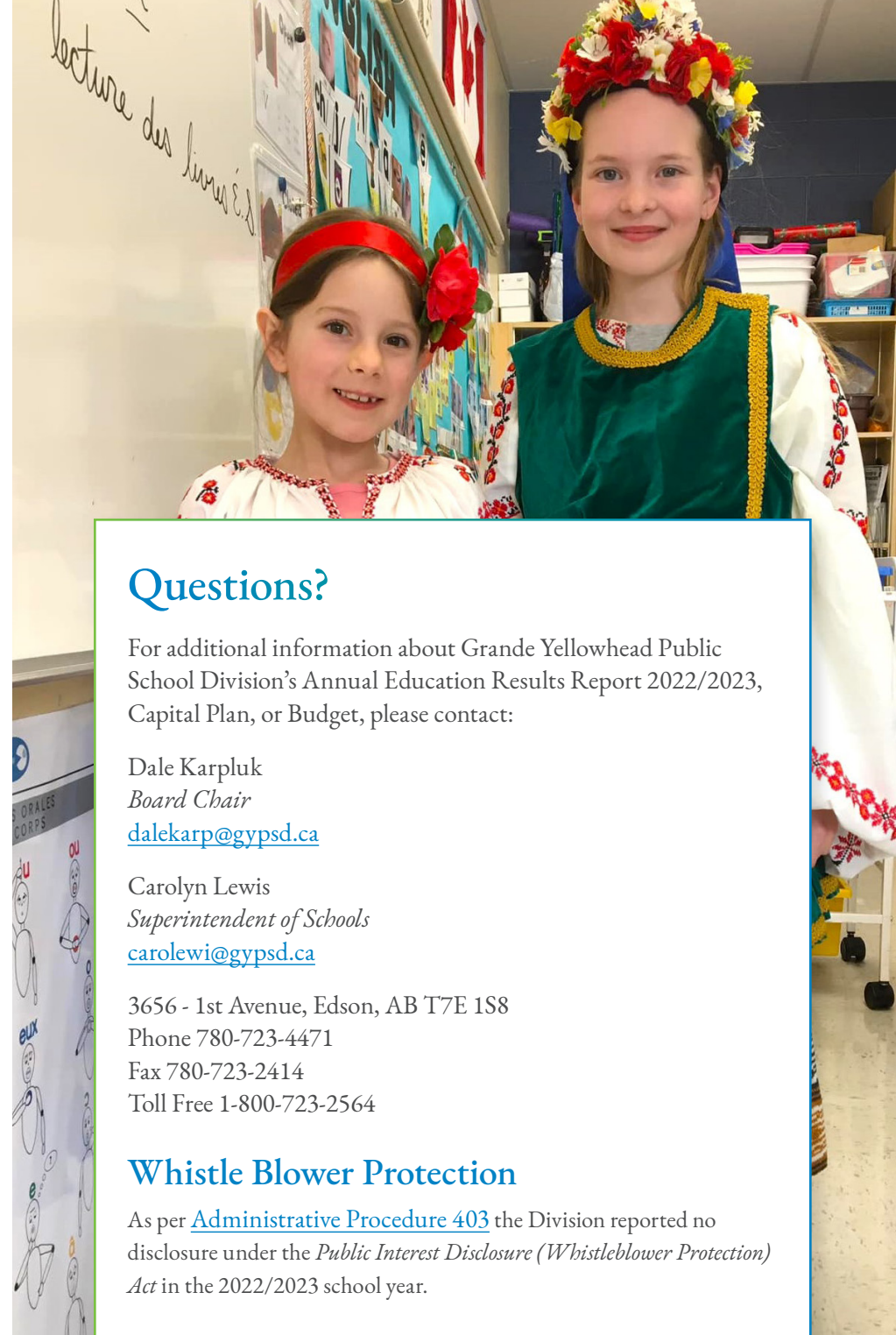


Annual Education Results Report 2022/2023



Table of Contents

Local and Societal Context	2
Division Profile and Map	3
Our Schools	4
Priorities	5
Accountability Statement	6
Student Growth and Achievement	7
Student Learning Engagement	8
Citizenship	9
High School Completion	10
High School Completion: First Nation, Métis, and Inuit	11
First Nation, Métis, and Inuit Student Success	12
High School Completion: English Language Learners	13
Early Years Literacy and Numeracy Assessments	14
Local Measures: Division Screens	15
Local Measures: Literacy and Numeracy	16
Learning Supports	17
Access to a Continuum of Supports and Services	18
Local Measures: Early Learning	19
Welcoming, Caring, Respectful and Safe Learning Environments	20
Satisfaction with Program Access	21
Teaching and Leading	22
Education Quality	23
Professional Learning, Supervision and Evaluation	24
Mentorship and Leadership Development	25
Governance	26
Stakeholder Engagement	27
Parental Involvement	28
Superintendent's Youth Council / School Councils	29
Financial Results	30
Facilities	31
Transportation	32
Financial Summary for the 2022/2023 School Year	33-34
Budget Summary for the 2023/2024 School Year	35-36
Appendix	37
Provincial Achievement Test (PAT) Results and Diploma (DIP) Exam Results	38



Questions?

For additional information about Grande Yellowhead Public School Division's Annual Education Results Report 2022/2023, Capital Plan, or Budget, please contact:

Dale Karpluk
Board Chair
dalekarp@gypsd.ca

Carolyn Lewis
Superintendent of Schools
carolewi@gypsd.ca

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

Whistle Blower Protection

As per [Administrative Procedure 403](#) the Division reported no disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2022/2023 school year.

Local and Societal Context

In the spring of 2023, wildfires affected stakeholders living within Yellowhead County and the communities of Evansburg, Wildwood, Niton Junction, Fulham, and Edson.

Students experienced long and/or multiple evacuations due to fires and flooding which excluded their participation in PATs, Diploma Exams, local and Division assessment measures.

Despite those disruptions and challenges, combined with the learning losses of the previous years, GYPSD families and employees proved resilient and committed to their school success as illustrated in many of the Assurance Domain Measures results that were maintained or exceeded the provincial average.



Serving Our Communities

TREATY 8 LANDS

GRANDE
CACHE

X FULHAM

WILDWOOD

X EDSON

NITON

X EVANSBURG

HINTON

TREATY 6 LANDS

JASPER

Grande Yellowhead Public School Division stretches from Jasper National Park, east to Evansburg and north to the Hamlet of Grande Cache. The jurisdiction includes 17 schools, five outreach centers, 4,487 students, 276 teachers and 197 support staff members. In alignment with the Ministerial Order on Student Learning (028-2020), and in union with the community, the Division's commitment is to provide every student an inclusive education with relevant, thought-provoking, and life-based learning opportunities.

The **X** identifies the GYPSD school locations where student data collection was impacted by evacuation requirements and displacement in the spring of 2023.

ONE
VISION
TEAM
GOAL

Our Schools

LOCAL AND SOCIETAL CONTEXT

Community Served	School	Grades	Enrollment as of Sept. 30, 2023 (including ECS)		
			English	French Immersion	Total
EDSON X	Fulham School	K-6	42	n/a	42
	Mary Bergeron Elementary School	K-5	413	n/a	413
	Parkland Composite High School	9-12	510	44	554
	École Pine Grove Middle School	6-8	280	48	328
	École Westhaven School	K-5	76	103	271
GRANDE CACHE	Grande Cache Community High School	9-12	186	n/a	186
	Sheldon Coates School	K-3	198	n/a	198
	Summitview School	4-8	198	n/a	198
HINTON	Crescent Valley School	K-7	293	n/a	293
	Harry Collinge High School	8-12	371	69	440
	École Mountain View School	K-7	229	221	450
JASPER	École Jasper Elementary School	K-6	149	97	246
	Jasper Junior/ Senior High School	7-12	117	66	183
LOBSTICK X	Evansview School	K-6	109	n/a	109
	Grand Trunk High School	7-12	201	n/a	201
	Niton Central School	K-9	102	n/a	102
	Wildwood School	K-6	84	n/a	84
THE LEARNING CONNECTION	Edson and Area	1-12	64	n/a	64
	Evansburg	10-12	20	n/a	20
	Grande Cache	10-12	13	n/a	13
	Hinton	10-12	87	n/a	87
	Jasper	10-12	11	n/a	11



Priorities

Student Learning | Teacher, Support Staff and Leader Excellence | Community Engagement | System Health and Wellness



Our Vision

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.



Our Mission

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.



Our Values

- Rigour
- Integrity
- Courage
- Compassion



Our Beliefs

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe, and inclusive learning environment.
- Rural communities provide unique learning opportunities for students.
- Students will exit the public school system with a passion for life-long learning and a pathway to their next steps in the world of work, post-secondary, or industry training.
- Learning is a shared responsibility between students, parents, schools, and communities.
- Learners are well prepared for active citizenship.

Commentary

- During the 2022/2023 school year, the Board responded to a rise in mental health concerns by supporting the creation of an ad hoc committee.
- Through stakeholder feedback and discussions with school leaders, the Division added the priority of System Health and Wellness.

ALBERTA EDUCATION ASSURANCE MEASURES REVIEW

Accountability Statement

The Board approved the Annual Education Results Report (AERR) on November 22, 2023.

The AERR was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

D. Karpluk

Dale Karpluk, M.Ed
Board Chair

The AERR for Grande Yellowhead Public School Division for the 2022/2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

C. Lewis

Carolyn Lewis, MAEd.
Superintendent of Schools





Student Growth and Achievement

Goal One: GYPSD Students are Successful.



Student Learning Engagement

TEACHERS, PARENTS, AND STUDENTS

Engagement is the measure of successful learning experiences and includes being active in learning, motivated and inspired.

Commentary

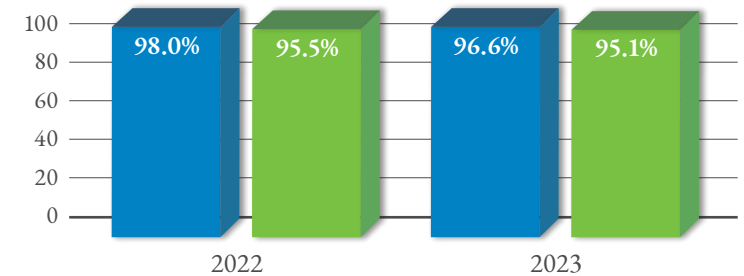
- Overall, the Division results were maintained in this domain measure.
- Student feedback shows a promising improvement and reflects the efforts made by staff across the Division to reconnect students with in-person learning, peer connections, and the relevance of learning tasks.
- The impact of the pandemic on student motivation is still noted in some communities' attendance rates.
- Schools are adjusting the ways they share information about student learning with parents following the Division's education survey which illustrated very few stakeholders engage with the school's improvement plan.
- The addition of Wellness Navigators in the high schools is intended to further strengthen student engagement through relationships, resource connections, and explicitly linking high school experiences to post-secondary interests.

STUDENT GROWTH AND ACHIEVEMENT

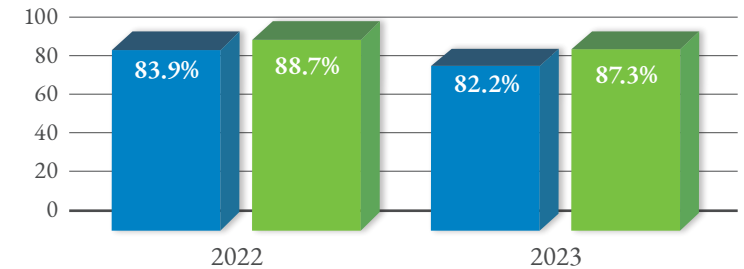
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

■ GYPSD Results ■ Alberta Results

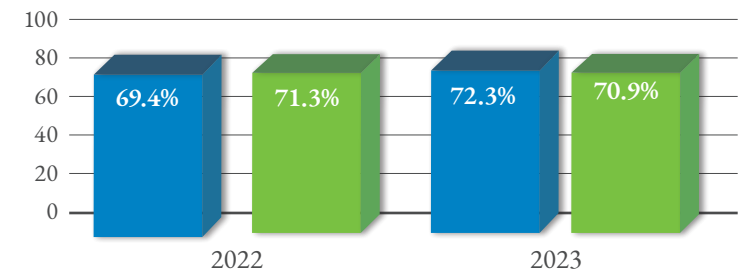
STUDENT LEARNING ENGAGEMENT: TEACHER



STUDENT LEARNING ENGAGEMENT: PARENT



STUDENT LEARNING ENGAGEMENT: STUDENT





Citizenship

TEACHERS, PARENTS, AND STUDENTS

Citizenship is an indication of being a responsible and contributing member of the community.

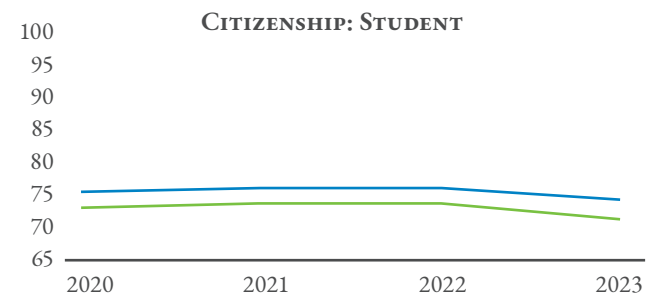
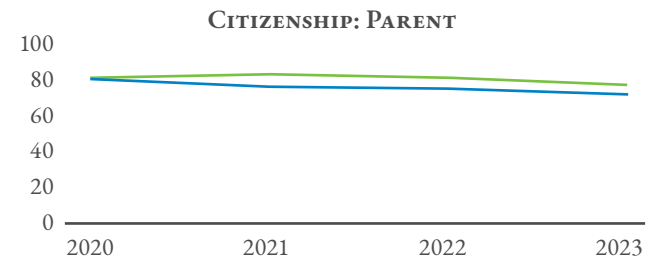
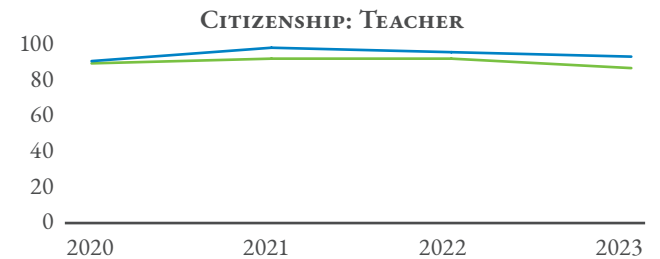
Commentary

- Overall, achievement results in this domain area are high or very high.
- The increase in student results is a reflection of our schools' deliberate focus on kindness activities and events to support their peers at school and within the community.
- Participants in the Superintendent's Youth Council led action research projects that identified ways to improve community within their high schools.
- The teacher results are indicative of a rise in more severe negative behaviours and students requiring more comprehensive social-emotional interventions.
- The Division will continue to focus on universal strategies for building healthy relationships, developing interpersonal skills, and fostering positive community norms. This includes the Mental Health Capacity Building In-School Initiative program (BEST) in collaboration with each school's Family School Liaison Counselor (FSLC), school leadership, and the new Wellness Navigators Initiative.

STUDENT GROWTH AND ACHIEVEMENT

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

■ GYPSD Results ■ Alberta Results



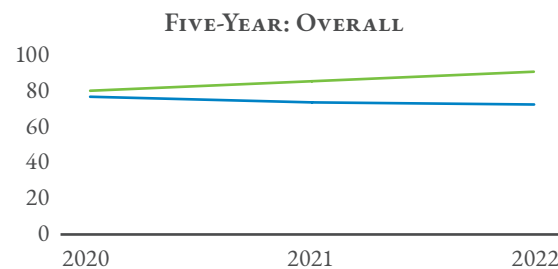
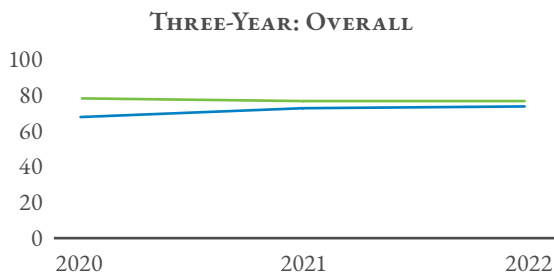
Measure Evaluation of Achievement and Improvement
Teacher: Achievement is high but declined.
Parent: Achievement is high and maintained.
Student: Achievement is very high and excellent.



High School Completion

Percentage of students completing high school in three and five years.

■ GYPSD Results ■ Alberta Results



Commentary

- In communities that have high employment opportunities in gas and oil economies or family farms, high school completion is not a priority. However, the high school leaders are committed to linking high school completion to increased opportunities for career pathways.
- Wellness Navigators will assist students in high school to align their course selection to high school graduation requirements and identify opportunities for students to recover their learning through alternative course access.
- High school administration teams are identifying new strategies to identify at-risk students earlier in their term.
- High school administration teams will identify successful processes for transitioning junior high students into high school.

Measure Evaluation

of Achievement and Improvement

Three-Year Completion: Achievement is low and maintained.

Four-Year Completion: Achievement is intermediate and maintained.

Five-Year Completion: Achievement is low and maintained.

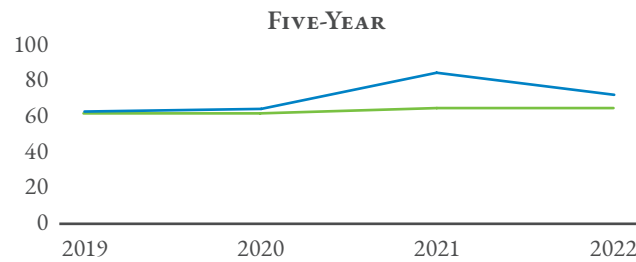
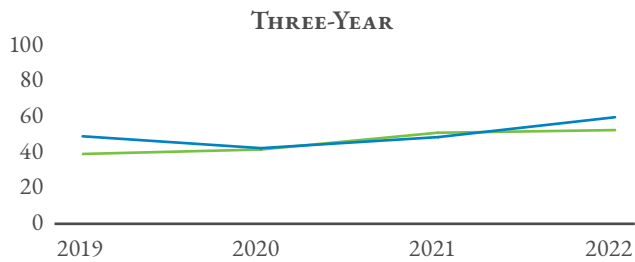


High School Completion

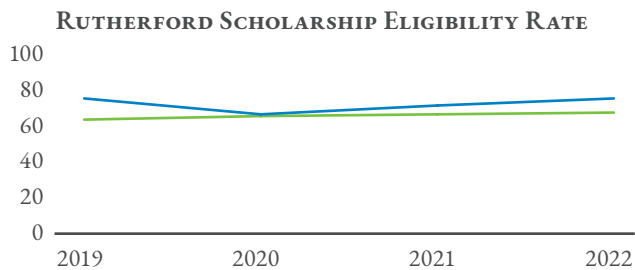
FIRST NATION, MÉTIS, AND INUIT

■ GYPSD Results ■ Alberta Results

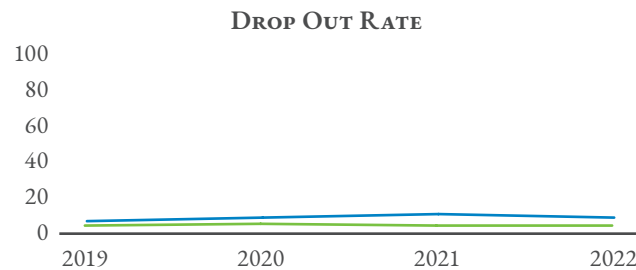
Percentage of First Nation, Métis, and Inuit students completing high school in three and five years.



Percentage of First Nation, Métis, and Inuit students eligible for the Rutherford Scholarship.



Percentage of First Nation, Métis, and Inuit students dropping out before completing high school.



Commentary

- Overall, the high school completion rates for First Nation, Métis, and Inuit students have been maintained and exceed the provincial averages in 3 and 4-year completion rates.
- Every GYPSD school has an Indigenous Lead Teacher working in collaboration with a central office facilitator who ensures every school is supported with appropriate learning and teaching resources.
- GYPSD’s results reflect the Division’s commitment to learning from Indigenous scholars, Elders, and Knowledge Keepers, and to address the action recommendations in the Truth and Reconciliation Findings. GYPSD schools strive to weave Indigenous knowledge throughout their classrooms and content areas.
- GYPSD is situated on both Treaty 6 and Treaty 8 Territories and supports the work of partnering Indigenous organizations that include two Friendship Centres, the Mountain Métis Association, and the Aseniwuche Winewak Nation.
- September 2022: 702 students self-identified as Indigenous.
- September 2023: 772 students self-identified as Indigenous: a 10 percent increase.

Measure Evaluation of Achievement and Improvement

- Three-Year Completion:** Achievement is very low and maintained.
- Four-Year Completion:** Achievement is very low and maintained.
- Five-Year Completion:** Achievement is very low and maintained.

Goal Two: GYPSD FNMI Students are Successful.

Local Measures: First Nations, Métis and Inuit Student Success

Supporting cultural growth and interconnection for all students, staff, and families in a culturally responsible manner to create a welcoming, respectful, safe, and caring learning environment.

Commentary

- A Michif/Northern Cree language option for all students in Grades 1-8, an Indigenous language and culture program partnership within Crescent Valley School in Hinton, and a cultural exploration option at École Pine Grove School in Edson for self-identified Indigenous students in Grade 8 are important opportunities for historical learning, the celebration of culture, and the reclaiming of Indigenous languages.
- Since the fall of 2020, GYPSD worked with Dr. Dwayne Donald at the University of Alberta. Dr. Donald has provided deep learning and curricular perspectives that have enriched the Division's focused work to improve learning outcomes for Indigenous students.
- Each community provides authentic and inclusive events that celebrate Indigenous culture.
- Each year GYPSD hosts a province-wide professional learning event in Jasper.
- GYPSD trustees have completed the Indigenous Canada course through the Faculty of Native Studies at the University of Alberta, regularly participate in the First Nations, Métis and Inuit Education Gathering hosted by CASS, and attend the GYPSD learning event in Jasper.





Commentary

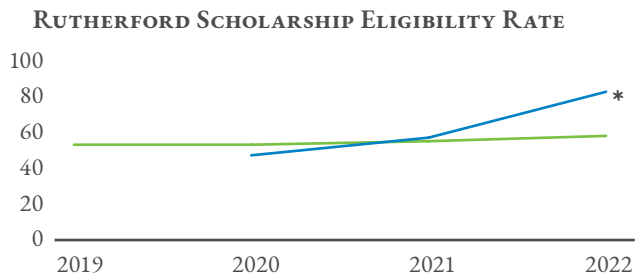
- Data values are not available for the 2022/2023 school year as the number of graduates was fewer than six.

High School Completion

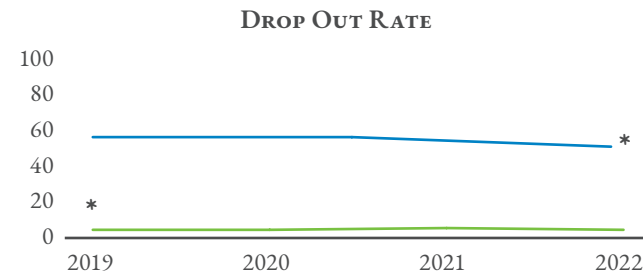
ENGLISH LANGUAGE LEARNERS

■ GYPSD Results ■ Alberta Results * Data Suppressed

Percentage of English Language Learners eligible for the Rutherford Scholarship.

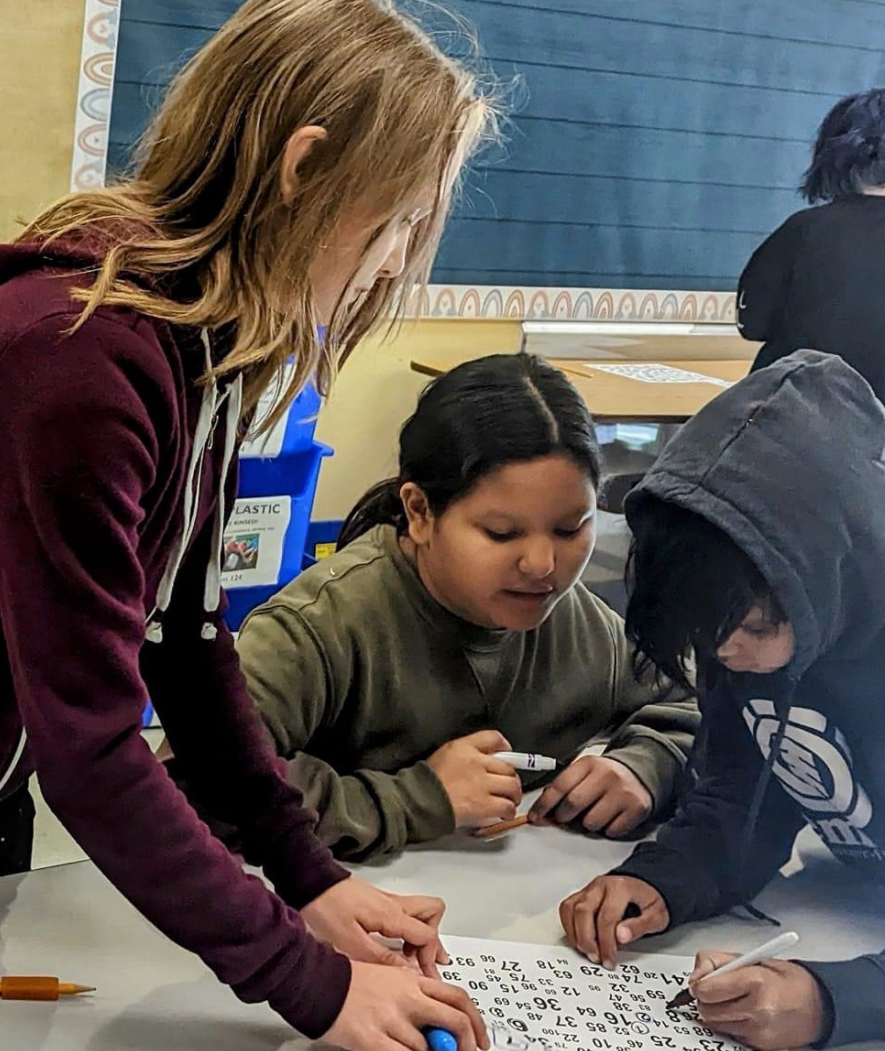


Percentage of English Language Learners dropping out before completing high school.

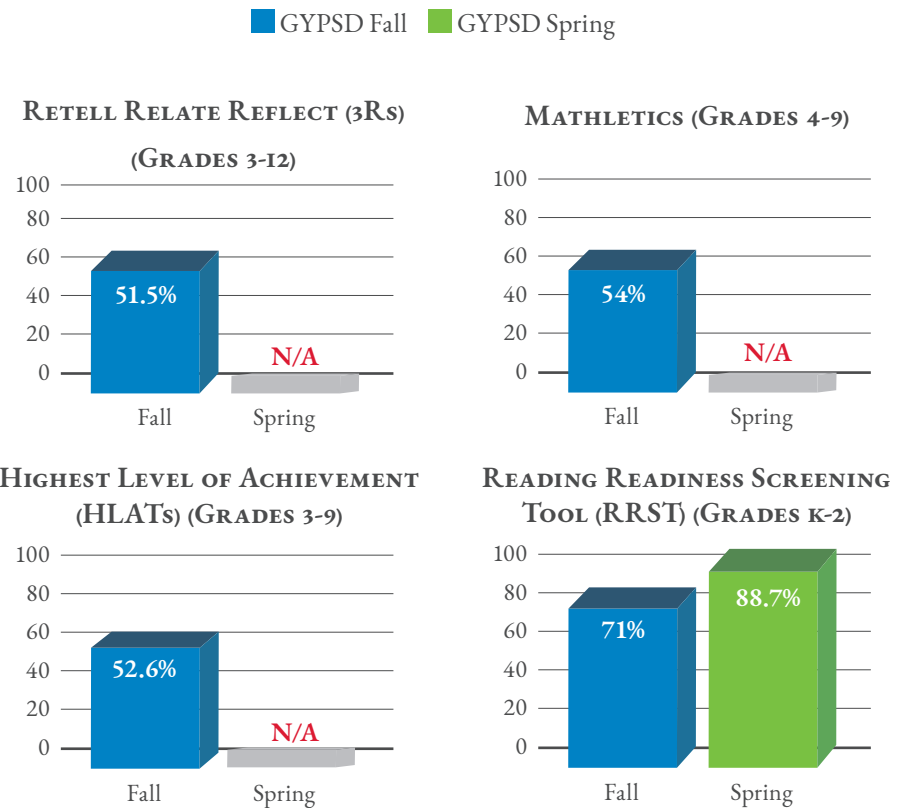


Early Years Literacy and Numeracy Assessments

Grade Level	Literacy Screens Used	Numeracy Screens Used	Total at Each Grade Level n=	Initially At-Risk n=	End At-Risk n =	Average Months Initially Behind n=	Average Months Gained n=	Interventions Supports Applied
1	CC3		219	39	35	10	2.6	Intense focus on phonetics in small groups of at-risk students including 'correction phonetique'. Utilization of decodable books with students as well.
1		Alberta Education Numeracy Screens	219	147	137	7.1	1.1	Professional development and modelling of fundamental math strategies with teachers such as linking concepts with concrete representations. Small group interventions were completed with at-risk students.
2	CC3		324	52	19	9	-4.2	Intense focus on phonetics in small groups of at-risk students including 'correction phonetique'. Use of the Reading Intervention Lessons from Alberta Education.
2		Alberta Education Numeracy Screens	219	116	96	10.6	7.0	Professional development and modelling of fundamental math strategies with teachers such as linking concepts with concrete representations. Small group interventions were completed with at-risk students.
3	CC3		290	252	96	14.3	-2.6	Intense focus on phonetics in small groups of at-risk students including 'correction phonetique'. Use of the Reading Intervention Lessons from Alberta Education.
3		Alberta Education Numeracy Screens	219	67	53	10.1	-0.5	Professional development and modelling of fundamental math strategies with teachers such as linking concepts with concrete representations. Small group interventions were completed with at-risk students.



Percentage of GYPSD students meeting or exceeding student performance levels.



Local Measures: Division Screens

GYPSD students participate in Division Screens for both literacy and numeracy for benchmarking to identify students’ academic strengths and weaknesses. The data is used to guide targeted instruction.

Commentary

- Students living in two of the Division’s five zones did not participate in year-end local measures and assessment screens due to evacuations.
- Upon return to in-class learning, teachers focussed on addressing the essential learning outcome students would require in their next grade level or course.
- Through discussions with teachers and school leaders, the Division has determined the 3Rs will not be a local measure moving forward; this change will be noted in the 2024 Education Plan update.

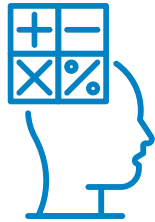
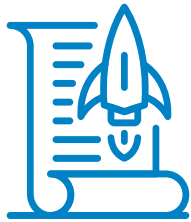


STUDENT GROWTH AND ACHIEVEMENT

Teacher and Parent Results:

Student Learning Engagement Details

■ Teachers ■ Parents

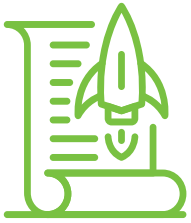


97%

of teachers surveyed agree or strongly agree the literacy skills students are learning at your school are useful.

98%

of teachers surveyed agree or strongly agree the numeracy skills students are learning at your school are useful.



88%

of parents surveyed agree or strongly agree the literacy skills their child is learning at school are useful.

87%

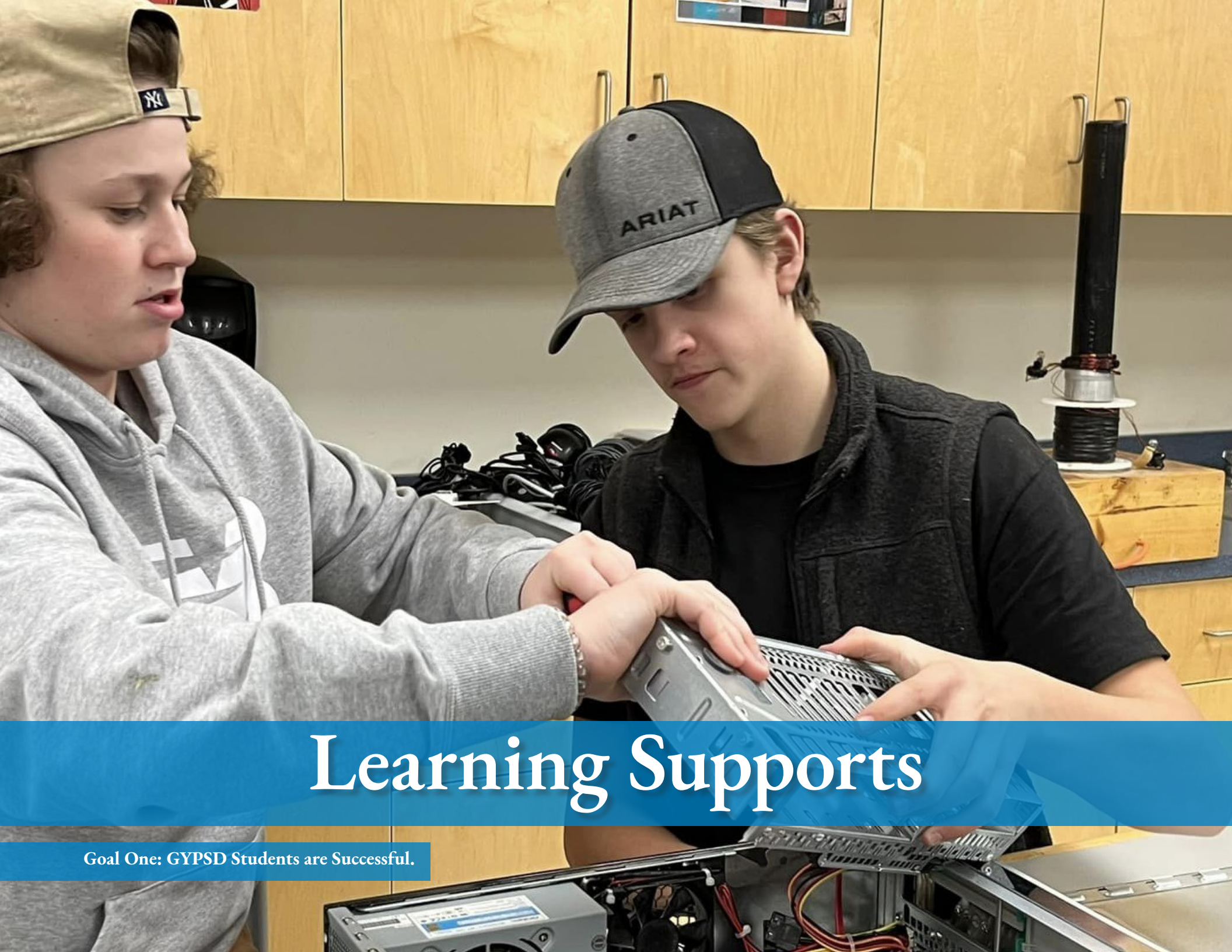
of parents surveyed agree or strongly agree the numeracy skills their child is learning at school are useful.

Local Measures: Literacy and Numeracy

The Division continues to ensure one-on-one teacher capacity building in both numeracy and literacy. Every school has an identified numeracy and literacy lead teacher to act as a local resource as required. Literacy and numeracy skills are essential to success in a variety of contexts and enables students to make informed decisions in all aspects of daily living.

Commentary

- The standardization of early learner assessments from Alberta Education emphasized the importance of ensuring students in primary grades understand the connections between letters, letter combinations, and the sounds they make. The numeracy assessments have highlighted the importance of students having foundation in
 - knowledge of the counting principles,
 - representing, comparing, and ordering numbers,
 - recognizing relations among numbers, and
 - fluency with mental mathematics.
- The learning services team in collaboration with school principals are focused on targeted instruction through a coherent implementation process.
- Teachers are using a range of intervention approaches including Orton and Gillingham, UFLI Foundation, the Science of Reading, and Alberta Education Intervention materials.



Learning Supports

Goal One: GYPSD Students are Successful.

Access to a Continuum of Supports and Services

The Division supports our students by working as a team to identify and support diverse learning needs. Teams exist at both the school and Divisional level to provide wraparound supports to encourage student growth and achievement.

Commentary

- Overall, the AEAM survey results indicate high levels of satisfaction that students are receiving specialized supports and services at their school.
- The improvement in student results reflect the targeted efforts of the Division to ensure students and staff were made aware of what was available to support students' learning success.
- Parent results reflect a demand for services that do not fall within a school jurisdiction's responsibilities.
- Rural communities struggle to recruit and hire specialized staff (occupational therapists, speech language pathologists, physical therapists).

Pyramid of Supports

GYPSPD's approach to the provision of specialized supports and services is illustrated through the Pyramid of Supports. The Pyramid of Supports is a framework to address learning, social/emotional, and behavioural growth by systematically delivering a range of instruction, support, and interventions based on student need.

■ Universal

The base of the pyramid reflects the work of teachers and school staff in collaboration with families and is the foundation for determining students' strengths and those who may be at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening, ongoing assessment, and the use of a variety of accommodations.

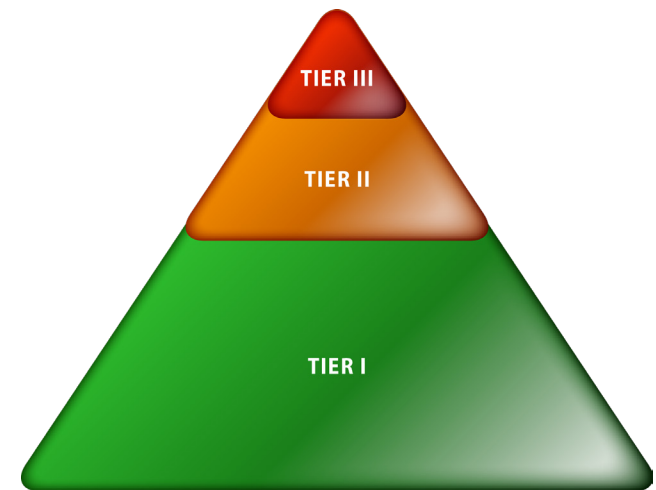
■ Targeted

Students whose learning needs extend beyond the universal approaches are identified in collaboration with school staff, learning support teachers, and administration. Families are made aware of targeted strategies that may include additional assessments, instructional accommodations and/or adaptations, supplemented or differentiated supports, and small-group instruction.

■ Specialized

Students requiring specialized supports are referred to external community organizations and resources that provide a deeper understanding of the student's unique learning needs. When students re-integrate into education, the school team works to implement the specialist's strategies and provide supports.

Measure Evaluation of Achievement and Improvement
 Overall exceeds the provincial average.
Teacher: Maintained and exceeds the provincial average.
Parent: Maintained.
Student: Significantly improved and exceeds the provincial average.



Local Measures: Early Learning

GYPSD offers flexible learning environments that are designed to stimulate curiosity, encourage exploration, build self-confidence, and develop global citizenship skills.

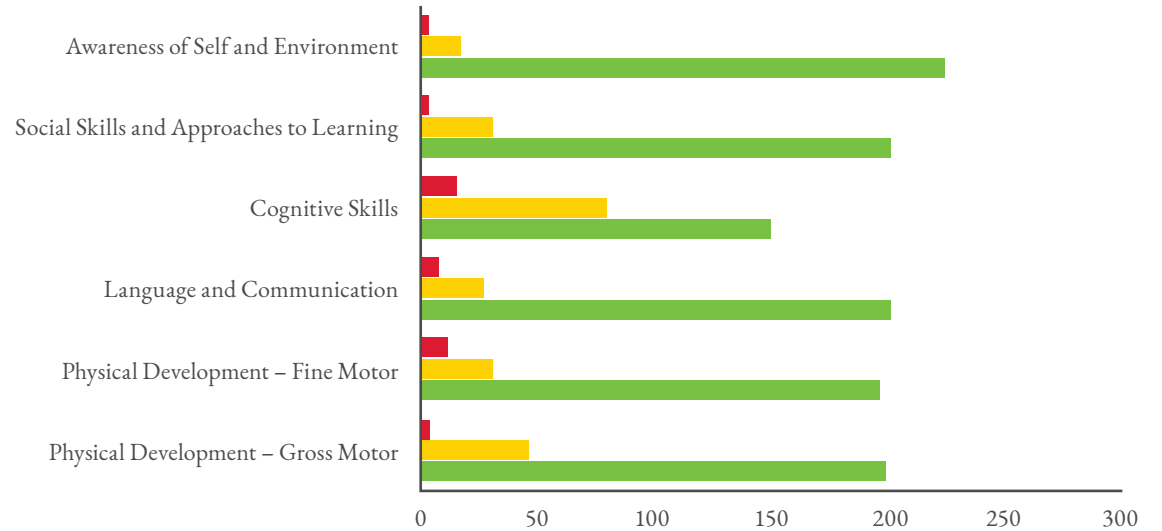
Commentary

- GYPSD recognizes the value of early intervention with students in awareness of self and others, social skills, cognitive skills, language and communication, and physical development.
- GYPSD offers junior kindergarten and full-day kindergarten programs in all communities.
- GYPSD offers a Montessori program which focuses on hands-on learning and developing real-world skills.
- Children at-risk are identified early and are referred to speech and language pathologists, occupational therapists as well as to external consultants and agencies as needed.
- Limited access to pediatricians is a challenge in small, rural communities. Early identification in children not meeting their milestones is crucial to the educational success of students.

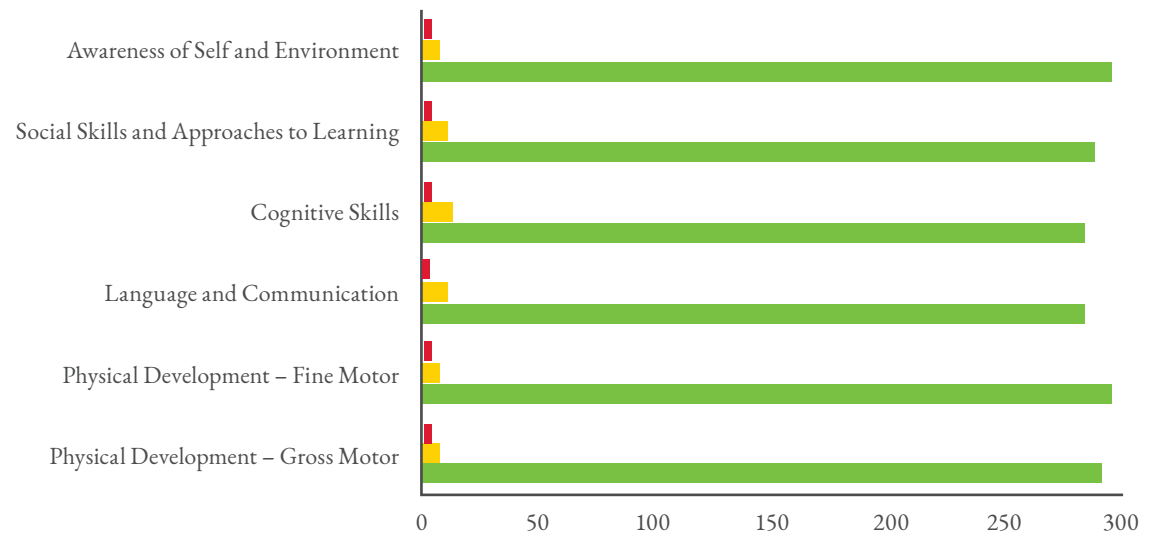
Early Years Evaluation Results

■ Experiencing significant difficulty ■ Experiencing some difficulty ■ Appropriate development

OVERVIEW OF EYE-TA RESULTS FALL 2022



OVERVIEW OF EYE-TA RESULTS SPRING 2023





Welcoming, Caring, Respectful and Safe Learning Environments

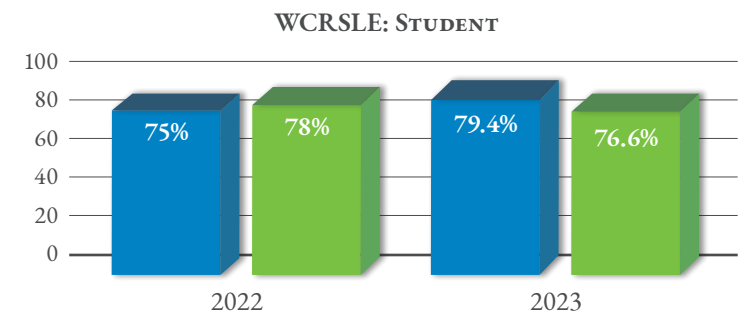
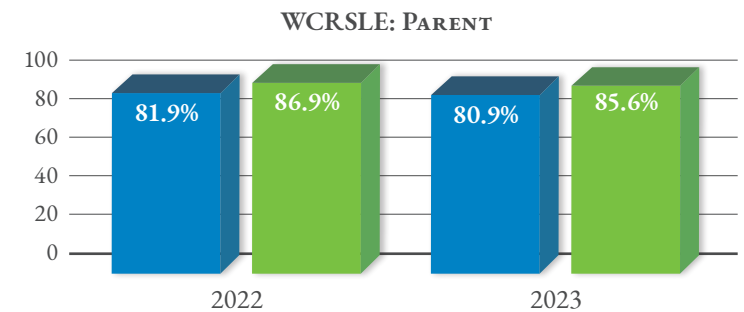
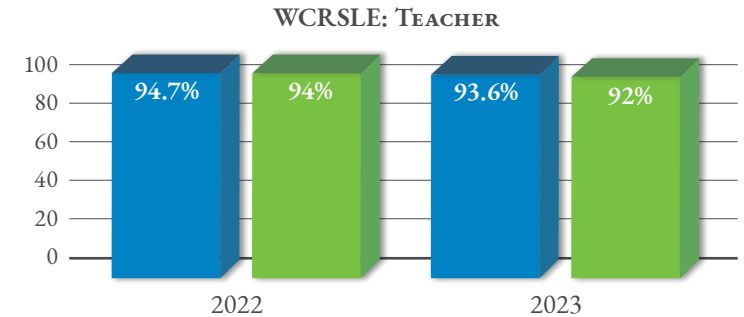
Healthy school communities support the wellness of all members and strive to be healthy settings for living, learning, and working.

Commentary

- Overall, results for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) were maintained.
- The students' results show a significant improvement which is reflective of a school-wide focus on students respecting each other and treating each other well.
- Teachers were purposeful in making sure that students who were struggling were made aware of resources and supports they could access.

Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe.

■ GYPSD Results ■ Alberta Results

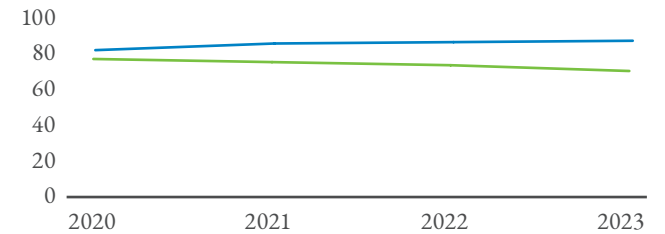




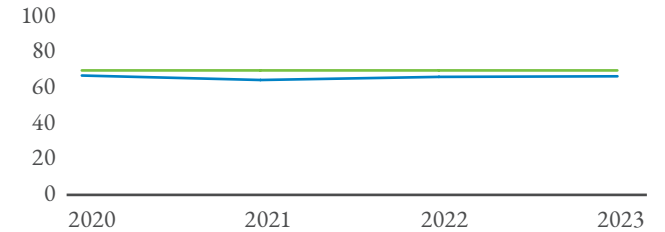
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

■ GYPSD Results ■ Alberta Results

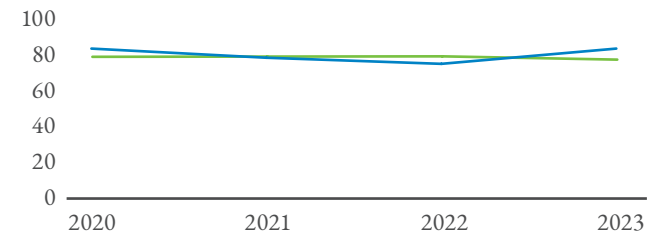
SATISFACTION WITH PROGRAM ACCESS: TEACHER



SATISFACTION WITH PROGRAM ACCESS: PARENT



SATISFACTION WITH PROGRAM ACCESS: STUDENT



Satisfaction with Program Access

Commentary

- The success in this measure area reflects the Division’s focus on mental health and wellness as students returned to in-person learning following the pandemic.
- In response to observed challenges with socialization and peer-to-peer relations, schools were purposeful in initiatives around kindness, respect, and compassion.

Measure Evaluation of Achievement and Improvement

Teacher: Achievement is high and improvement was improved.

Parent: Achievement is intermediate and improvement was improved.

Student: Achievement is very high and improvement was improved significantly.



Teaching and Leading

Goal Three: Teaching and Leadership Excellence Across the Division.



Education Quality

Education quality is a focus on high quality outcomes that impact learning and achievement to ensure students achieve their potential. The Education Quality measure is a demonstration of teaching and leadership quality.

Commentary

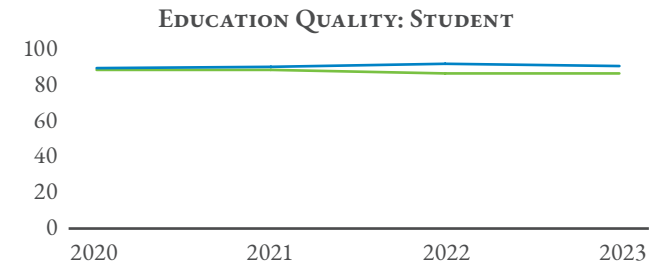
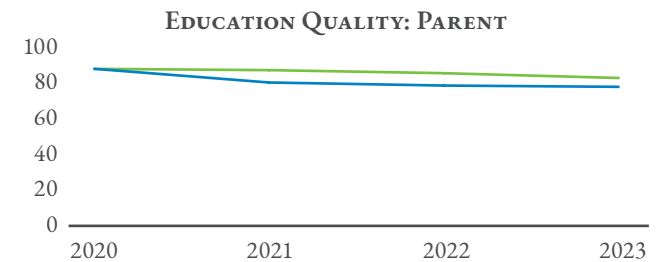
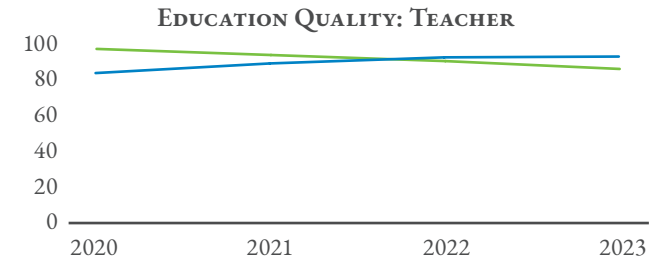
- Overall results are strong.
- Student and Teacher results exceed the provincial average.
- Lower Parent results reflect a rise in demand for non-educational services, services that are not warranted for the student’s learning needs, or program options that are not sustainable in a rural setting.
- School leadership is empowered to provide programming based on student demand, and is encouraged to adapt and adjust as needed to meet student interests.
- During the 2022/23 school year, schools resumed many of their pre-pandemic experiences which students value as opportunities for enriched learning and skill development.

Measure Evaluation of Achievement and Improvement

- Teacher:** Achievement is high and improvement is maintained.
- Parent:** Achievement is intermediate and improvement is maintained.
- Student:** Achievement is high and improvement is maintained.

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

■ GYPSD Results ■ Alberta Results





Professional Learning, Supervision and Evaluation

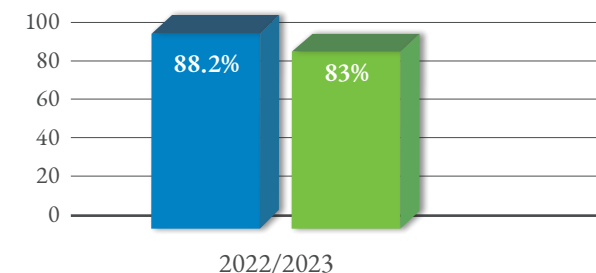
Teaching quality and school leadership are the most important factors in student achievement. The Division supports the appointment of lead teachers in every school. These leaders serve as resource and support facilitators for their colleagues in: numeracy, literacy, technology, Indigenous Education, and specialized supports.

During the 2022/2023 school year, the school leads received extensive professional development to support their work, and the Division continued to provide principals with full-time allocation to support their instructional leadership role. Through an awareness of high impact learning strategies, coaching, and encouraging reflective conversations, principals-as-instructional-leaders support teacher collective efficacy which is critical to student success.

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

■ GYPSD Results ■ Alberta Results

IN-SERVICE JURISDICTION NEEDS



Commentary

- Achievement in this measurement area overall exceeds the provincial average.
- The Division strives to provide timely professional learning supports that align with student gap areas.

Mentorship and Leadership Development

During the 2022/2023 school year, the Division welcomed 27 new teachers and 15 support staff. The Division implemented a new onboarding and orientation process to ensure a successful transition into GYPSD. New teachers received mentorship through school visits and opportunities for immediate support and guidance.

During the 2022/2023 school year, the Aspiring Leader Program was reviewed and new curriculum and processes were developed.

Commentary

- During the school year, the Division continued to support the Division Leadership Teams (DLT) in meetings that focused on the Division's school improvement approach, that included each principal's instructional leadership role, the classroom observation focus (curricular outcome + task + instructional choices), implementation of explicit development of literacy, numeracy, and skill development.
- Additionally GYPSD teachers and CUPE staff are encouraged to make use of substantial professional development funding provided by the Board.
- The HR department supported teachers by ensuring they were aware of new legislative requirements and/or updates.
- System professional development included:
 - Two full days of orientation and professional development to new teachers prior to the start of the new school year.
 - An all staff professional learning event focused on wellness and an inclusive culture.
 - Five principal led professional development days (in addition to Teachers Convention) targeted to school specific needs.





Governance

Goal Four: GYPSD is governed effectively.

Stakeholder Engagement

During the 2022/2023 school year, GYPSD engaged communities across the Division. First, stakeholders in Grande Cache were asked to discuss enrolments at the three GYPSD schools: pre-K to Grade 3 at Sheldon Coates School, Grades 4-8 at Summitview School and Grades 9-12 at Grande Cache Community High School. The [community](#) considered the impact of reducing three schools to two as a means of addressing challenges with staffing and number of programs offered. Stakeholders were invited to provide feedback through multiple vehicles including discussion with the three principals, an online survey, emails to the Board, and an in-person event that was attended by over 110.

Next, the stakeholders of Hinton were invited to provide feedback on school attendance boundaries. The staff and families were provided multiple platforms to ask [questions](#) and offer considerations. The information was used to create options which the community voted on.

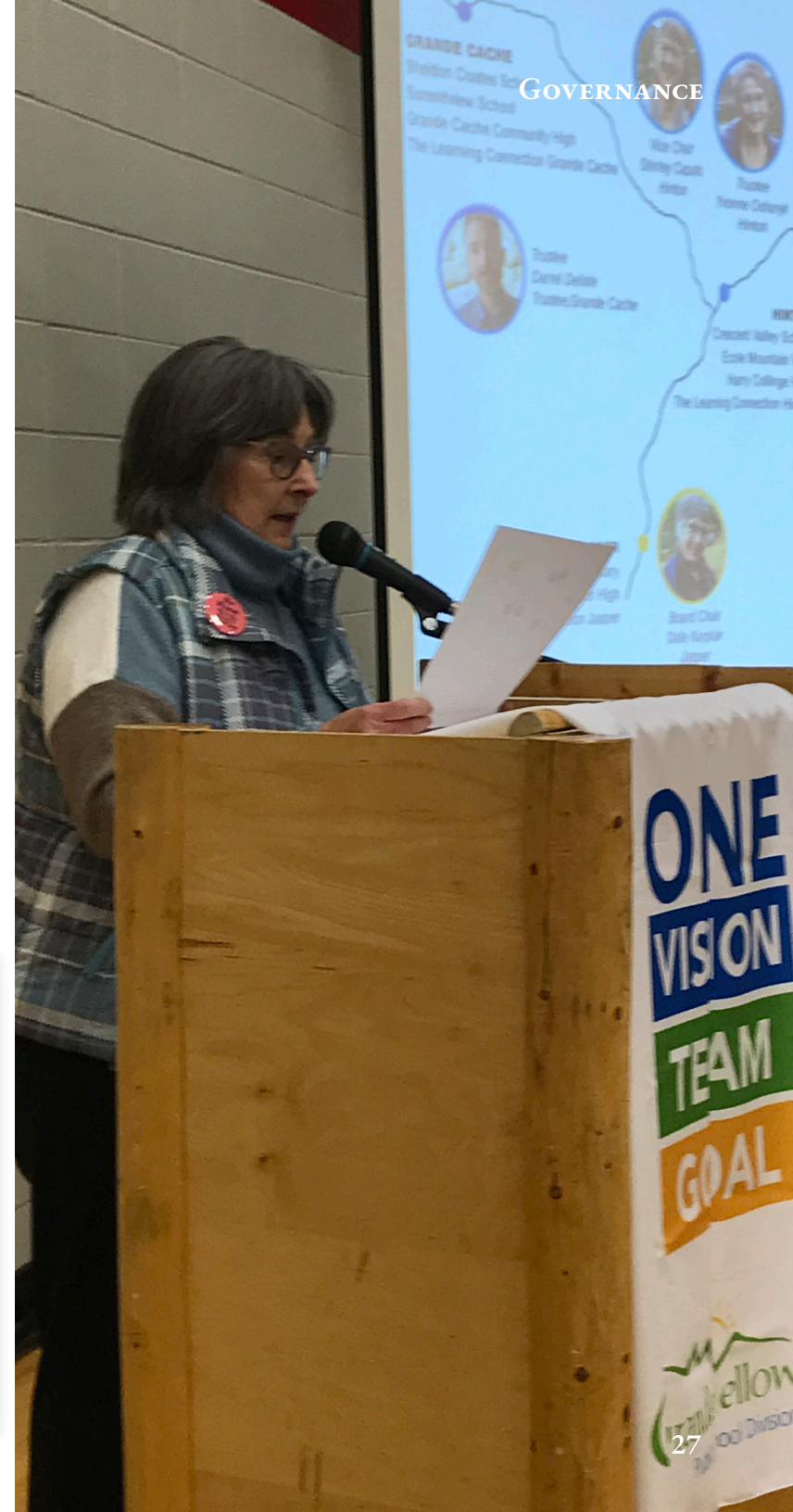
Community engagement events held in Jasper, Edson and the Lobstick zone invited participants to provide input on [mental health and wellness needs](#). All stakeholders were invited to identify social media and cell phone policies they would support in schools. This information led to the addition of the System Health and Wellness priority.

Finally, a stakeholder engagement was planned for the future of Niton Central School which due to the wildfire evacuations was cancelled; however, online feedback and discussions with the principal illustrated the challenge of maintaining a small, rural school in a shrinking community choosing to send their children elsewhere.

A [division-wide survey](#) was also shared in the spring to all division stakeholders for input on the GYPSD Three-Year Education Plan.

Commentary

- During the 2022/2023 school year, the Board of Trustees advocated for:
 - federal support for the Kids Help Phone
 - ASEBP to use its reserve to address rising costs
 - increase funding for learning losses, school nutrition, and mental health in schools
 - increase to operating reserves
 - increase allocation for IMR and CMR funding
 - drop in utility prices
- The Division heard feedback from school leaders that they were noticing a significant level of ‘feedback fatigue’ and disinterest.
- The Board is considering how to identify issues unique to each community to see if contextual, specialized topics would increase stakeholder engagement.

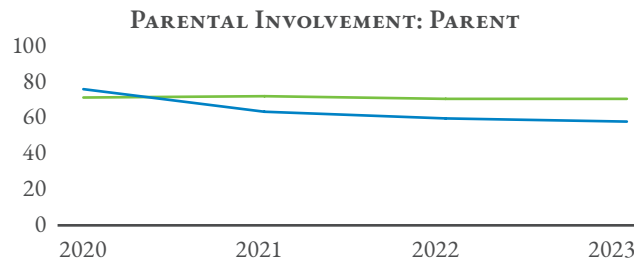
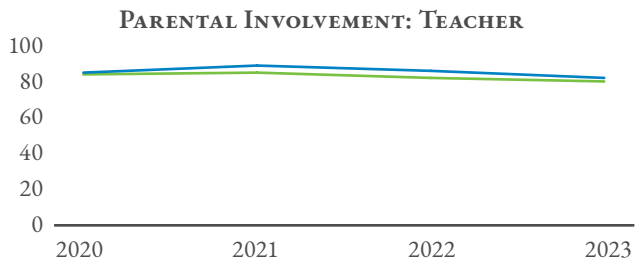




Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

■ GYPSD Results ■ Alberta Results



Commentary

- Low parental response noted year after year; the pandemic revealed distrust in educational and health care organizations.
- Noted trends include concerns around gender identity, name selection, and pronoun preference.
- Teacher results exceed the provincial average.
- Parent results reflect a demand for services that do not fall within a school jurisdiction's responsibilities.

Measure Evaluation of Achievement and Improvement

Teacher: Achievement is intermediate and improvement is maintained.

Parent: Achievement is low and improvement is maintained.

Superintendent's Youth Council

The Superintendent's Youth Council membership includes five representatives from each of the five high schools. The Council meets monthly to discuss and address issues raised by the students. During the 2022/2023 school year, the students learned how to conduct action research. Youth Participatory Action Research (YPAR) training taught them how to collect data from their peers, analyze the data, and create possible solutions to present to their principals. The projects focused on improving community and culture at the five high schools. Trustees were also able to hear of the students' proposals to ensure that student voice is represented in policy and resource allocations.

School Councils

During the 2022/2023 school year, principals worked closely with their school councils to identify ways to improve family connections with the school. Additionally, school councils provided feedback and ideas to school leadership that ranged from school programs and policies to budgeting, helped inform School Continuous Improvement Plans.





Financial Results

Goal Four: GYPSD is governed effectively.



GYPSD's Three-Year Capital Plan 2024/2024

Niton Central School
Full modernization.

Sheldon Coates Elementary School
Complete ventilation, boiler and interior finishes to modernize to today's standards.

École Jasper Elementary School
Full modernization.

Summitview School
Modernize all interior finishes and the remainder of the exterior.

Facilities

The Division received \$719, 551 in Infrastructure Maintenance Renewal (IMR) and \$497, 082 in Capitalized Maintenance Renewal (CMR) projects for the 2022/2023 school year.

IMR funds were used on projects such as flooring, painting, roofing and other general maintenance items as follows:

- All schools: Parking lot repairs and line painting; water line flow meters; painting; flooring, and concrete sidewalk replacement
- École Westhaven in Edson: interior door replacement
- Grande Cache Community High: Roofing
- Sheldon Coates in Grande Cache: Paving
- Jasper Junior Senior High, Mary Bergeron Elementary in Edson, and Fulham Schools: Building Management upgrades

CMR funds were used for specific projects:

- Summitview School: LED lighting upgrade/hallways, storage rooms and exterior; fire panel upgrade, and basketball and play area was resurfaced.
- École Pine Grove School: Replace windows.
- Sheldon Coates School: LED lighting upgrade/hallways, storage rooms and exterior.
- École Jasper Elementary: Bathroom upgrades and replacement of gym roof top unit.
- École Mountain View School in Hinton: Exterior LED lighting.
- École Westhaven: Exterior LED lighting upgraded.

Transportation

During the 2022/2023 school year, GYPSD transported over 2,040 students on 49 school bus routes including ineligible students, traveling over more than 7,500 kilometers each day. The Division has seven parent-provided agreements for those eligible for transportation in areas where bussing services are not available.

Commentary

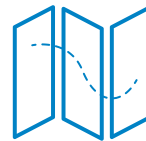
- The Division’s focus on providing efficient and safe service within an operating budget of \$4,492,300 supported fleet evergreening and increases to staff.
- The department purchased 10 buses, trained 13 new drivers, and trained one temporary transportation officer.
- The department’s in-house Driving School provides ongoing recruitment and training for potential bus drivers.
- The department saw a 275 percent increase in demand for school charter service.
- The Division initiated a school bus route pilot for the students living at the Jasper Park Lodge (JPL) in response to stakeholder requests. During the JPL school bus pilot route, four different bus drivers were hired and trained. The information collected from the pilot was shared with the Municipality of Jasper to inform a Jasper Transit Model of which GYPSD joined as a partner in June 2023. The municipality will provide transit service for eligible students residing in the Jasper municipal area as of September 2023.



2,040
Riders



49
School Bus
Routes



7,500+
Kms Daily



7
Parent-Provided
Agreements



Financial Summary for the 2022/2023 School Year

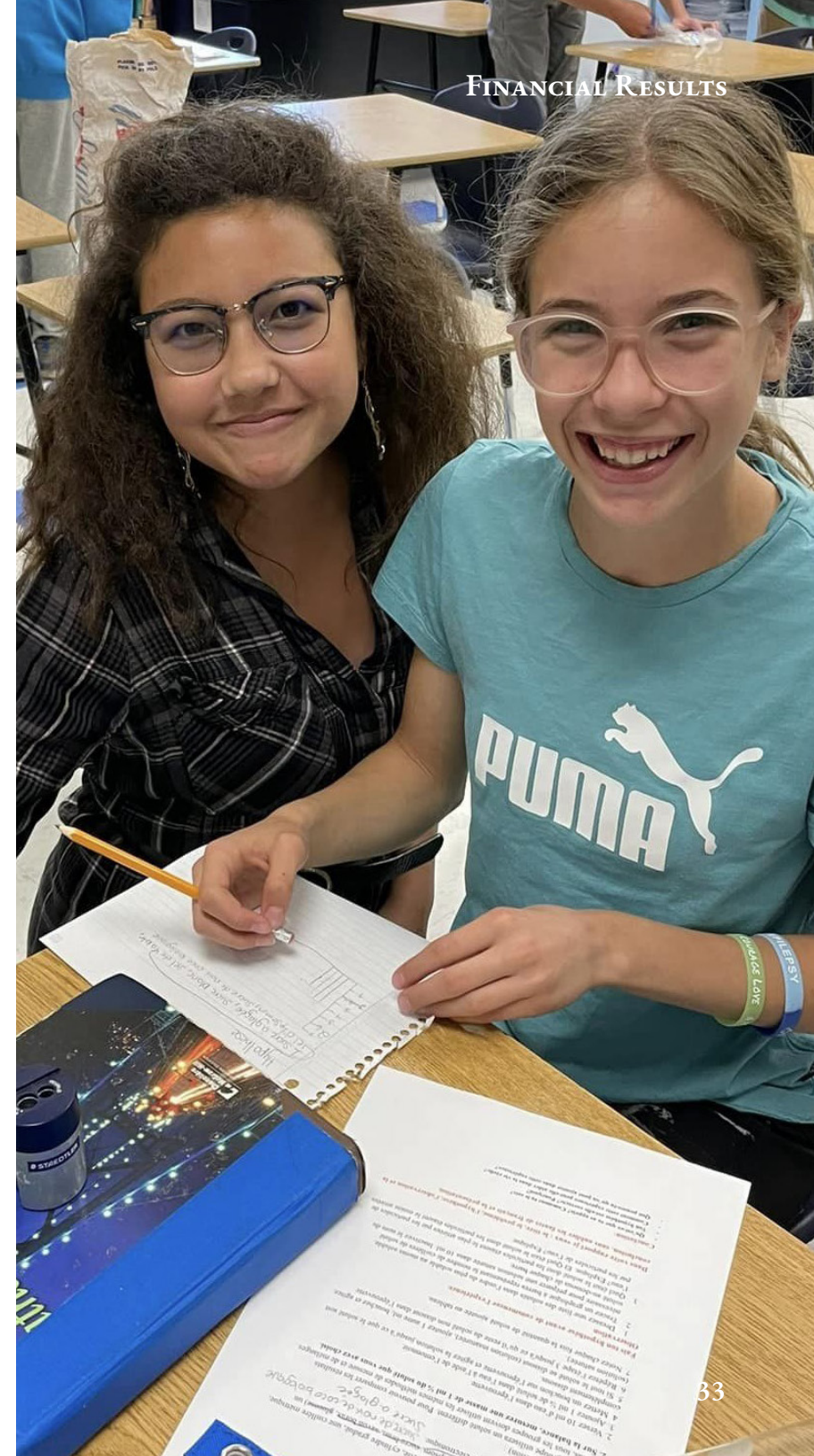
GYPSPD's expenses exceed revenues in the 2022/2023 school year, resulting in an operating deficit of \$549,265.

Electronic copies of all GYPSPD's Audited Financial Statements are available on the Division's website.

Audited Financial Statements for all jurisdictions are also posted on the Alberta Education's website.

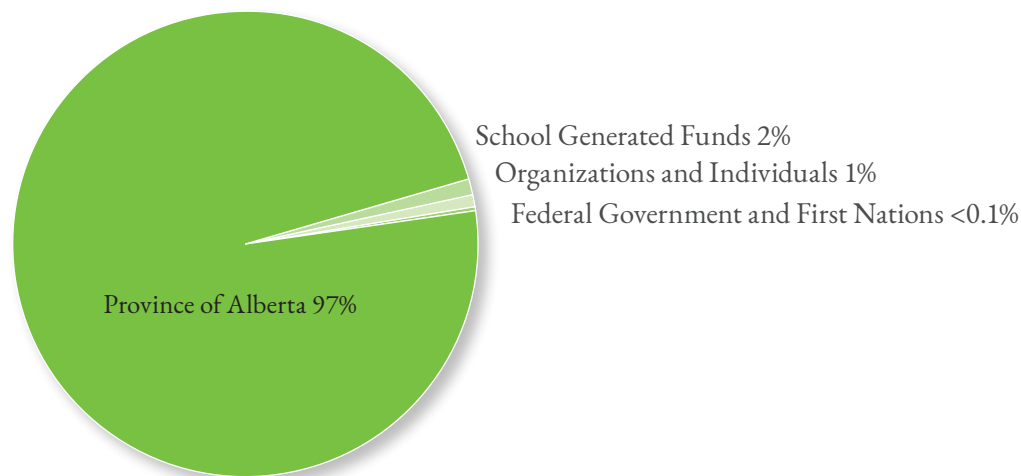
Total expenses for the 2022/2023 school year were \$63.6 million vs budgeted \$62.3 million. This difference of \$1.4 million or 2.2 percent is explained as follows:

- Increased funding from government for learning disruption, curriculum development and other grants resulted in more dollars being directed to the classroom.
- The Operations and Maintenance department saw an increase in expenses due to utility cost increases and an unexpected water line break that resulted in an emergent repair of a school.



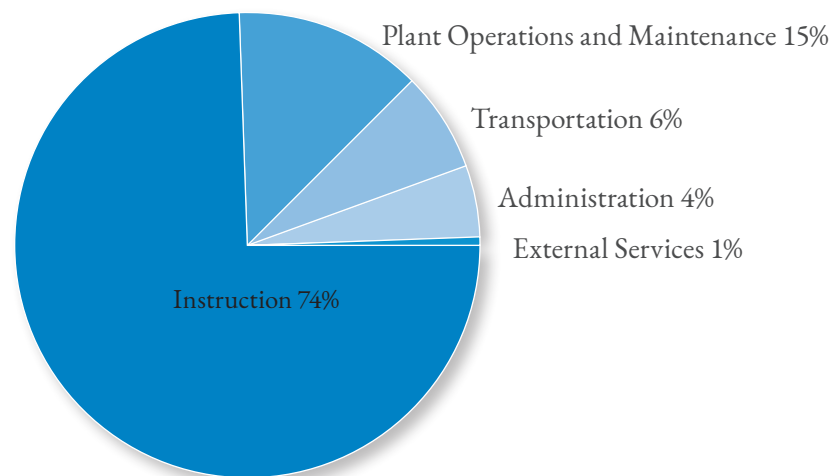
Financial Summary for the 2022/2023 School Year (continued)

Revenues 2022/2023



Total Revenues 2022/2023	\$63,094,651	
Province of Alberta	\$60,328,495	97%
School Generated Funds	\$1,552,106	2%
Organizations and Individuals	\$1,039,933	1%
Federal Government and First Nations	\$174,117	0.1%

Expenditures by Program 2022/2023



Total Expenses by Program 2022/2023	\$63,643,916	
Instruction	\$47,125,803	74%
Plant Operations and Maintenance	\$8,992,458	15%
Transportation	\$4,492,300	6%
Administration	\$2,395,320	4%
External Services	\$638,035	1%

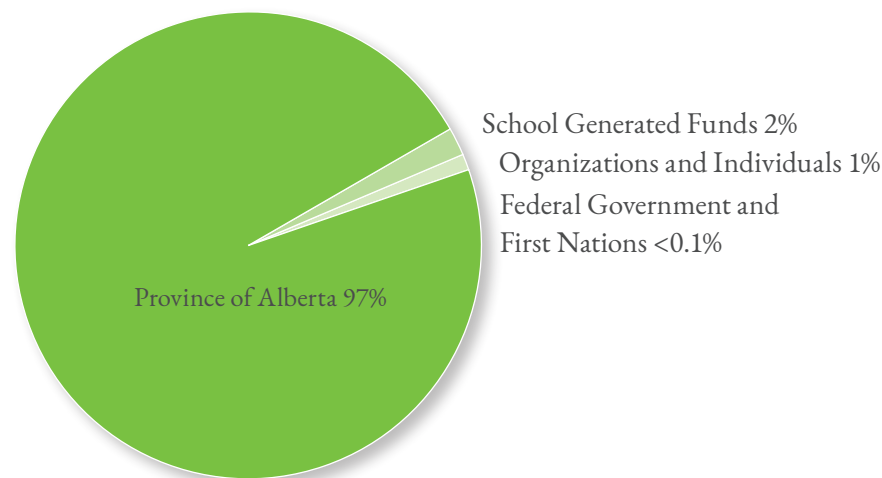
Budget Summary for the 2023/2024 School Year

The GYPSD Board of Trustees approved the 2023/2024 budget with a projected deficit of \$0.5 million dollars. The Division employs a decentralized budgeting approach, which distributes the majority of funding to schools and departments to meet the goals and outcomes of the Division.

Budget Highlights, Plans, and Assumptions

- Funding allocation provides equity so that each school and student is treated fairly relative to other schools and students.
- The funding allocation model distributes funds to schools based on the needs of all students while demonstrating fiscal responsibility.
- School-based leadership is provided with the capacity and flexibility to accommodate students' needs.
- Centrally managed functions, including Technology, Transportation, Learning Services, and Facility Management are budgeted at the central level based on the services required to support the Board's priorities.
- Operations and Maintenance is experiencing cost pressures due to increasing utility costs.
- Transportation funding has increased due to eligibility criteria changing, resulting in more students being transported.
- Indigenous programs are supported through centralized services and school allocations directed at local needs.
- Nutrition program is operating in all schools within the Division.
- Budget 2023/2024 includes a new grant for classroom complexity.

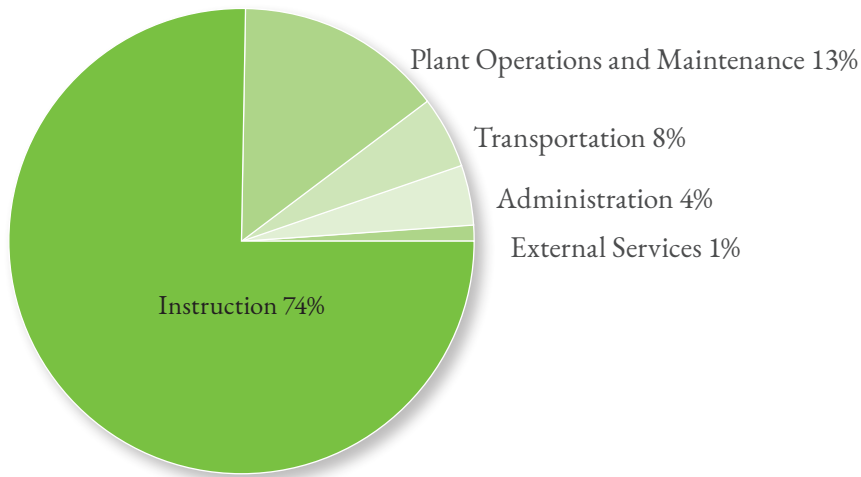
Projected Revenues 2023/2024



Project Revenues 2023/2024	\$63,745,575	
Province of Alberta	\$61,522,994	97%
School Generated Funds	\$768,825	2%
Organization and Individuals	\$1,407,132	1%
Federal Government and First Nations	\$46,624	0.1%

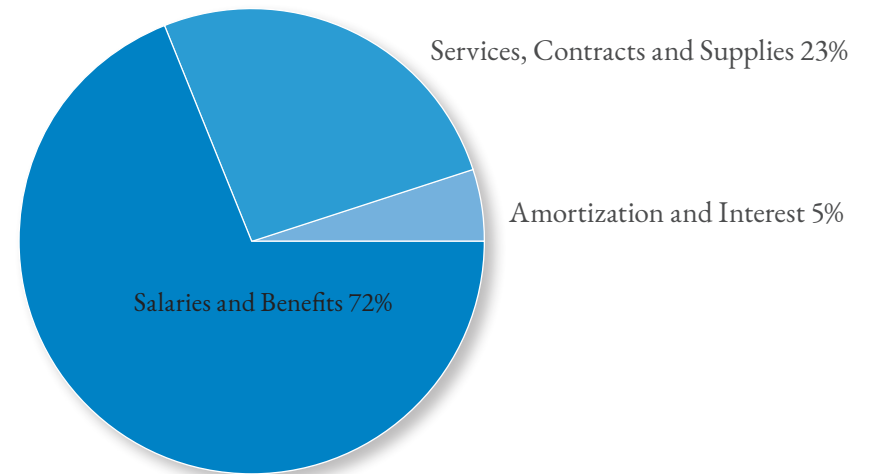
Budget Summary for the 2023/2024 School Year (continued)

Projected Expenditures 2023/2024



Projected Expenditures 2023/2024	\$64,251,996	
Instruction	\$47,930,797	74.6%
Plant Operations and Maintenance	\$8,539,645	13.3%
Transportation	\$4,940,612	7.7%
Administration	\$2,376,853	3.7%
External Services	\$464,089	.7%

Projected Expenses by Type 2023/2024



Project Expenses by Type 2023/2024	\$64,251,996	
Salaries and Benefits	\$46,089,274	71.7%
Services, Contracts and Supplies	\$14,518,818	22.6%
Amortization and Interest	\$3,616,904	5.6%



Appendix

Provincial Achievement Test (PAT) Results and Diploma (DIP) Exam

GYPSD 2022/2023 PAT Results All Students

GYPSD 2022/2023 PAT Results First Nation Métis and Inuit Students

GYPSD 2022/2023 PAT Results English Language Learners

GYPSD 2022/2023 DIP Results All Students

GYPSD 2022/2023 DIP Results First Nation Métis and Inuit Students

GYPSD 2022/2023 DIP Results English Language Learners

PAT Commentary

- Grade 6 and 9 students in the three communities not impacted by the spring evacuations included two Grade 6 school cohorts and one Grade 9 school cohort in Hinton, one Grade 6 school cohort and one Grade 9 school cohort in Jasper, and one Grade 6 school cohort and one Grade 9 school cohort in Grande Cache.
- An analysis of the Grade 6 results at the school level show students enrolled in FRIM programs scored significantly below their English language peers. The ‘immersion’ nature of learning another language was impacted by the pandemic during their foundational years.
- The Grade 6 results for First Nation Métis and Inuit students exceeded the provincial average for Acceptable Standard in all subjects except for English Language Arts.
- The Grade 6 results for First Nation Métis and Inuit students exceeded the provincial average for Standard of Excellence in all subjects but social studies.
- The Grade 6 results for English Language Learners exceeded the province in Acceptable Standard in math and science.
- The Grade 9 results for First Nation Métis and Inuit students shows overall achievement was maintained in two communities and exceeded the provincial average in the third.
- The Grade 9 results for English Language Learners exceeded the province in Acceptable Standard in math, science and social studies.
- An analysis of low achievement results for English Language Learners in ELA 6, SS 6, and ELA 9 showed some students were enrolled in FRIM programming and learning French in addition to English.
- Overall, the results in Math 9 and Science 9 for English Language Learners are significantly higher than the province.

DIP Commentary

- Grade 12 students in the three communities not impacted by the spring evacuations included students in Hinton, Jasper and Grande Cache.
- From the limited data, GYPSD students exceeded the provincial average for Acceptable Standard in ELA 30-1 and 30-2, and Math 30-2.
- First Nation Métis and Inuit students who wrote ELA 30-1 and 30-2, and Biology 30 exceeded the provincial average.
- There was insufficient data for results for English Language Learners.
- The 2022/2023 Grade 12 cohort began their high school journey and were impacted by a two and a half year pandemic that focused on health and safety. Returning to in-person learning and routines which included regular consistent attendance with a focus on achievement were obstacles.

Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.