

THREE YEAR
EDUCATION PLAN
2018-21

ANNUAL EDUCATION
RESULTS REPORT
2017-18

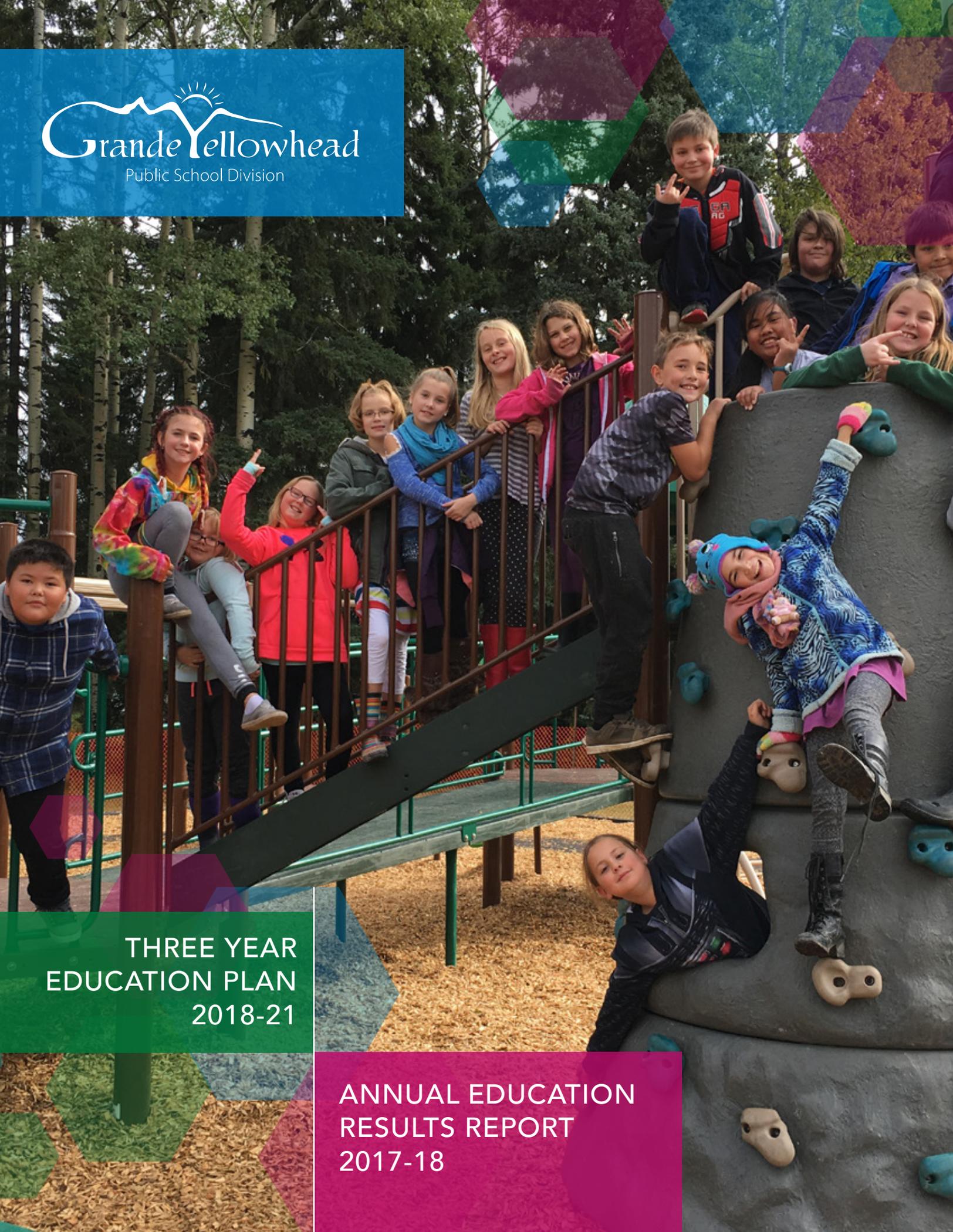
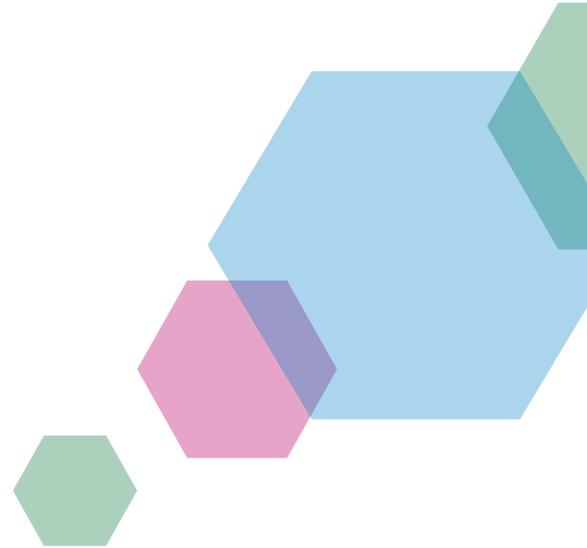


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QUESTIONS?

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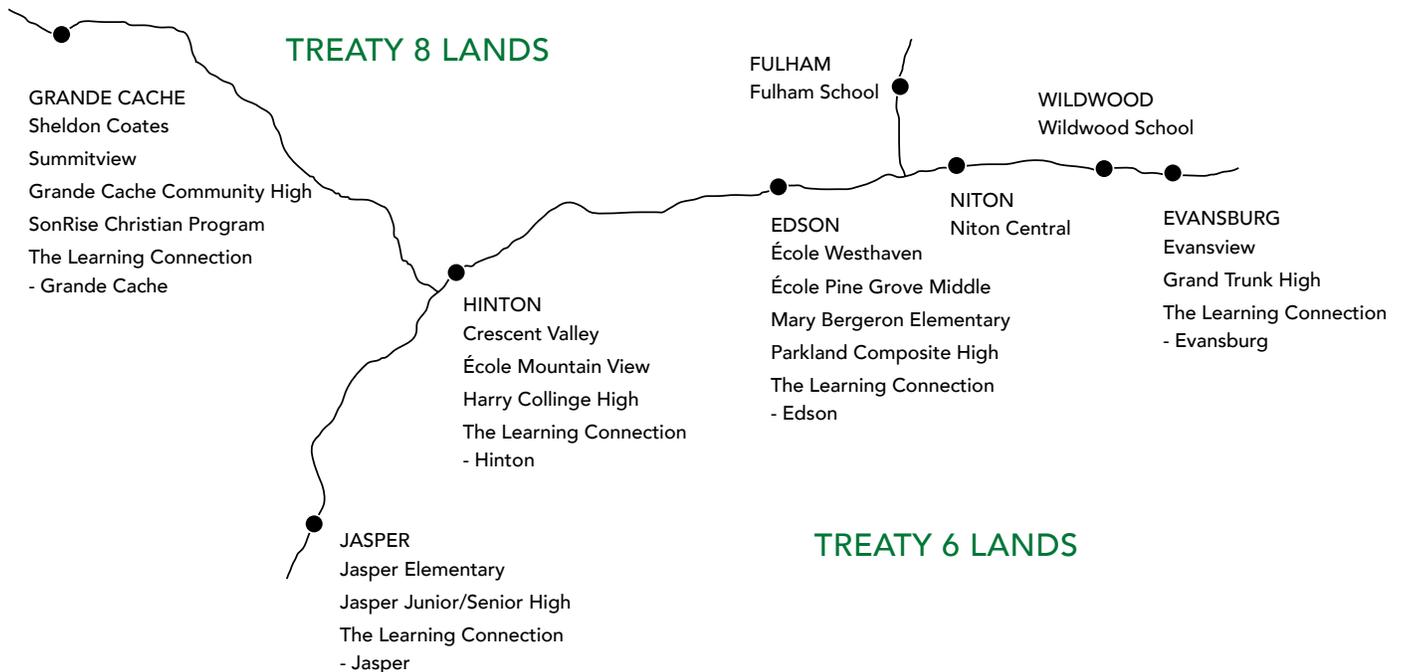
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GRANDE YELLOWHEAD'S COMBINED THREE YEAR EDUCATION PLAN AND THE ANNUAL EDUCATION RESULTS REPORT IS COMMUNICATED TO STAKEHOLDERS IN THE FOLLOWING WAYS:

1. A direct link to the 3YEP/AERR Report can be found at www.gypsd.ca under Explore/Documents/ Education Documents.
2. Copies are provided to each school and given to their school council, as well as to stakeholders within each community.
3. Local municipal and provincial government officials receive a copy of the Report on an annual basis to ensure they are kept current with local educational highlights and challenges within the division.

Serving our schools and a proud part of our communities



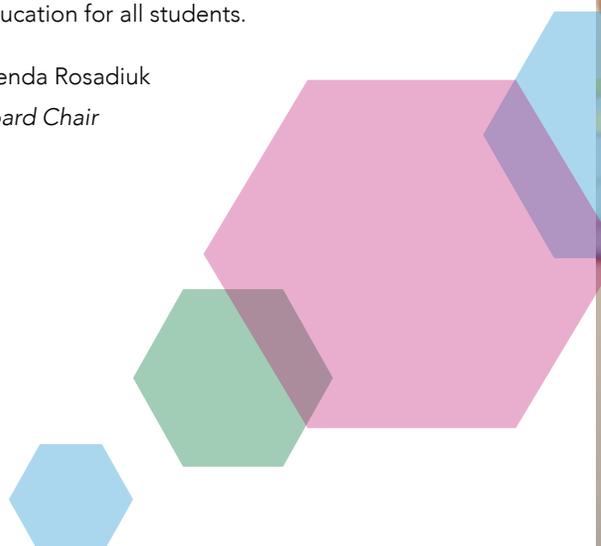
MESSAGE FROM THE BOARD CHAIR

Grande Yellowhead Public School Division is pleased to present the 2018-21 Three-Year Education Plan, and the 2017-18 Annual Education Results Report. We are proud to be a board that works collaboratively with our communities and staff to provide each student with the opportunity to fulfill their potential and pursue their dreams.

Grande Yellowhead has three major areas of priority: student learning, teaching and leadership excellence, and community engagement. Our commitment is to nurture each student's education and well-being within an inclusive rural learning community where all students have the opportunity to engage in meaningful education so that they can become successful, contributing members of the global community.

On behalf of the board of trustees, I would like to recognize our staff and school communities for their continued dedication to providing exemplary education for all students.

Brenda Rosadiuk
Board Chair



Accountable to Our Community

The Annual Education Results Report for the 2017-18 school year, and the Education Plan for the three years commencing September 1, 2018, for Grande Yellowhead Public School Division No. 77, were prepared under the direction of the board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plan. The board has used the results reported in the documents to the best of its abilities, to develop the Education Plan, and we are committed to implementing the strategies contained within the Education Plan to improve student learning and results.

This document reflects an ongoing contribution from the board of trustees, central office leaders, school based administrators, teachers, support staff, parents, and students. It provides a glimpse at where we have been, as well as a plan that helps to establish priorities that guide division programming and chart a path for the future. It is designed to provide all stakeholders with goals and objectives for the enhancement of educational opportunities for students, and to keep school communities informed of the direction our division is committed to following.

The Grande Yellowhead Public School Division's Board of Trustees approved this combined Annual Education Results Report for 2017-18, and Three-Year Education Plan for 2018-21, at the Public Board Meeting on November 28, 2018.



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



MESSAGE FROM THE SUPERINTENDENT

The 2017-18 school year was a year of growth and positive culture shift for Grande Yellowhead Public School Division (GYPSD). As the new, incoming Superintendent of Schools, I have had the wonderful opportunity to learn about the division by working with school and central office staff, and visiting every classroom in each of the five zones that make up Grande Yellowhead Public School Division. As a team, I am proud to say we have collectively nurtured each student's education and well-being within our inclusive, rural learning community.

The board's priorities are student learning, teaching and leadership excellence, and community engagement. Each of these are foundational to the strategic work of the school division as it endeavours to provide every student with the opportunity to fulfill their potential and pursue their dreams so that they can live, compete, and succeed in a global workplace. As such, our students achieve excellence because of parent support, exemplary teaching practices, and the utilization of a series of strategic supports and services. In the 2017-18 school year, our PAT results have increased 2 percent while our three-year high school completion rate shows a promising improvement of 5.2 per cent.

Grande Yellowhead's commitment to early years' education, Right to Read programming for kindergarten and Grade 1 students, researched-based assessment practice, a razor sharp focus on literacy and numeracy that spans from kindergarten to Grade 12, high school redesign, dual credit courses, registered apprenticeship programs, and work experience opportunities, are all initiatives that allow our students to create pathways to success. With a continued commitment to delivering exemplary instructional practice, our students will participate in engaging learning every day.

Teacher and leadership excellence is foundational to student success and Grande Yellowhead Public School Division has committed to providing monthly leadership development sessions that align with the competencies in the Alberta Government's Teacher Quality and Leadership Quality Standards.

Collaboration with stakeholders is also a necessary process that helps support GYPSD as it endeavors to create a vital learning environment for students. This year the board has committed to a stakeholder engagement process that will provide staff, students, parents, and community, opportunities to provide input and share ideas as part of the creation of the 2019-22 Three-Year Education Plan process.

In closing, I am looking forward to leading the way as we operationalize the programs, strategies and priority outcomes outlined in the 2018-21 Three-Year Education Plan for Grande Yellowhead Public School Division.

Carolyn Lewis
Superintendent of Schools

Our Core Values

Integrity ▪ Trust ▪ Honesty ▪ Mutual Respect ▪ Courage ▪ Commitment

VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams, so that they can succeed in the global community.

MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

BELIEFS:

We believe that the parent is the primary advocate of the child and that every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment. Rural communities contribute to the success of all our students and all students can develop a passion for life-long learning, innovation and excellence. Learning is a shared responsibility between students, parents, schools and communities. As such, we believe that those who embrace and understand that learning is an ongoing life-long endeavor will become well prepared for active citizenship in our global community.

DIVISION PROFILE



Grande Yellowhead Public School Division (GYPSD) stretches from Jasper National Park, east to Evansburg, and north to the Hamlet of Grande Cache. The jurisdiction includes 17 schools, five Learning Connection Centres, approximately 4,500 students, 300 teachers and 235 support 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.

COMMUNITY SERVED	SCHOOL	GRADES	ENROLLMENT AS OF SEPT. 30, 2017 (INCLUDING ECS)		
			English	French Immersion	Total
Edson	Fulham School	K-6	72		72
	Mary Bergeron Elementary School	K-5	387		387
	Parkland Composite High School	9-12	396	29	425
	École Pine Grove School	6-8	268	51	319
	École Westhaven School	K-5	188	146	334
Grande Cache	Grande Cache Community High School	K-6 Christian Program	60		235
		9-12	175		
	Sheldon Coates School	K-3	136		136
	Summitview School	4-8	214		214
Hinton	Crescent Valley School	K-7	337		337
	Harry Collinge High School	8-12	347	54	401
	École Mountain View School	K-7	159	246	405
Jasper	Jasper Elementary School	K-6	109	118	227
	Jasper Jr./Sr. High School	7-12	121	93	214
Lobstick	Evansview School	K-6	118		118
	Grand Trunk High School	7-12	151		151
	Niton Central School	K-9	148		148
	Wildwood School	K-9	107		107
The Learning Connection (students not enrolled at other sites)	Edson & Area	1-12	95		95
	Evansburg	10-12	29		29
	Grande Cache	10-12	14		14
	Hinton/Jasper	10-12	97		97

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

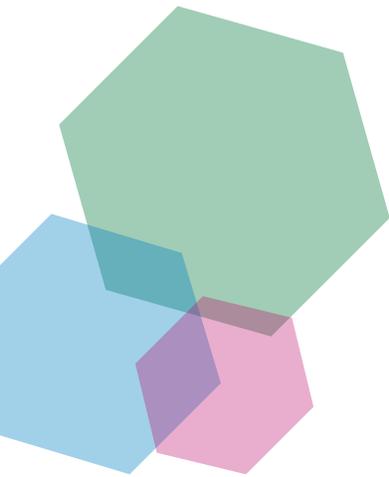
DIVISION CONTINUOUS GROWTH GOALS AND PRIORITIES 2018-21

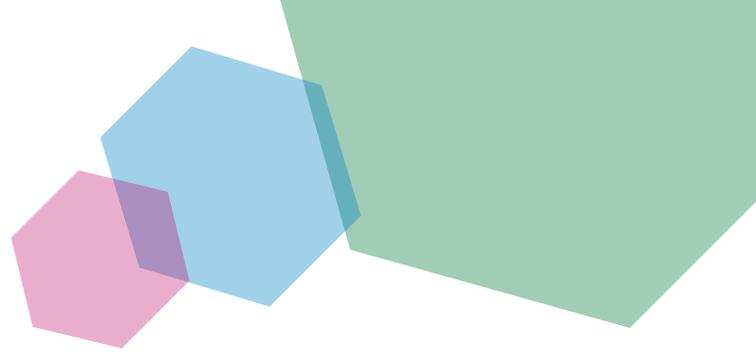
STUDENT LEARNING

We believe that all students learn best when they believe they can learn and when classrooms and the school environment supports their emotional, social, cultural and educational needs. Learning is optimal when students have positive relationships with teachers and they feel respected.

Key Strategies:

- Implement strategies at all schools that focus on the creation of inclusive, innovative, safe, healthy and caring environments for all students and staff.
- Identify and implement best practices that align with excellent early learning pedagogy and learning environments. An excellent start to learning necessitates a focus upon developing the foundational competencies of literacy, numeracy, content and procedural knowledge.
- Ensure that every school and department creates the conditions to improve student learning and achievement.
 - Engage in professional learning that aligns with the division's focus on literacy, numeracy and learning which in turn enhances the conversation, creativity, innovation, collaboration and capacity of our learning community.
 - Focus assessment practices on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning.
 - Allow schools and departments flexibility in allocating resources to meet their unique needs.
- Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- Review and refine assessment practices with a focus on academic excellence in every subject.
- Ensure that all students, teachers, staff and system leaders learn about Indigenous perspectives and experiences, treaties and the history and legacy of residential schools.
- Support teachers, students and school leaders to integrate technology effectively into the learning environment, as outlined in the *Learning and Technology Policy Framework*.





TEACHING AND LEADERSHIP EXCELLENCE

We believe:

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students. (Leadership Quality Standard, Alberta Education February 7, 2018)

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. (Teaching Quality Standard, February 7, 2018)

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority. (Superintendent Quality Standard, February 7, 2018)

Key Strategies:

- Target professional development for teachers, principals, and other administrative leaders that build capacity to meet the new quality standards.
- Develop and oversee the application of standards that promote excellence for school and system leaders.
- Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.
- Enable system and school leaders to implement technology effectively.
- Focus on instructional leadership for school and division leaders through monthly meetings.
- Engage in data driven conversations to improve the learning experience for all our students.

COMMUNITY ENGAGEMENT

Grande Yellowhead Public School Division is committed to gathering perspectives from the community that will contribute to sound, intentional, informed and sustainable decision-making that affects our students.

Key Strategies:

- Create opportunities for our students, staff and community to provide input on our 2018-19 Pilot Calendar.
- Host community engagement activities to solicit feedback and provide information on division key initiatives and projects, such as the Evansburg/ Wildwood Facilities Review.
- Host parent/guardian information nights in each community to provide information on the PowerSchool Parent Portal, G Suite Environment, and other technologies used to communicate between home and school.



THE BOARD OF TRUSTEES FOR GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION ARE THE STEWARDS WHO GOVERN THE DIVISION'S SCHOOL COMMUNITIES

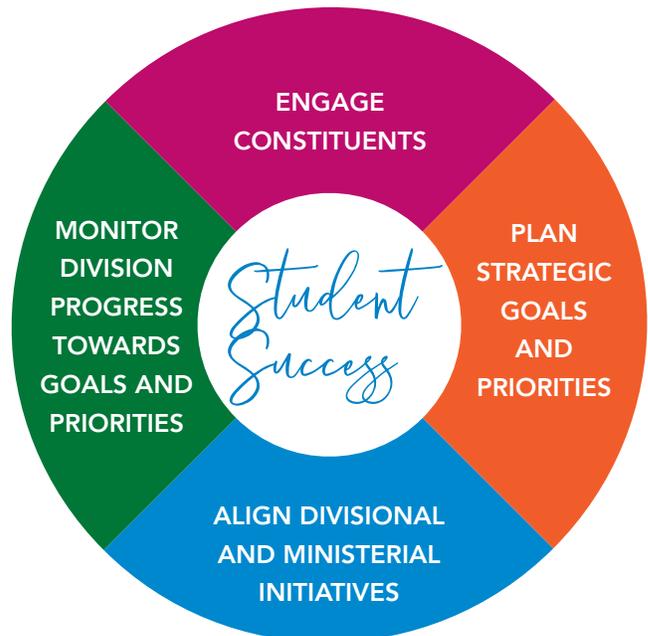
School boards exist for children. In addressing matters related to their mandate, trustees at all times must be the children's advocate. Trusteeship means being partners with parents and communities in ensuring that children are provided with the best possible educational opportunities to become the future citizens within the community. In keeping the theory that government is most effective when 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.

Board members 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.
- Be open and transparent and engage all educational constituents such as parents, communities, staff, and students in realizing educational structures that place learning and student success at the heart of all they do.



Engagement

COMMUNITY ENGAGEMENT

Our board of trustees is actively engaged in the community and with levels of government to ensure our students have opportunities to develop the skills and competencies they will need to become global citizens. The board works with staff to develop meaningful plans and reports that align the unique needs of our school communities under the direction and guidance of Alberta Education. This collaboration involves trustee attendance at school council meetings, Council of School Councils (COSC), an annual board retreat, and professional group meetings and planning sessions. GYPSD is committed to engaging the education community to offer input and advice on key education issues.

This year, GYPSD will add additional engagement opportunities for school communities. Community engagements are planned for each community in early 2019. During these sessions, staff, students and community members will have an opportunity to provide ideas and input into the development of the next year's Annual Education Results Report (AERR) and the Three Year Education Plan.



PARENT ENGAGEMENT

School Councils

Each school in GYPSD is required to have a school council according to provincial legislation. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal in matters that range from school programs, policies and budgeting. Members of the GYPSD's Board of Trustees also attend school council meetings and host a bi-annual Council of School Councils meeting.

STUDENT ENGAGEMENT

Superintendent's Youth Council

Engaging student voice in the division's planning and improvement is vital. Students in Grades 10 – 12 from each of GYPSD's high schools and The Learning Connection Centres, who serve on the GYPSD Superintendent's Youth Council, provide their perspectives on a variety of educational issues. GYPSD prepares students for success and the decisions that affect them require their voice. As Youth Council members, students meet three times each year to discuss issues that matter to them. They have opportunity to interact with senior leadership and the superintendent of schools to share their ideas and perspectives. These leaders also have the opportunity to participate in additional leadership activities throughout the year including stakeholder engagement sessions, provincial and national organizations such as the Student Voice Conference (Public School Boards' Association of Alberta), and Encounters with Canada at the Terry Fox Centre in Ottawa.

STUDENT LEARNING



We believe in supporting each student to reach his or her full potential. Our goal is to help each student achieve “One Year’s Growth” and Grande Yellowhead utilizes a variety of supports to meet their needs.

GYPSPD emphasizes the importance of academic achievement. We strive to provide quality learning environments through differentiated instruction, competency based practices, and regular access to educational tools and resources. Staff review both division and school data to identify strategies, which assist all our students in successfully meeting the outcomes of the Alberta curriculum. This systematic approach ensures that every student will receive the time and support they need to be successful in their learning. School plans focus on literacy and numeracy and are utilized to improve student learning by equipping educators with the tools and strategies to enable all students to succeed.

Literacy is a focus for the division this year. Alberta Education defines literacy as “the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (Alberta Education, 2015). We understand the importance of building literacy skills across all grade levels and subject areas. Content area literacy is an essential part of instruction, and for the 2018-19 school year, Literacy Specialist, Irene Heffel, is facilitating professional learning to support all GYPSPD teachers embed literacy strategies into their daily practice. This will enhance students’ abilities to read, write, and understand content, therefore improving academic achievement. Literacy interventions include:

- Right to Read Program
- Levelled Literacy Intervention Program
- Educational Technology to support literacy
- Learning Support Teachers in every school
- GYPSPD Literacy Consultant to support all schools



ASSESSMENT

Assessment is the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgements to improve student learning. GYPSPD’s emphasis on balanced assessment with a particular focus on formative assessment strategies is the most effective way to help students learn. This is supported with access to the Alberta Assessment Consortium cohort series offered through the 2018-19 school year, an in-depth analysis of student assessments such as Provincial Achievement Tests, Diploma Exams, and divisional student screens and professional development days with an assessment focus. Working marks and grades will continue to be utilized as a means to report student progress to students and parents.

STUDENT SUPPORTS

The division supports inclusive learning environments by recognizing and meeting our students’ diverse needs. Universal, targeted and specialized supports and services are accessible to all GYPSPD students.

GYPSPD provides three networks of support, which work collaboratively to identify students’ strengths and assist in supporting their growth.

- School-Based Teams (administrators, classroom Family School Liaison Counselors (FSLC), home room teachers, learning support teachers, educational assistants, Indigenous Liaison Workers, Jasper Community Outreach COS, and Mental Health Capacity Building Bringing Empowered Students Together (BEST) Success Coaches.)
 - Help identify and reduce barriers within the curriculum, learning environment and/or instruction.
 - FSLC/COS workers provide individualized and targeted support for students, one on one counselling, crisis response/support and collaboration with government agencies.
 - BEST Success Coaches promote mental health wellness by providing universal mental health programming, presentations and events, awareness activities, staff professional development and partner with other community agencies. BEST programming may look very different in each school and community as it is based on the needs, resources and each success coach’s individual skill set.

- School-Linked Team (Director of Inclusive Learning, speech-language pathologists, occupational therapists, therapy aides, educational technology consultant, literacy consultant, BEST Program Coordinator and a divisional psychologist).
 - Work with school based teams to identify barriers that are interfering with a student's ability to be successful.
 - Provide ongoing opportunities to develop, strengthen, and renew teachers' understanding, skills and abilities to create flexible, innovative, and responsive learning environments.
 - Provide opportunities for professional development and embed research-based strategies into instructional practice.
- Regional Collaborative Service Delivery Initiatives
 - A continuum of enhanced supports for teachers and students in collaboration with the GYPSD networks of support.

EARLY LEARNING

GYPSD offers full-day kindergarten programs in all our communities. We offer flexible learning environments that stimulate curiosity, encourage exploration, and build strong self-confidence and global citizenship skills in our students.

Students learn through play opportunities that support their emotional, social, physical, intellectual and creative development. Kindergarten teachers focus on the following learning skills that provide a strong foundation for future learning:

- Early literacy and numeracy
- Citizenship
- Awareness of environment and community
- Personal and social responsibility
- Physical coordination and well-being
- Creative expression

Kindergarten provides learning experiences that meet the diverse needs of children and promotes a positive attitude toward lifelong learning. A child, whose developmental needs have been met, is more likely to grow into a self-reliant, responsible, caring and contributing member of society. (Alberta Education, 2017)

To support programming, all kindergarten classes use the Early Years Evaluation–Teacher Assessment (EYE-TA). The EYE-TA provides a framework for assessing the developmental strengths and areas for growth of children at the start of school. The EYE-TA assesses five

domains of early learning that are closely associated with a child's readiness to learn at school:

- Awareness of self and environment
- Social skills and approaches to learning
- Cognitive skills
- Language and communication
- Physical development

The EYE-TA provides valuable information to teachers to help guide their instructional practice and supports the identification of children who may require specialized supports and interventions.

GYPSD's early learning program provides supports and services to children who have severe disabilities and have qualified for Program Unit Funding (PUF) based on the criteria set out by Alberta Education. The primary goal of the program is to offer an inclusive learning environment for children between the ages of two years and eight months to five years old, prior to entering a kindergarten program. Children identified as requiring Program Unit Funding who are under the age of five have access to community preschool programs that offer an inclusive, literacy-rich and play-based learning environment. Additional resources such as speech and language pathologists, occupational therapists as well as access to external consultants and agencies on an as-needed basis, may be required to assist with the child's growth and development.

Early intervention is critical to identify and support children with reading difficulties. GYPSD uses the Right to Read program to screen English kindergarten/ Grade 1 students and French Immersion Grade 1/ Grade 2 students for reading readiness and provide targeted interventions specific to each child's area of need. The Right to Read program is comprised of two parts: The Reading Readiness Screening Tool and the Right to Read Intervention Program. The program was developed by reading specialists and psychologists and is funded through the Learning Disabilities Association of Alberta.

LEVERAGING TECHNOLOGY FOR LEARNING

Leveraging technology for learning in Grande Yellowhead Public School Division is guided by Alberta Education's Learning and Technology Policy Framework to ensure that learning is student centered, personalized, relevant, and authentic. The Framework values leadership, research and innovation, as well as professional learning, all within a strong digital infrastructure.

A robust wireless infrastructure in every school is the backbone which allows students and staff to access an array of meaningful experiences and educational technology tools that enhance instruction and learning. GYPSD utilizes Google's G Suite for Education as its main learning platform, allowing students and staff to collaborate and engage in learning tasks in real time from anywhere in a secure environment.

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

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.

The Digital Lending Library (DLL), boasting an expansive selection of technology resources and tools, is readily available to all schools. The library ensures timely and equitable access to technology tools such as robotics, 3D printers, 360 cameras, green screens, arduinos boards, circuits, virtual reality products, drones, e-books and other innovative resources. The division sustains a strong technology team to support the implementation of the DLL including an Educational Technology Consultant who visits each school ensure the tools are used to enhance instruction and meet curricular outcomes.

New to our division this year is a centrally located makerspace. Makerspaces - places where people come together to create, invent and learn - can have a significant impact on student learning and creativity. In the makerspace environment, many skills are acquired through hands-on learning with an emphasis on design thinking, problem solving and collaboration. In GYPSD, our Education Technology Consultant promotes the use of makerspace environments in schools to support deeper learning using a variety of low tech to high tech resources.



A young girl with long brown hair, wearing a black and white polka-dot top and black shorts, is climbing a thick rope in a gymnasium. She is smiling and looking towards the camera. The gymnasium has a wooden floor with blue mats and other children in the background. There are silhouettes of athletes on the wall. A blue banner with white text is overlaid on the top left. A white text box is in the bottom left.

ENHANCED PROGRAMMING

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

FRENCH IMMERSION

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

DUAL CREDIT OPPORTUNITIES

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

GYPSPD has proudly offered this program since 2014 in partnership with Grande Prairie Regional College with access to a pre-employment welding program. This program helps students transition into the world of work and post-secondary career pathways.

LOCALLY DEVELOPED COURSES

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

GYPSPD works closely with Parks Canada staff in Jasper National Park at the Palisades Stewardship Education Centre who have shared in the development and implementation of realigned locally developed courses including Stewardship of Protected Lands, Winter Travel, Water Experience, Introduction to Stewardship,

Outdoor Survival Skills, Leadership Fundamentals, Introduction to Wildlife, People, Culture and Wildlife, and Teachings of the Mountain People.

HIGH SCHOOL REDESIGN

All high schools in Grande Yellowhead Public School Division are participants in the provincial High School Redesign program.

High School Redesign is a province-wide initiative focused on three outcomes:

- Engaged students
- High levels of achievement
- Quality teaching

Schools participating in the program are exempt from the 25 hours of instruction per high school credit requirement; this allows schools to have increased flexibility in programming for student needs.

Each school takes its own approach to High School Redesign to meet the needs of their students. A focus on student-centered learning happens as a number of key practices are in place, including:

- Personalizing learning
 - Transforming the Library into a Success Centre that is able to make credit recovery a primary focus.
 - Adding a new scheduled FLEX block into the timetable for this year. All regular classes cease during this block and students independently seek support and assistance in subjects they need further help in.
- Developing meaningful relationships
 - Time to focus on developing meaningful relationships with students
 - Students working in family groupings to build relationship and increase engagement in school
- Creating rigorous and relevant learning opportunities
 - Additional literacy, numeracy and English language classes
 - Students are able to work with specific teachers to address homework needs
 - Career and Technology programs that support students in developing a variety of skills
- Supporting mastery learning
 - Academic success blocks that support students to increase understanding of curriculum outcomes



INDIGENOUS RELATIONS



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

EDUCATION COUNCIL

GYPSD engages an Indigenous Education Council to assist the division in its offering of Indigenous programming and resources. This council includes Elders from the Edson and Hinton zones, Indigenous Knowledge Keepers, and representatives from all five zones within the division.

ELDER PROGRAM

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

CREE LANGUAGE PROGRAM

The division is proud to offer an annual Cree Language program both face to face and through video conferencing for over 100 students in kindergarten to Grade 8.

INDIGENOUS LIAISON FACILITATORS

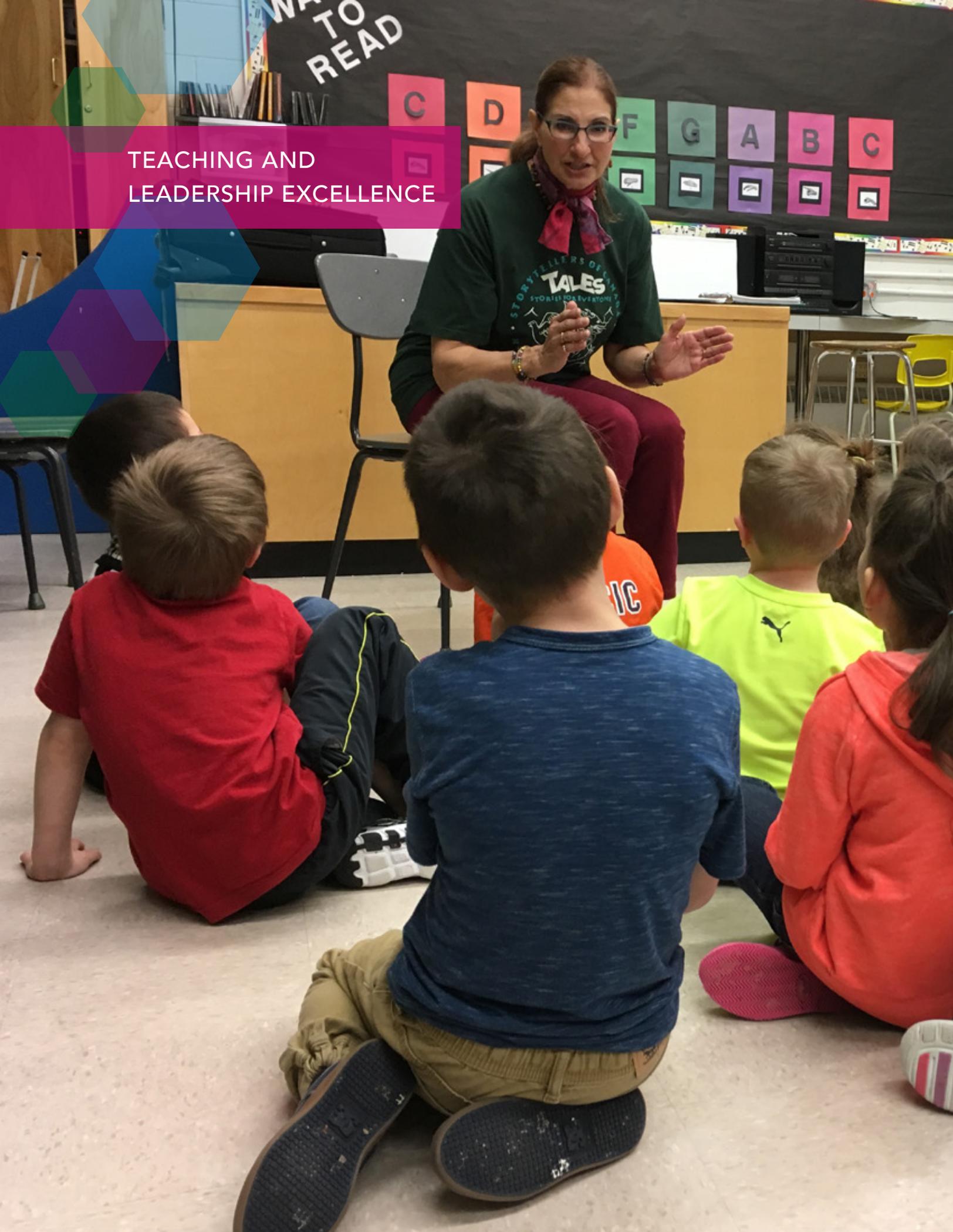
GYPSD has four Indigenous Liaison Facilitators whose role is to support Indigenous families as students enter school and transition between schools. They help bridge communication between the school and family regarding attendance and homework. They are an important resource to all schools as they facilitate cultural activities within schools to enable all students to learn Indigenous histories, cultural ways of knowing and worldviews.

INDIGENOUS CULTURAL CAMPS

Grande Yellowhead annually hosts a provincial Indigenous Cultural Camp for educators in Jasper National Park (JNP) through its partnerships with both the Edmonton Regional Learning Consortium and the Palisades Stewardship Education Centre in JNP. This annual camp includes up to 25 GYPSD educators as well as 25 educators from around the province. Through culturally relevant experiential learning, administrators learn Indigenous history, cultural ways of knowing, worldviews, and collaborate on best practices to support Indigenous students. Attendance at the camp aligns with section five of the new Leadership and Teacher Quality Standards.



TEACHING AND
LEADERSHIP EXCELLENCE





EARLY CAREER TEACHERS/MENTORSHIP

GYPSPD welcomes a number of early career teachers each year. The rationale for a formal mentorship program is to help early career teachers become comfortable within the profession and to grow professionally. In Grande Yellowhead Public School Division, the Director of Curriculum and Assessment assists in promoting the professional and personal well-being of teachers beginning their careers, helping to enhance teaching practice and student learning, providing opportunities of collegial sharing and reflective practice, and thus increasing the transmission of school and district culture. This role supplements the existing mentorship, established at each school by principals, for early career teachers and experienced mentors.

PROFESSIONAL LEARNING

Ongoing professional learning is a critical pathway to teaching and leadership excellence. GYPSPD supports staff continuous learning through the addition of six full day professional learning days throughout the year. These days are purposefully designed to build capacity of all staff in targeted areas identified through extensive data analysis. Goals, measures and evidence of success, drive professional growth planning for all staff and ongoing conversations between staff contributes to a culture of learning in all GYPSPD learning sites.

SUPPORTING INSTRUCTIONAL LEADERS

GYPSPD is proactive in supporting leadership development and succession planning. The role of the GYPSPD instructional leader has expanded to incorporate a shift away from a purely administrative approach, moving towards a balanced school leadership perspective that requires an emphasis on instructional leadership. Quality of instruction is the top priority of an instructional leader, demonstrated through a commitment to the core business of teaching and learning. Grande Yellowhead Public School Division provides monthly leadership development sessions that align with the competencies in the Alberta Government's Teacher Quality and Leadership Quality Standards for directors, assistant principals and principals.

The division further supports assistant principals and principals in their development as instructional leaders so they understand how to:

- Purposely allocate resources to promote student learning
- Build and enhance communication skills using the generative dialogue process
- Be visible and accessible by participating in daily instructional walkthroughs to support teacher growth
- Set clear school improvement and learning goals based on school data

In Grande Yellowhead Public School Division, instructional leaders ensure the focus is on building a vital community of learners that includes shared decision-making, support of ongoing professional development for staff members, and creating a climate of creativity, inquiry and continuous growth and improvement.

STUDENT TRANSPORTATION

2,800
students

54
bus
routes

8,000
kms

Grande Yellowhead Public School Division No.77 transports 2800 students on 53 school bus routes travelling over 8,000 kilometers each day. Drivers and staff of the transportation department are under the supervision of the Director of Transportation Services.

TRANSPORTATION SERVICES

GYPSPD works hard to ensure we provide the best transportation services for our families while being accountable for financial due diligence. GYPSPD continues to provide transportation services for ineligible riders. Ineligible riders are those students who reside less than 2.4 kms from their designated school and as such, are not eligible for transportation funding under the provincial requirements. The board of trustees approved various strategies for the 2017-18 school year, including Interschool Bussing. Much care and attention is placed on ensuring our students are transported in a timely and efficient manner and our drivers provide a safe, caring environment on the bus.

PROFESSIONAL DRIVER TRAINING

All bus drivers are trained to the Alberta School Bus Driver Improvement Program standards (S Endorsement) required by Alberta Provincial regulation. Our drivers attend ongoing refresher training and safety presentations to ensure professional driving skills and knowledge remain current, and drivers are updated with provincial or federal regulations pertaining to commercial vehicles.

SAFETY INITIATIVES

Transportation Services places strong emphasis on school bus safety including promoting pedestrian and traffic safety in our school zones and bus lanes. Each year, the department collaborates with Alberta Traffic Safety to help present and distribute traffic and pedestrian safety information to our schools and in our communities. We believe that in order to provide our students with a safe environment on and off the school bus, safety and operational information for parents, schools and bus operators, needs to be provided in a consistent, ongoing manner, supporting a safe environment for all students and staff. Students in every school are given the opportunity to participate in the School Bus Safety and Evacuation program. The program is presented to schools on an ongoing basis and educates students, staff and drivers on traffic safety, school bus safety and emergency evacuation procedures.



INCLUSIVE SUPPORTS FOR TRANSPORTATION

Most student transportation requests can be accommodated on the regular school bus route. In some cases, students with special transportation needs or those students being transported with equipment, may be transported on one of our inclusive supports transportation routes. These special school bus routes operate with a bus monitor on board who provides assistance and support for students while riding on the school bus. Equipment needs for students vary from integrated car seats, restraint or support mechanisms or wheelchair accessibility. In any instance, Transportation Services is committed to providing all students with an opportunity for school bus transportation.

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 and Grande Yellowhead Public School Division has been successful with securing Cooperative Transportation Agreements with several other boards. Cooperative Transportation Agreements allow one board to transport students of another board, within one transportation system, as opposed to having each board operate their own transportation system.

COMMUNICATION PLAN

The Transportation Community Consultation Action Plan (TCCAP) is released to communities on an ongoing basis using newspaper, radio and other promotional items. TCCAP reports are presented to the board on a quarterly basis and available for review on our website.

Transportation Services strives to ensure that communication regarding operational services is communicated and distributed to stakeholders. Regular transportation updates are available on the GYPSPD website including current and historical school bus routes and information regarding "The Bus Link", a notification system that allows stakeholders to sign up for email notifications when school bus routes are delayed or cancelled.

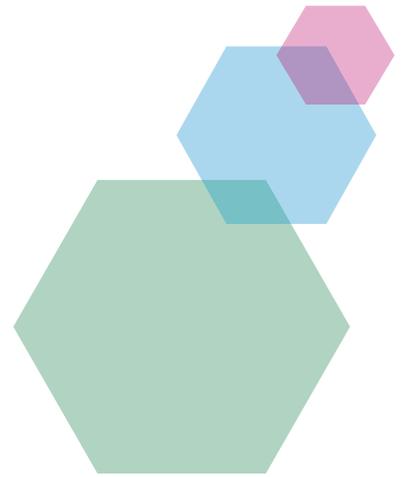
Trends

QUALITY TEACHING AND LEARNING ENVIRONMENTS WITHIN THE SMALL/ RURAL SCHOOL CONTEXT

Within the context of a rural school division, Grande Yellowhead recognizes the challenges of maintaining a wide range of exemplary instruction and learning experiences that support and grow competent, confident students. There is an increasing expectation in education to meet the broader definition of success that encompass more than academic achievement.

The division also recognizes the ongoing work of our schools to develop active citizenship skills, health and wellness, and social responsibility. Implementing good mental health strategies is a priority for GYPSD as we recognize the high levels of anxiety reported through our staff, student and parent surveys.

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



CHALLENGES OF DIVERSITY

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

OUTCOMES



COMBINED 2018 ACCOUNTABILITY PILLAR OVERALL SUMMARY

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

MEASURE CATEGORY	MEASURE	GYPSD			ALBERTA			MEASURE EVALUATION		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	84.9	87.0	86.7	89.0	89.5	89.4	High	Declined Significantly	Issue
Student Learning Opportunities	Program of Studies	78.5	78.1	78.7	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	86.6	87.0	87.2	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	4.7	4.8	4.6	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	72.2	67.4	70.4	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.2	65.0	66.3	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	11.9	11.3	10.6	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.2	77.1	76.8	83.7	83.0	83.0	Low	Maintained	Issue
	Diploma: Excellence	10.6	13.2	11.7	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	40.2	35.9	38.7	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	57.7	55.0	55.0	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.0	40.6	45.6	58.7	57.9	59.0	Low	Declined	Issue
	Work Preparation	77.7	77.3	79.7	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	76.9	79.0	78.1	83.0	83.7	83.7	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	81.9	80.5	81.0	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	78.5	80.0	79.8	80.3	81.4	80.7	High	Declined	Acceptable

NOTES

- Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent in the 2015-16 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the three year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

COMBINED 2018 ACCOUNTABILITY PILLAR FIRST NATIONS, MÉTIS AND INUIT SUMMARY

Required for Public/Separate/Francophone School Authorities

MEASURE CATEGORY	MEASURE	GYPSD			ALBERTA			MEASURE EVALUATION		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.0	4.1	5.2	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	55.5	60.2	64.9	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	56.3	58.3	53.3	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	6.4	5.5	5.7	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.5	72.7	74.9	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	5.1	1.0	4.5	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	16.4	14.2	26.5	24.4	21.8	21.2	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	42.0	33.3	38.9	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.9	32.9	31.4	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

NOTES

- 1) Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*).
- 2) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- 4) Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 5) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- 6) Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 7) Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 8) Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent in the 2015-16 school year. Caution should be used when interpreting trends over time.
- 9) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 10) Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 11) 2016 results for the three year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

MEASURE EVALUATION REFERENCE

ACHIEVEMENT EVALUATION

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

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

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

NOTES

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100 per cent.
- 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 five improvement evaluation levels based upon the chi-square result.

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

OVERALL EVALUATION TABLE

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

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

CATEGORY EVALUATION

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

Outcome One:

ALBERTA'S STUDENTS ARE SUCCESSFUL

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.1	66.4	67.5	65.0	68.2	66.0	Low	Maintained	Issue	69.0	69.5	70.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.0	11.2	9.4	11.3	11.9	12.0	Low	Maintained	Issue	12.5	13.0	13.5

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.7	78.0	75.4	77.1	75.2	78.0	Low	Maintained	Issue	76.0	76.5	77.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.5	11.3	10.6	13.2	10.6	14.0	Low	Maintained	Issue	11.0	11.5	12.0

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.8	72.0	72.0	67.4	72.2	68.0	Intermediate	Maintained	Acceptable	73.0	73.5	74.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.3	3.2	5.8	4.8	4.7	4.0	Intermediate	Maintained	Acceptable	5.0	5.5	6.0

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.7	51.5	44.7	40.6	42.0	41.0	Low	Declined	Issue	42.5	43.0	43.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	55.0	55.0	57.7		n/a	Maintained	n/a	58.0	58.5	59.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	34.9	40.9	39.4	35.9	40.2	40.5	Low	Maintained	Issue	41.0	41.5	42.0

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.5	77.1	78.3	79.0	76.9	79.5	Intermediate	Declined	Issue	77.0	77.5	78.0
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.	77.3	81.1	80.8	77.3	77.7	78.0	Intermediate	Maintained	Acceptable	78.0	78.5	79.0

STRATEGIES

- Implement Early Learning Programming
- Continue to develop and implement early years resources to build capacity of teachers, administrators, staff, and families
- Use prior level of Achievement Reports to identify sites that have demonstrated improvements in mathematics results
- Implement a division-wide literacy focus supported by a literacy consultant team
- Expand professional development for teachers to further enhance their expertise in literacy instruction
- Engage in in-depth data analysis activities to determine targets for remediation
- Target professional development activities around areas identified in the data
- Continue to implement Career Pathways in partnership with parents and community
- Expand High School Redesign strategies

NOTES:

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

Outcome Two:

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	53.0	55.0	46.6	58.3	56.3	59.0	Very Low	Maintained	Concern	57	57.5	58.0
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).	2.6	7.2	4.3	5.5	6.4	6.0	Very Low	Maintained	Concern	7.0	7.2	7.6
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	75.2	79.3	72.6	72.7	73.5	73.0	Low	Maintained	Issue	74.0	74.5	75.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.0	6.0	6.5	1.0	5.1	1.5	Very Low	Maintained	Concern	5.5	6.0	6.5

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	62.5	65.8	68.6	60.2	55.5	61.0	Very Low	Maintained	Concern	56.0	56.5	57.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.2	4.7	6.8	4.1	5.0	3.5	Intermediate	Maintained	Acceptable	5.5	6.0	6.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	31.6	38.8	22.7	32.9	32.9	33.5	Very Low	Maintained	Concern	33.0	33.5	34.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	44.4	33.3	42.0		n/a	Maintained	n/a	42.5	43.0	43.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	22.2	31.0	34.3	14.2	16.4	15.0	Very Low	Declined	Concern	16.5	17.0	17.5

STRATEGIES

- Work to eliminate the achievement gap between First Nations, Métis and Inuit students and other students
- Support communication between families, students and school through Indigenous liaison facilities in schools
- Solicit student, family, school and Elder voice to identify and reduce barriers to school success
- Provide Legends Rooms in each high school to offer a welcoming, respectful, safe, and cultural setting to complete work, receive supports, and meet with parents
- Engage the Elder Council to guide supports for Indigenous students
- Implement the new professional practice standards by supporting teachers and leaders in developing capacity around Competency 5: Developing, Applying and Supporting First Nations, Metis and Inuit Foundation Knowledge for the benefit of all students
- Support and employ Truth and Reconciliation Commission of Canada awareness initiatives

Outcome Three:

ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.2	86.1	87.1	87.0	84.9	88.0	High	Declined Significantly	Issue	85.0	85.5	86.0

STRATEGIES

- Continue to identify a school health champion lead teacher in each school to support curricular instruction, and the development and implementation of strategies to create, and maintain a culture of wellness for students in accordance to the School Act regulations and the Guide to Education
- Explore, develop and implement additional means to strengthen mental health services
- Collaborate with external stakeholders to provide resources and professional development in mental health, bullying, and creating safe, welcoming and inclusive school environments
- Build education assistant capacity to support teachers and students within inclusive settings

NOTES

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

Outcome Four:

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.5	78.8	79.1	78.1	78.5	79.0	High	Maintained	Good	79.0	79.5	80.0

STRATEGIES

- Implement the new Teacher and Leadership Quality Standards
- Build the capacity of school leaders (principals and assistant principals) through Division Leadership Team professional development programs
- Implement monthly school/classroom visits protocol focused on building instructional leadership that utilize a Generative Dialogue model

NOTES

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- 2) Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five:

ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.8	79.2	80.2	80.0	78.5	80.5	High	Declined	Acceptable	79.0	79.5	80.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.2	80.7	81.9	80.5	81.9	81.0	High	Maintained	Good	82.0	82.5	83.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.6	86.7	87.9	87.0	86.6	88.0	Intermediate	Maintained	Acceptable	87.0	87.5	88.0

STRATEGIES

- Increase community engagement activities that contribute to school/jurisdiction improvement
- Implement a new GYPSD website to improve overall access to information
- Improve communication strategies between school and home
- Employ increased opportunities for parents to provide input into student program plans

NOTES

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

FINANCIALS



FINANCIAL SUMMARY

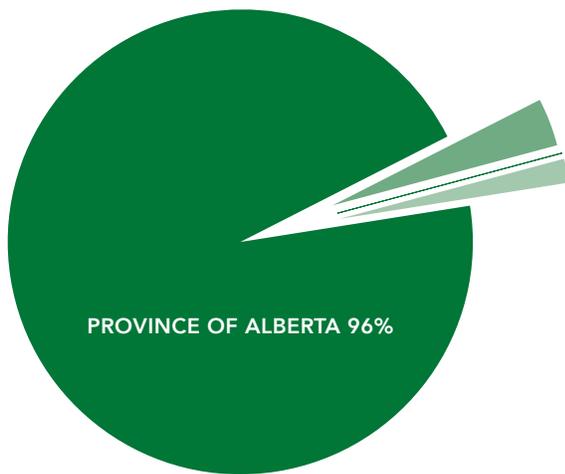
FINANCIAL SUMMARY FOR THE 2017-18 SCHOOL YEAR

GYPSD's expenses exceeded revenues in the 2017-18 school year, resulting in an operating deficit of \$1.9 million.

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

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

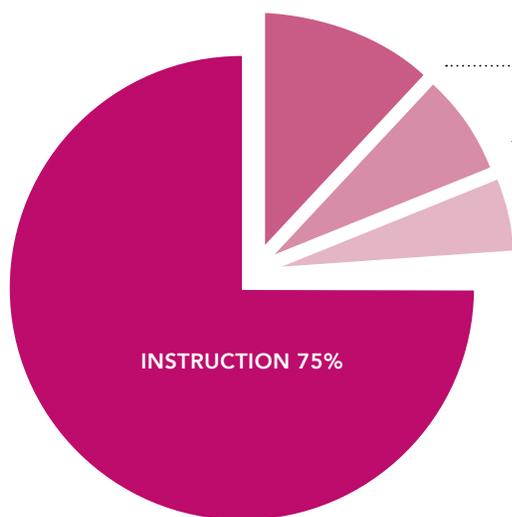
REVENUES 2017-18



- SCHOOL GENERATED FUNDS 3%
- FEDERAL GOVERNMENT <0.1%
- ORGANIZATIONS & INDIVIDUALS 1%

Revenues 2017-18	\$60,148,080	
Province of Alberta	\$57,071,628	96%
School Generated Funds	\$1,882,591	3%
Federal Government	\$13,000	<0.1%
Organizations & Individuals	\$645,914	1%

EXPENDITURES BY PROGRAM 2017-18



- PLANT OPERATIONS & MAINTENANCE 13%
- TRANSPORTATION 7%
- GOVERNANCE & SYSTEM ADMINISTRATION 5%

Expenditures 2017-18	\$62,094,930	
Instruction	\$46,605,853	75%
Plant Operations & Maintenance	\$8,092,796	13%
Transportation	\$4,485,966	7%
Governance & System Administration	\$2,910,315	5%

BUDGET SUMMARY

BUDGET SUMMARY FOR THE 2018-19 SCHOOL YEAR

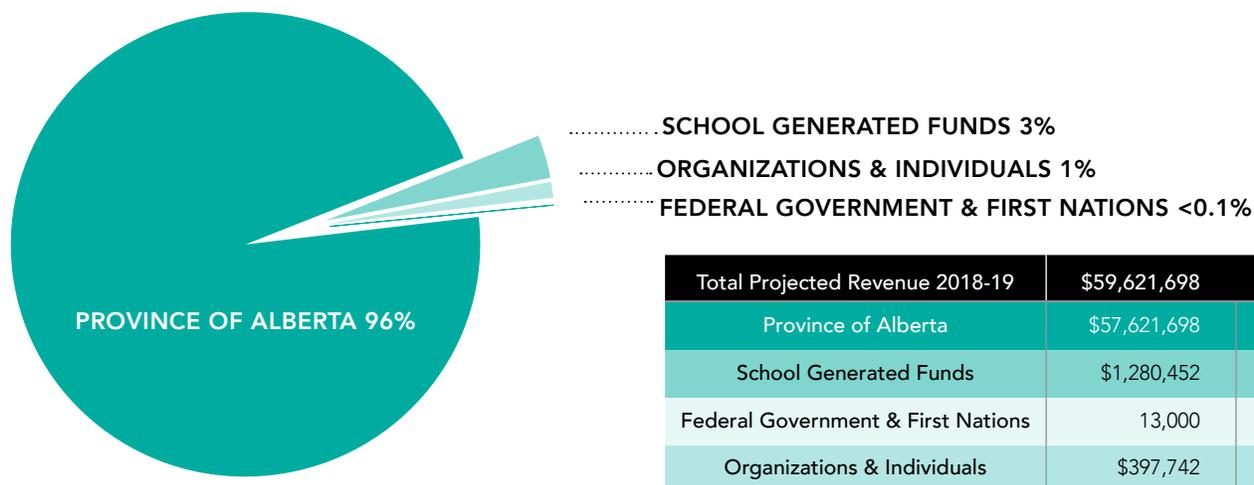
The Board approved the 2018-19 budget with a projected deficit of \$1.4 million. The Division employs a decentralized budgeting approach, which distributes the majority of funding to schools and departments to meet the goals and outcomes of the Division.

BUDGET HIGHLIGHTS, PLANS AND ASSUMPTIONS

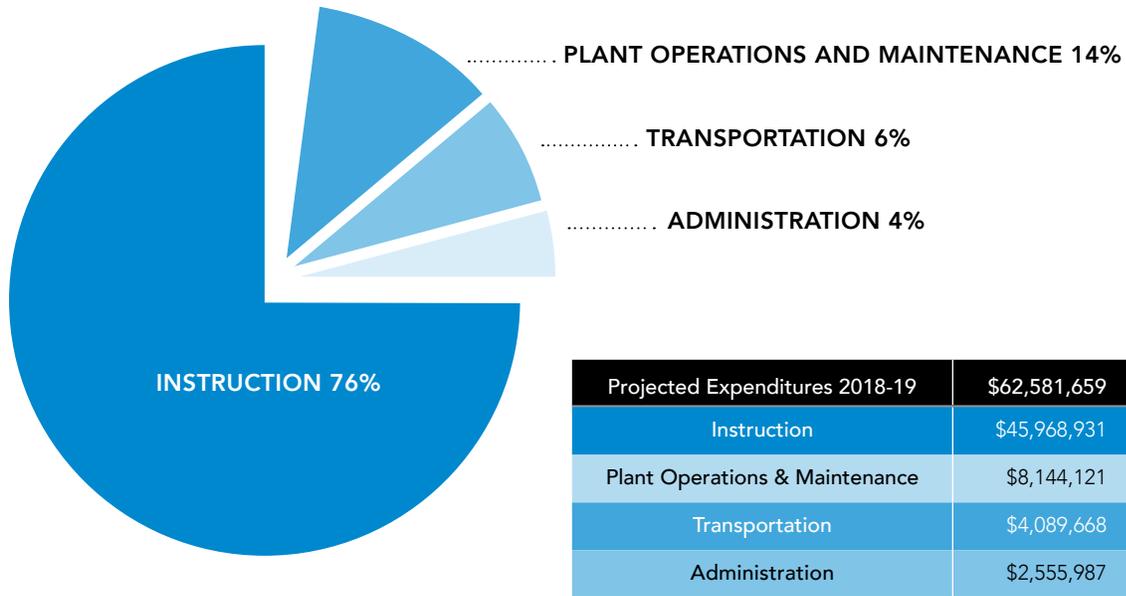
- The 2018-19 budget focuses on student success and maximum resources for student learning and classrooms
- Funding allocation provides equity so that each school and student is treated fairly relative to other schools and students
- The funding allocation model distributes funds to schools based on the needs of all students, while demonstrating fiscal responsibility
- School based leadership is provided with the capacity and flexibility to meet students’ needs
- Standard cost of teacher \$100,000, including salary and benefit premiums
- Standard cost of school based support staff \$30.29 per hour, including salary and benefit premiums
- Centrally managed functions, including Technology, Transportation, Learning Services, Facility Management, are budgeted at the central level based on the services required to effectively support the Division’s priorities
- Implementation of transportation cost efficiency plan including route reviews as well as an increase in ineligible transportation fees
- Transportation will continue to experience cost pressures due to increasing fuel costs and funding shortfall for rural transportation
- Classroom Improvement Fund is included in Alberta Education revenue and instruction program expenses
- FNMI programs are supported through centralized services and school allocations directed at local needs
- Nutrition programs are expanded to five elementary schools in various communities

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.

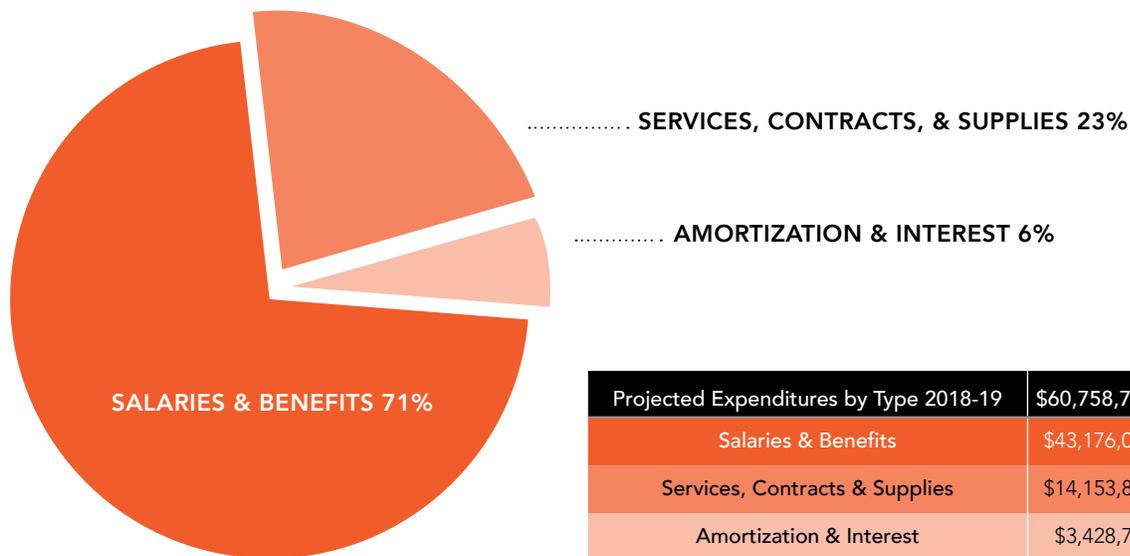
PROJECTED REVENUES 2018-19



PROJECTED EXPENDITURES 2018-19



PROJECTED EXPENDITURES BY TYPE 2018-19





CAPITAL PLANNING AND FACILITIES PROJECTS

CAPITAL PLANNING AND FACILITIES PROJECTS

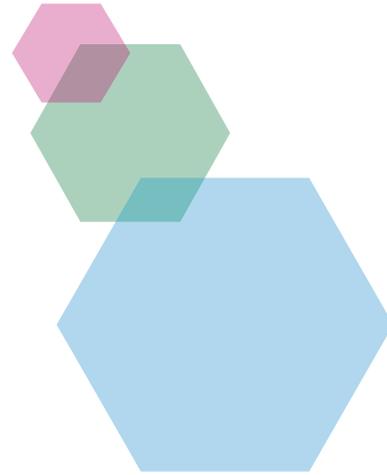
All scheduled Infrastructure Maintenance Renewal (IMR) projects for the 2017-18 school year have been completed or are currently in progress:

- Roofing at Harry Collinge High School and Crescent Valley Elementary School in Hinton, Parkland Composite High School, and École Westhaven Elementary School in Edson
- Flooring at École Mountain View and Harry Collinge High School in Hinton, Fulham School, Parkland Composite High School in Edson, Summitview Middle School in Grande Cache, Jasper Elementary School, Wildwood School, and Evansview School in Evansburg
- New domestic hot water tank at Harry Collinge High School in Hinton; installation of LED lighting in gymnasiums at Harry Collinge High School in Hinton, Niton Central School, École Pine Grove Middle School and École Westhaven Elementary School in Edson; installation of handicap accessible washroom and upgrading of the soccer field at Jasper Elementary; partial heating and ventilation upgrade at Evansview School in Evansburg

A summary of Grande Yellowhead's Revised 2018-21 Three Year Capital Plan:

- Grand Trunk High School/Amalgamate Evansview and Wildwood Schools into a modernized K-12 School
- Crescent Valley School - Gym modernization
- Ecole Pine Grove Middle School – Addition to Gym
- Fulham School - Replace four existing portables with three new modulars
- École Westhaven School - Portable replacement and accessibility concerns
- Sheldon Coates School - Gymnasium modernization to address accessibility concerns

To view Grande Yellowhead's 2018-21 Three-Year Capital Plan, please visit www.gypsd.ca/Facility%20Services.php
For a hard copy, please call Grande Yellowhead Public School Division at 780-723-4471 or toll-free at 1-800-723-2564.



OCCUPATIONAL HEALTH AND SAFETY STANDARDS

Grande Yellowhead has diligently undertaken the necessary steps to meet or exceed the standards for healthy and safe practices in Alberta schools introduced on June 1, 2018. This includes joint work site health and safety committees and representatives at all our schools and off campuses.

Our jurisdictional Occupational Health and Safety Officer has worked with principals on an emergency response plan and training, completed school inspections, and updated the procedures for investigating incidents, injuries and refusals to work. Grande Yellowhead Public School Division believes that everyone deserves a safe work environment and we support the effort to protect all workers.

SUMMARY OF COMMUNICATIONS PLAN

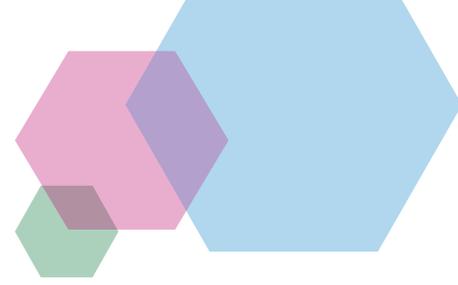


Summary

SUMMARY OF COMMUNICATION PLAN

Grande Yellowhead Public School Division (GYPSD) is committed to open, honest and ongoing communication with its stakeholders. The division believes that maintaining a two-way conversation with stakeholders is essential for building strong relationships. Relationships are the cornerstone of a strong public school system. This daily work also supports the board of trustees' mission, vision, and values.

Annual communications strategies align with the division's goals, and the board's three priorities of student learning, teaching and leadership excellence and community engagement. These may include strategic advice and planning for the board of trustees, superintendent of schools and senior administration; media promotion for major school events and student learning achievements; crisis and issues management, and marketing and public relations supports. In addition, effective and consistent engagement with its stakeholders about both the division's, and individual schools' performance, including information on areas of success and potential challenges, is an important part of the accountability process. Grande Yellowhead is proud to partner with its parents and community members to provide a broad program of studies for all children so that each student can succeed.



1. Student Learning

- GYPSD communicates their students' passion for life-long learning achievements, excellence in learning opportunities, and results from student learning indicators such as dropout rates, high school completion rates, student results from Provincial Achievement Tests and Diploma Examinations, and the percentage of students eligible to receive a Rutherford Scholarship.
- GYPSD students are active creators of their learning and demonstrate their knowledge in their role as proud, caring, and respectful ambassadors of their school and the school authority.
- Timely and effective programs and supports are available for students to learn and/or participate in their community.

2. Teaching and Leadership Excellence

- Staff have successful interactions with all stakeholders by fostering effective relationships, and the sharing of best pedagogical practices and their student achievements.
- The division provides professional development that is focused, systemic, and contributes significantly to staff's ongoing professional growth and engagement in career-long learning.
- Inclusive learning environments are established with programs in place that are accessible and timely for those requiring additional resources and supports.

3. Community Engagement

- GYPSD celebrates the quality of education provided to each student on how they achieve their learning goals through public reporting on data and measures on topics including safe and caring schools, students' sense of citizenship, parental involvement, high school completion rates, scholarship eligibility, school improvement, provincial examinations and more.
- Strategies to address potential challenges in performance measures are shared to ensure that an accurate picture of the division is shared with the public, which builds trust and support for the school authority.
- The division demonstrates effective working relationships through satisfaction measures with stakeholder involvement in decisions about educational matters in their school and community.

Create... Achieve... Succeed! 

EDUCATION SERVICES CENTRE

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