of data to improve student learning.		•	
Be responsive to school needs by providing professional development in universal and targeted intervention and instructional strategies by the School-Linked Team (Early Learning Lead Teacher, Emotional/Behavioural Lead Teacher, Educational Technology Lead Teacher, Speech-Language Pathologist, Occupational Therapist).	•		•

DESIRED OUTCOME THREE:

Alberta's education system is governed effectively



Specific Outcome: The education system demonstrates collaboration and engagement.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.4	83.1	82.7	78.2	80.7		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.9	89.3	88.6	85.6	86.7	88.0	Intermediate	Declined	Issue	88.0	89.0	90.0

COMMENTS ON RESULTS

Generally, parents and teachers are satisfied with parental involvement in decision-making at the school. One challenge is engagement of parents in the survey. Numbers of participants are low in grades 4-6 and continue to decline in 7-9 and then again through 10-12. Moving forward, a particular focus is on parent engagement.

Generally, parents, teachers and students are satisfied with the quality of education in our schools. When looking at the information provided by the surveys, the area of concern for parents and students is in the area of school work is interesting and challenging. GYPSD uses an inclusive model that focuses on knowing student needs and challenges well applies to all students. This requires us to work on higher levels of thinking (inquiry) and student engagement. Parent and community engagement is a priority as we move forward in GYPSD with some specific work in the areas of enhancing effectiveness of school councils.

NOTES

Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	88.9	88.8	88.4	86.2	86.1		High	Declined	Acceptable			
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.	81.0	81.1	80.7	78.8	79.2		High	Maintained	Good			

COMMENTS ON RESULTS

With an overall improvement decline in the measure of caring, respect and treated fairly by others, it is important to consider a breakdown of the survey question. Teachers overall show strong agreement to caring and respect. Parent survey results indicate uncertainty about how students treat each other at school. Students in grades 4-6 indicate strongly that teachers care about them but have lower indicators for how other students treat them. There is some concern for grade 7-12 students treating each other well. Generally students feel adults in the school are caring. Across grades 4-12, our students positively indicate feeling safe to and from school.

For the indicator regarding school improvement, students indicate less satisfaction with this measure. Overall, we have a good accountability rate. The moving forward work with TTFM resources and follow-up as well as engaging students in conversations both at the school and division levels will assist us in a better understanding of student pride in their schools.

NOTES

Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

To maintain Albertans’ confidence, the Ministry ensures that the education system demonstrates collaboration and engagement with students, academics, not-for-profit agencies, employers, Aboriginal communities and the public. Students and communities have access to safe and healthy learning environments.

STRATEGIES	SPECIFIC OUTCOMES		
	Collaboration of stakeholders	Engagement of Stakeholders	Welcoming, Caring, Respectful and Safe Learning Environments
Develop and enhance school infrastructure in collaboration with Alberta Government and community partners.	•		
Access the Mental Health Capacity Building Project: Building Empowered Student Together (BEST) to support healthy choices and awareness of mental health.	•		•
* Provide extended kindergarten program.			•
* Dedicate funds to support literacy programming.		•	
Continue Tell Them From Me Surveys in all GYPSD schools (Grades 4-12).		•	
Establish a process to access student voice that includes focus groups, Superintendent’s Youth Council and student symposium.		•	
Explore ways to enhance parent engagement within the division (such as community conversations).		•	
* Explore and implement ways to enhance active school council participation and celebrate parent engagement in our schools.	•	•	
Utilize the Thoughtexchange process to gather ongoing parent and teacher input regarding our schools. Celebrate the positive impacts.		•	
Continue to hold regular Public Board meetings in various communities in order to provide opportunities for students and community members to see local government in action.		•	

continued from previous page

STRATEGIES	SPECIFIC OUTCOMES		
	Collaboration of stakeholders	Engagement of Stakeholders	Welcoming, Caring, Respectful and Safe Learning Environments
Continue to engage the public on school, division, and provincial education events and initiatives through social media. Continue to develop the division’s website effectiveness and efficiency.		•	
Continue the division’s work with such programs as international students, international field trips, Palisades and Marmot Learning Center projects and partnerships with other school divisions. (i.e. Canadian Rockies Public Schools)	•		
Gather information regarding how our parents/community are involved with our schools.		•	
*Continue to enhance Healthy Schools initiatives in all schools.			•
Support Health Champions in all schools who promotes health and wellness with all staff and students.			•
*Actively participate in the Violent Threat Risk Assessment community process and protocol.	•	•	
*Follow-up with the recommendations of the Inclusive Education Review 2014-2015.		•	
*Continue to collaborate with regional municipalities and other community organizations to reduce bullying, violence and promote a safe learning environment.	•	•	
*Provide support for students for healthy living within a digital world through professional development opportunities and collaboration among division schools.		•	
*Implement and support school-linked teams to collaborate with the school based teams in support of students.	•	•	

*Strategies marked with an asterix indicate direct alignment to areas of "issue" or "concern".





**Desired Outcome Four:
FIRST NATIONS, MÉTIS AND INUIT
STUDENTS ARE SUCCESSFUL**

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

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	58.4	62.7	58.3	51.8	55.0	60.0	Very Low	Maintained	Concern	60.0	65.0	68.0
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).	4.0	5.6	7.9	2.9	7.2	6.0*	Very Low	Maintained	Concern	6.5	7.5	8.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.9	71.7	74.3	77.9	81.4	78.0	Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	5.1	10.8	8.9	6.1	5.4	9.0	Very Low	Maintained	Concern	9.0	9.5	10.0

DESIRED OUTCOME FOUR

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	51.0	70.6	63.5	78.5	55.1	63.8	Very Low	Declined	Concern	64.0	64.5	65.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	3.0	2.8	1.6	1.3	3.0	Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	29.4	20.2	21.9	27.5	30.3	22.1	Very Low	Maintained	Concern	32.0	34.0	35.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	31.3	46.7	50.0	31.0	46.7	50.2	Low	Maintained	Issue	51.0	52.0	53.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	13.7	24.9	33.0	18.8	26.4	33.2	Very Low	Maintained	Concern	30.0	35.0	40.0

COMMENTS ON RESULTS

Even though the data for FNMI indicates some concern in many areas, we must recognize in many of these areas, GYPSD achievement data is well above province. The areas of acceptable standard above province include ELA 6, Math 6, ELA 9, Math 9, and Science 9. Areas of achievement of excellence which indicate above province results are Social Studies 6, ELA 9, Science 9 and Social Studies 9. A challenge in particular for acceptable standard achievement which indicates below province is in Social Studies 6 and 9. This aligns with GYPSD overall student achievement.

High school completion for self-identified FNMI students is above province. When looking at this rate in 4 or 5 year completion, a significant improved rate is noted.

Current results show GYPSD better than province for drop-out rate.

Students eligible for a Rutherford scholarship are also above province, however, it is also an area that shows consistency. Continued work in this area will be a focus.

Transition rates indicate consistency with the province. With our work in the area of inclusive learning to improve instructional programming and academic achievement overall, we will better support the strengths and challenges of our FNMI population.

Even though the results for the self-identified FNMI students for writing 4 or more Diplomas is above province, it is noted that this measure requires additional ongoing focus for improvement.

NOTES

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 4) Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 5) Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

The Ministry supports the education system in eliminating the achievement gap between First Nations, Métis and Inuit students and all other students.

STRATEGIES	SPECIFIC OUTCOMES				
	Academic Achievement	Active Citizenship	Lifelong Learning	Literacy and Numeracy	Engagement of FNMI Stakeholders
Work collaboratively to incorporate First Nation Métis Inuit culture and ways of knowing, Elders, family members into strategies when First Nation Métis Inuit students are involved.	•				•
Continue the program 'Elders in Schools'.		•	•		•
Support for Family School Liaison Counsellors/administration around cultural norms for First Nation Métis Inuit families.		•	•		•
* Utilize the Family School Liaison Counsellors to meet the needs of First Nation Métis Inuit students in a culturally responsive way.	•			•	•
Continue to advocate for First Nation Métis Inuit self-identification.					•
* Connect to First Nation Métis Inuit community to provide perspectives of the current cultural reality. Look at what the First Nation Métis Inuit community self identifies as the barriers to achievement.	•		•		•
* Build on teacher knowledge in First Nation Métis Inuit pedagogy and world views.	•		•		
* Use cultural connections to engage parents and staff in the support of student achievement.	•	•			•
Provide Cree Language instruction at high school level via dual credit opportunities.				•	
Collaborate with First Nation Métis Inuit parents and community to better connect them to schools.	•				•
Ensure First Nation Métis Inuit parent voice is included in advisory groups and community engagement nights.					•
Present eagle feathers at graduation for First Nation Métis Inuit students.	•	•	•		•
Create safe and caring learning environments that embed First Nation Métis Inuit culture within each school (i.e.: signage to welcome First Nation Métis Inuit culture at each school's entrance).		•			•

*Strategies marked with an asterisk indicate direct alignment to areas of "issue" or "concern".

FINANCIAL

* Financial Summary for the 2014-2015 School Year will be available and posted to the website in early December 2015.

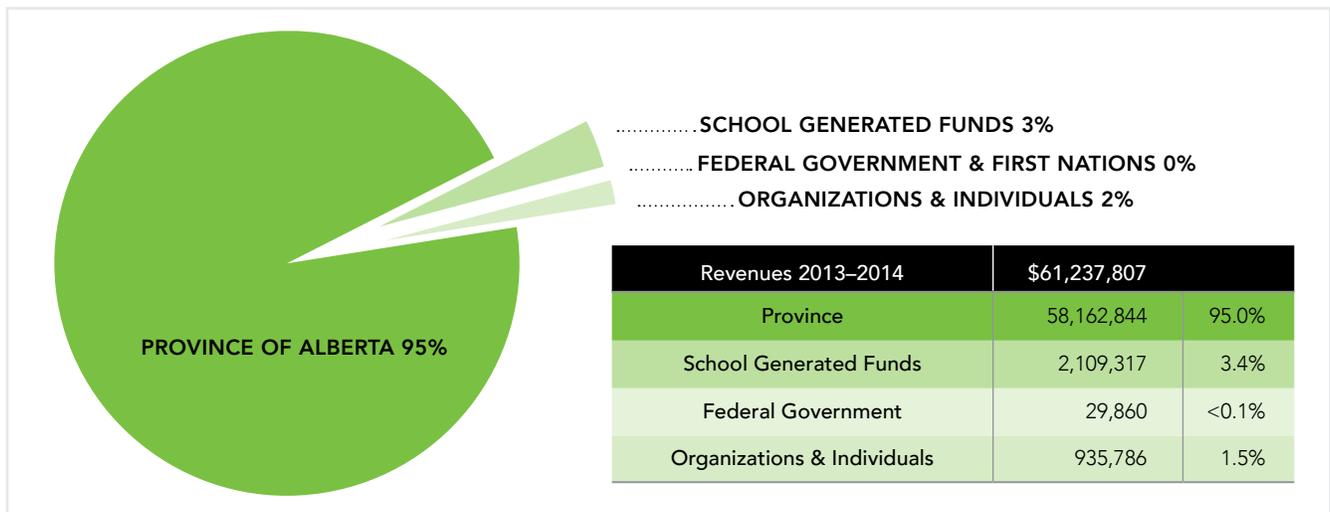
Financial Summary for the 2013-2014 School Year

GYPSD's revenues exceeded expenses for the 2013 – 2014, resulting in a surplus of \$442,691. Actual revenues exceeded budgeted revenues, however expenditures were not as high as budgeted for.

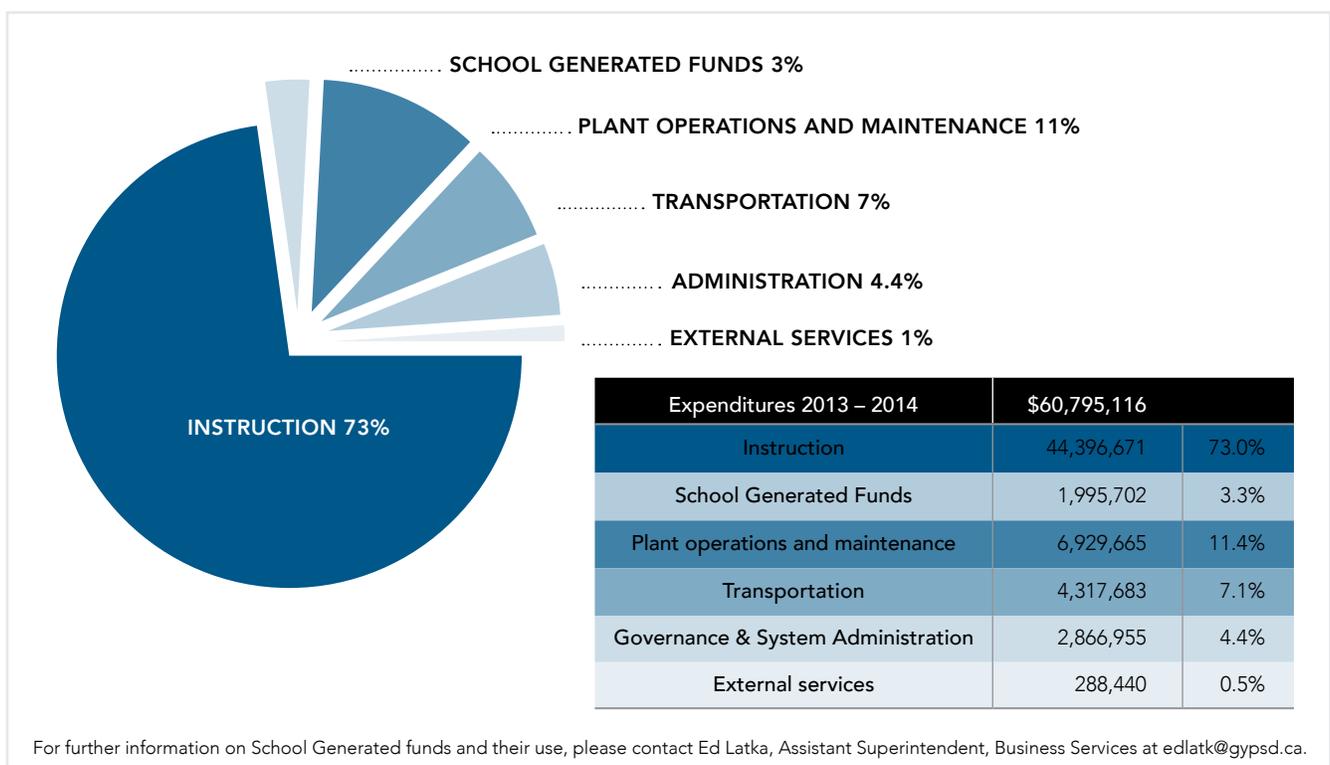
Electronic copies of all Grande Yellowhead Public School Division's Audited Financial Statements are available on the division's documents section of our [website](#), under Explore/ Documents/ Financial Documents.

Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564.

Revenues 2013–2014



Expenditures by Program 2013–2014



BUDGET SUMMARY

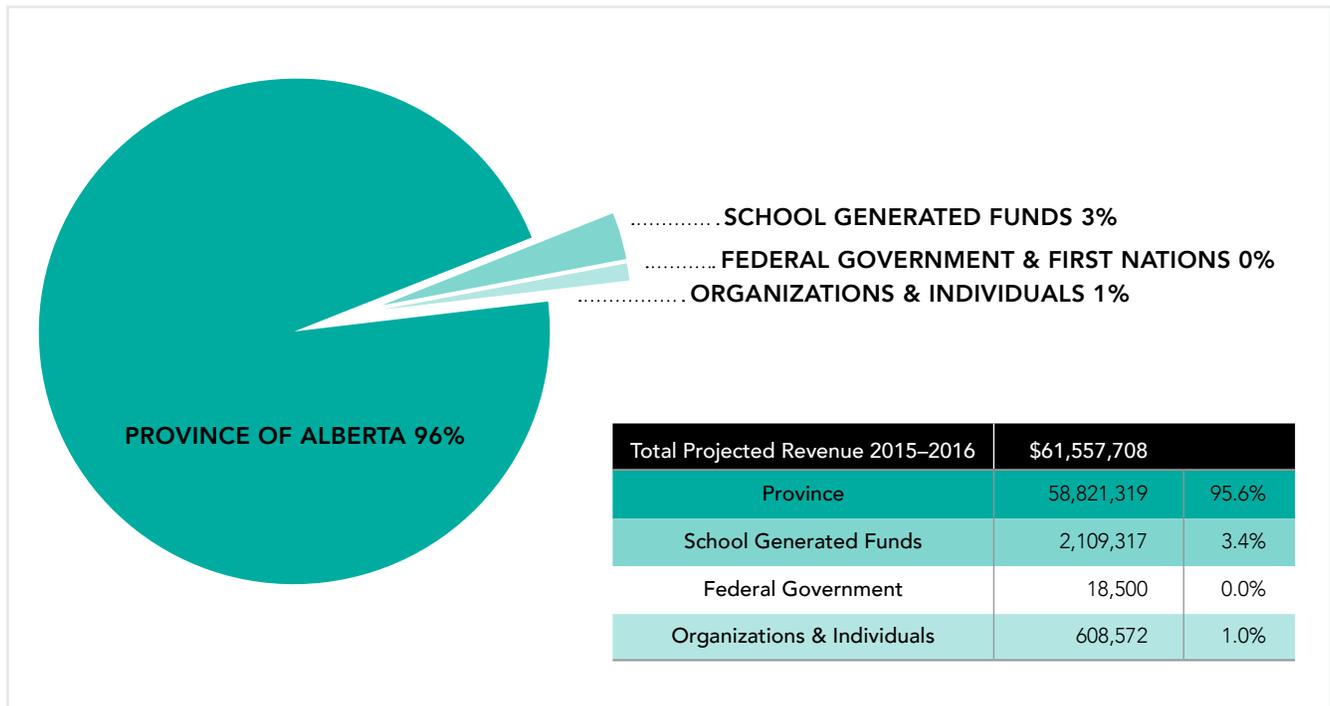
The Board approved the 2015-2016 budget with a deficit of \$1,023,951. The Division employs a decentralized budgeting approach which distributes the majority of funding to schools and departments to meet the goals and outcomes of the Division. Funds held centrally are to either meet contractual obligations, mitigate costs to any particular site, achieve an economy of scale centrally or reallocated based on student need.

BUDGET HIGHLIGHTS, PLANS AND ASSUMPTIONS

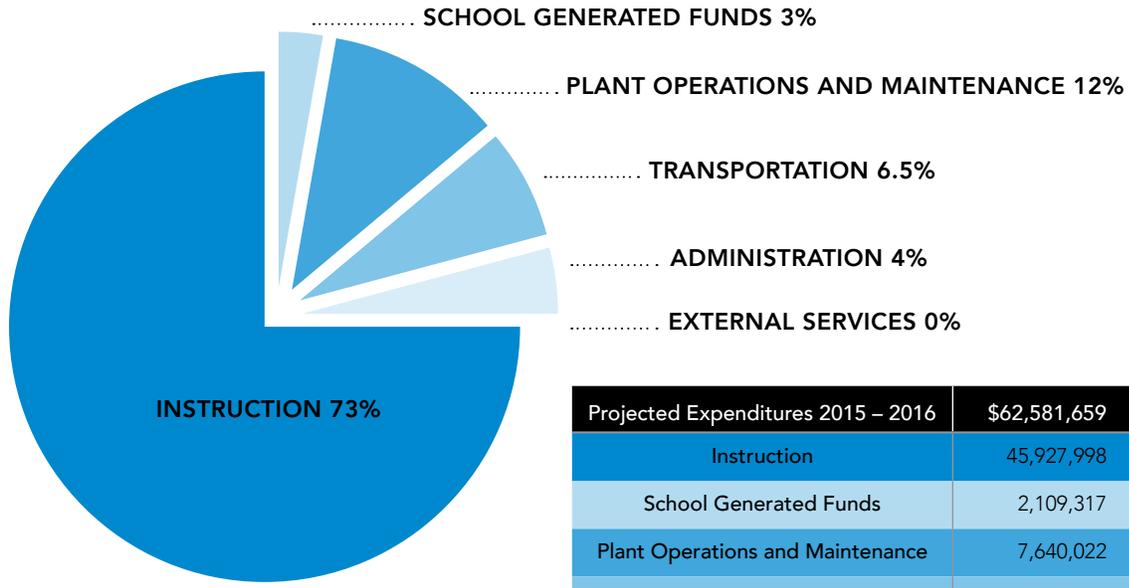
- Standard cost of a teacher \$100,000 (including salary and benefit premiums) ; Standard cost of school-based support staff \$29.99 per hour (including salary and benefit premiums).
- No increase in Instructional Material Fees or Transportation Fees.
- Use of \$1,034,000 in capital reserves continue to support technology evergreening and fleet replacement
- Utilization of \$1,024,000 of Unrestricted Net Assets

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 2015 – 2016

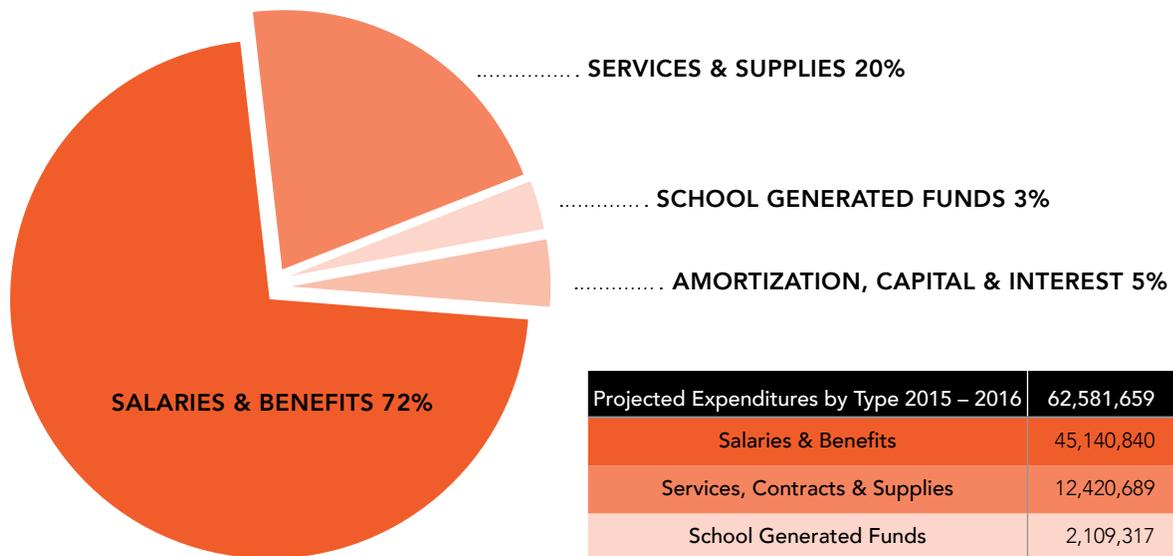


Projected Expenditures 2015–2016



Projected Expenditures 2015 – 2016		\$62,581,659
Instruction	45,927,998	73.4%
School Generated Funds	2,109,317	3.4%
Plant Operations and Maintenance	7,640,022	12.2%
Transportation	4,087,859	6.5%
Administration	2,644,463	4.2%
External Services	172,000	0.3%

Projected Expenditures by Type 2015 – 2016



Projected Expenditures by Type 2015 – 2016		62,581,659
Salaries & Benefits	45,140,840	72.1%
Services, Contracts & Supplies	12,420,689	19.8%
School Generated Funds	2,109,317	3.4%
Amortization, Capital & Interest	2,911,173	4.7%

CAPITAL AND FACILITIES PROJECTS

All scheduled Infrastructure Maintenance Renewal (IMR) projects for the 2014-2015 school year have been completed or are currently in progress. This includes:

- Cardlock systems in Grand Trunk High School and Evansview School in Evansburg, Fulham School, Harry Collinge High School in Hinton, Niton Central School and Jasper Junior/Senior High School.
- Roofing at Fulham, Harry Collinge, Wildwood School and Crescent Valley School in Hinton.

The modernization of Grande Cache Community High School was approved in May of 2014 and construction started the fall of 2015.

The Government has approved the replacement of AH Dakin School/ Evergreen schools in Edson and design meetings began in the fall of 2015.

A summary of Grande Yellowhead's 2015 - 2018

Three Year Capital Plan:

- Niton Central School - Upgrade the ventilation system and interior finishes. Build an enclosed rated vestibule on one stairwell from the second floor;
- Grand Trunk High School – Complete modernization of this facility;
- Summitview School – Upgrade the heating and ventilation system; and
- Wildwood School – Partial modernization of the 1963 building section.

For a copy of Grande Yellowhead's 2015 - 2018 Three- Year Capital Plan, please visit www.gypsd.ca/Facility%20Services.php

For a hard copy, please call Grande Yellowhead Public School Division at



Summary of Annual Communications' Plan

The annual GYPSD Communications Plan outlines a clear and concise framework for communicating with our school communities which is critical due to the division's cultural and geographic diversity. All communications strategies are directed at two types of school division audiences: internal stakeholders including students, teachers, staff, administration and Alberta Education; and external – parents, community members, elected officials, civic groups, media, businesses and other members of the GYPSD community.

Strengthening internal communications is a key objective of all divisional communication strategies. Success of this can be measured when staff becomes engaged in seeking information on current divisional issues and events, and are willing participants in the communications process. In partnership with stronger internal communications, GYPSD staff's support and involvement in the development and implementation of the division's Communications Plan is vital to its overall success: specifically teachers and central office staff who are highly influential sources of information for the public.

Grande Yellowhead's communications strategies also target our external stakeholders as a means to communicate the goals and objectives of our school division to maximize student achievement and success through public support of our schools. Two such methods include:

- Parental involvement in education: Grande Yellowhead believes that engaged parents will provide increased survey results which will help improve school functionality and the division as a whole. As well as GYPSD's priority, increasing, meaningful family involvement is a target of the Province of Alberta.
- Increasing community engagement: community members, organizations and businesses can help make school meaningful for students by ensuring that courses are specific and applicable to students' futures, providing work placements and bringing local expertise into schools.

Through the development and implementation of a comprehensive communications plan, Grande Yellowhead strives to efficiently meet 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, both formally and through informal channels.

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; and
- 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.

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 division will continue to focus on six overall communications strategies to improve communications with both internal and external stakeholders. Fostering stronger relationships with all key stakeholders will greatly assist the division and its schools in presenting itself accurately to the communities it serves.

The 2015-2016 Communications Plan's six strategic goals for the division and its schools are:

1. Direct Communications with Staff

We 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 and school websites, survey tools, department newsletters and increased visibility of senior administration in schools.

2. Delineate Responsibilities of Divisional and School Based Communications

We will ensure that resources and supports are in place such as individual training and assistance for representatives at the school level when promoting school events and celebrations, when preparing school communications plans, promotional materials and crisis incident protocols.

3. Use of New Media

AP 148: Social Media Guidelines was implemented for a social media platform for the division 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 its schools' sites.

4. Communications Topics and Timelines

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 determine if they are still effective and relevant for our stakeholders including the publication of the annual Community Report, divisional calendar, and other current marketing strategies.

5. Fostering Strong Public Relations

Building and maintaining strong relationships with our local media and business partners is crucial in establishing a positive media relations program to enhance the division's image on local and provincial levels. This includes accurate media coverage, one-on-one story development, sharing of timely and relevant information, special projects updates, school websites and personal customer service.

6. Student Voice

The Board of Trustees fully supports activities and events that provide opportunities to engage with students from across the division. These include participation in youth symposiums and surveys. Other avenues to encourage student engagement are also sought such as participation on a Youth Advisory Committee.

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.

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."

Grande Yellowhead Public Schools 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, 2015 has not received any reports or complaints.

Create... Achieve... Succeed! 

EDUCATION SERVICES CENTRE

3656 - 1 Avenue, Edson, AB T7E 1S8

Phone 780-723-4471 Toll Free 1-800-723-2564

Email escgypsd@gypsd.ca

GYPSD.CA

[FACEBOOK.COM/GYPSD](https://www.facebook.com/GYPSD)