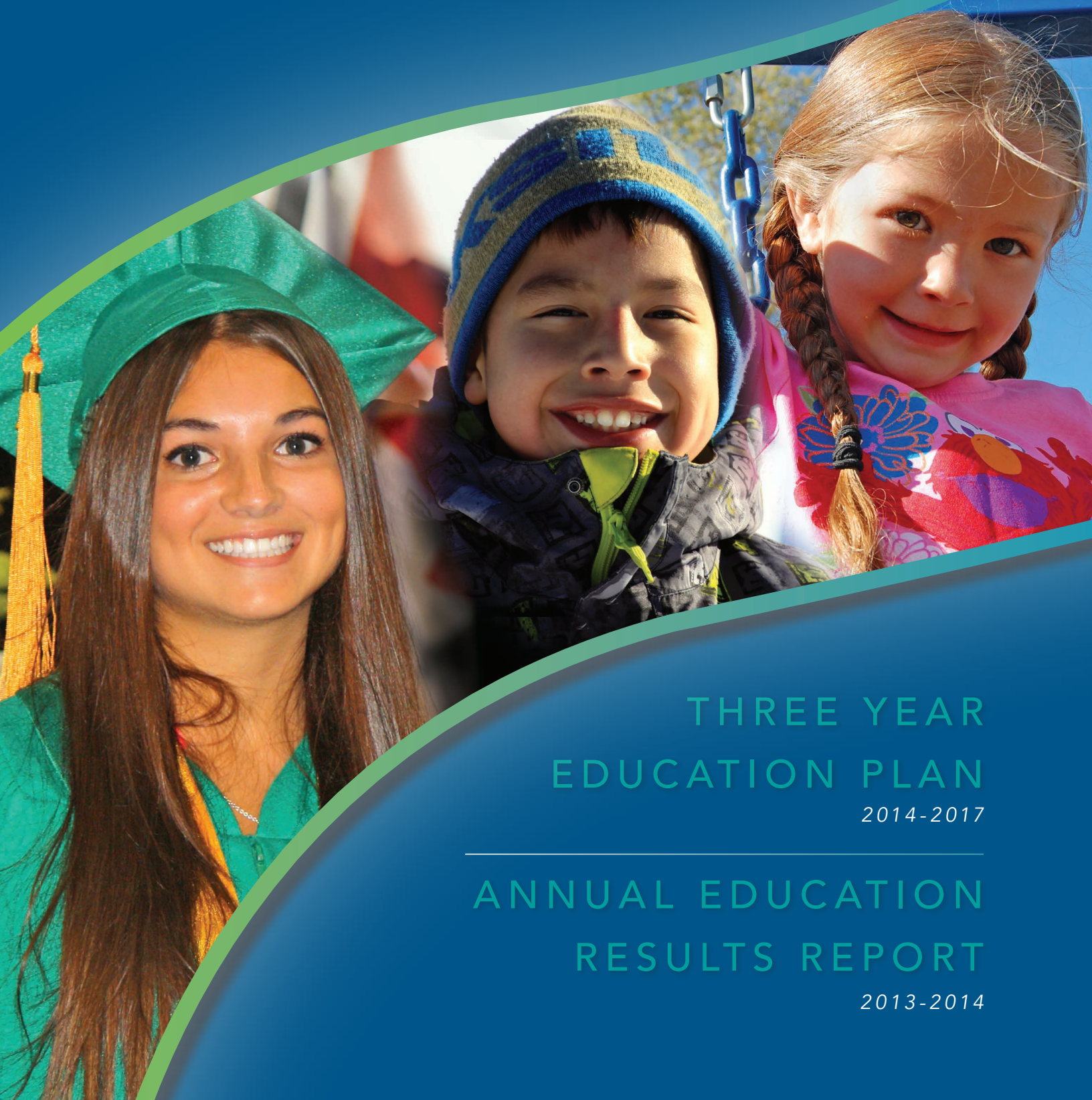




Grande Yellowhead

Public School Division



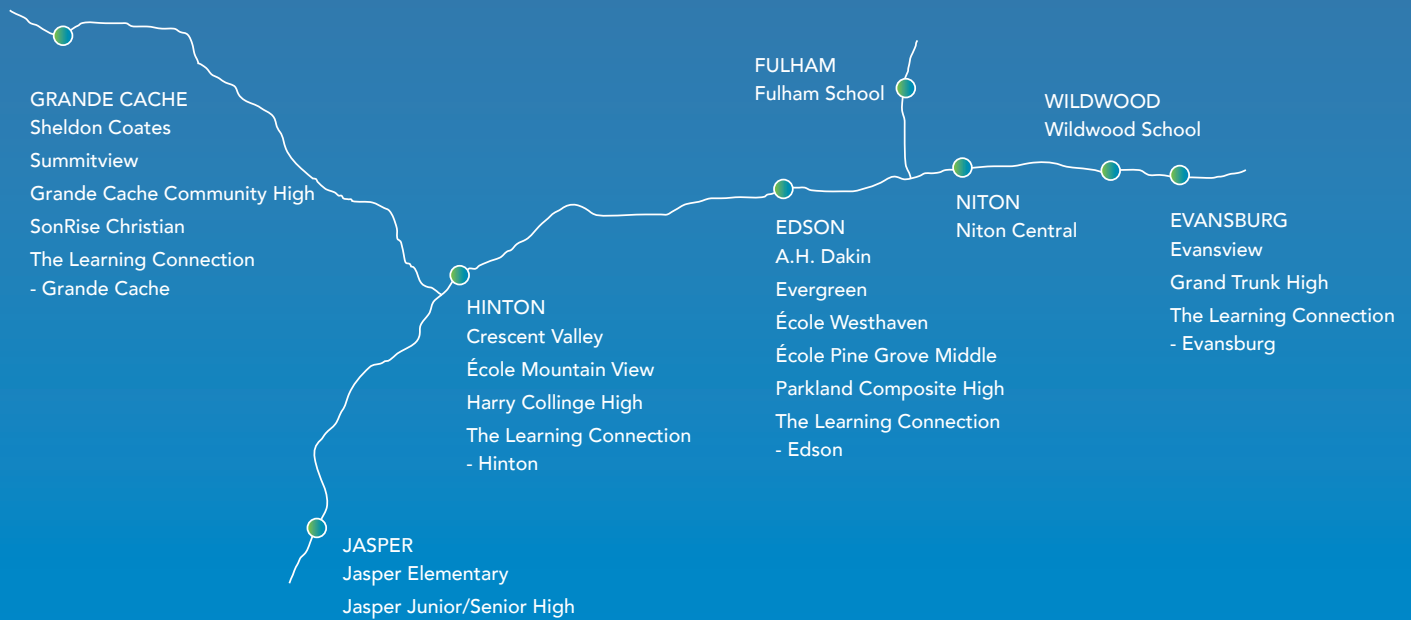
THREE YEAR EDUCATION PLAN

2014-2017

ANNUAL EDUCATION RESULTS REPORT

2013-2014

Serving our schools and a proud part of our communities.



THE DIVISION'S COMBINED THREE YEAR EDUCATION PLAN AND THE ANNUAL EDUCATION RESULTS REPORT WILL BE COMMUNICATED TO STAKEHOLDERS IN THE FOLLOWING WAYS:

- The document is posted to the Division's website under Board Planning and Reporting.
- Copies are provided to each school and their school council, as well as to agencies within the community.
- A direct link to the 3YEP/AERR Summary document for GYPSD can be found on the home page of the website, www.gypsd.ca.
- 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 issues.



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Questions?

For additional information about Grande Yellowhead Public School Division's 2014-2017 Three Year Education Plan and 2014-2015 Annual Education Results Report, Capital Plan or Budget, please contact:

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“ Collaboration is key to this work. ”

MESSAGE FROM THE BOARD CHAIR

Grande Yellowhead Public School Division No. 77 is pleased to submit our 2014-2017 3YEP/AERR. The plan's detailed analysis of data has enabled the division to continue to strategically move forward in supporting student learning across the division.

The collaborative work of division administration, school administrators, teachers, students, parents and communities has made this document a record of comprehensive student programming, and fiscal responsibility.

We recognize that our schools are making the transition to student-centred learning environments and while we are proud of our accomplishments, we also understand we must continue to seek more ways to support our students in their learning goals.

Grande Yellowhead Public School Division has always prided itself on doing what is best for its students. The priorities of the Board echo a culture of care and regard when it comes to improving student learning, building leadership capacity, succession planning and improving internal and external communications.

Under the umbrella of Curriculum Redesign, High School Redesign and Inspiring education, our schools shall continue their journey to greatness led by dedicated and committed staff that place students' needs above all else. On behalf of the Board of Trustees, I offer our sincere appreciation to staff for their work in providing quality educational experiences that allow our children and youth to thrive now and into the future.

John Stitzenberger
Board Chair

MESSAGE FROM THE SUPERINTENDENT

In our ever-changing, dynamic world, we realize there is still much to do as Grande Yellowhead Public School Division strives to *Create, Achieve and Succeed* in a global, digital and connected world.

Collaboration is key to the work. It will take all members of the school community: students, staff, parents and the community working together to support achievement, improvement and learning for all students within our public school jurisdiction. We support an environment that encourages risk-taking and innovation for the overall goals of learning and student engagement.

We are very excited as we take on the challenges we encounter. In GYPSD we are committed to the programs and initiatives and the outcomes and strategies as outlined in the 3YEP/AERR.

At Grande Yellowhead Public School Division we believe "every child can learn at high levels", thus we continue to support our students and staff to be creative and to inspire innovation and excellence in the learning process.

Cory Gray
Superintendent of Schools



Board Chair John Stitzenberger and Superintendent Cory Gray help promote character education at Sheldon Coates School in Grande Cache.

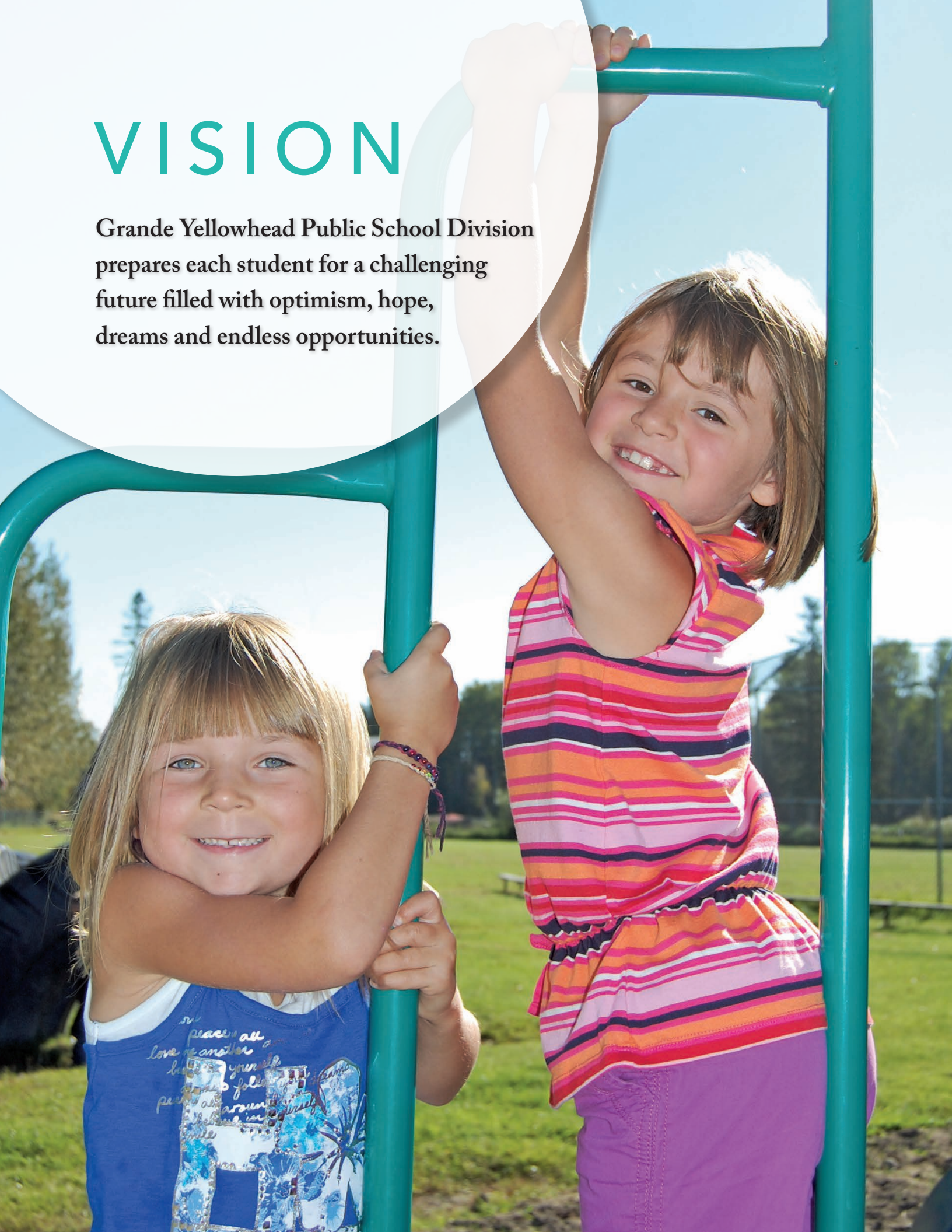
Accountable to Our Community

The Education Plan for the three years commencing September 1, 2014 and the Annual Education Results Report for the 2013-2014 school year 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 Three-Year Education Plan for 2014-2017 and the Annual Education Results Report for the 2014-2015 school year, on November 19, 2014.

VISION

Grande Yellowhead Public School Division
prepares each student for a challenging
future filled with optimism, hope,
dreams and endless opportunities.



OUR MISSION IS TO ENGAGE OUR STUDENTS AS ETHICAL CITIZENS WITH AN ENTREPRENEURIAL SPIRIT AS WE CREATE INCLUSIVE LEARNING ENVIRONMENTS WHICH:

- reflect the values and rich history of their community;
- are known for high educational standards and responsiveness to each student's needs;
- are open, accountable, innovative and creative;
- are staffed with qualified professionals who care for each student's unique character and aspirations;
- are dynamic and rewarding places to learn and teach;
- are places where each student will graduate with a high school diploma or accredited certificate, and
- are learning environments where choice is valued and opportunities are provided in preparation for post-secondary studies, trades or direct entry into the workforce.

Grande Yellowhead Public School Division provides an embedded focus on student learning and success. This ensures that each student acquires the attitudes, skills and knowledge needed to become a socially responsible citizen in a changing global society.

BELIEFS

Each individual is UNIQUE

Each individual can LEARN

Each individual has INHERENT WORTH

Each individual has the right to a SAFE and CARING environment

Learning is a LIFELONG PROCESS

Learning occurs in DIFFERENT WAYS and at different rates

Learning is HOLISTIC

The PARENT is the PRIMARY EDUCATOR of the child

The SCHOOL is an INTEGRAL PARTNER in the education process

The COMMUNITY has the RESPONSIBILITY and the right to participate in the learning process

Learning is a COLLABORATIVE EFFORT that involves parents, schools and communities

**WE BELIEVE EACH
INDIVIDUAL IS UNIQUE,
CAN LEARN, AND HAS
INHERENT WORTH.**

VALUES

IN GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION, WE PLEDGE TO BE GUIDED BY AND TO UPHOLD THE FOLLOWING VALUES:

PASSION FOR LEARNING

To stir the heart to awaken the joy and excitement of learning.

HEALTHY LIFESTYLE

To promote a lifestyle that encourages health and well-being.

CARING FOR OTHERS

To promote genuine concern for and healthy relationships with others.

RESPECT

To hold self, others, and the environment in high esteem.

EXCELLENCE

To pursue personal excellence through continuous lifelong improvement.

INTEGRITY

To strive for fairness, sincerity and honor in all interactions.

HONESTY

To be free from deception.

WORK ETHIC

To inspire individuals to be responsible and accountable for personal excellence.

ADAPTABILITY

To dynamically and progressively respond to change.

CREATIVITY

To nurture originality and innovation.

COLLABORATION

To work or act jointly.

RESPONSIBILITY

To be morally accountable for one's actions.

PERSEVERANCE

To maintain constant diligence in a positive course of action or purpose especially in the face of difficulty or obstacle.

OPTIMISM

To inspire hopefulness and confidence about the future.

ACTIVE CITIZENSHIP

To honor the duties and responsibilities that come with being a member of a community.

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 4,900 students, and 600 staff members. In union with the community, our commitment is to inspire each student to develop a passion for learning and become a socially responsible citizen in a changing global society. To this end, we provide relevant, challenging, and empowering life-based learning opportunities to all students.

COMMUNITY SERVED	SCHOOL	GRADES	PROJECTED ENROLLMENT (INCLUDING ECS)		
			English	French Immersion	Total
Edson	A.H. Dakin School	K-5	142		142
	Evergreen School	K-5	225		225
	Fulham School	K-6	90		90
	Parkland Composite High School	9-12	472	39	511
	École Pine Grove School	6-8	296	36	332
	École Westhaven School	K-5	197	141	338
Grande Cache	Grande Cache Community High School	K-8 Christian Program	92		296
		9-12	202		
	Sheldon Coates School	K-3	166		166
	Summitview School	4-8	219		219
Hinton	Crescent Valley School	K-7	346		346
	Harry Collinge High School	8-12	392	42	434
	École Mountain View School	K-7	195	273	468
Jasper	Jasper Elementary School	K-6	91	128	219
	Jasper Jr./Sr. High School	7-12	133	89	222
Lobstick	Evansview School	K-6	126		126
	Grand Trunk High School	7-12	165		165
	Niton Central School	K-9	168		168
	Wildwood School	K-9	127		127
The Learning Connection (students not enrolled at other sites)	Edson & Area	4-12	85		85
	Evansburg & Area	9-12	34		34
	Grande Cache & Area	9-12	20		20
	Hinton & Area	8-12	92		92

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, their acts serve as a model 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.

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.

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 student learning and student success at the heart of all they do.

Conceptually, the policy/governance model might look like this:



IMPROVING STUDENT LEARNING

- Pyramid of Response to Intervention
- Curriculum (program of studies, assessment, instruction and resources) that promotes inquiry, innovation, literacy, numeracy and development of competencies
- High School Redesign
- Promoting and developing a culture of learning that develops the competencies of the engaged thinker, ethical citizen with an entrepreneurial spirit within an inclusive learning environment

BUILDING LEADERSHIP CAPACITY

- Professional Learning Communities/Partnerships/Networks
- Division Leadership Team collaborative learning network
- Beginning Teacher Mentorship

IMPROVING COMMUNICATIONS

All of GYPSD's communications strategies support the division's priorities and initiatives 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 five strategic goals:

1. Direct communications with staff
2. Delineate responsibilities of divisional and school-based communications
3. Use of new media
4. Communications topics and timelines
5. Fostering strong public relations

PROGRAMS & INITIATIVES



Inclusion/Pyramid of Response To Intervention (PRTI)

Grande Yellowhead Public School Division (GYPSD) has celebrated a long history of inclusive education. We believe in supporting every student to reach high levels of learning and success. Through a systematic approach to instruction and intervention, schools utilize a pyramid of interventions, focusing on differentiated instruction, targeted interventions and specialized supports and services to meet the needs of every student.

Building on previous Alberta Initiative for School Improvement (AIS I) projects focused on instructional strategies and balanced assessment, the division's Learning Services department extended these foundational practices to support a framework of 'just in time' supports for every learner. By accessing ongoing professional learning, school-based teams create a framework committed to the moral imperative that "every student can reach high levels of learning and success".

The key principles of this framework focus on supporting the belief of collective responsibility. All staff play a role in supporting every learner; supporting the vision that these students are OUR students. This principle requires a commitment to individual responsibility within a supported network. 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 convergent assessment, staff respond to student needs and strengthen pedagogy within professional learning communities. A systematic process ensures that every student will receive the time and support they need to learn and be successful. Guided by the question, "How do we get every student there?", certain access is the goal regardless of which community our students live or which class they are assigned. GYPSD's pyramid response to interventions are built upon these essential guiding principles.

School-based teams consisting of administration, the classroom support teacher, lead teachers and the local Family School Liaison worker, work collaboratively to identify

Programs & Initiatives

students' strengths and areas for growth. Accessing local, regional and provincial supports through school linked and regional teams, school teams are able to provide universal, targeted, individual and specialized supports and services required to meet the needs of students.

All school teams will be utilizing the Collaborative Response Model that will provide school-based teams with a framework to strengthen their collaborative conversations, improve their ability to reflect upon the evidence they gather from the initial screening tools.

Regional Collaborative Service Delivery (RCSD)

In September 2012, a cross ministry initiative of Human Services, Education and Health Services created a framework to marry mandates and braid 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 teams 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 have benefited from this new approach that focuses on the collective impact of the three ministries.

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 within schools, all schools receive 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 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 a product 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 that share their knowledge and skills with their peers to embed and enhanced literacy across GYPSD.

Extended Kindergarten Programming

Grande Yellowhead Public School Division continues to support extended kindergarten programming to provide children with the opportunity to develop 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.



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). GYPSD believes that what children learn in kindergarten will have a major impact on future success in their learning experiences and thus has offered an extended kindergarten program for the last few years.

Beginning the 2014-2015 school year, kindergarten teachers will utilize the Early Years Evaluation (EYE) assessment to ascertain the areas of strengths and needs for their students. This data along with parent input, teacher observation and anecdotal notes will assist teachers in identifying programming details for their students. GYPSD schools and community partners work in collaboration with parents, families and community partners to enhance capacity as we support our young learners.

Leveraging Technology for Learning

Grande Yellowhead Public School Division has a proud history of ensuring that strong technological supports are available in our schools. In GYPSD, we are committed to getting the 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 a pyramid response to instruction and intervention framework that will be supported by a systematic effort for every student to be successful. This framework is based on universally designed learning environments with access to technology at all levels of the pyramid. Many technologies are used as tools to enhance the digital learning environments in classrooms throughout our schools. These technologies must enable the student to meet the curricular outcomes in the most effective way possible. The technology enhances the strong research based instructional and assessment practices employed by GYPSD teachers.

The vision and working plan of GYPSD is guided by the Learning and Technology Policy Framework to ensure student centered, personalized, and authentic learning. 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.

Students have the ability to create, share and collabo-

rate with the use of email and online storage. There are fewer barriers and more opportunities to be creative using technology. Leaders are focused on supporting teachers and their curricular objectives for the purpose of student learning.

Where we are going in the near future? GYPSD classrooms are shifting towards a stronger student-centered educational focus that is enhanced by cross-curricular competencies. While we will continue to use technology tools to enhance instructional and assessment practice, the tools will more often be used to support the creation and sharing of knowledge. We must remember that technology is a tool, and not a learning outcome.



Global Networking

Global networking continued to serve the school division in a number of capacities to extend a 'window to the world' for GYPSD students and staff. This was accomplished with the facilitation of virtual meetings, teacher professional development opportunities, and unique course delivery with external expertise brought into classrooms across the division to enhance course delivery, as well as a diverse selection of courses were also offered through videoconferencing sessions across the division including Mathematics, Guitar, Choral Music, and Cree Language and Culture.

Some 480 videoconference sessions were offered outside of those courses mentioned and by bringing external exper-

Programs & Initiatives

tise to the classroom, regular instruction was enriched and deepened by content providers from across North America, the Middle East, and Europe. These sessions afforded our students insight into the subjects being studied, stimulated inquiry and discussion and 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. We believe this technological capacity will place our students in a globally connected network of learners and achievers.

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 in partnership with a number of community stakeholders who assist with our students' post-secondary transitions and the world of work.

Some of our partners are with other public school divisions: Canadian Rockies School Division works with us to promote international student interest as both our divisions have schools located in national parks. Biannually, the division is pleased to partner with many corporate sponsors such as CN Rail, EnCana Corporation and Conoco Phillips to host First Nations, Metis, and Inuit (FNMI) student career fairs and the Oskayak Youth Camp for aboriginal students in Grade 9. The Palisades Centre in Jasper National Park partners with the division and the Edmonton Regional Learning Consortium to host an annual FNMI Teacher Camp. This past year GYPSD also worked closely with Alberta Health Services to develop and begin implementation of a Comprehensive Health and Wellness Program for the division and its schools.

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, we will be able to ensure that our students 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. In addition, GYPSD, GPRC, and Shell Canada Inc. have signed a memorandum of agreement to



provide high school students with dual credit opportunities. This will allow students to access college level courses, in a variety of areas, while still in high school. Students would receive CTS credits towards their high school transcript upon full completion of the course, and also three credits 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 and learn at higher levels. It will encourage students to remain in high school to achieve their high school graduation and provide a great start to their chosen career path.

First Nations, Metis, and Inuit (FNMI) Education

GYPSPD continues to offer an in-depth and very successful FNMI education program to students residing within the division. This 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. Recognizing the highly contextual nature of FNMI educational programs, the programs themselves vary from community to community and school to school.



The breadth of our programming for FNMI students includes the varied instructional supports offered under the umbrella of Pyramid Response to Intervention, Cree Language and Culture Programs, Cree Culture Clubs (offered after school) and the Oskayak Youth Camp held annually at the Palisades Centre in Jasper National Park to name a few.

Beginning this year, the division will also focus on increasing the engagement of their FNMI parents and communities. This will strengthen existing partnerships with the Edson and Hinton Friendship Centres, Elders residing in the division, and Aseniwuche Winewak Nation of Canada, and new relationships with parents of FNMI students will be forged to support student learning. Aligning with this focus, in October of 2014, the division hosted a parent forum, in conjunction with the Hinton Friendship Centre and ERLC, entitled My First Nations, Metis and Inuit Children - "Understanding My Child's School".

Embracing the holistic foundations of FNMI student education, efforts have been made to nurture FNMI student identification with the schools they attend. For the coming school year GYPSPD intends to strengthen parent and community engagement by developing positive and productive relationships to enhance the educational opportunities for FNMI students.

Experiential Education

Divisional micro grants are offered annually to schools to ensure that experiential education pedagogy to thrive across the division. These were accessed by a variety of learning opportunities for our students including Parkland Composite's Physics/Math Project, Evansview's Canada Castle Project, a Dinner Theatre at Grande Cache Community High School, as well as a "Group of Seven Art Project", and the Kayaking and Rock Climbing Project at Jasper Elementary.

Grande Yellowhead Public School Division continues working 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.

GYPSPD expertise was also showcased by presenting at the International Association of Experiential Education in Denver, Colorado (Integrating Experiential Education and Conservation Ethic) and at the Alberta Education Rural Education Symposium held in Canmore, AB (Partnerships for Experiential Education).

GYPSPD staff also collaborated with Canadian Rockies Public School Division to assist them in their efforts in building a stronger experiential education program in their division. This assistance led to the establishment of their Lake Louise Ski Hill Education Centre and the implementation of Winter Travel 15 and Water Experience 15 for their students.

Fostering Student Well-Being

Over the past year, GYPSPD has initiated a partnership with Alberta Health Services in order to implement a health and wellness policy for our school division. We believe that the

Programs & Initiatives

health and wellness of our students, staff and community is important. We have come together as a diverse committee to develop a sustainable health and wellness policy, secure grant funding, recruit health champions, and form healthy school committees in each of our schools. Each school committee completed the Joint Consortium for School Health Healthy School Planner Tool to identify areas of need. They then formulated a sustainable school action plan that will be implemented during the 2014-2015 school year. GYPSD has applied for a second implementation grant for the 2014-2015 school year, to develop a website of resources for schools, parents, and community members to access and help embed the wellness plan into daily living. We are confident that our Health and Wellness initiative will instill in our students resiliency, self-efficacy, and critical thinking skills that will empower them for a lifetime.

In GYPSD, Family School Liaisons (FSLs) 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.

FSLs 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.

FSLs are trained to assess suicide risk or threats and risks of safety towards others. FSLs are available to provide immediate and professional crisis response and crisis management in all GYPSD schools.

Parents/guardians and families are vital to the success of a student, and FSLs strive to work together with them to reduce stress and develop healthy problem solving skills.

The goals of the FSL 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.



Grande Yellowhead Public School Division is 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 is located in Niton Central School, A.H. Dakin School in Edson and Crescent Valley School 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 (FSL) 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 expect to be offering workshops and professional development to school staff and community members. We also hope to offer supports to more schools within the school division through accessible information, resources and professional development opportunities. To achieve our aim of enhanced student achievement, the

TRENDS



GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION IS EXCITED ABOUT THE CURRENT LEARNING STRATEGIES IN PLACE FOR OUR STUDENTS BUT WE ALWAYS KEEP ONE EYE TOWARDS SEEKING NEW OPPORTUNITIES FOR STUDENT SUCCESS.

Board has identified a number of priorities for the coming year: developing student engagement and resiliency; increasing active parent and community engagement; clarifying Board responsibilities; maintaining quality programs within the small/rural context; and meeting the challenges of a diverse parental population.

Community Engagement

GYPSPD's Board of Trustees actively solicits community feedback on educational issues of interest and concern in a number of ways. Ensuring community investment in public education by building, extending, and maintaining partnerships at the local, provincial, national and international level is critical in order to share our vision for student success in GYPSPD.

Role of the Board of Trustees

Understanding the role and responsibility of a School Board Trustee for the division will become even more critical in the months ahead as GYPSPD's Board aligns the division's policies and goals to the new Ministerial Order on Student Learning (#001/2013) and the changes inherent in the new Education Act, coming into force in September of 2015.

Maintaining Quality

Teaching and Learning

Environments within

Small/Rural School Contexts

Over the last several years, the declining student enrollment in small rural schools has brought forward some challenges to divisions in maintaining exemplary instruction and learning experiences that reflect the philosophy behind Inspiring Education and the projects it inspires such as Curriculum and High School Redesign. Continuing to offer programs of quality, especially within the confines of the new guidelines

for instructional hours, remains a high priority for GYPSPD as we also recognize that small schools offer distinct advantages such as the ability to foster strong student and staff relationships.

Challenges of Diversity

As our school population evolves within the global context, new challenges and opportunities present themselves to Grande Yellowhead Public School Division. Diversity in our student populations requires support for teachers as they develop networks and skills to appropriately support all students. Innovative and differentiated programming is necessary to meet all challenges to learning. The changing dynamic of families appears to be placing greater responsibilities upon our schools, increasing the necessity to work with all support systems. The need for families to have dual incomes and the current economic uncertainties has us wondering how we can help families balance the demands of shift work, thriving home cultures, and raising children for the betterment of all Alberta. Most assuredly, raising engaged thinkers and ethical citizens with an entrepreneurial spirit becomes ever more important in these shifting demographics.

Student Engagement and Resiliency

Developing our students' self-confidence and building personal pride in their learning remains a core purpose of GYPSPD. 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 communities to provide extended learning opportunities will instill in our students a spirit of accomplishment in our students and a drive to succeed at whatever they determine is "in their best interests".

COMBINED 2014 ACCOUNTABILITY PILLAR OVERALL SUMMARY

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

MEASURE CATEGORY	MEASURE CATEGORY EVALUATION	MEASURE	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	Issue	Safe & Caring	86.2	88.4	88.7	89.1	89.0	88.6	High	Declined Significantly	Issue
Student Learning Opportunities	Acceptable	Program of Studies	78.5	81.5	81.9	81.3	81.5	81.1	High	Declined Significantly	Issue
		Education Quality	85.6	88.6	88.6	89.2	89.8	89.5	Intermediate	Declined Significantly	Issue
		Drop Out Rate	3.4	3.6	2.3	3.3	3.5	3.6	High	Declined	Acceptable
		High School Completion Rate (3 yr)	75.5	75.5	77.8	74.9	74.8	73.8	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	70.0	72.1	72.6	74.0	75.3	75.5	Low	Declined	Issue
		PAT: Excellence	11.1	12.2	12.7	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	80.4	76.6	76.8	85.4	84.2	83.4	Intermediate	Improved	Good
		Diploma: Excellence	11.1	12.8	11.1	21.0	19.5	19.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	35.5	42.7	44.4	50.5	56.6	55.9	Low	Declined Significantly	Concern
		Rutherford Scholarship Eligibility Rate	51.5	57.2	57.3	60.9	61.3	60.8	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	49.9	46.7	48.4	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	77.3	79.5	80.4	81.2	80.3	80.0	Intermediate	Declined	Issue
		Citizenship	77.5	80.5	81.6	83.4	83.4	82.6	Intermediate	Declined Significantly	Issue
Parental Involvement	Issue	Parental Involvement	78.2	82.7	82.1	80.6	80.3	80.0	Intermediate	Declined	Issue
Continuous Improvement	Acceptable	School Improvement	78.8	80.7	80.9	79.8	80.6	80.2	High	Declined	Acceptable

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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 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.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations 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.
- Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

COMBINED 2014 ACCOUNTABILITY PILLAR FNMI SUMMARY

Required for Public/Separate/Francophone School Authorities

MEASURE CATEGORY	MEASURE CATEGORY EVALUATION	MEASURE	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	1.6	2.8	1.9	7.8	8.5	9.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	78.5	63.5	61.7	43.6	43.9	40.8	High	Improved	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	54.8	59.7	60.0	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	2.8	8.5	6.1	6.3	6.3	6.4	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	76.5	72.0	75.0	78.2	75.2	75.7	Low	Maintained	Issue
		Diploma: Excellence	5.1	9.8	9.6	10.4	8.4	8.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	18.8	33.0	23.9	18.9	21.2	20.0	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	31.0	50.0	42.6	33.0	35.1	33.9	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	27.5	21.9	23.8	32.1	32.2	31.2	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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course.
- 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.

ACHIEVEMENT EVALUATION

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

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

MEASURE	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	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).



GOAL ONE

AN EXCELLENT START TO LEARNING

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

There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
Transitioning Students into ECS Programming	Provide Language Enrichment programming for speech and language development before kindergarten.	•		
	Screen all incoming kindergarten students to identify students at risk. Use the Early Years Evaluation (EYE) screening test to gather kindergarten data to target gaps.	•	•	
	Provide early entry for kindergarten programming for those in need (2 year programming option).	•		
	Utilize the LS Facilitator to support the PUF/FSCD common approach to support children identified with severe disabilities requiring specialized services.		•	
	Ensure small Early Childhood Services (ECS) class sizes (Class is split once it reaches 27 students).	•		

Goal One: An Excellent Start to Learning

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
Transitioning Students into ECS Programming	Provide extended kindergarten program.	•		
	Enhance coordination between health services and our school division by using the data gathered by the Early Years Evaluation (EYE) and obtaining necessary active consent from parents in order to coordinate services provided by Alberta Health Services (AHS).		•	•
	Implement the process of coordination supports, services and resourcing of Program Unit Funding (PUF) budget for each school with ECS programming.		•	
Engage Community to Provide Supports for Students	Support the education programming needs of our Program Unit Funding (PUF) students by utilizing community early learning organizations (ie. Brighter Futures, playschool programs).			•
	Access the mental health capacity building project Building Empowered Student Together (BEST) to support healthy choices and awareness of mental health in the early years.		•	
	Focus on sustaining the coordination of improving literacy from “cradle to crypt” using Literacy Coalitions.	•	•	•
	Support the recommendations from the Early Childhood Mapping Project.		•	•
	Develop a literacy information package for new parents that can be given by the health unit nurse during a baby visit.			•
	Provide opportunities to connect with communities in each zone by sharing the importance of appropriate early childhood development at local community events.			•
Opportunities for ECS Teachers to Build Capacity	Embed six divisional planning days focused on creating inclusive environments to support self-regulation and exploration through play.	•	•	
	Support and ensure the development of a Classroom Response Model (CRM) to support the development and implementation of school-based team’s response to student learning and achievement in each school. ECS teachers will be actively engaged in the process.	•	•	
	Provide professional development opportunities for kindergarten teachers to build capacity of staff, coordinate services, collaborate with service providers/community agencies, and manage the PUF budget.		•	
	Purchase and train ECS staff to utilize Boardmaker Achieve to enhance differentiated instruction within our inclusive education environments.		•	
Review and Utilize Early Learning Opportunities in Each School Community	Access opportunities for language enrichment or early intervention for 3 and 4 year olds with mild/moderate needs. Opportunity exists in all communities for children identified with needs that meet criteria. GYPSD will work with parents and schools to increase opportunities for children to utilize early learning environments such as playschools and ECS programs to enrich any developmental delays.	•	•	



**GOAL
TWO**

SUCCESS FOR EVERY STUDENT

Outcome: Students achieve student learning outcomes.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.8	75.7	78.0	76.6	80.4	80.8	Intermediate	Improved	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.0	9.3	11.2	12.8	11.1	16.4	Low	Maintained	Issue	12.0	12.5	12.8

Goal Two: Success for Every Student

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.4	75.4	82.3	75.5	75.5		High	Maintained	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18.	1.3	1.9	1.4	3.6	3.4	1.0	High	Declined	Acceptable	1.0	1.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.9	49.1	49.4	46.7	49.9		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.9	57.9	56.9	57.2	51.5	59.0	Intermediate	Declined	Issue	60.0	61.5	63.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.9	44.3	46.2	42.7	35.5	40.0	Low	Declined Significantly	Concern	45.0	50.0	55.0

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.
- 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.

COMMENTS ON RESULTS

The division's overall course acceptable standard is good; however, our Standard of Excellence results continue to be a challenge. In a deeper analysis of the diploma results, we recognize that we are significantly below provincial results in Social Studies 30-1 and 30-2. Acceptable standard results in English 30-1 and 30-2 are very good, and GYPSD has shown significant improvement in Chemistry 30 over the last school year. Within the 5 year data, Science 30 results have remained higher than the provincial average. The last two years have shown a noticeable decline in Science 30 results as students are being encouraged to participate in the more academic disciplines.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
<p>All Students are Connected to the Program of Studies/ Instructional Practices Aligned with Inspiring Education.</p> <p>Every Student Can Learn at High Levels.</p>	* Support four GYPSD High Schools to be actively engaged in the Moving Forward with High School Redesign work with Alberta Education. Note: HS have chosen to focus on the areas of mastery learning and assessment to target improved academics.	•	•	
	* Align curriculum and instructional practice with The Learning and Technology Policy Framework (LTPF).		•	
	* Utilize differentiated instructional practices focused on project-based learning, experiential education, inquiry learning and critical thinking.	•	•	
	Participate in the prototyping process for curriculum redesign as part of the Prototyping Alberta Curriculum Engaged Thinkers, Ethical Citizens with an Entrepreneurial Spirit (PACE3) project and link the work with building knowledge of curriculum.	•	•	•
	Pilot Grade 3 Student Learning Assessments (SLA) and utilize the data provided by the assessment to provide information for student learning plans.	•	•	•
	Increase opportunities for students to engage in dual credit courses and programs.	•		•
	Facilitate professional development to further enhance student competencies as identified in Alberta's Curriculum Redesign.		•	
<p>Respond to Student Learning with a Collaborative Approach</p>	* Support and ensure the development of a Classroom Response Model to support the development and implementation of school-based team's response to student learning and achievement in each school.	•	•	
	* Facilitate high school collaboration and networking.		•	
	* Collaborate to facilitate Diploma Exam and Provincial Achievement Test Analysis.		•	
	* Collaborate to ensure students access scholarships, bursaries and awards to which they are entitled.		•	•
	* Continue to provide opportunities for High School Counsellors to strengthen collaborative networks.		•	
	* Continue to partner with social agencies, business and community supports to enhance the learning environment.		•	
	Embed the school success profiles into the school continuous improvement process.		•	•
	Support the pyramid response to instruction and intervention framework for all schools.		•	•
<p>Provide Equitable and Timely Access to a Continuum of Supports, Services and Environment for Students</p>	Create a school-based team of lead staff to act as a part of the Classroom Response Model and work collaboratively as part of the school-based team in support of each student.	•		•
	Conduct an Inclusive Education review to identify strengths and gaps in offering a continuum of supports and services for students.		•	

Goal Two: Success for Every Student

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
Establish a Division Framework for Student Engagement	Develop a Superintendent's Advisory Student Committee. Establish a process to access student voice that includes focus groups, symposiums, Superintendent's advisory committee.			•
	Implement Tell Them From Me surveys in all GYPSD schools (Grades 4-6 and Grades 7-12).			•
	Support schools in the utilization of the student engagement resources provided by the Learning Bar.		•	

Outcome: Students demonstrate proficiency in literacy and numeracy.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.0	73.3	72.3	72.1	70.0	78.2	Low	Declined	Issue	73.0	74.0	75.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.3	13.7	12.3	12.2	11.1	12.5	Low	Maintained	Issue	13.0	14.0	15.0

Notes

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 2) Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 3) Please note that participation in Grade 9 Provincial Achievement Tests was substantially

COMMENTS ON RESULTS

GYPSD did not participate in the writing of Grade 3 PATs as we chose to pilot the Grade 3 SLAs in the fall of 2014. ELA 6 and 9 as well as FLA 6 show good results. Math 6 and 9 results do not provide sufficient data for a 5 year trend analysis however, preliminary results show this may be an area of concern in the future. As a result, GYPSD will explore learning opportunities to support and enhance Mathematics. Science and Social Studies 6 and 9 also indicate below provincial standards for acceptable and excellence.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
<p>All Students are Connected to the Program of Studies/ Instructional Practices Aligned with Inspiring Education.</p> <p>Every Student Can Learn at High Levels.</p>	* Develop a Collaborative Response Model to support the development and implementation of school-based teams response to student learning and achievement in each school.		•	
	* Work with schools and facilitate learning opportunities with a focus on Adolescent Literacy Strategies and 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.		•	
	* Focus on Tier One strategies (differentiated instruction, project-based learning, inquiry and critical thinking) to ensure continuity of practice in the development of key core competencies.	•	•	
	* Utilize resources and tools such as AimsWeb and TestOnline to provide literacy and numeracy progress monitoring data.	•		•
	Continue to support the Pyramid Response To Instruction and Intervention framework for all schools.	•		
	Provide support for Levelled Literacy Intervention.	•	•	
	Pilot Grade 3 Student Learning Assessments (SLAs). Facilitate professional learning to support teachers with data informed planning for student learning.		•	
<p>Respond to Student Learning with a Collaborative Approach</p>	* Support and facilitate Grade level/teacher network meetings across the division/zones.		•	
	Continue to support a collaborative professional learning structure within school environments.		•	
	Continue to adapt Inclusive Education allocations to provide supports to meet the needs of all students.	•		•
	Work with our consortium to provide professional for staff to increase student learning.		•	
<p>Provide Equitable and Timely Access to a Continuum of Supports, Services and Environment for Students</p>	* Utilize the Pyramid of Response to Instruction and Intervention to diminish student achievement disparities.	•	•	
	Establish collaborative response models within the school environments that focus on literacy and numeracy development.	•	•	
	Ensure new Regional Collaborative Service Delivery (RCSD) models are aligned to support teachers and increase literacy and numeracy skills.	•		



Outcome: Students demonstrate citizenship and entrepreneurship.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.4	82.2	82.1	80.5	77.5	81.3	Intermediate	Declined Significantly	Issue	82.0	82.5	83.0
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.	78.4	79.9	81.9	79.5	77.3	80.5	Intermediate	Declined	Issue	81.0	81.5	82.0

Notes

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

COMMENTS ON RESULTS

Feedback from parents, students and teachers indicates a general agreement that student activity, involvement and encouragement are demonstrated. However, other citizenship skills such as following rules, helping each other and showing respect for others, has failed to improve as indicated from the students’ perspective. These perceptions show a downward trend the older the student gets.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
<p>All Students are Connected to the Program of Studies/ Instructional Practices Aligned with Inspiring Education.</p> <p>Every Student Can Learn at High Levels.</p>	* Collaborate with and support High Schools in Moving Forward with High School Redesign within GYPSD schools through core competencies of Curriculum Redesign.	•	•	
	* Support programs to develop resiliency and self-efficacy in students.	•		
	* Implement Tell Them From Me surveys in all GYPSD schools (Grades 4-6 and Grades 7-12) to gather data to pursue strategies to address behaviors such as respect, following the rules and treating each other well.			•
	* Focus on developing competencies through participation in PACE3 prototyping.		•	•
	Increase opportunities for students to engage in dual credit courses and programs.	•		
	Continue to support and foster Career & Technology Studies (CTS) and Career & Technology Foundations (CTF) programming.	•		
	Build awareness and align work with The Learning and Technology Policy Framework. Promote the use of digital media awareness, Internet safety and digital citizenship.		•	•
	Leverage technology and cloud-based tools (ie. Office 365) to support the learning of students and encourage/support innovation and creation of new knowledge.	•	•	
Utilize resources to develop career pathways responsible for education.	•			
<p>Respond to Student Learning with a Collaborative Approach</p>	* Continue to support school-based projects that foster generosity, caring for others and develop community spirit.	•	•	
	Focus on awareness and understanding of Inspiring Education and Ministerial Order.			•
	Support students in developing entrepreneurial skills, building cultures that encourage risk-taking.	•	•	
<p>Establish a Division Framework for Student Engagement</p>	* Continue to implement and expand the scope of the comprehensive Health and Wellness Program.		•	
	Establish a process to access student voice that includes focus groups, symposium, Superintendent’s advisory committee.			•
	Support schools in the utilization of the student engagement resources provided by the Learning Bar.	•	•	



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

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.0	57.6	62.6	59.7	54.8	67.5	Very Low	Maintained	Concern	60.0	61.0	62.0
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).	9.6	4.2	5.8	8.5	2.8	7.7	Very Low	Declined	Concern	6.0	7.5	8.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72.2	81.8	71.1	72.0	76.5	78.0	Low	Maintained	Issue	78.0	80.0	81.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.3	6.8	12.2	9.8	5.1	14.9	Very Low	Maintained	Concern	9.0	10.0	11.0

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	53.6	51.0	70.6	63.5	78.5	63.8	High	Improved	Good			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.8	0.0	3.0	2.8	1.6	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.	48.3	29.4	20.2	21.9	27.5	22.1	Very Low	Maintained	Concern	29.0	35.0	45.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	20.0	31.3	46.7	50.0	31.0	50.2	Very Low	Declined	Concern	36.0	40.0	45.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	19.1	13.7	24.9	33.0	18.8	33.2	Very Low	Maintained	Concern	22.0	23.5	25.0

Notes

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, En-

glish Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chem-istry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

- 3) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of Grade 10 students who are tracked over time.
- 4) Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 5) Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

COMMENTS ON RESULTS

Even though the data for FNMI indicates concern or issue in many areas, it fails to recognize that in some of the areas our achievement data is well above the province. These areas of acceptable standard include ELA 6, Math 6, Science 6 and Social Studies 6, Math 9 K & E, Science 9 K & E, ELA 30-1, Biology 30 and Science 30. For Standard of Excellence, ELA 30-2 and Math 30-2 indicate above those of the province for 2014.

We are especially proud of our High School Completion Rate and our low drop out rate for our FNMI students.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

Goal Two: Success for Every Student

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
<p>All Students are Connected to the Program of Studies/ Instructional Practices Aligned with Inspiring Education.</p> <p>Every Student Can Learn at High Levels.</p>	* Provide support for Levelled Literacy Intervention.	•	•	
	* Facilitate learning opportunities with a focus on Adolescent Literacy Strategies.		•	
	* Increase opportunities for FNMI students to engage in dual credit courses and programs.	•		
	* Recognize FNMI student success.	•		
	* Continue to foster a school culture where all students have a sense of belonging and feel valued.	•	•	
	* Embed on-going FNMI cultural experiences across the curriculum for all students.		•	
	Encourage and support CTF/CTS and RAP programming.	•		
	Develop Cree Language Guide for schools offering the program.		•	•
	Provide student learning opportunities with a focus on FNMI culture, learning needs and strengths.	•		
	Utilize differentiated instructional practices by teachers that are focused on project-based learning, experiential education, inquiry learning and critical thinking.		•	
Facilitate the FNMI Teacher Camp.		•		
<p>Respond to Student Learning with a Collaborative Approach</p>	* Support teachers with the use of culturally responsive learning resources. Provide culturally responsive resources for teachers at all levels reflecting FNMI world views and ways of knowing and being.	•	•	
	* Work with schools to develop their understanding of the importance of language in FNMI student learning and school success.		•	•
	* Utilize Moving Forward: Implementing FNMI Collaborative Frameworks to build capacity.		•	
	Continue to support FNMI community connections and partnerships.			•
	Continue to support FNMI parent and community engagement opportunities.			•
<p>Provide Equitable and Timely Access to a Continuum of Supports, Services and Environment for Students</p>	* Explore mentorship as a strategy to support FNMI students.	•		
	Work with school-based teams to implement culturally responsive student interventions for FNMI students.		•	
	Support transitional planning through FNMI liaisons and division facilitator.	•		•
<p>Establish a Division Framework for Student Engagement</p>	* Support schools in the utilization of the student engagement resources provided by the Learning Bar to support FNMI students.		•	
	Implement Tell Them From Me surveys in all GYPSD schools (Grades 4-6 and Grades 7-12) and utilize information shared by FNMI students.			•
	Ensure FNMI student voice is incorporated into the Student Engagement Initiative.	•		



GOAL THREE

QUALITY TEACHING AND SCHOOL LEADERSHIP

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.3	82.7	81.4	81.5	78.5	82.2	High	Declined Significantly	Issue	81.5	82.5	84.0

Notes

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

COMMENTS ON RESULTS

We recognize in this measure that favorable perceptions diminish as we move from lower to higher grades. Generally programs such as Physical Education and Art were favorably perceived. Programs and learning opportunities that show less favorable responses are other languages, drama, health and music. The survey questions in general do not speak to extended learning opportunities in the wider community. Many of our schools have formed vibrant partnerships that utilize specific community resources. We recognize that schools may require support to communicate the variety of programming that is offered at each site.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

Goal Three: Quality Teaching and School Leadership

PRIORITY AREAS	STRATEGIES	DIVISION AREAS OF FOCUS		
		Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
<p>All Students are Connected to the Program of Studies/ Instructional Practices Aligned with Inspiring Education.</p> <p>Every Student Can Learn at High Levels.</p>	* Encourage and support opportunities for teachers to attend focused professional development to support the goals, outcomes and direction of the Division and Province.		•	
	* Leverage and support innovative strategies that allow for delivery of arts and fine arts to schools that cannot support or provide such expertise.		•	
	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.		•	
	Assist and support teachers in leveraging technology and cloud-based tools that align with, and are appropriate, in meeting the learning goals.		•	
	Facilitate use of ERLC sessions and resources as aligned with division priorities.		•	
	Increase the capacity of Learning Services in regards to supporting instruction to meet learning goals through the use of technology and Internet based tools.		•	
	Facilitate learning opportunities for Division Leadership Team (DLT) and teachers through coaching, networking, project planning through a team based approach.		•	
	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.		•	
	Support teachers with curriculum enhancement through the use of video conferencing, cloud-based and other technology tools.		•	
<p>Respond to Student Learning with a Collaborative Approach</p>	* Identify and implement goals and strategies for each community zone to build capacity and enhance collaboration to meet the needs of students.		•	•
	* Develop a shared division vision of inclusive education and instructional excellence.			•
	Continue to provide opportunities for schools to engage in the collaborative process.		•	•
	Support administrators and teachers as they develop the collaborative response model to enhance the Pyramid of Response to Intervention strategies in schools.	•	•	
	Expand Office 365 usage for collaboration in Leadership Council (LC)/Division Leadership Team.		•	•
	Explore and initiate a process to collaboratively establish a framework of quality teaching that acts as a guide to instructional practice within GYPSD.		•	•
	Continue the Leadership Academy program.		•	
	Continue Leadership Symposium and Staff Institute Day.		•	
	Support Bachelor of Education students with positive teacher practicum experiences.		•	
	Continue the Division Leadership Team planning committee with a focused approach as a professional Learning Network.		•	•
<p>Provide Equitable and Timely Access to a Continuum of Supports, Services and Environment for Students</p>	Ensure The Regional Collaborative Service Delivery Model in all regions is aligned to student achievement and learning goals, course completion and school improvement efforts.	•	•	•



**GOAL
FOUR**

ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The education system demonstrates collaboration and engagement.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.6	80.4	83.1	82.7	78.2	n/a	Intermediate	Declined	Issue	81.0	82.0	83.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	87.9	89.3	88.6	85.6	n/a	Intermediate	Declined Significantly	Issue	88.0	89.0	90.0

Notes

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

COMMENTS ON RESULTS

We recognize the current 2014 responses show a one year decline; however, in regards to parent involvement within a 5 year trend analysis, we identify an overall improvement in parent responses. Teacher responses also show an increase in favorable responses. A 10 year trend analysis shows GYPSD has made significant progress in this area.

Recognizing that satisfaction of overall quality of basic education is down over the 2013-2014 school year, the 5 year trends indicate a slight improvement. An area of concern is the current decline which will need to be carefully monitored.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

Goal Four: Engaged and Effective Governance

STRATEGIES	DIVISION AREAS OF FOCUS		
	Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
* Continue ongoing review of administrative procedures to align with the Education Act.			•
* Continue to hold regular Board meetings in various communities in order to provide opportunities for students and community members to see local government in action.			•
* Implement Tell Them From Me surveys in all GYPSD schools (Grades 4-6 and Grades 7-12).			•
* Establish a process to access student voice that includes focus groups, Superintendent's advisory committee and student symposium.	•		•
* Continue to develop active school council participation and utilize support from Alberta School Councils' Association.			•
* Implement the Thoughtexchange process to gather ongoing parent and teacher input regarding our schools.			•
* Partner with communities and ERLC to host FNMI parent and community engagement forums.		•	•
Increase awareness of Grande Yellowhead Public School Division's successes and programs as addressed in the division's annual communications plan and continue to support a full-time Communications Manager position.			•
Continue to inform the public on school, division and provincial education events and initiatives through social media. Continue to develop the division's website effectiveness and efficiency.			•
Provide focused support to assist staff with the implementation of Inspiring Education and developing the competencies of an engaged thinker, an ethical citizen with an entrepreneurial spirit within an inclusive learning environment.			•
Continue Grande Yellowhead Public School Division's work with such programs as international students, international field trips, Palisades and Marmot Learning Center projects, experiential education grants and partnerships with other school divisions (ie. Canadian Rockies).			•
Explore and pursue opportunities for apprenticeship programs and Green Certificate programs.	•		
Continue literacy focus and support.	•		•
Continue to support extended kindergarten programming.	•		•
Develop and enhance school infrastructure in collaboration with Alberta Government and community partners.	•		

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

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.6	88.9	88.8	88.4	86.2	n/a	High	Declined Significantly	Issue	88.0	89.0	90.0
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.	82.4	81.0	81.1	80.7	78.8	n/a	High	Declined	Acceptable			

Notes

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

COMMENTS ON RESULTS

The measures of students being safe, caring for others and showing respect, show the greatest agreement among parents, teachers and students. With respect to students treating each other well, only 67% of parents agreed or strongly agreed. This is an area that teachers and students do not align with their responses.

With a jurisdiction continuous improvement rating as overall acceptable on the Accountability Pillar results, we recognize a discrepancy between teacher perceptions and their provincial counterparts. GYPSD is higher by almost 8% than the province. Overall provincial and authority percentages are similar.

Note: Strategies marked with the asterisk are in response to areas identified as an issue or concern.

STRATEGIES	DIVISION AREAS OF FOCUS		
	Improving Student Learning	Building Leadership Capacity & Succession	Improving Internal & External Communications
* Continue to enhance Healthy Schools initiative in all schools.	•		
* Support a Health Champion who promotes health and wellness with all staff and students in all schools.		•	
* Pursue the development of Violent Threat Risk Assessment (VTRA) community process and protocol.			•
* Conduct an Inclusive Education review to identify strengths and gaps in offering a continuum of supports and services for students.	•	•	•
* 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.	•		
* Continue participation in the Mental Health Capacity Building Project.		•	
Establish school-linked teams to collaborate with the school-based team in support of students.	•	•	•

FINANCIAL SUMMARY FOR THE 2013-2014 SCHOOL YEAR

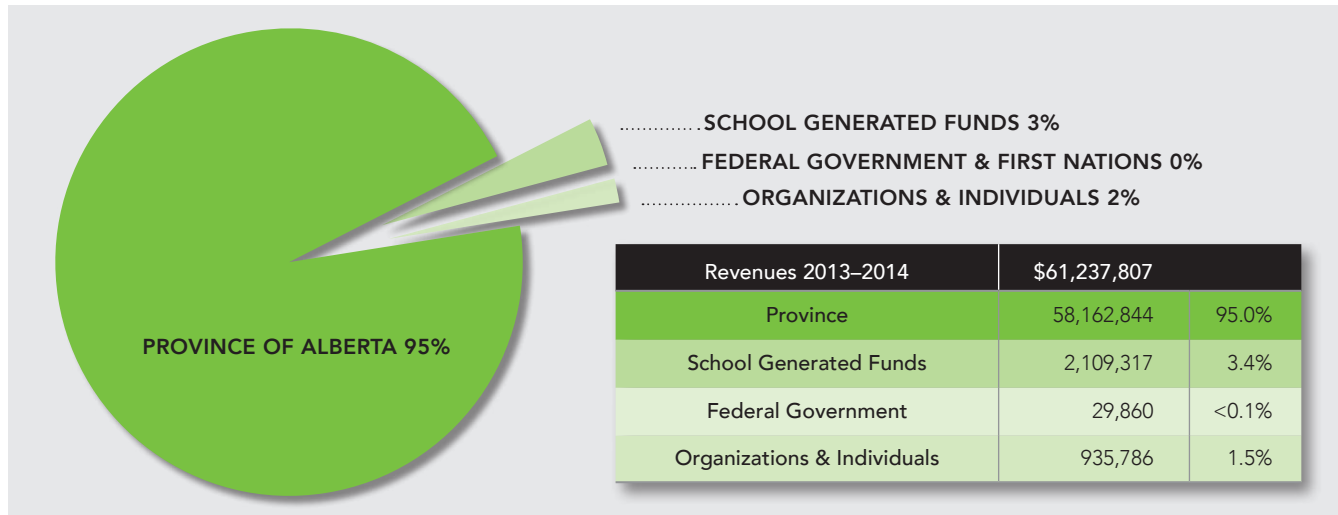
GYPSPD’s revenues exceeded expenses for the 2013 – 2014, resulting in a surplus of \$442,691. Actual revenues exceeded budgeted revenues, however expenditures were not as high as budgeted for.

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 Downloads, Planning and Reporting.

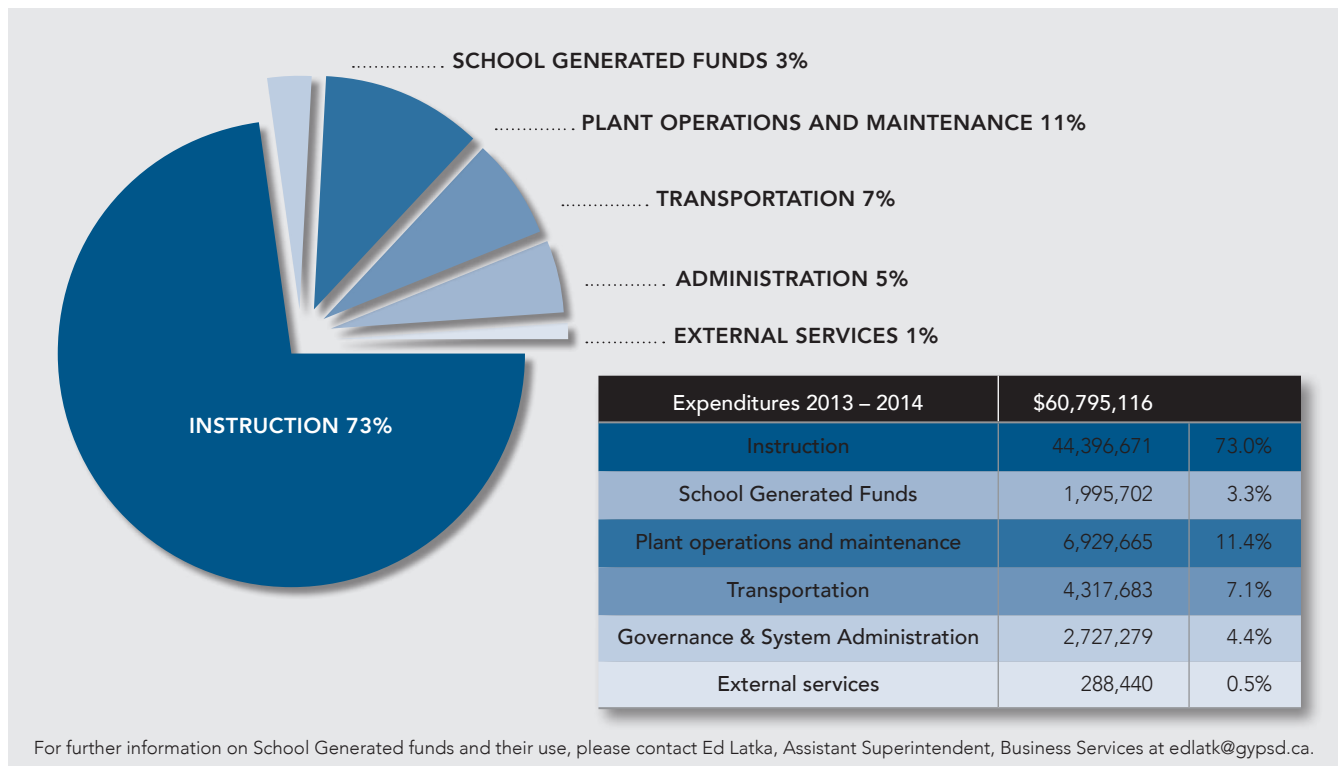
Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564.

Audited Financial Statements for all jurisdictions are also posted on [Alberta Education’s website](#).

Revenues 2013–2014



Expenditures by Program 2013–2014



BUDGET SUMMARY

The Board approved the 2014-2015 budget with a deficit of \$1,944,857. 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.

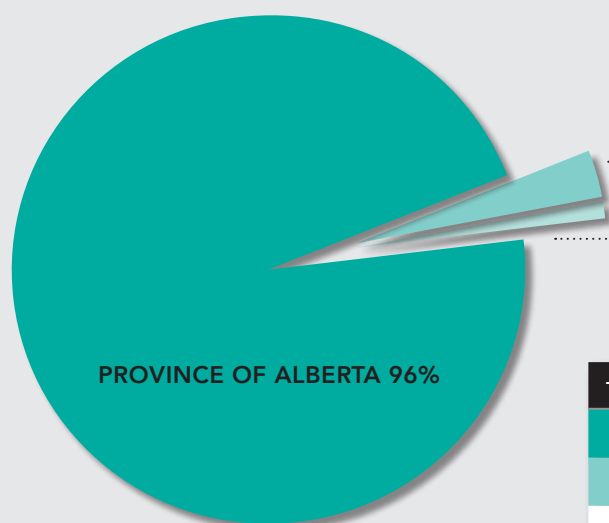
BUDGET ASSUMPTIONS

- Standard cost of teachers is \$97,800, for school support staff \$29.99 per hour; this includes salary or wages, and benefits.
- No increase in Instructional Material Fees or Transportation Fees.
- Planned use of \$638,800 of Undesignated Reserves to support one-time projects, maintaining staffing levels and government clawback.

Additional information regarding the budget can be found in the [Budget Report](#) and the [Audited Financial Statement](#) 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.

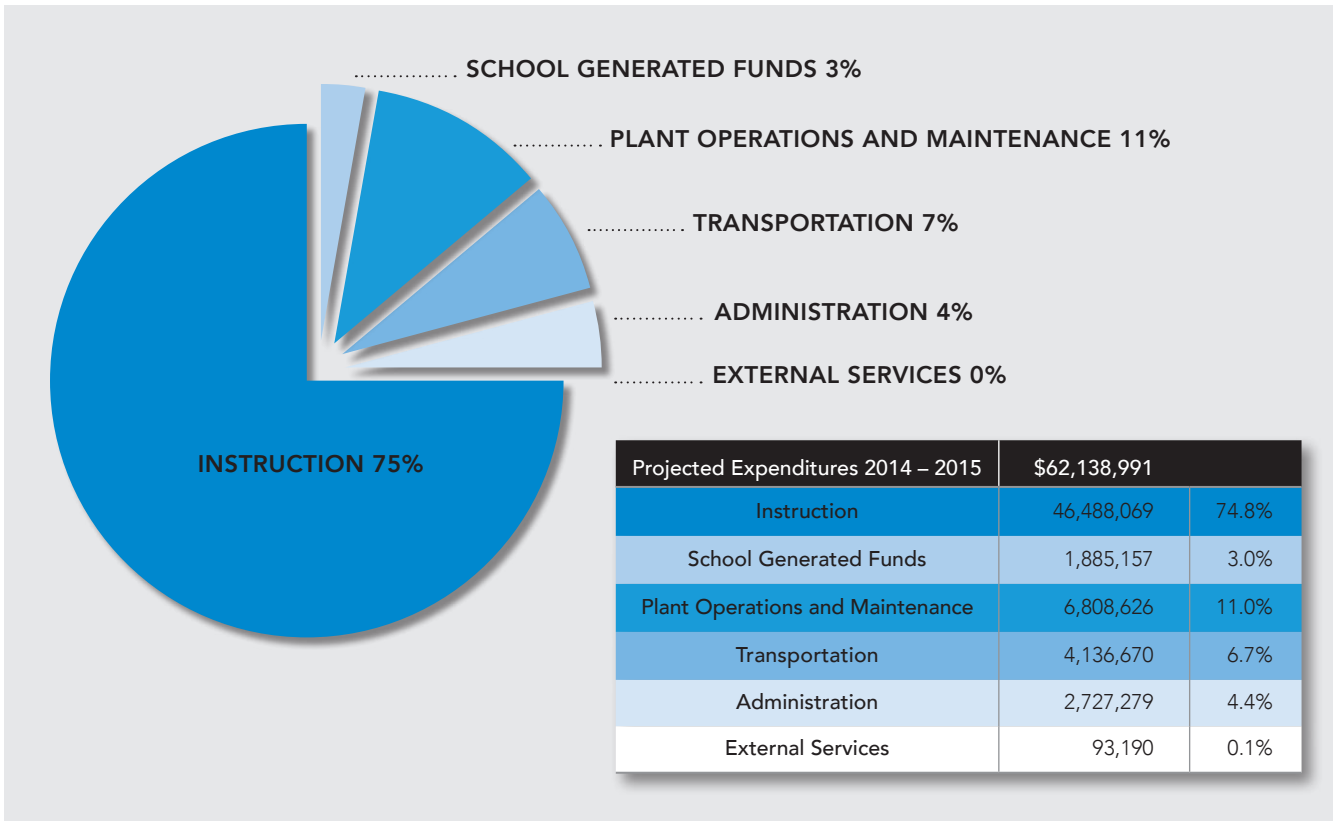
Projected Revenue 2014 – 2015



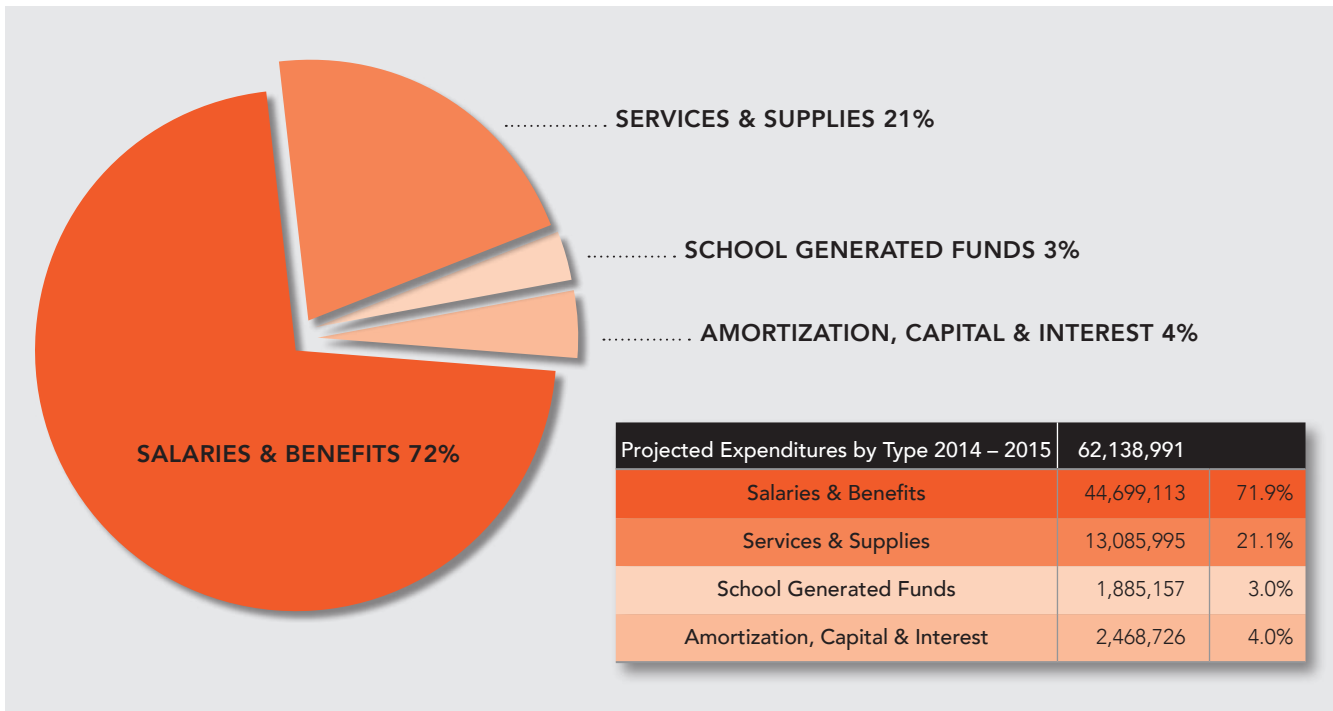
..... SCHOOL GENERATED FUNDS 3%
 FEDERAL GOVERNMENT & FIRST NATIONS 0%
 ORGANIZATIONS & INDIVIDUALS 1%

Total Projected Revenue 2014–2015	\$60,194,134	
Province	57,751,474	96.0%
School Generated Funds	1,885,157	3.1%
Federal Government	8,760	0.0%
Organizations & Individuals	548,743	0.9%

Projected Expenditures 2014–2015



Projected Expenditures by Type 2014 – 2015





ALL SCHEDULED INFRASTRUCTURE MAINTENANCE RENEWAL (IMR) PROJECTS FOR THE 2013-2014 SCHOOL YEAR HAVE BEEN COMPLETED OR ARE CURRENTLY IN PROGRESS. THIS INCLUDES:

- Cardlock systems in Westhaven, Crescent Valley and Jasper Elementary.
- Roofing at Grand Trunk, Harry Collinge, Niton, and Sheldon Coates.
- Flooring at Parkland, Harry Collinge, Mountain View, and Niton.

The construction of the new Jasper Shared School Facility (Jasper Junior/Senior High School) was completed during the summer of 2014 and the division celebrated the facility's grand opening on September 26, 2014. This project had been on the Capital Plan for many years.

The modernization of Grande Cache Community High School was approved in May of 2014 and is in the design planning stages.

The Government has also recently approved the replacement of AH Dakin School in Edson.

PRIORITIES FROM THE CURRENT GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION'S THREE YEAR CAPITAL PLAN INCLUDE:

- **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.
- **Wildwood** – Partial modernization of the 1963 building section.

Click [here](#) to view GYPSD's current Three Year Capital Plan for the 2014-2015 school year to the 2016-2017.

For a hard copy, please call GYPSD at 780-723-4471 or toll-free at 1-800-723-2564.

PARENT ENGAGEMENT

GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION PROMOTES PARENT ENGAGEMENT IN ALL ITS SCHOOLS BY INVOLVING SCHOOL COUNCILS IN THE PLANNING AND REPORTING PROCESS FOR THE SCHOOLS THEMSELVES, AND THE DIVISION AS A WHOLE. ADMINISTRATIVE PROCEDURE 100 SUPPORTS THIS PROCESS BY STATING THE PARAMETERS OF THE PARENT ENGAGEMENT.

The division also engages parents in matters important to them by means of the Alberta School Councils' Association structure by funding the memberships of the division's Parent and School Councils in the association. Furthermore, the Board encourages parent participation in the Alberta School Councils' Annual Conference and General Meeting. In 2013-2014, the Board facilitated the Council of School Councils' meeting for GYPSD as part of its ongoing mandate to promote and capture parent voice.

The Board recognizes that there is a fundamental difference between communication to, and communication with, its external partners and organizations. To this end, the Board of GYPSD holds Board Meetings in different locales within the division to encourage parent engagement with them. In the fall of 2014, GYPSD also implemented the Thought exchange process to parents as well as staff and students as another tool to record and measure public perceptions about matters of importance to them on an ongoing basis.

SUMMARY OF COMMUNICATIONS PLAN

“**Strengthening internal communications is a key objective of all divisional communication strategies.**”



The annual GYPSD Communications Plan outlines a clear and concise framework for the goals and strategies planned to continuously improve communication with stakeholders across the division 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 for, 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 implementation of this plan and the successful realization of the five strategies, the following desired behaviours and attitudes will be achieved:

- 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.

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?

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.

The division will continue to focus on five 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 2014-2015 COMMUNICATION PLAN'S FIVE COMMUNICATION STRATEGIES FOR THE DIVISION AND ITS SCHOOLS ARE:

1. Direct Communications with Staff

Grande Yellowhead will continue to provide a variety of tools to ensure that clear and effective communications with staff is available using the most efficient means such as the division website and intranet portal, survey tools and increased visibility of senior administration in schools.

2. Delineate Responsibilities of Divisional and School-Based Communications

Grande Yellowhead 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

In 2014, a formal AP 148 - Social Media Guidelines was implemented for a social media platform for the division. The goal of this strategy is to increase communications with parents and community members by targeting those who rely on the internet for information and social contacts. The primary objective of online activity is to point users to the Grande Yellowhead website.

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.

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

Create... Achieve... Succeed! 

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