



THREE YEAR EDUCATION PLAN/ANNUAL EDUCATION RESULTS REPORT OVERVIEW 2014-2015

Grande Yellowhead Public School Division (GYPSD) stretches from Jasper National Park, east to Evansburg, south of Cadomin and northwest beyond the Town of Grande Cache.

4,700
STUDENTS*

600
STAFF MEMBERS
& CONTRACTORS*

18
SCHOOLS

5
LEARNING CONNECTION
LOCATIONS

APPROXIMATE NUMBERS FOR THE 2015-16 SCHOOL YEAR.

TRENDS & ISSUES

1. COMMUNITY AND PARENT ENGAGEMENT
2. MAINTAINING QUALITY TEACHING AND LEARNING ENVIRONMENTS WITHIN THE SMALL/RURAL SCHOOL CONTEXT
3. CHALLENGES OF DIVERSITY
4. STUDENT ENGAGEMENT

Student Performance

- Excellent Low Drop Out Rate
- Acceptable overall achievement in Safe & Caring School and the Program of Studies results, which also indicate high achievement
- Improvement shown in Rutherford Scholarship Eligibility Rate
- High achievement in Work Preparation, Parental Involvement and School Improvement
- FNMI drop out significantly better than province
- FNMI Student Learning Achievement slightly above province and maintained
- 5 Year trend data indicates an upward trend in English Language Arts 30-2, Social Studies 30-1, Physics 30, Biology 30 and Chemistry 30

Opportunities for Improvement

- Effectively meet the academic needs of all students through an Inclusive Learning model for instructional supports with the goal of improving student learning achievement
- Increase opportunities for students to internalize and practice ethical citizenship
- Provide instructional and learning opportunities to build skills of inquiry, problem solving, critical thinking, and manage information recognizing challenges in the areas of Social Studies and Mathematics
- Provide opportunities for students to explore a variety of pathways for learning

Division Accomplishments:

- Support for literacy initiatives is reflected in achievement results for English Language Arts in the division
- Commitment to support all students within an inclusive learning environment where there is a collective responsibility for success for all students
- Successfully provide extended Kindergarten program
- Leveraging technology for the purpose of learning
- Provide enhanced programming which includes dual credit opportunities, video conferencing programs, Career and Technology Studies, and registered apprenticeship programs
- Continue to offer in-depth and successful First Nation, Metis and Inuit programming for students. Our FNMI students achieve above province in many accountability measures
- Provide Family School Liaison Counsellor support to all schools

Success For All - All Kids Are Our Kids

In alignment with the Ministerial Order On Student Learning (#001/2013), and in union with the community, our commitment is to provide every students 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.

PARENT ENGAGEMENT

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

- School councils meet regularly
- Memberships with Alberta School Councils' Association
- Community Board Meetings

STUDENT ENGAGEMENT

GYPSP 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.

- All students grades 4 – 12 participate in the Tell Them From Me surveys
- Schools offer many clubs, extra-curricular and sports opportunities
- Moving forward, the development of a Superintendent's Youth Council is anticipated
- Foster student well-being through Health and Wellness

Division Priorities

IMPROVING STUDENT LEARNING

- Welcoming, caring, safe and respectful inclusive learning environments
- Pyramid of Response to Intervention with a Collaborative Response Model
- Curriculum (program of studies, assessment, instruction and resources)
- High School Redesign / Dual Credit Courses / Registered Apprenticeship Experiences

BUILDING LEADERSHIP CAPACITY & SUCCESSION PLANNING

- Professional Learning Communities
- Division Leadership Team Collaboration
- Beginning Teacher Mentorship
- School-Linked Team
- Learning Support Teachers

IMPROVING INTERNAL & EXTERNAL COMMUNICATIONS

- Direct communications with staff
- Delineate responsibilities of divisional and school-based communication
- Use of media
- Fostering strong public relations
- Student voice

Outcomes

- Students achieve student learning outcomes
- Students demonstrate a strong foundation in literacy and numeracy
- Teacher preparation and professional growth focus on the competencies needed to help students learn
- Effective learning and teaching is achieved through collaborative leadership
- The education system demonstrates collaboration and engagement
- Students and communities have access to safe and healthy learning environments
- First Nations, Métis, and Inuit students are successful
- The achievement gap between First Nations, Métis, and Inuit (FNMI) students and all other students is eliminated

EXPENDITURES BY PROGRAM 2013–2014

