



THREE YEAR EDUCATION PLAN
2016-2019

ANNUAL EDUCATION RESULTS REPORT
2015-2016



Serving our schools and a proud part of our communities.

Treaty 8 Lands



Treaty 6 Lands

Grande Yellowhead's Combined Three Year Education Plan (3YEP) and the Annual Education Results Report (AERR) is communicated to stake-holders in the following ways:

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

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Questions?

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Message From the Board Chair

Grande Yellowhead Public School Division No. 77 is pleased to present our 2016-2019 Three Year Education Plan and 2015-2016 Annual Education Results Report. We are proud to be a board that works collaboratively with our communities and staff to provide welcoming, caring, respectful and safe learning environments where each student can reach their full potential. Through ongoing community engagement, and detailed analysis of available information, the division continues to move forward strategically in support of student learning.

As part of our commitment to providing high quality learning facilities, Grande Yellowhead Public School Division was fortunate to build and open a beautiful new joint school facility in Jasper in 2014. Moving forward, we are in the final phases of a full modernization of Grande Cache Community High School and beginning the construction of a replacement school in Edson. These projects form part of our three year education plan and we look forward to working with parents, staff and students to ensure all of our students find success. Recognizing the need to be mindful and diligent when making decisions and program planning, we work together with division administrators, school administrators, staff, students and parents to be comprehensive, responsive and fiscally responsible.

We continue to honour our three priority areas of improving student learning, building leadership capacity and improving communications. Our commitment to inclusive quality learning environments where all students learn at high levels requires recognizing, honoring and utilizing the wealth of talents, skills and knowledge we have when we work collaboratively together.

On behalf of the Board of Trustees, I would like to recognize our staff and our school communities for their continued dedication in supporting our student-centered learning organization. It is a collective commitment that will allow us to prepare our students for their future.

Brenda Rosadiuk
Board Chair

Message from The Superintendent

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

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

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

We are prepared for and anticipate the challenges we encounter as we commit to the programs, strategies and priority outcomes outlined in the 2016 - 2019 Three Year Education Plan for Grande Yellowhead Public School Division. We believe in 'Success For All' and that 'All Kids are Our Kids'.

Cory Gray
Superintendent of Schools



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

ACCOUNTABLE TO OUR COMMUNITY

The Annual Education Results Report for the 2015-2016 school year and the Three Year Education Plan for the years commencing September 1, 2016 for Grande Yellowhead Public School Division No. 77 were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The board approved this combined 2015-2016 Annual Education Results Report and the 2016-2019 Three Year Education Plan at the Public Board Meeting on November 23, 2016.

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VISION

To prepare every student for a challenging future filled with optimism, hope, dreams and endless opportunities.

MISSION

To provide every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities.

OUR BELIEFS AND VALUES

guide our behaviour, structure our operations, and shape divisional strategies.

- We will hold paramount “What is best for our students”.
- The parent is the primary educator of the child.
- Learning is the foundation of all we do.
- Learning is a collaborative effort that requires the engagement of parents, schools and communities.
- Every individual has the right to a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging.
- Culture of wellness that promotes a lifestyle of health and well-being.
- Passion for life-long learning, innovation, excellence and risk-taking.
- To be morally responsible for their own actions.
- Learners are well prepared for active citizenship.

DIVISION PROFILE

Grande Yellowhead Public School Division (GYPSD) stretches from Jasper National Park, east to Evansburg, and north to the Town of Grande Cache. The jurisdiction includes 18 schools, four Learning Connection Centres, approximately 4500 students and 562 staff members. In alignment with the Ministerial Order on Student Learning (#001/2013), and in union with the community, our commitment is to provide every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities. To this end, we prepare every student for a challenging future filled with optimism, hope, dreams and endless possibilities. For a report on the 2016-17 Jurisdictional Class Size Report, please visit <http://www.gypsd.ca/documents/general/Jurisdiction%20class%20size%20report%20GYPSD%202016-2017%20January%2012%202017.pdf>.

COMMUNITY SERVED	SCHOOL	GRADES	ENROLLMENT AS OF SEPT. 30, 2015 (INCLUDING ECS)		
			English	French Immersion	Total
Edson	A.H. Dakin School	K-5	163		163
	Evergreen School	K-5	247		247
	Fulham School	K-6	60		60
	Parkland Composite High School	9-12	404	30	434
	École Pine Grove School	6-8	282	43	325
	École Westhaven School	K-5	168	143	311
Grande Cache	Grande Cache Community High School	K-8 Christian Program	69		259
		9-12	120		
	Sheldon Coates School	K-3	143		143
	Summitview School	4-8	209		209
Hinton	Crescent Valley School	K-7	315		315
	Harry Collinge High School	8-12	351	46	397
	École Mountain View School	K-7	164	251	415
Jasper	Jasper Elementary School	K-6	94	121	215
	Jasper Jr./Sr. High School	7-12	136	88	224
Lobstick	Evansview School	K-6	124		124
	Grand Trunk High School	7-12	133		133
	Niton Central School	K-9	164		164
	Wildwood School	K-9	108		108
The Learning Connection (students not enrolled at other sites)	Edson & Area	4-12	118		118
	Evansburg	9-12	38		38
	Grande Cache	9-12	16		16
	Hinton/Jasper	8-12	99		99

CURRENT DIVISION PRIORITIES

Improving

STUDENT LEARNING

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

Building

LEADERSHIP CAPACITY & SUCCESSION PLANNING

- Professional Learning Communities / Partnerships / Networks
- Division Leadership Team Collaborative Learning Network
- Beginning Teacher Mentorship
- School-Linked Team
- Learning Support Teachers
- Instructional Coaches
- Leadership Academy

Improving

INTERNAL & EXTERNAL COMMUNICATIONS

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

How do we advance our students' educational success?

How do we best communicate our objectives to our stakeholders?

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

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

As aligned with Alberta Education

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

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

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

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

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

The Board of Trustees for Grande Yellowhead Public School Division are the stewards who govern the division’s school communities.

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

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

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



SPECIFICALLY, THE BOARD OF TRUSTEES IS ENTRUSTED TO:

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

PARENT ENGAGEMENT

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

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

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

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

SUPPORTING
STUDENT
SUCCESS



Inclusive Learning—*Success for All x All Kids Are Our Kids = One Year's Growth*

In Grande Yellowhead Public School Division (GYPSD), we believe in supporting every student to reach high levels of learning and success. We recognize that our world is changing and that to meet the needs of our students, we need to change too. We believe that *Success for All x All Kids Are Our Kids = One Year's Growth* focuses our work.

Success for All emphasizes the importance of academic achievement - we strive to provide quality learning environments through differentiated instruction and technology to support learning. Through the Collaborative Response Model, staff members review data and identify the most effective supports for students in a collaborative problem-solving approach. This systematic process ensures that every student will receive the time and support they need to be successful in their learning.

All Kids Are Our Kids ensures we have inclusive learning environments by meeting our students' diverse needs, promoting positive mental health and building knowledge about our Indigenous (First Nations, Métis and Inuit) students. School-based teams consisting of classroom teachers, administration, learning support teachers, educational assistants, and family school liaison counsellors work collaboratively to identify students' strengths and areas for growth. Universal, targeted, individual or specialized supports and services will be accessed as required to so all students achieve One Year's Growth.

Grande Yellowhead supports student learning through the school linked team whose members include a speech-language pathologist, an occupational therapist, a technology lead teacher, a literacy lead teacher and an emotional/behavioral lead teacher. This team, working in collaboration with our three Regional Collaborative Service Delivery health services partners, provides a continuum of enhanced supports for both teachers and students.

Literacy

Literacy, as defined by Alberta Education, is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

In the coming school year, literacy implementation plans are being developed in each GYPSD school to improve student learning and build teacher capacity. The school linked team will support literacy learning across the division by equipping educators with tools to enable all students to succeed.

To facilitate literacy instruction, all schools receive specific funding to support a literacy lead teacher, access to ongoing professional development and instructional coaching.

Extended Kindergarten Programming

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

Grande Yellowhead continues to support an extended kindergarten program which provides 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.

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

Regional Collaborative Service Delivery (RCSD)

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

Working with the regional leadership 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 are benefitting from this new approach that focuses on the collective impact of the three ministries.

Leveraging Technology for Learning

GYPSD is guided by the Learning and Technology Policy Framework to ensure learning is student centered, personalized, and authentic. The Framework values leadership, research and innovation, and professional learning within a strong digital infrastructure. The Framework positions technology as an enabler, bringing the vision of 21st Century learning to life in schools across our division.

We have a proud history of ensuring that strong technological supports are available in our schools and continue to be committed to getting the current technology into the hands of our students. From computers and Smart Boards, to

iPads and tablets, GYPSD has been at the forefront of using technology to support student learning. Regardless of the device or the platform that is being used, it is always about how the technology can support the students in meeting the curricular outcomes.

GYPSD is implementing the Collaborative Response Model which ensures that all students learn at high levels. This model is based on universally designed learning environments with access to technology at all levels. Many technologies are used as tools to enhance the digital learning environments in classrooms throughout our schools. These technologies enable students to meet the curricular outcomes in the most effective way possible. Technology enhances the strong research based instructional and assessment practices employed by our teachers.

Our students have the ability to create, share, and collaborate with access to a variety of technologies. Opportunities to video conference and utilize collaborative cloud based software tools means that there are fewer barriers and more opportunities to be creative when meeting learning outcomes.

Where are we going in the near future? GYPSD classrooms are shifting towards a stronger student-centered educational focus enhanced by cross-curricular competencies. We will continue to use technology tools to enhance instructional and assessment practices that will be used to fully support the creation and sharing of knowledge.

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Global Networking

Global networking serves the students and staff of Grande Yellowhead in a number of capacities to extend a 'window to the world'. This is accomplished through the use of virtual meetings, teacher professional development and unique course delivery using a variety of innovative delivery methods. Drawing on this knowledge base of external expertise assists our students in becoming engaged global citizens.

Classroom instruction is enriched and deepened by content providers from across North America, the Middle East, and Europe who provide first hand global perspectives to our students. Connecting globally affords our students

stimulated inquiries, discussions and unique learning opportunities that would not have been available without this technology.

Looking to the future, we intend to sustain this level of technology by making global networking a standard tool in the teaching repertoire of all our teachers.

Enhanced Programming

Aligned with the board's focus on achieving One Year's Growth by actively engaging all students in their learning, the division continues to offer a diverse and broad range of enhanced programming. These include dual credit opportunities available in partnership with community stakeholders who greatly assist with our students' post-secondary transitions and the world of work. Other opportunities include a wide variety of video conferencing and programs offered from around the world, and participation in 36 different locally developed courses such as Stewardship of Protected Lands, Water Experiences, and Winter Travel.

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, Careers: The Next Generation programs, as well as from Grande Prairie Regional College (GPRC). Working together, our students and the community will have the best access to industry standard equipment, training, and opportunities to enter the world of work, transition into trades, and choose a variety of possible career paths. In addition, GYPSD, GPRC, and Shell Canada Inc. have signed a Memorandum of Agreement to provide high school students with dual credit opportunities. During the 2015-2016 school year, 11 students successfully completed a variety of college level courses while still in high school. Students received CTS credits towards their high school transcript upon full completion of the courses while also receiving three credits per course at the post-secondary level. This opportunity supports students with transitioning from high school to post-secondary by allowing students to confidently experience first-hand what it is like to be in a college course and achieve their high school graduation thus providing a great start to their chosen career path.

GYPSD also works closely with Parks Canada staff in Jasper National Park at the Palisades Stewardship Education Centre who have shared in the development and implementation of realigned locally developed courses in Stewardship of Protected Lands, Winter Travel, and Water Experience. 114 students took part in these programs this past year.

Family School Liaison Counsellors (FSLCs)

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

The goals of the FSL counselling program are such that every student feels a sense of belonging to the school and ownership of their education; that every student feels the power of mastery in their education; that every student learns the rewards of education and is generous and eager to share and finally that every student has the strength and knowledge to be independent. This year we continue our work of incorporating "The Circle of Courage®", a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity, into every aspect of support provided. In addition, we have added the skills and knowledge from Lifespace Crisis Intervention and Counselling, a solution focused non-judgemental, strength based approach that includes reducing anxiety, problem solving and responsibility.

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

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

Family school liaison counsellors bear a heavy responsibility to the children, families and schools to practise only in their sphere of competence and to maintain and participate in professional development throughout their careers. Family school liaison counsellors have an additional responsibility to both the profession of counselling and the client. This responsibility requires that the welfare of the client (child) is the primary obligation. As professionals they are also responsible for maintaining high standards of personal and professional activities and must consistently attempt to expand the education and leadership qualities that this position offers.



First Nations, Métis and Inuit Education

Eliminating the achievement gaps for our First Nations, Métis and Inuit students is a goal that Grande Yellowhead takes to heart. Our success with high school completion rates (the 5 year rate is 81.2% compared to provincial levels of 53.2%) is largely due to the passionate, dedicated, caring, and compassionate people who work on developing relationships each day. Our drop-out rate is only 2.5% (compared to the province at 3.4%). Our teachers take the time to build relationships and engage students in other ways than just in classrooms. There is a strong sense of team.

Our Eagle Feather Program was initiated last year where graduating students receive a feather from an Elder upon graduation. We continue to ensure that our communities recognize its importance culturally and understand the great honor it represents of our students.

Understanding how Indigenous culture and values differ for our Indigenous youth can be challenging for many staff. Through the guidance of our First Nations, Métis and Inuit Education Council members, we will continue to support our First Nations, Métis and Inuit students throughout their educational journey. First Nations, Métis and Inuit parents need to know that educators want to help, that we want to learn and support all of our students, but we need their help and expertise in many different areas.

Our Elder program is also growing. Elders provide wisdom and guidance to teachers and students with their presence in our schools. Their knowledge and teachings are invaluable. We honor and value their involvement in our schools, teacher camp, and student camps. Miyopinatisowin - means "Living the good life-healing our spirit." This was the theme of our Indigenous teacher camp held in Jasper this past year. 50 teachers from our division and around the province came together to hear the teachings of Elders Jerry and Joanne Saddleback from Maskwacis Cultural College. By partnering with the Edmonton Regional Learning Consortium, we will continue to support our teachers in their professional learning.

Our annual Oskâyak Student Camp was held at Kelley's Bathtub in partnership with Alberta Parks. Cree Language students came together to learn survival skills, plant identification, canoeing, archery, Indigenous games, and learn about residential schools. It was a great bonding experience that enabled students to learn about their culture and its history.

We are proud to say that our school division has been recognized by the province as a success story for providing quality learning environments for our First Nations, Métis and Inuit students. We will continue to strive for continuous improvement in all areas.

Fostering Student Well-Being

The positive health and well-being of all GYPSD students, and staff members is important. Ensuring that everyone is operating at an optimal level to be able to self-regulate will enhance learning within our classrooms. The significant progress made in the area of health and wellness within the past three years is noticeable within our schools. Every school has a health team comprised of students, teachers, educational assistants, and parents with the support of administrators. The 'Health and Wellness' section on the division's webpage contains many resources and supports for students, parents and teachers. Our mental health focus will see many partnerships coming together to provide strong supports for our students. Welcoming, safe, caring and respectful school environments will foster positive relationships with students and families.

Bringing Empowered Students Together (B.E.S.T.) Mental Health Capacity Building In-School Initiative (MHCB)

Mental Health Capacity Building In-School Initiatives across the province have been recognized as an integral program and as such, have received continuous funding. 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. B.E.S.T. began in GYPSD in 2011 in Niton Central School, A.H. Dakin School in Edson and Crescent Valley School in Hinton. Since then, B.E.S.T. has moved into three new schools: Wildwood School, École Pine Grove Middle School in Edson and École Mountain View in Hinton. Along with these six schools, B.E.S.T. continues to provide services to many other schools across the division. The team consists of four full time members, including three success coaches and one project coordinator.

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 counselor referrals. Student and parent engagement in positive recreational activities has also increased. Multiple community service providers provide their support through attending meetings, volunteer hours at events, presentations and programs within the schools and continued support to the schools.

For the 2016-2017 school year, B.E.S.T. staff continue to focus on building adult capacities who work with children and youth. We will be offering workshops and professional development to school staff and community members. We will also offer supports to more schools within the school division through accessible information, resources and professional development opportunities. B.E.S.T. staff



continues to work with the GYPSD health and wellness committee, the school linked team and the family school liaison counsellors. We are excited to be working on the development of a mental health strategic plan for GYPSD which emphasizes self-regulation and a continuum of student supports.

For more information on B.E.S.T., please visit our website <http://www.gypsdbest.com>

Student Transportation

Grande Yellowhead transports more than 2,800 students on 56 school bus routes travelling over 8,000 kilometers each day. Drivers and staff of the transportation department are under the supervision of the director of transportation services. Much care and attention is placed on ensuring our students are transported in a timely and efficient manner and our drivers provide a safe, caring environment on the bus. This is accomplished through a number of strategies and initiatives supported throughout the year.

Professional Driver Training

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

Inclusive Supports for Transportation

Most student transportation requests can be accommodated on the regular school bus route. In some cases, students

with severe needs or those students being transported with equipment, may be transported on one of our routes which offer inclusive supports for transportation. These school bus routes operate with a bus monitor on board who provides assistance and support for students while riding on the school bus.

Equipment needs for students vary from integrated car seats, restraint or support mechanisms or wheelchair accessibility. In any instance, Transportation services is committed to providing students with an opportunity for school bus transportation.

Safety Initiatives

Transportation services places much emphasis on school bus safety including promoting pedestrian and traffic safety in our school zones and bus lanes. Each year the department partners with Alberta Traffic Safety to help present and distribute traffic and pedestrian safety information to our schools and in our communities.

We believe that in order to provide our students with a safe environment on and off the school bus, safety and operational information for parents, schools and bus operators must be provided in a consistent ongoing manner.

Every student in every school will be given the opportunity to participate in a school bus safety and evacuation program. The program is presented to each school on an annual basis and educates students, staff and drivers on school bus safety and how to evacuate the school bus in an emergency.

Cooperative Bussing Practices

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

Communication Plan

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

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

STUDENT ENGAGEMENT

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

GYPSP schools participate in the OurSchool survey, formally known as Tell Them From Me. This survey, along with the Alberta Education Accountability Pillar surveys, provide students with opportunity to provide feedback on their learning experiences. As leaders of change, students have opportunity to explore the survey results and plan activities that will action solutions to the issues that they have identified.

GYPSP schools, in partnership with community groups, offer many opportunities for students to be involved in extra-curricular clubs and organized activities as well as numerous sports teams. These opportunities provide students with extended learning opportunities in areas of interest to them. We encourage contacting your local school to find out more about student engagement opportunities.

Student voice is valued in GYPSP. Moving forward, a superintendent's youth council is planned that will involve a diverse group of students that reflect the school communities. This council will have opportunity to provide student voice to the superintendent and the board of trustees on identified education issues and decision making that affect them. These students will serve as leaders of change in their local communities.

TRENDS



1.64 MYA

CHANGING CONTINENTS

Continents and seas have moved over time. Plate tectonics explains how and why.

Image by the author, 2014.



Grande Yellowhead Public School Division is excited about the current learning strategies in place for our students as well as always keeping in touch with new opportunities for student success. The priority outcomes and strategies outlined in our Three Year Education Plan highlight our commitment to continued improvement. The board recognizes trends in education and considers the issues that may continue to impact the direction and decisions of GYPSD.

Maintaining Quality Teaching and Learning Environments within the Small/Rural School Contexts

Within the context of a rural school division and the challenges of a declining enrolment, Grande Yellowhead recognizes the challenges of maintaining exemplary instruction and learning experiences that support and grow the engaged learner and the ethical citizen with an entrepreneurial spirit. There is an increasing expectation in education to meet the broader definition of success that encompass more than academic achievement. GYPSD takes pride in the fact that we participate in provincial initiatives including high school redesign, dual credit opportunities, off-campus programming, and curriculum redesign.

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

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

Challenges of Diversity

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

It is important that we continue to support all students so they are ready in the learning environment to achieve One Year's Growth. This requires all those working within our

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

Community and Parent Engagement

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

Student Engagement

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

COMBINED 2016 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	Good	Safe & Caring	87.1	86.1	86.9	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Acceptable	Program of Studies	79.1	78.8	79.6	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	87.9	86.7	86.9	90.1	89.5	89.5	High	Improved	Good
		Drop Out Rate	5.8	3.2	3.4	3.2	3.5	3.5	Intermediate	Declined Significantly	Issue
		High School Completion Rate (3 yr)	72.0	72.0	74.0	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	67.5	66.4	68.9	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	9.4	11.2	11.4	19.4	18.8	18.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	77.1	80.0	79.2	85.0	85.2	85.1	Low	Maintained	Issue
		Diploma: Excellence	10.3	10.8	11.6	21.0	21.0	20.5	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	39.4	40.9	39.4	54.6	54.4	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	55.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	44.7	51.5	49.7	59.4	59.7	59.3	Low	Declined	Issue
		Work Preparation	80.8	81.1	79.3	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	78.3	77.1	78.4	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Good	Parental Involvement	81.9	80.7	80.5	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Good	School Improvement	80.2	79.2	79.6	81.2	79.6	80.0	High	Maintained	Good

NOTES

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

COMBINED 2016 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	6.8	4.7	3.7	6.1	7.0	7.2	Intermediate	Declined	Issue
		High School Completion Rate (3 yr)	68.6	65.8	65.1	50.2	47.7	46.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	46.6	55.0	55.4	52.4	52.1	52.8	Very Low	Declined	Concern
		PAT: Excellence	4.3	7.2	5.9	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	72.7	81.4	77.7	78.2	78.3	77.3	Very Low	Maintained	Concern
		Diploma: Excellence	6.4	5.4	6.7	10.0	9.5	9.4	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	34.3	31.0	28.2	20.7	21.0	20.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	44.4	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	22.7	38.8	33.1	33.5	33.0	33.3	Very Low	Declined	Concern

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 4) 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.
- 5) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 6) Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 7) Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 8) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

MEASURE EVALUATION REFERENCE

Achievement Evaluation

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

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

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

NOTES

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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



OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL



OUTCOME 1

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on diploma examinations (overall results).	71.3	71.1	69.1	66.4	67.5	68	Low	Maintained	Issue	68.5	69	69.5
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on diploma examinations (overall results).	11.7	11.9	11.0	11.2	9.4	10	Very Low	Declined	Concern	10.5	11	11.5

COMMENTS ON RESULTS

We continue to strive for excellence in student achievement in Grande Yellowhead. We are engaging in detailed data analysis in each school to review the PAT data to determine where the concerns are and to develop and implement a learning plan that is data driven.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 3) Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 4) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.2	76.8	80.9	80.0	77.1	78	Low	Maintained	Issue	78.5	79	79.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.2	12.8	11.2	10.8	10.3	11	Low	Maintained	Issue	11.5	12	12.5



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	78.7	75.1	74.8	72.0	72.0	72.5	Intermediate	Maintained	Acceptable	73	73.5	74
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.9	3.7	3.3	3.2	5.8	5	Intermediate	Declined Significantly	Issue	4.5	4	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	50.2	47.8	49.7	51.5	44.7	45	Low	Declined	Issue	45.5	46	46.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	55.0	55.5	n/a	n/a	n/a	56	56.5	57
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	43.6	42.5	34.9	40.9	39.4	40	Low	Maintained	Issue	40.5	41	41.5

COMMENTS ON RESULTS

We continue to provide high school counsellor support for scholarship applications and moving forward with the school linked team and family school liaison counsellors to ensure students are more successful and ultimately stay in school. High school completion is within 5% of province 72 -76.5, up from last year.

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

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

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

*As a result of the economic conditions in Alberta and specifically our school division, many families have left Alberta, impacting high school completion rates.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) 3Aggregated 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.
- 4) 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.
- 5) Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 6) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

OUTCOME 1

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	80.5	77.5	77.1	78.3	79	High	Maintained	Good	79.5	80	80.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.9	79.5	77.3	81.1	80.8	81	High	Maintained	Good	81.5	82	82.5

COMMENTS ON RESULTS

Feedback from parents, students and teachers agree that students are encouraged to do their best. Citizenship skills such as respecting each other and following rules consistently provide results of disagreement. Responses indicate that this observation is most pronounced with students in Grades 7 to 12. With our health grants, GYPSD has implemented health champions in each school and for the 2016-17 school year, the work has moved toward a mental health focus. This works well in conjunction with the role of our Mental Health Capacity Building Project. Also, schools are utilizing the resources and results from OurSchool surveys. The topics will address areas of concern including respect for each other.

NOTES:

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



ALL KIDS ARE OUR KIDS

OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

Provincial Measures	Strategies	GYPSP Success Indicators
<ul style="list-style-type: none"> • High school completion rate of students who completed high school within the three years of entering Grade 10 • Annual dropout rate of students aged 14-18 • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship • Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school 	<ul style="list-style-type: none"> • Support schools to work within the Collaborative Response Model framework in response to student learning and achievement • Support schools to ensure effective transition plans are in place for students transitioning between schools and into post-secondary or the world of work • Explore literacy resources that are applicable to middle and high school students • Use the technology survey data (teachers, students) to determine what technology will best support learning in GYPSP • Implement an administrative procedure that supports the use of personal devices in schools • Develop digital citizenship guidelines, in collaboration with educational technologists • Identify success indicators with school staffs to know professional learning is being applied in classrooms and having an impact on student learning 	<ul style="list-style-type: none"> • Principals can describe the quality learning environment they are providing in their schools to support One Year's Growth • Each learning services team member's actions are aligned with the 3YEP strategies

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

Provincial Measures	Strategies	GYPSP Success Indicators
<ul style="list-style-type: none"> • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort results) • Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results) • High school to post-secondary transition rate of students within six years of entering Grade 10 • Percentage of Grade 12 students eligible for a Rutherford Scholarship • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10 	<ul style="list-style-type: none"> • Acquire and implement divisional assessment tools to support literacy and numeracy • Set a standardized process of divisional testing • Build the capacity of leaders to disaggregate and analyze divisional data sets to inform practice at the divisional, school and classroom levels • Work with schools and facilitate learning effective literacy strategies with a focus on adolescent literacy • Explore and evaluate opportunities for numeracy learning 	<ul style="list-style-type: none"> • Staff members across GYPSP refer to One Year's Growth as the overarching goal for all we do in GYPSP • The superintendent speaks to One Year's Growth when addressing stakeholders • Each learning services team member's actions are aligned with the Three Year Education Plan strategies • Divisional testing materials are acquired and implemented in all schools • Assessment data is observed in student profiles in CRMS • Schools have access to all data sets to inform their school plans • Reference to One Year's Growth and literacy practices in all divisional and school documents



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





PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.8	58.2	53.0	55.0	46.6	50	Very Low	Declined	Concern	50.5	51	51.5
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).	5.6	7.9	2.6	7.2	4.3	5	Very Low	Maintained	Concern	5.5	6	6.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	71.7	73.8	78.0	81.4	72.7	73	Very Low	Maintained	Concern	73.5	74	74.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.8	8.7	6.1	5.4	6.4	7	Very Low	Maintained	Concern	7.5	8	8.5

COMMENTS ON RESULTS

Our First Nations, Métis and Inuit graduation rates continue to be well above provincial norms and moving forward. We will continue to provide culturally appropriate supports for our students. The economic stressors experienced in some of our communities has impacted our overall results.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 3) 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.
- 4) 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.
- 5) Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 6) Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

OUTCOME 2

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	63.5	67.1	62.5	65.8	68.6	69	Intermediate	Maintained	Acceptable	69.5	70	70.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.5	4.3	2.2	4.7	6.8	5	Intermediate	Declined	Issue	4.5	4	3.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	23.7	29.0	31.6	38.8	22.7	25	Very Low	Declined	Concern	25.5	26	26.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	44.4	45	n/a	n/a	n/a	45.5	46	46.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	23.8	31.4	22.2	31.0	34.3	35	Low	Maintained	Issue	35.5	36	36.5

COMMENTS ON RESULTS

Grande Yellowhead 3 and 4 year high school completion rates are just below the provincial rates. We are at provincial level for the 5 year completion rate. Our transition rate into post-secondary and the trades has also decreased and will be monitored closely. Our community has experienced economic challenges over the past year impacting our students and reflected in our results. Our First Nations, Métis and Inuit graduation rates continue to be well above provincial norms and moving forward. We will continue to provide culturally appropriate supports for our students. We have started to implement graduation coaches who work with students throughout their high school career to increase successful transitions to post-secondary education.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 4) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



ALL KIDS ARE OUR KIDS

OUTCOME 2: FIRST NATIONS, MÉTIS AND INUIT ACHIEVEMENT GAP IS ELIMINATED

Provincial Measures	Strategies	GYPSP Success Indicators
<ul style="list-style-type: none"> High school completion rate of self-identified First Nations, Métis and Inuit students who completed high school within the three years of entering Grade 10 Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18 	<ul style="list-style-type: none"> Design an engagement plan to support the division leaders (DLT and the board) in deepening their understanding of First Nations, Métis and Inuit culture and how it may impact their needs and their learning Convene a First Nations and Métis and Inuit Education Council to share the work of the division with our First Nations, Métis and Inuit community Support First Nation, Métis and Inuit students in schools to ensure they are 'calm, alert and ready to learn' in a culturally sensitive manner Explore literacy resources that reflect our First Nations, Métis and Inuit culture 	<ul style="list-style-type: none"> Superintendent/board chair recognize our First Nations, Métis and Inuit when addressing stakeholder groups Principals recognize our First Nations, Métis and Inuit when addressing stakeholder groups (i.e. school assemblies) Visual representations of our First Nations, Métis and Inuit populations are evident in our divisional buildings

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 2: FIRST NATIONS, MÉTIS AND INUIT ACHIEVEMENT GAP IS ELIMINATED

Provincial Measures	Strategies	GYPSP Success Indicators
<ul style="list-style-type: none"> Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results) Overall percentage of self-identified First Nation, Métis, and Inuit students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results) High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10 Percentage of self-identified First Nation, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10 	<ul style="list-style-type: none"> Understand how the literacy and numeracy data gathered can inform practice for our First Nation, Métis and Inuit students Build teacher capacity to implement effective literacy strategies for our First Nation, Métis and Inuit students Work with high schools and the Learning Connection Centre to identify and support First Nations, Métis and Inuit student transitions to post-secondary and world of work through dual credit opportunities Provide Grade 9 First Nations, Métis and Inuit students with career planning to determine and support their learning plans 	<ul style="list-style-type: none"> First Nations, Métis and Inuit learning services team's actions are aligned with the Three Year Education Plan strategies Assessment data is observed in student profiles in CRMS Schools use both lead data and lag data to inform their school plans Increased number of students participate in and complete dual credit opportunities Increased number of students write diploma exams as a result of career planning and ongoing supports



OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE





PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.8	88.4	86.2	86.1	87.1	88	High	Maintained	Good	88.5	89	89.5

COMMENTS ON RESULTS

Generally, parents, teachers and students believe Grande Yellowhead Public Schools create a welcoming, safe, caring and respectful quality learning environments in which students can reach their full potential. Our division believes that All Kids Are Our Kids and provides quality learning opportunities to achieve Success For All = One Year's Growth.

NOTES

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

The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners’ strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

ALL KIDS ARE OUR KIDS

OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Provincial Measures	Strategies	GYPSP Success Indicators
<ul style="list-style-type: none"> 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 at school 	<ul style="list-style-type: none"> Work with learning support teachers to increase their understanding of our diverse learners--coding criteria, instructional support plans and accessing Tier 4 supports and services Utilize the school linked team and the RCSD service providers to build teachers’ capacity in the areas of positive behavior supports, universal occupational therapy and speech language pathology strategies, self-regulation and assistive technology to support student learning Lead a book study with all family school liaison counselors focused on Calm, Alert and Learning by Stuart Shanker Utilize family school liaison counselors in supporting students in schools to ensure they are ‘calm, alert and ready to learn’ 	<ul style="list-style-type: none"> Our diverse learners are correctly identified within our PASI and appropriate supports and services are in place School linked team’s survey notes successes and challenges Identified set of ‘look for’s’ that principals can utilize to determine if students are applying self- regulation strategies

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Strategies	GYPSP Success Indicators
<ul style="list-style-type: none"> Utilize school linked team and learning support teachers to ensure appropriate instruction support plans are in place for student with cognitive delays and learning disabilities Utilize school linked team and learning support teachers to ensure appropriate behavior and medical plans are in place so students can achieve academic success Ensure assistive technology supports learning in classrooms/schools with assistance from the education technology lead teacher Ensure Tier 4 supports and services are accessed in a timely manner in collaboration with the school linked team, school based teams and the RCSDs Utilize the school linked team to build quality teaching capacity focusing on literacy and numeracy 	<ul style="list-style-type: none"> Appropriate documentation is in place for our diverse learners Assistive tools are utilized in classrooms and schools



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



OUTCOME 4

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.4	81.5	78.5	78.8	79.1	80	High	Maintained	Good	80.5	81	81.5

COMMENTS ON RESULTS

Offering a broad range of programming in a small rural school division has many challenges. In the context of the world of media and access to large centers, it may be perceived that small rural schools can, and should, offer many choices. Our reality involves challenges of access to expertise and retaining specialty area teachers. Overall, parents and teachers are satisfied with the variety of programs available. Students are somewhat less satisfied. A shift in the role of the education technology lead teacher during the 2015-16 school year explored accessing a wide variety of learning experiences utilizing cloud-based tools, video conferencing and assistive technology and will continue this investigation in the 2016-2017 school year.

NOTES

- 1) Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- 2) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.





The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

ALL KIDS ARE OUR KIDS

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

Provincial Measures	Strategies	GYPSD Success Indicators
<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education 	<ul style="list-style-type: none"> Ensure Success for All, All Kids Are Our Kids, One Year's Growth is present in all DLT, board conversations, presentations and learning services documents Build a community of practice to build capacity in understanding self-regulation to enable children to respond efficiently and effectively to the everyday challenges they face in and out of school Collaborate with each other and the school linked team to determine what resources (including technology soft and hardware) we will support at the division level and how we will continue to provide ongoing support as these resources become embedded in practice Collaborate with each other and the school linked team to develop professional development plans focused on the following: <ul style="list-style-type: none"> Self-Regulation—2/5 domains Recommendations from the Truth and Reconciliation Commission Develop a strategy to share collective expertise of GYPSD staff based on current practice and continued professional learning Collaborate with the learning services team to design presentations to the board and key leadership groups to deepen their understanding of quality learning environments including embedded technology, self-regulation, First Nations, Métis and Inuit culture, to support all students 	<ul style="list-style-type: none"> Framework is set for GRR (Gradual Release of Responsibility) which allows the sharing collective expertise developed Identified set of 'look for's' that principals can utilize to determine if teachers are applying best practices Time is embedded in every school for professional learning communities Time is embedded at every divisional leadership team meetings for professional learning GYPSD survey question: leadership capacity is improved and distributed

SUCCESS FOR ALL—ONE YEAR'S GROWTH

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

Strategies	Strategies	GYPSD Success Indicators
<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education 	<ul style="list-style-type: none"> Design presentations to the board and DLT by learning services team to deepen their understanding of what literacy is and how it is best learned, the concept of One Year's Growth in literacy and numeracy and how we are supporting teachers to improve their literacy practices within a quality learning environment Ensure Success for All, All Kids Are Our Kids, One Year's Growth is present in all DLT, board conversations, presentations and learning services documents Build a community of practice to build capacity in understanding literacy and numeracy and how to apply best practices Design a framework for the Gradual Release of Responsibility that allows teachers to increase their effective teaching practices over time through a coaching model Support principals in developing a deeper understanding of divisional assessments and how to disaggregate and analyze the data to inform practice in their schools Collaborate with each other and the school linked team to develop professional development plans focused on literacy (free reading/vocabulary) and educational technology dependant on survey results Develop a strategy to share collective expertise of GYPSD staff based on current practice and continued professional learning 	<ul style="list-style-type: none"> Each supervisor has in-depth knowledge about one of the assessment tools and can provide guidance to school-based personnel Framework is set for Gradual Release of Responsibility which allows the sharing collective expertise developed Identified set of 'look for's' that principals can utilize to determine if teachers are applying best practices Time is embedded in every school for professional learning communities Time is embedded at every divisional leadership team meetings for professional learnings





OUTCOME 5: THE EDUCATION SYSTEM IS
WELL GOVERNED AND MANAGED





PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.1	80.7	78.8	79.2	80.2	81	High	Maintained	Good	81.5	82	82.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.1	82.7	78.2	80.7	81.9	82	High	Maintained	Good	82.5	83	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.3	88.6	85.6	86.7	87.9	88	High	Improved	Good	88.5	89	89.5

COMMENTS ON RESULTS

Overall, parents and teachers are satisfied with parental involvement in decision-making at the school. One challenge is the number of parents that participate in the survey. Numbers of participants are low in Grades 4-6 and continue to decline in 7-9 and then again through 10-12. We have implemented an additional survey for parents to provide us with information about the education system.

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

NOTES:

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

ALL KIDS ARE OUR KIDS

OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Provincial Measures	Strategies	GYPSD Success Indicators
<ul style="list-style-type: none"> Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education 	<ul style="list-style-type: none"> Support from the board for monthly professional learning days for school-based staff and a plan to offer follow up supports including coaching and building communities of practice Support from the board for the family school liaison counsellor program to enable students to respond efficiently and effectively to the everyday situations they face in and out of school Support from the board for division engagement activities such as: <ul style="list-style-type: none"> Thoughtexchange process OurSchool student survey Annual youth symposium Advocate for funding to support small schools from the board 	<ul style="list-style-type: none"> Funds are allocated for self-regulation and behavior resources/programs at the division level Funds are allocated for release days for monthly face-to-face meetings Time is embedded in every school for professional learning communities

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Provincial Measures	Strategies	GYPSD Success Indicators
<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education 	<ul style="list-style-type: none"> Ensure all schools are equipped to support the determined technology Budget for monthly professional learning days for school-based staff and a plan to offer follow up supports including coaching and building communities of practice Provide principals with a common message to engage their school councils in conversations regarding the GYPSD Three Year Education Plan Continue funding from the board in support of extended kindergarten and literacy lead teachers 	<ul style="list-style-type: none"> Funds are allocated for literacy and numeracy resources/programs supported at the division level Funds are allocated for release days for monthly face-to-face meetings Time is embedded in every school for professional learning communities





FINANCIAL SUMMARY

Financial Summary for the 2015-2016 School Year

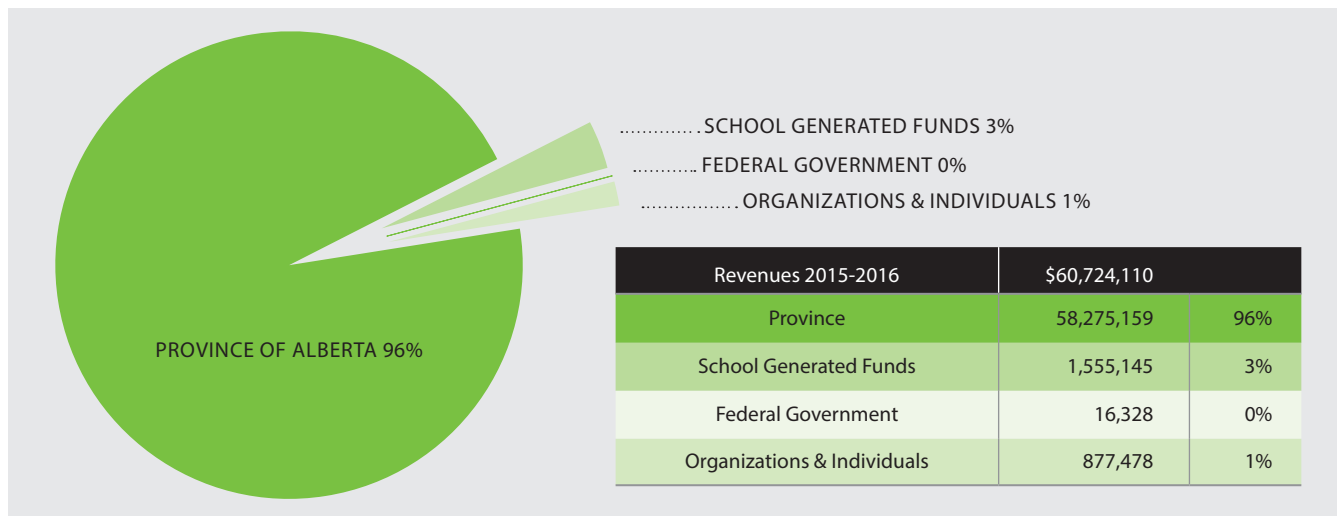
The ministry sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education.

GYPSPD's expenses exceeded revenues for the 2015-2016, resulting in a deficit of \$1,031,861.

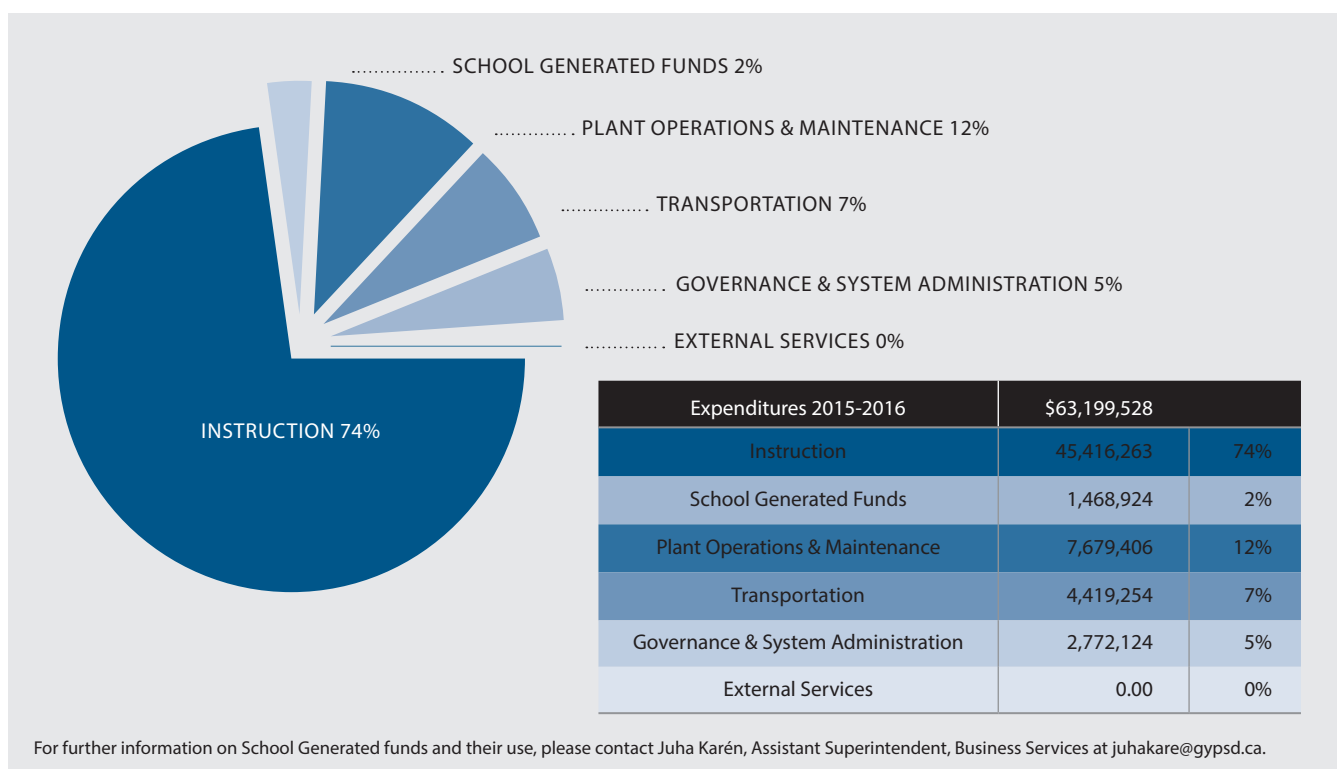
Electronic copies of all Grande Yellowhead Public School Division's Audited Financial Statements are available on the division's documents section of our [website](#), under Explore/ Documents/ Financial Documents.

Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564. Audited Financial Statements for all jurisdictions are also posted on Alberta Education's website at <https://education.alberta.ca/financial-statements/about-the-documents>.

Revenues 2015-2016



Expenditures by Program 2015-2016



BUDGET SUMMARY

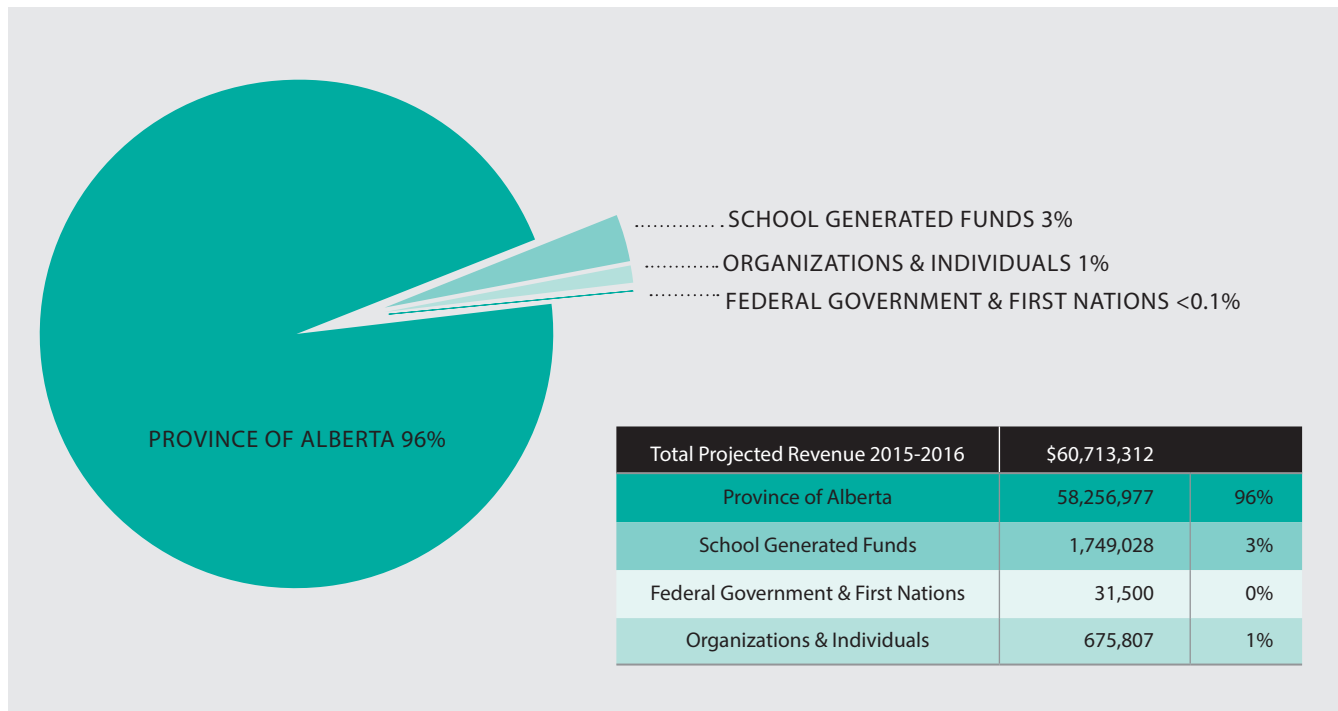
The board approved the 2016-2017 budget with a deficit of \$1,793,110. The division employs a decentralized budgeting approach which distributes the majority of funding to schools and departments to meet the goals and outcomes of the division. Funds held centrally are to either meet contractual obligations, mitigate costs to any particular site, achieve an economy of scale centrally or reallocated based on student need.

BUDGET HIGHLIGHTS, PLANS AND ASSUMPTIONS

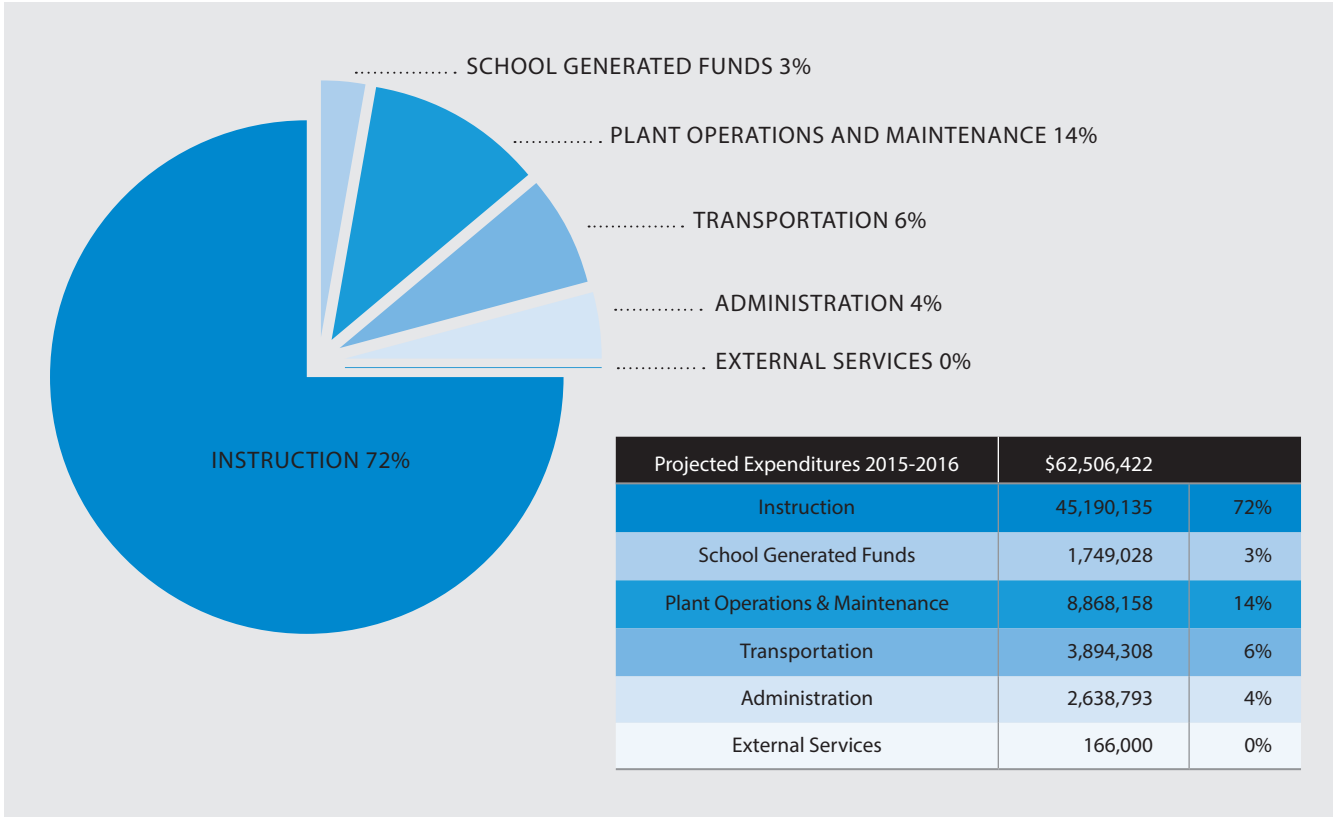
- Standard cost of a teacher \$100,000 (including salary and benefit premiums); Standard cost of school-based support staff \$29.99 per hour (including salary and benefit premiums).
- No increase in Instructional Material Fees or Transportation Fees.
- Use of \$640,000 in undesignated reserves to support current allocation rates to schools.
- No exemption from carbon tax levies.

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

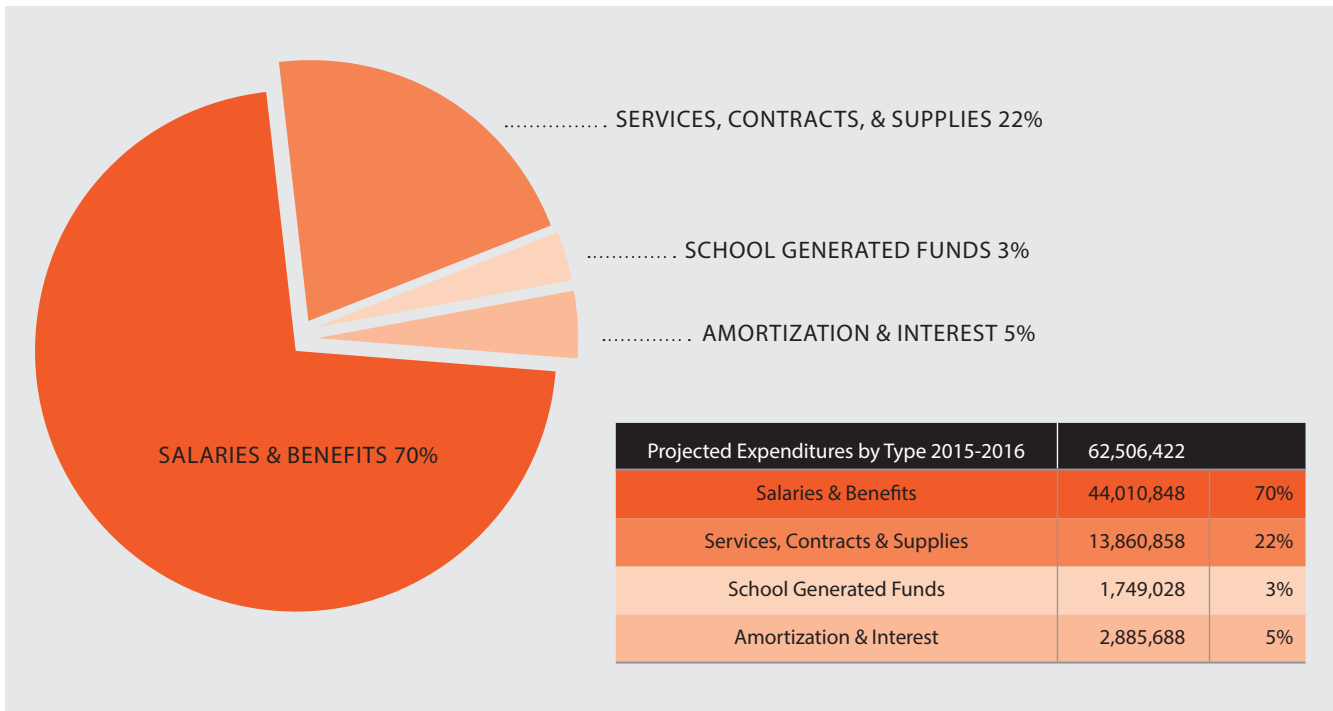
Projected Revenues 2016-2017



Projected Expenditures 2016-2017



Projected Expenditures by Type 2016-2017



CAPITAL AND FACILITIES PROJECTS

All scheduled Infrastructure Maintenance Renewal (IMR) projects for the 2015-2016 school year have been completed or are currently in progress. This includes:

- Cardlock systems installed in Wildwood School, École Mountain View School in Hinton, Sheldon Coates School and Summitview School in Grande Cache;
- Roofing at Fulham School, Wildwood School, Harry Collinge High School and Crescent Valley School in Hinton;
- Flooring at Parkland Composite High School and École Westhaven School in Edson, Fulham School and Harry Collinge High School in Hinton;
- Heating and ventilation upgrades at Summerview School in Grande Cache;
- The modernization of Grande Cache Community High School (completed in 2017);
- Construction of a student gathering area at Grand Trunk High School in Evansburg; and
- The new replacement school in Edson was approved and construction began the start of the 2016-17 school year.

A summary of Grande Yellowhead's 2016 - 2019 Three Year Capital Plan:

- Grand Trunk High School – Complete modernization of this facility
- École Pine Grove School - Addition to gym
- Niton Central School - Upgrade the ventilation system and interior finishes. Build an enclosed rated vestibule on one stairwell from the second floor
- Wildwood School – Partial modernization of the 1963 building section
- Crescent Valley School - Gym Modernization
- Fulham School - Replace four (4) existing portables with three (3) new modular
- École Westhaven School - Portable replacement and accessibility concerns
- Evansview School - Modernization

For a copy of Grande Yellowhead's 2016-2019 Three- Year Capital Plan, please visit www.gypsd.ca/Facility%20Services.php

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





SUMMARY OF ANNUAL COMMUNICATIONS PLAN

The annual communications plan outlines a clear and concise framework for communicating with our school communities which is critical due to the division's cultural and geographic diversity. All communications strategies are directed at two types of school division audiences: internal stakeholders including students, teachers, staff, administration and Alberta Education; and external – parents, community members, elected officials, civic groups, media, businesses and other members of the GYPSD community. Consistent and honest communications must continue to be a top priority in sending a unified message at all times.

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

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

- Parental involvement in education: Grande Yellowhead believes that engaged parents will provide increased survey results which will help improve school functionality and the division as a whole. As well as GYPSD's priority, increasing, meaningful family involvement is a target of the Province of Alberta.

- Increasing community engagement: community members, organizations and businesses can help make school meaningful for students by ensuring that courses are specific and applicable to students' futures, providing work placements and bringing local expertise into schools.

Through the development and implementation of a comprehensive communications plan, Grande Yellowhead strives to efficiently meet three communication objectives:

- Provide all staff with timely information about board and administrative decisions made at the Education Services Centre, 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; and
- Foster the exchange of information and increase collaboration between Grande Yellowhead and the communities it serves, both formally and through informal channels.

This philosophy provides the foundation for supporting all communications strategies in order to:

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

All of Grande Yellowhead's communications strategies continue to support the division's priorities and initiatives with the underlying foundation of two driving questions -

1. How do we advance our students' educational success?
2. How do we communicate our objectives to our stakeholders?

The division will continue to focus on communications strategies that continue to improve communications with both our 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 2016-2017 Communications Plan's 7 Strategic Goals:

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 school websites, survey tools, department newsletters, increased visibility of senior administration in schools, increase frequency of collaborative online tools (Office 365) and department communications plans.

2. Division and School-Based Communications

We will ensure that resources and supports are in place such as individual training and assistance for representatives at the school level when promoting school events and celebrations, when preparing school communications plans, promotional materials and crisis incident protocols. Focus this year will be on development and implementation of school communications plans and school websites.

3. Use of New Media

The goal of this strategy is to increase communications with parents and community members by targeting those who rely on the internet for information and social contacts. The primary objective of online activity is to point users to the Grande Yellowhead website and its schools' sites.

4. Communications Topics and Timelines

Over the last several years, the division has developed various promotional and informative documents for internal and external use. These documents will be continue to be monitored on a regular basis to determine if they are still effective and relevant for our stakeholders including the publication of the annual community report, divisional calendar, and other current marketing strategies.

5. Fostering Strong Public Relations

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

6. Student Voice

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

7. Promotion of Trustees' Role as GYPSD Ambassadors

School board trustees have a unique opportunity to network with a diverse number of stakeholders throughout their communities as well as at provincial and national events. As part of the board's self-evaluation process, trustees have identified the importance of taking a more active role in the promotion of possible alternate or unique learning opportunities and partnerships available such as expanding the program delivery model of the registered apprenticeship program.

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

WHISTLEBLOWERS PROTECTION

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

Grande Yellowhead Public Schools fully supports this law that is intended to protect people who report government misconduct, and applies to employees working for Alberta's School Boards. The Deputy Superintendent is in charge of this and as of November 1, 2016 has not received any reports or complaints.

Create... Achieve... Succeed! 

EDUCATION SERVICES CENTRE

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