



**Annual Education
Results Report 2023/2024**

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Questions?

For additional information about Grande Yellowhead Public School Division's Annual Education Results Report 2023/2024, Capital Plan, or Budget, please contact:

Dale Karpluk
Board Chair

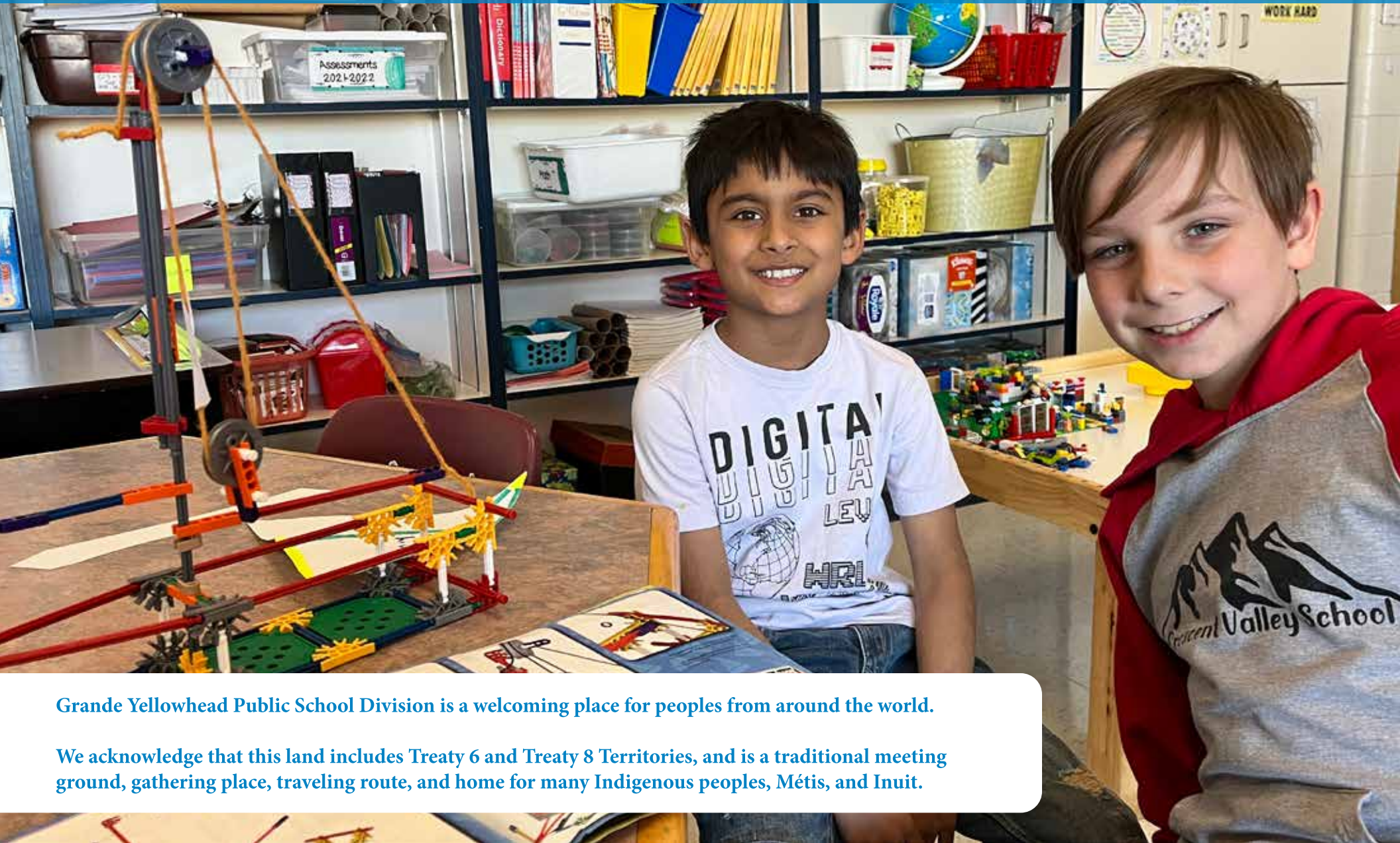
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Local and Societal Context



Grande Yellowhead Public School Division is a welcoming place for peoples from around the world.

We acknowledge that this land includes Treaty 6 and Treaty 8 Territories, and is a traditional meeting ground, gathering place, traveling route, and home for many Indigenous peoples, Métis, and Inuit.

Our Communities



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, 4,549 students, 270 teachers, and 221 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.

Our Schools



| Community Served | School | Grades | Enrollment as of September 30, 2024 (including kindergarten) | | |
|-------------------------|------------------------------------|--------|---|------------------|-------|
| | | | English | French Immersion | Total |
| EDSON | Fulham School | K-6 | 43 | n/a | 43 |
| | Mary Bergeron Elementary School | K-5 | 389 | n/a | 389 |
| | Parkland Composite High School | 9-12 | 517 | 47 | 567 |
| | École Pine Grove Middle School | 6-8 | 280 | 40 | 320 |
| | École Westhaven School | K-5 | 188 | 113 | 301 |
| GRANDE CACHE | Grande Cache Community High School | 9-12 | 198 | n/a | 198 |
| | Sheldon Coates School | K-3 | 211 | n/a | 211 |
| | Summitview School | 4-8 | 200 | n/a | 200 |
| HINTON | Crescent Valley School | K-7 | 285 | n/a | 285 |
| | Harry Collinge High School | 8-12 | 402 | 55 | 457 |
| | École Mountain View School | K-7 | 239 | 230 | 469 |
| JASPER | École Jasper Elementary School | K-6 | 140 | 76 | 216 |
| | Jasper Junior/ Senior High School | 7-12 | 113 | 66 | 179 |
| LOBSTICK | Evansview School | K-6 | 122 | n/a | 122 |
| | Grand Trunk High School | 7-12 | 210 | n/a | 210 |
| | Niton Central School | K-9 | 96 | n/a | 96 |
| | Wildwood School | K-6 | 86 | n/a | 86 |
| THE LEARNING CONNECTION | Edson and Area | 1-12 | 87 | n/a | 87 |
| | Evansburg | 10-12 | 15 | n/a | 15 |
| | Grande Cache | 10-12 | 15 | n/a | 15 |
| | Hinton | 10-12 | 78 | n/a | 78 |
| | Jasper | 10-12 | 5 | n/a | 5 |

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.

The Rural Challenge

GYPSD encompasses a large geographical area that is separated into five communities, each with its unique culture and perspectives.

The range of educational choices in the Edson/ west Lobstick zones are drawing rural families away from their local schools, requiring the Board to make decisions around small, rural school viability.

ALBERTA EDUCATION ASSURANCE MEASURES REVIEW

Accountability Statement

The Board approved the Annual Education Results Report (AERR) on November 20, 2024.

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 2023/2024 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.

D. Parsons

Dr. Dennis Parsons, Ed. D.
Interim Superintendent of Schools





Student Growth and Achievement

Goal One: GYPSD Students are Successful.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

| Assurance Domain | Measure | The Grande Yellowhead School D | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|--|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 83.2 | 83.7 | 83.7 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 77.1 | 79.9 | 79.4 | 79.4 | 80.3 | 80.9 | Intermediate | Declined | Issue |
| | 3-year High School Completion | 76.9 | 71.8 | 72.9 | 80.4 | 80.7 | 82.4 | Intermediate | Improved | Good |
| | 5-year High School Completion | 79.6 | 78.7 | 79.2 | 88.1 | 88.6 | 87.3 | Low | Maintained | Issue |
| | PAT6: Acceptable | 63.9 | 57.8 | n/a | 68.5 | 66.2 | 66.2 | Low | n/a | n/a |
| | PAT6: Excellence | 11.1 | 7.5 | n/a | 19.8 | 18.0 | 18.0 | Low | n/a | n/a |
| | PAT9: Acceptable | 55.3 | 52.9 | n/a | 62.5 | 62.6 | 62.6 | Very Low | n/a | n/a |
| | PAT9: Excellence | 9.0 | 9.2 | n/a | 15.4 | 15.5 | 15.5 | Very Low | n/a | n/a |
| | Diploma: Acceptable | 76.1 | 68.7 | 68.7 | 81.5 | 80.3 | 80.3 | Low | Improved Significantly | Good |
| Diploma: Excellence | 13.8 | 9.1 | 9.1 | 22.6 | 21.2 | 21.2 | Intermediate | Improved | Good | |
| Teaching & Leading | Education Quality | 86.3 | 87.2 | 87.0 | 87.6 | 88.1 | 88.6 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE) | 83.1 | 84.8 | 84.4 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 81.5 | 82.8 | 82.2 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 76.3 | 76.0 | 76.1 | 79.5 | 79.1 | 78.9 | Intermediate | Maintained | Acceptable |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e annee), French Language Arts (9e annee), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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, and Social Studies 30-2.

Authority: 1085 The Grande Yellowhead School Division (FNMI)

| Assurance Domain | Measure | The Grande Yellowhead School D (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|--------------------------------|---|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | 62.1 | 63.6 | 60.5 | 58.6 | 57.0 | 59.5 | Very Low | Maintained | Concern |
| | 5-year High School Completion | 69.8 | 69.0 | 71.6 | 69.4 | 71.3 | 69.1 | Very Low | Maintained | Concern |
| | PAT6: Acceptable | 57.4 | 54.3 | n/a | 48.7 | 45.3 | 45.3 | Very Low | n/a | n/a |
| | PAT6: Excellence | 9.8 | 0.0 | n/a | 7.3 | 6.5 | 6.5 | Low | n/a | n/a |
| | PAT9: Acceptable | 36.0 | 30.5 | n/a | 41.4 | 39.4 | 39.4 | Very Low | n/a | n/a |
| | PAT9: Excellence | 1.7 | 2.8 | n/a | 6.1 | 5.3 | 5.3 | Very Low | n/a | n/a |
| | Diploma: Acceptable | 70.3 | 66.3 | 66.3 | 76.9 | 74.8 | 74.8 | Very Low | Maintained | Concern |
| | Diploma: Excellence | 5.7 | 3.1 | 3.1 | 11.8 | 11.3 | 11.3 | Very Low | Maintained | Concern |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
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Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 1085 The Grande Yellowhead School Division (EAL)

| Assurance Domain | Measure | The Grande Yellowhead School D (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|-------------------------------------|---|--------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | 83.3 | * | 58.2 | 72.0 | 72.8 | 76.7 | Intermediate | Improved | Good |
| | 5-year High School Completion | * | * | n/a | 88.1 | 88.7 | 87.2 | * | n/a | n/a |
| | PAT6: Acceptable | 66.7 | 44.4 | n/a | 64.6 | 65.4 | 65.4 | Low | n/a | n/a |
| | PAT6: Excellence | 4.8 | 0.0 | n/a | 16.5 | 15.7 | 15.7 | Very Low | n/a | n/a |
| | PAT9: Acceptable | 80.4 | 59.4 | n/a | 52.7 | 55.3 | 55.3 | High | n/a | n/a |
| | PAT9: Excellence | 16.1 | 12.5 | n/a | 10.1 | 11.0 | 11.0 | Intermediate | n/a | n/a |
| | Diploma: Acceptable | 65.1 | 52.4 | 52.4 | 66.3 | 67.1 | 67.1 | Very Low | Maintained | Concern |
| Diploma: Excellence | 32.6 | 0.0 | 0.0 | 14.0 | 13.8 | 13.8 | Very High | Improved | Excellent | |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

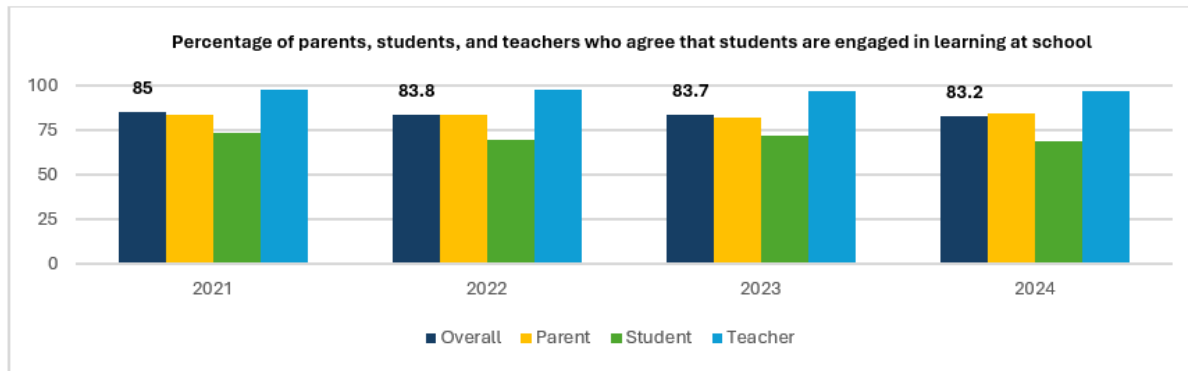
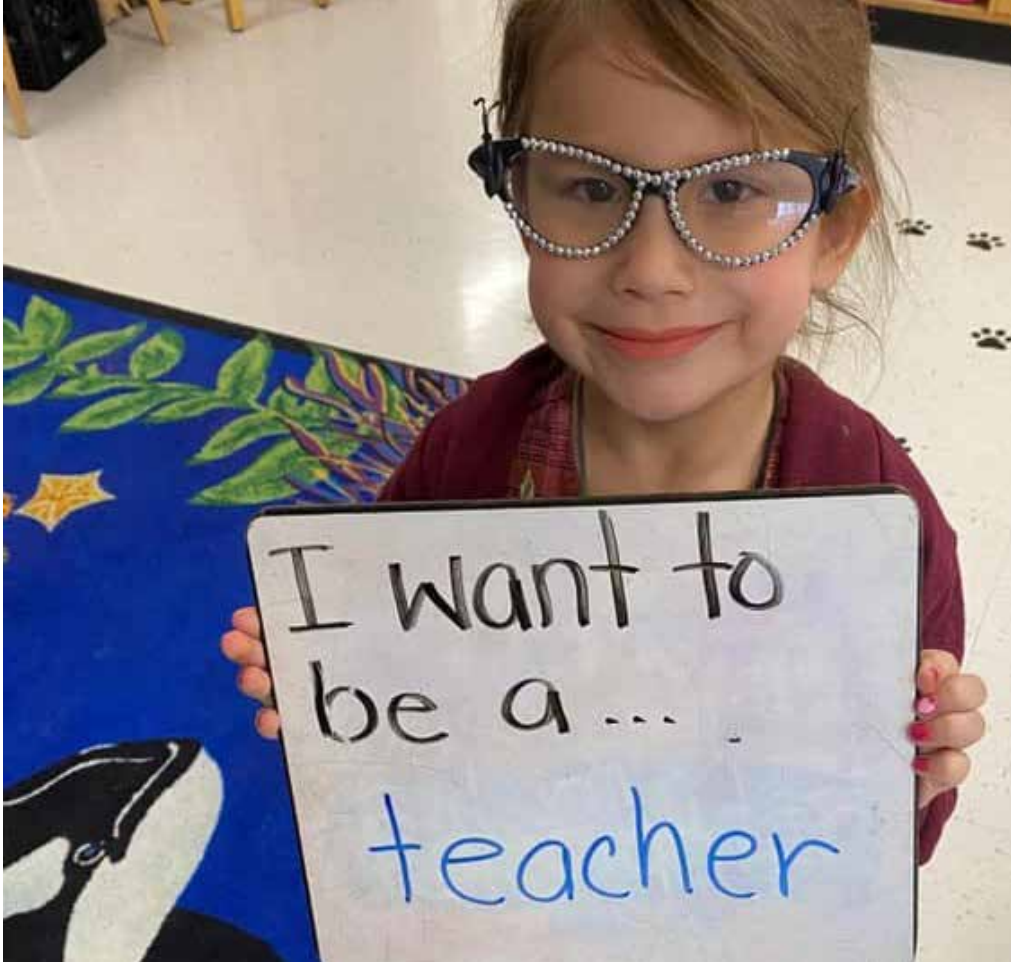
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2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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Student Learning Engagement

TEACHERS, PARENTS, AND STUDENTS

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



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary

- Overall, the Division results were maintained and aligned with the province in this measure.
- The decline in percentage of students engaged in their learning matches the decline across the province.
- Data from students across grade levels showed a decline, especially noted with the Grade 10 group.
- Supporting the transition of Grade 9s from general education into the secondary credit system is a growth area for our high schools.

Citizenship

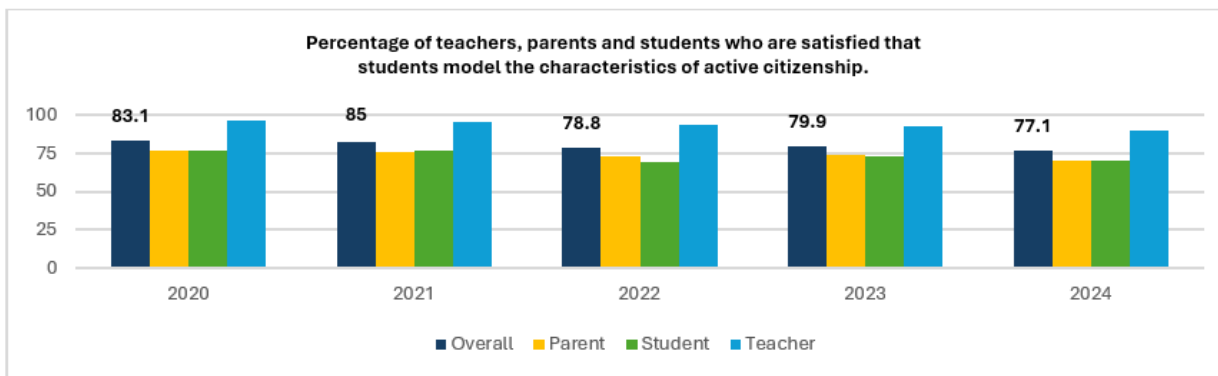
TEACHERS, PARENTS, AND STUDENTS

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



Commentary

- Overall, achievement results in this measure showed a slight decline.
- Exceeding the province, the percentage of students over the last six years (except for 2022), reported that their peers modelled the characteristics of active citizenship.
- Data from students across grade levels showed a decline. A significant decline was noted in the Parent Grade 10 group. Of the possible 364 parents of Grade 10 students, only 83 parents responded to the question of citizenship.
- Twenty five (25) participants in the Superintendent's Youth Council led action research projects that identified ways to improve community and culture within their high schools. Trustees heard student proposals shared with their respective principals to ensure student voice is represented in policy and resource allocations.

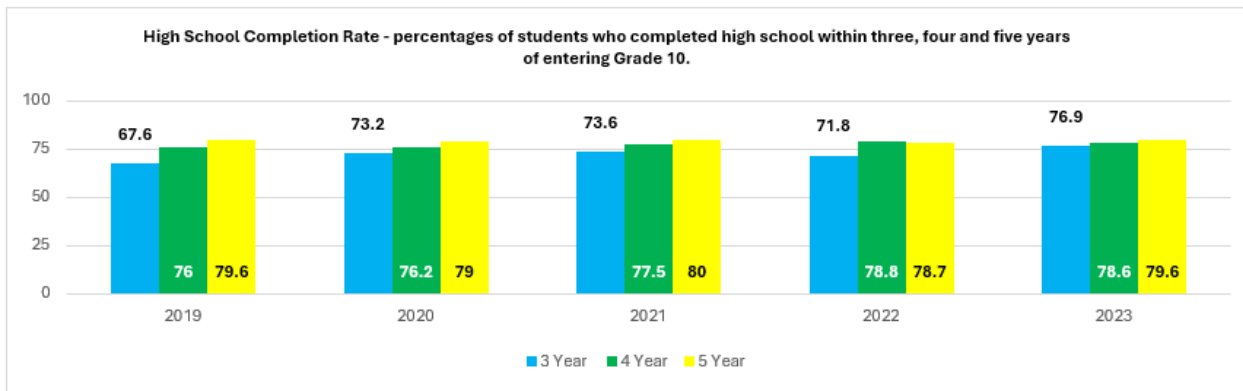


Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.



High School Completion



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

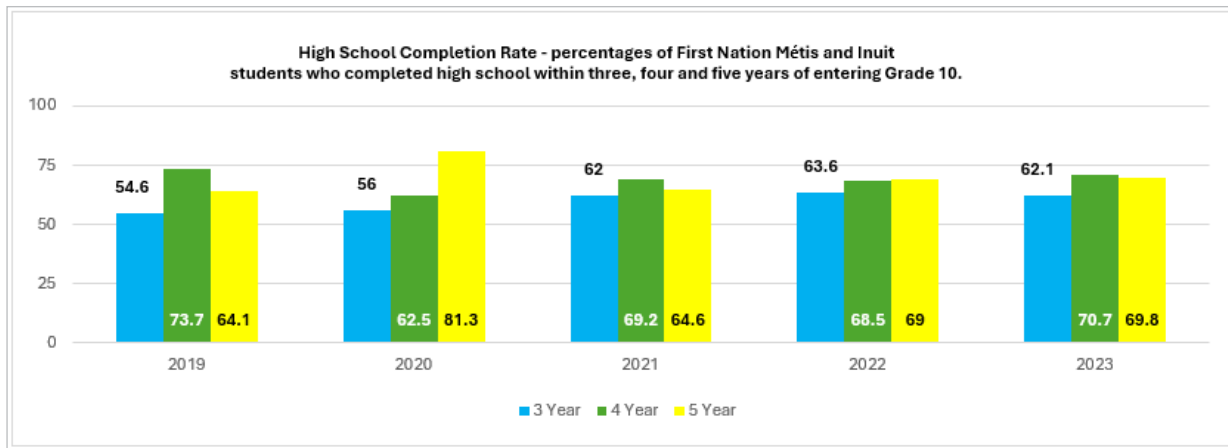
Commentary

- The three year high school completion rate has improved and the four and five year rates were maintained.
- Ease of local job access in gas and oil economies or agricultural, competes with high school completion. However, the high school leaders are committed to linking high school completion to increased opportunities for career pathways.
- High schools are targetting non-attending students utilizing a new and accessible program, Dossier.
- 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.



High School Completion

FIRST NATION, MÉTIS, AND INUIT



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary

- Overall, the high school completion rates for First Nation, Métis, and Inuit students have been maintained and exceed the provincial 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.
- In the last three years, GYPSD has seen an eleven percent increase in students self-identifying as Indigenous:

September 2022: 702 students
 September 2023: 772 students
 September 2024: 782 students

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

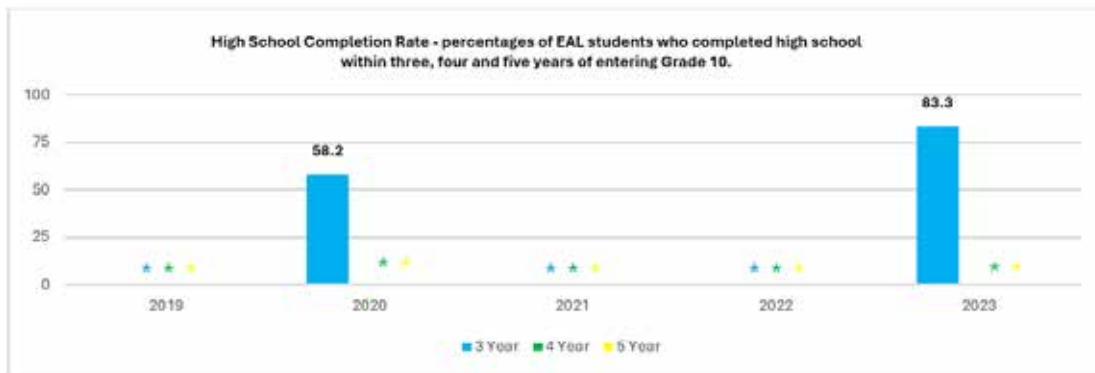
- Since 2019, the Division noted an increase in Indigenous students returning for a fourth year of programming.
- The number of FNMI students eligible for the Rutherford scholarship has maintained alignment with the provincial average or slightly above.
- GYPSD offered a Michif/Northern Cree language option for all students in Grades 1-8 and maintained an Indigenous language and culture program partnership within Crescent Valley School in Hinton, both taught by Indigenous educators.
- For the last four years, 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.
- All seventeen schools provided classroom lessons and/or school-wide events to recognize National Day for Truth and Reconciliation.
- GYPSD has hosted a province-wide professional learning event in Jasper since 2013.
- GYPSD trustees participate in the First Nations, Métis, and Inuit Education Gathering hosted by CASS, and attend the GYPSD learning event in Jasper.





High School Completion

ENGLISH AS AN ADDITIONAL LANGUAGE



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary

- The June 2024 High School Completion result for GYPSD EAL students exceeded the provincial average by 11 percent.
- The three-year Drop Out Rate Achievement remains high.
- The majority of the EAL students reside in the Jasper zone and are an integral part of the school community.

Diploma (DIP) Exam Results

| Diploma Exam Course by Course Results | | | | | | Results (in percentages) | | | | | | | | | | | |
|---------------------------------------|------------------------|--------------|------------------------|------------|-----------|--------------------------|-----|------|-----|------|------|------|------|------|------|--|--|
| Course | Measure | Achievement | Improvement | Overall | Authority | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | |
| | | | | | | A | E | A | E | A | E | A | E | A | E | | |
| English Lang Arts 30-1 | Acceptable Standard | Intermediate | Maintained | Acceptable | Authority | n/a | n/a | n/a | n/a | 66.2 | 2.8 | 86.0 | 5.3 | 87.2 | 11.3 | | |
| | Standard of Excellence | High | Improved | Good | Province | n/a | n/a | n/a | n/a | 78.8 | 9.4 | 83.7 | 10.5 | 84.2 | 10.1 | | |
| English Lang Arts 30-2 | Acceptable Standard | Low | Maintained | Issue | Authority | n/a | n/a | n/a | n/a | 77.6 | 4.5 | 84.2 | 10.5 | 88.0 | 7.7 | | |
| | Standard of Excellence | Low | Maintained | Issue | Province | n/a | n/a | n/a | n/a | 80.8 | 12.3 | 86.2 | 12.7 | 85.7 | 12.9 | | |
| French Language Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Standard of Excellence | n/a | n/a | n/a | Province | n/a | n/a | n/a | n/a | 91.9 | 6.8 | 93.1 | 6.1 | 95.3 | 8.6 | | |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Standard of Excellence | n/a | n/a | n/a | Province | n/a | n/a | n/a | n/a | 98.8 | 44.2 | 99.2 | 30.7 | 99.4 | 26.3 | | |
| Mathematics 30-1 | Acceptable Standard | n/a | Improved Significantly | n/a | Authority | n/a | n/a | n/a | n/a | 28.6 | 14.3 | 48.2 | 16.5 | 78.9 | 23.9 | | |
| | Standard of Excellence | n/a | Improved | n/a | Province | n/a | n/a | n/a | n/a | 63.6 | 23.0 | 70.8 | 29.0 | 75.4 | 34.9 | | |
| Mathematics 30-2 | Acceptable Standard | n/a | Maintained | n/a | Authority | n/a | n/a | n/a | n/a | 53.1 | 6.3 | 74.4 | 5.1 | 68.3 | 8.5 | | |
| | Standard of Excellence | n/a | Maintained | n/a | Province | n/a | n/a | n/a | n/a | 61.5 | 11.8 | 71.1 | 15.2 | 70.9 | 15.4 | | |
| Social Studies 30-1 | Acceptable Standard | Low | Maintained | Issue | Authority | n/a | n/a | n/a | n/a | 70.8 | 8.5 | 67.8 | 1.7 | 71.2 | 8.3 | | |
| | Standard of Excellence | Low | Improved Significantly | Good | Province | n/a | n/a | n/a | n/a | 81.5 | 15.8 | 83.5 | 15.9 | 85.2 | 10.7 | | |
| Social Studies 30-2 | Acceptable Standard | Very Low | Improved Significantly | Acceptable | Authority | n/a | n/a | n/a | n/a | 52.1 | 2.8 | 54.6 | 3.4 | 68.1 | 4.9 | | |
| | Standard of Excellence | Low | Maintained | Issue | Province | n/a | n/a | n/a | n/a | 72.5 | 13.2 | 78.1 | 12.3 | 77.6 | 12.7 | | |
| Biology 30 | Acceptable Standard | Low | Improved | Acceptable | Authority | n/a | n/a | n/a | n/a | 62.3 | 11.3 | 67.1 | 13.9 | 76.6 | 25.5 | | |
| | Standard of Excellence | Intermediate | Improved | Good | Province | n/a | n/a | n/a | n/a | 74.3 | 25.2 | 82.7 | 32.8 | 83.1 | 33.7 | | |
| Chemistry 30 | Acceptable Standard | Low | Improved | Acceptable | Authority | n/a | n/a | n/a | n/a | 82.4 | 29.4 | 50.0 | 11.1 | 66.2 | 29.4 | | |
| | Standard of Excellence | Intermediate | Improved Significantly | Good | Province | n/a | n/a | n/a | n/a | 77.1 | 31.1 | 80.5 | 37.0 | 82.9 | 38.0 | | |
| Physics 30 | Acceptable Standard | Very High | Improved | Excellent | Authority | n/a | n/a | n/a | n/a | 59.5 | 13.5 | 70.0 | 25.0 | 89.3 | 35.7 | | |
| | Standard of Excellence | High | Maintained | Good | Province | n/a | n/a | n/a | n/a | 78.5 | 34.6 | 82.3 | 39.9 | 85.1 | 43.1 | | |
| Science 30 | Acceptable Standard | Low | Declined | Issue | Authority | n/a | n/a | n/a | n/a | 68.3 | 7.3 | 75.6 | 15.6 | 66.2 | 16.2 | | |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | Province | n/a | n/a | n/a | n/a | 75.7 | 17.2 | 79.4 | 23.1 | 81.3 | 24.6 | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 'A'= Acceptable; 'E'=Excellence - the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time.

DIP Commentary

- Overall, the Division noted improvements in all courses with the exception of Science 30.
- Possible insight on the improvements include some high schools' decision to restrict the use of cell phones at school.
- The 2023/2024 Grade 12 cohort is the last high school group impacted by the pandemic.
- English 30-1: Both the Acceptable and Excellence results exceed the provincial average.
- English 30-2, Math 30-1, and Physics 30: Acceptable results exceed the province.
- Overall issue areas identified from last year's diploma results include Social Studies 30-1 and 30-2, Math 30-2, Chemistry 30, Biology 30, and Science 30 as not meeting Acceptable or Excellence standards.
- Despite showing improvement from last year's results, survey feedback from students showed low connection to both Social Studies courses.
- Possible insight for lower achievement results in the core science courses is the Division's challenge to locate subject area specialists.

DIP Results, (FNMI)

| Course | Measure | The Grande Yellowhead School D (FNMI) | | | | | | Alberta (FNMI) | | | | |
|---------------------------|--|---------------------------------------|------------|------------|------|------|---------------------|----------------|-------|------|---------------------|------|
| | | Achievement | Improved | Overall | 2024 | | Prev 3 Year Average | | 2024 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Diploma Examination Acceptable Standard | Intermediate | Maintained | Acceptable | 21 | 65.7 | 10 | 90.0 | 1,402 | 61.7 | 1,296 | 78.3 |
| | Diploma Examination Standard of Excellence | Very Low | Maintained | Concern | 21 | 0.0 | 10 | 0.0 | 1,402 | 6.9 | 1,286 | 6.1 |
| | Diploma Examination Acceptable Standard | Very Low | Maintained | Concern | 29 | 79.3 | 23 | 87.0 | 2,010 | 86.0 | 1,833 | 86.5 |
| English Lang Arts 30-2 | Diploma Examination Standard of Excellence | Very Low | Declined | Concern | 29 | 0.0 | 23 | 8.7 | 2,010 | 10.8 | 1,833 | 9.9 |
| | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 36 | 66.0 | 37 | 83.8 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 36 | 0.0 | 37 | 2.7 |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 6 | * | n/a | n/a |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 6 | * | n/a | n/a |
| | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 4 | * | n/a | n/a |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | Improved | n/a | 8 | 87.5 | 6 | 90.0 | 634 | 64.4 | 566 | 60.6 |
| | Diploma Examination Standard of Excellence | n/a | Maintained | n/a | 8 | 12.5 | 6 | 0.0 | 634 | 17.0 | 666 | 16.0 |
| | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 15 | 46.7 | n/a | n/a | 785 | 64.8 | 742 | 68.8 |
| Mathematics 30-2 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 15 | 8.7 | n/a | n/a | 788 | 10.1 | 742 | 12.1 |
| | Diploma Examination Acceptable Standard | Low | Improved | Acceptable | 19 | 73.7 | 9 | 44.4 | 1,071 | 79.1 | 986 | 73.0 |
| | Diploma Examination Standard of Excellence | Very Low | Maintained | Concern | 19 | 0.0 | 9 | 0.0 | 1,071 | 10.6 | 986 | 8.6 |
| Social Studies 30-1 | Diploma Examination Standard of Excellence | Very Low | Maintained | Concern | 20 | 61.5 | 27 | 51.9 | 2,091 | 72.9 | 1,933 | 72.3 |
| | Diploma Examination Acceptable Standard | Very Low | Improved | Issue | 20 | 3.8 | 27 | 0.0 | 2,091 | 6.0 | 1,933 | 5.4 |
| | Diploma Examination Standard of Excellence | Low | Maintained | Issue | 13 | 76.9 | 9 | 77.8 | 1,041 | 72.8 | 902 | 72.5 |
| Biology 30 | Diploma Examination Acceptable Standard | Intermediate | Maintained | Acceptable | 13 | 23.1 | 9 | 11.1 | 1,041 | 17.0 | 902 | 19.1 |
| | Diploma Examination Standard of Excellence | Very Low | n/a | n/a | 11 | 45.0 | n/a | n/a | 614 | 78.2 | 590 | 70.0 |
| | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 11 | 9.1 | n/a | n/a | 614 | 23.5 | 590 | 24.0 |
| Chemistry 30 | Diploma Examination Acceptable Standard | * | * | * | 3 | * | n/a | n/a | 280 | 80.4 | 290 | 72.0 |
| | Diploma Examination Standard of Excellence | * | * | * | 3 | * | n/a | n/a | 280 | 23.2 | 290 | 26.8 |
| | Diploma Examination Acceptable Standard | Very Low | Maintained | Concern | 13 | 61.5 | 7 | 87.1 | 480 | 76.1 | 470 | 79.3 |
| Science 30 | Diploma Examination Standard of Excellence | Intermediate | Improved | Good | 13 | 15.4 | 7 | 0.0 | 480 | 18.5 | 470 | 18.7 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time.

DIP (FNMI) Commentary

- Overall, improvement for FNMI students was noted in Math 30-1, Social Studies 30-1 and 30-2, Science 30.
- Possible insight on the improvements include some high schools' decision to restrict the use of cell phones at school.
- The 2023/2024 Grade 12 cohort is the last high school group impacted by the pandemic.
- Division students exceed the provincial average in ELA 30-1, and Math 30-1 at the Acceptable standard.
- Biology 30 results are higher than the provincial average in both Acceptable and Excellence standards.
- Despite showing improvement from last year's results, survey feedback from students showed low connection to both Social Studies courses.

DIP Results, (EAL)

| Course | | Measure | | The Grande Yellowhead School D (EAL) | | | | | | Alberta (EAL) | | | | |
|---------------------------|--|-----------|-----|--------------------------------------|-------------|---------|------|-----|---------------------|---------------|-------|-------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2024 | | Prev 3 Year Average | | 2024 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 6 | 66.7 | n/a | n/a | 2,095 | 61.3 | 2,482 | 63.3 | | |
| | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 6 | 33.3 | n/a | n/a | 2,095 | 2.7 | 2,482 | 3.7 | | |
| English Lang Arts 30-2 | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 6 | 66.7 | n/a | n/a | 2,333 | 70.0 | 2,284 | 71.5 | | |
| | Diploma Examination Standard of Excellence | Very Low | n/a | n/a | 6 | 0.0 | n/a | n/a | 2,333 | 5.2 | 2,284 | 5.5 | | |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21 | 85.7 | 27 | 85.2 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21 | 19.0 | 27 | 0.0 | | |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 27 | 100.0 | 11 | 100.0 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 27 | 11.1 | 11 | 9.1 | | |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | * | * | * | 4 | * | n/a | n/a | 1,543 | 64.0 | 1,714 | 61.1 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 4 | * | n/a | n/a | 1,543 | 27.6 | 1,714 | 23.1 | | |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | * | * | * | 3 | * | n/a | n/a | 1,250 | 57.7 | 1,327 | 58.5 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 3 | * | n/a | n/a | 1,250 | 9.0 | 1,327 | 9.7 | | |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 7 | 42.9 | n/a | n/a | 1,110 | 70.5 | 1,415 | 72.7 | | |
| | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 7 | 28.6 | n/a | n/a | 1,110 | 10.7 | 1,415 | 8.8 | | |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | * | * | * | 5 | * | n/a | n/a | 2,904 | 63.2 | 2,749 | 62.5 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 5 | * | n/a | n/a | 2,904 | 8.3 | 2,749 | 7.8 | | |
| Biology 30 | Diploma Examination Acceptable Standard | * | * | * | 4 | * | n/a | n/a | 1,509 | 69.7 | 1,790 | 72.8 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 4 | * | n/a | n/a | 1,509 | 23.6 | 1,790 | 24.7 | | |
| Chemistry 30 | Diploma Examination Acceptable Standard | Low | n/a | n/a | 6 | 66.7 | n/a | n/a | 1,364 | 73.2 | 1,479 | 73.5 | | |
| | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 6 | 50.0 | n/a | n/a | 1,364 | 29.6 | 1,479 | 29.9 | | |
| Physics 30 | Diploma Examination Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 645 | 71.3 | 715 | 75.7 | | |
| | Diploma Examination Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 645 | 32.9 | 715 | 32.3 | | |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 591 | 69.0 | 714 | 67.4 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 591 | 16.2 | 714 | 16.1 | | |

DIP (EAL) Commentary

- Overall low sample size of EAL participants in diploma exams hinders detailed analysis.
- There was insufficient data for results in many courses.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
- Participation in the 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 Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Provincial Achievement Test (PAT) Results

| PAT Course by Course Results by Number Enrolled. | | | Results (in percentages) | | | | | | | | | |
|--|--------------|-----------|--------------------------|-----|------|-----|------|------|-------|------|------|------|
| Achievement | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | | | A | E | A | E | A | E | A | E | A | E |
| French Language Arts 6 année | Low | Authority | n/a | n/a | n/a | n/a | 63.6 | 3.6 | 39.0 | 0.0 | 43.5 | 4.8 |
| | Low | Province | n/a | n/a | n/a | n/a | 76.9 | 10.6 | 77.6 | 12.5 | 69.9 | 9.3 |
| Français 6 année | n/a | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | n/a | Province | n/a | n/a | n/a | n/a | 83.0 | 20.2 | 78.9 | 19.4 | 80.4 | 18.5 |
| Science 6 | Very Low | Authority | n/a | n/a | n/a | n/a | 69.1 | 22.0 | 66.0 | 13.6 | 51.0 | 14.1 |
| | Low | Province | n/a | n/a | n/a | n/a | 71.5 | 23.7 | 66.7 | 21.8 | 68.8 | 24.8 |
| Social Studies 6 | Low | Authority | n/a | n/a | n/a | n/a | 63.6 | 15.3 | 57.8 | 7.5 | 63.9 | 11.1 |
| | Low | Province | n/a | n/a | n/a | n/a | 67.8 | 20.1 | 66.2 | 18.0 | 68.5 | 19.8 |
| English Language Arts 9 | Low | Authority | n/a | n/a | n/a | n/a | 64.9 | 5.9 | 42.5 | 5.2 | 66.4 | 4.4 |
| | Very Low | Province | n/a | n/a | n/a | n/a | 69.6 | 12.9 | 71.4 | 13.4 | 69.5 | 11.8 |
| K&E English Language Arts 9 | Low | Authority | n/a | n/a | n/a | n/a | 43.3 | 0.0 | * | * | 51.4 | 0.0 |
| | Low | Province | n/a | n/a | n/a | n/a | 50.5 | 5.0 | 50.2 | 5.7 | 49.6 | 5.6 |
| French Language Arts 9 année | Low | Authority | n/a | n/a | n/a | n/a | 56.9 | 2.0 | 62.5 | 6.3 | 77.4 | 6.5 |
| | Low | Province | n/a | n/a | n/a | n/a | 73.5 | 9.9 | 76.1 | 10.9 | 76.6 | 10.6 |
| Français 9 année | n/a | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | n/a | Province | n/a | n/a | n/a | n/a | 80.0 | 25.0 | 81.6 | 22.3 | 83.1 | 19.7 |
| Mathematics 9 | Very Low | Authority | n/a | n/a | n/a | n/a | 43.8 | 10.7 | 56.5 | 13.6 | 44.0 | 11.6 |
| | Low | Province | n/a | n/a | n/a | n/a | 53.0 | 16.7 | 54.4 | 13.5 | 52.7 | 14.0 |
| K&E Mathematics 9 | Intermediate | Authority | n/a | n/a | n/a | n/a | 56.4 | 3.6 | 100.0 | 0.0 | 61.0 | 13.6 |
| | Intermediate | Province | n/a | n/a | n/a | n/a | 55.3 | 11.1 | 52.7 | 11.3 | 52.2 | 9.9 |
| Science 9 | Low | Authority | n/a | n/a | n/a | n/a | 61.8 | 15.8 | 58.8 | 13.1 | 59.4 | 11.6 |
| | Intermediate | Province | n/a | n/a | n/a | n/a | 68.0 | 22.6 | 66.3 | 20.1 | 67.6 | 20.8 |
| K&E Science 9 | Intermediate | Authority | n/a | n/a | n/a | n/a | 46.4 | 10.7 | 60.0 | 10.0 | 61.9 | 14.3 |
| | Intermediate | Province | n/a | n/a | n/a | n/a | 57.8 | 11.0 | 52.9 | 10.9 | 52.3 | 8.9 |
| Social Studies 9 | Very Low | Authority | n/a | n/a | n/a | n/a | 42.6 | 9.6 | 56.6 | 8.1 | 46.3 | 8.1 |
| | Very Low | Province | n/a | n/a | n/a | n/a | 60.8 | 17.2 | 58.4 | 15.9 | 60.5 | 15.8 |
| K&E Social Studies 9 | Intermediate | Authority | n/a | n/a | n/a | n/a | 40.7 | 3.7 | * | * | 62.5 | 12.5 |
| | Intermediate | Province | n/a | n/a | n/a | n/a | 53.2 | 14.1 | 49.6 | 10.6 | 50.4 | 11.3 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 'A'= Acceptable; 'E'=Excellence - the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

PAT Commentary

- Despite a significant improvement in the ELA 9 results, overall Grade 6 and 9 PATs are disappointing and a focus area for the upcoming school year.
- Insights from school leaders identify ongoing concerns around students' behaviours including social and emotional challenges.
- Engaging parents in academic conversations, the importance of attendance, and encouraging their children to fully participate in learning activities at school is a targeted need across the Division.

PAT Results, (FNMI)

| Course | Measure | The Grande Yellowhead School D (FNMI) | | | | | | Alberta (FNMI) | | | | |
|------------------------------|------------------------|---------------------------------------|-------------|---------|------|------|---------------------|----------------|-------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2024 | | Prev 3 Year Average | | 2024 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| French Language Arts 6 année | Acceptable Standard | Very Low | n/a | n/a | 13 | 30.8 | n/a | n/a | 102 | 56.9 | 132 | 65.9 |
| | Standard of Excellence | Low | n/a | n/a | 13 | 7.7 | n/a | n/a | 102 | 2.9 | 132 | 5.3 |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14 | 57.1 | 16 | 81.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14 | 0.0 | 16 | 31.3 |
| Science 6 | Acceptable Standard | Very Low | n/a | n/a | 61 | 45.9 | n/a | n/a | 3,851 | 51.4 | 3,990 | 46.0 |
| | Standard of Excellence | Low | n/a | n/a | 61 | 13.1 | n/a | n/a | 3,851 | 12.3 | 3,990 | 9.0 |
| Social Studies 6 | Acceptable Standard | Very Low | n/a | n/a | 61 | 57.4 | n/a | n/a | 4,556 | 48.7 | 4,332 | 45.3 |
| | Standard of Excellence | Low | n/a | n/a | 61 | 9.8 | n/a | n/a | 4,556 | 7.3 | 4,332 | 6.5 |
| English Language Arts 9 | Acceptable Standard | Very Low | n/a | n/a | 62 | 46.8 | n/a | n/a | 4,465 | 49.5 | 4,375 | 49.2 |
| | Standard of Excellence | Very Low | n/a | n/a | 62 | 1.6 | n/a | n/a | 4,465 | 4.7 | 4,375 | 4.4 |
| K&E English Language Arts 9 | Acceptable Standard | Low | n/a | n/a | 10 | 50.0 | n/a | n/a | 388 | 42.8 | 297 | 43.8 |
| | Standard of Excellence | Low | n/a | n/a | 10 | 0.0 | n/a | n/a | 388 | 4.9 | 297 | 3.7 |
| French Language Arts 9 année | Acceptable Standard | * | * | * | 4 | * | n/a | n/a | 160 | 63.8 | 136 | 65.4 |
| | Standard of Excellence | * | * | * | 4 | * | n/a | n/a | 160 | 5.6 | 136 | 4.4 |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 24 | 79.2 | 20 | 75.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 24 | 12.5 | 20 | 10.0 |
| Mathematics 9 | Acceptable Standard | Very Low | n/a | n/a | 52 | 23.1 | n/a | n/a | 4,361 | 28.7 | 4,197 | 28.7 |
| | Standard of Excellence | Very Low | n/a | n/a | 52 | 1.0 | n/a | n/a | 4,361 | 4.8 | 4,197 | 3.8 |
| K&E Mathematics 9 | Acceptable Standard | Low | n/a | n/a | 19 | 52.6 | n/a | n/a | 485 | 43.7 | 440 | 48.9 |
| | Standard of Excellence | Intermediate | n/a | n/a | 19 | 10.5 | n/a | n/a | 485 | 6.2 | 440 | 11.1 |
| Science 9 | Acceptable Standard | Very Low | n/a | n/a | 55 | 41.8 | n/a | n/a | 4,477 | 46.0 | 4,380 | 42.1 |
| | Standard of Excellence | Very Low | n/a | n/a | 55 | 0.0 | n/a | n/a | 4,477 | 8.5 | 4,380 | 7.1 |
| K&E Science 9 | Acceptable Standard | Low | n/a | n/a | 16 | 43.8 | n/a | n/a | 373 | 46.6 | 281 | 48.4 |
| | Standard of Excellence | Low | n/a | n/a | 16 | 0.0 | n/a | n/a | 373 | 7.2 | 281 | 8.2 |
| Social Studies 9 | Acceptable Standard | Very Low | n/a | n/a | 62 | 22.6 | n/a | n/a | 4,498 | 39.0 | 4,393 | 34.1 |
| | Standard of Excellence | Very Low | n/a | n/a | 62 | 1.6 | n/a | n/a | 4,498 | 6.3 | 4,393 | 4.9 |
| K&E Social Studies 9 | Acceptable Standard | Very Low | n/a | n/a | 9 | 22.2 | n/a | n/a | 351 | 46.2 | 262 | 45.4 |
| | Standard of Excellence | Low | n/a | n/a | 9 | 0.0 | n/a | n/a | 351 | 9.4 | 262 | 7.3 |

PAT (FNMI) Commentary

- Overall achievement for PAT (FNMI) exams is an area of concern.
- Lack of rolling data does not provide needed insight.
- Engaging parents in academic conversations, the importance of attendance, and encouraging their children to fully participate in learning activities at school is a targeted need across the Division.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Achievement evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.

PAT Results, (EAL)

| Course | Measure | The Grande Yellowhead School D (EAL) | | | | | | Alberta (EAL) | | | | |
|-------------------------------|------------------------|--------------------------------------|-------------|---------|------|------|---------------------|---------------|--------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2024 | | Prev 3 Year Average | | 2024 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| French Language Arts 6, année | Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 110 | 74.5 | 188 | 75.5 |
| | Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 110 | 12.7 | 188 | 13.8 |
| Français 6, année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 77 | 75.3 | 79 | 65.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 77 | 11.7 | 79 | 10.1 |
| Science 6 | Acceptable Standard | Low | n/a | n/a | 21 | 66.7 | n/a | n/a | 10,323 | 63.8 | 9,728 | 64.7 |
| | Standard of Excellence | Very Low | n/a | n/a | 21 | 4.8 | n/a | n/a | 10,323 | 18.4 | 9,728 | 17.2 |
| Social Studies 6 | Acceptable Standard | Low | n/a | n/a | 21 | 66.7 | n/a | n/a | 11,278 | 64.6 | 10,098 | 65.4 |
| | Standard of Excellence | Very Low | n/a | n/a | 21 | 4.8 | n/a | n/a | 11,278 | 16.5 | 10,098 | 15.7 |
| English Language Arts 9 | Acceptable Standard | Intermediate | n/a | n/a | 14 | 78.6 | n/a | n/a | 7,249 | 56.9 | 6,989 | 62.2 |
| | Standard of Excellence | Very Low | n/a | n/a | 14 | 0.0 | n/a | n/a | 7,249 | 5.4 | 6,989 | 6.6 |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 150 | 46.7 | 149 | 34.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 150 | 4.0 | 149 | 1.3 |
| French Language Arts 9, année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 67.8 | 194 | 71.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 9.2 | 194 | 11.3 |
| Français 9, année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 79 | 60.8 | 84 | 64.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 79 | 7.6 | 84 | 11.9 |
| Mathematics 9 | Acceptable Standard | High | n/a | n/a | 13 | 78.9 | n/a | n/a | 7,201 | 46.7 | 6,930 | 50.1 |
| | Standard of Excellence | High | n/a | n/a | 13 | 23.1 | n/a | n/a | 7,201 | 11.5 | 6,930 | 12.0 |
| K&E Mathematics 9 | Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 197 | 49.7 | 177 | 39.5 |
| | Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 197 | 12.2 | 177 | 5.6 |
| Science 9 | Acceptable Standard | Very High | n/a | n/a | 14 | 92.9 | n/a | n/a | 7,236 | 57.7 | 6,975 | 59.4 |
| | Standard of Excellence | Very High | n/a | n/a | 14 | 21.4 | n/a | n/a | 7,236 | 14.2 | 6,975 | 15.0 |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 146 | 41.1 | 151 | 33.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 146 | 5.5 | 151 | 3.3 |
| Social Studies 9 | Acceptable Standard | Intermediate | n/a | n/a | 14 | 71.4 | n/a | n/a | 7,249 | 49.4 | 6,983 | 50.4 |
| | Standard of Excellence | High | n/a | n/a | 14 | 21.4 | n/a | n/a | 7,249 | 9.6 | 6,983 | 11.0 |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 135 | 44.4 | 137 | 39.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 135 | 7.4 | 137 | 1.5 |

PAT (EAL) Commentary

- Student results in Math 9 and Science 9 exceed the province.
- Acceptable standard results in Social Studies 6 and Science 6 exceed the province. Standard of Excellence results are an area for growth.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement: Evaluation is not calculated for courses that do not have sufficient data available either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

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 | | 328 | 85 | 54 | 5 | 2.4 | 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 | 321 | 109 | 75 | 8.5 | 4.2 | 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 | | 342 | 92 | 77 | 14.8 | 3.1 | 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 | 346 | 121 | 80 | 8.2 | 2.6 | 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 | | 341 | 90 | 85 | 10 | 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. |
| 3 | | Alberta Education Numeracy Screens | 344 | 76 | 67 | 10.7 | 1.0 | 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. |

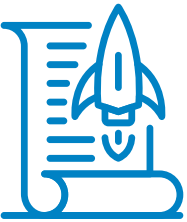


STUDENT GROWTH AND ACHIEVEMENT

Teacher and Parent Results:

Student Learning Engagement Detail

■ Teachers ■ Parents

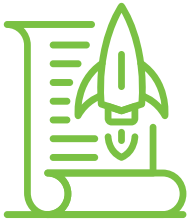


98%

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.



91%

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

90%

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

Focus on 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 enable students to make informed decisions in all aspects of daily living.

Commentary

- The application of mandatory screens from the province eliminated the need for previously applied local screens at the kindergarten through Grade 4 level.
- 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 informed by Orton and Gillingham, UFLI Foundation, the Science of Reading, as well as 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.

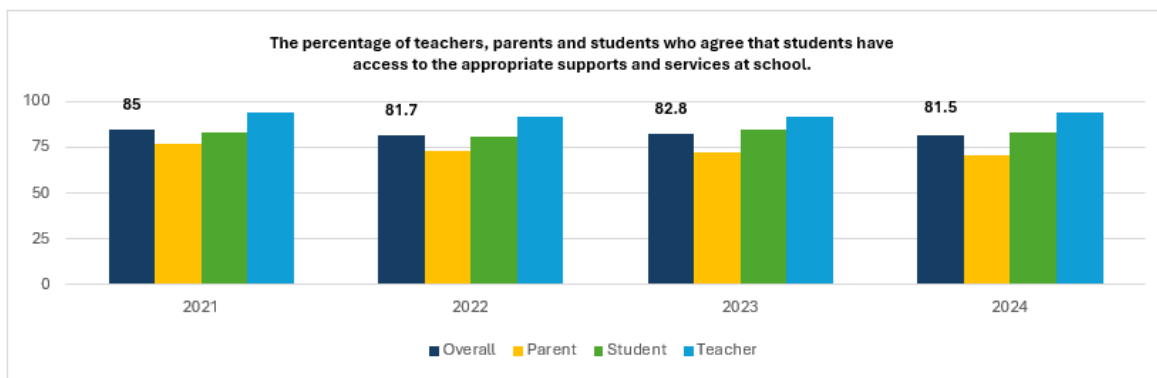
Commentary

- Overall, the AEAM survey results indicate high levels of satisfaction that students are receiving specialized supports and services at their school. This is slightly greater than the province.
- GYPSPD students report greater satisfaction of access to programs than the province.
- For the past four years, student results are greater than the province and indicate success of the targetted efforts to ensure students were made aware of wht was available to support them in their learning.
- Grade 10 Parent Satisfaction result indicates a slight decline in their perception of required supports and services. A target area for schools is promoting the range of in-school supports during the elementary to secondary transition window.
- Rural communities continue to struggle with recruiting and hiring specialized staff (occupational therapists, speech language pathologists, physical therapists).

Access to Support and Services

GYPSPD’s approach to the provision of specialized supports and services is illustrated through a Pyramid of Supports. A 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.

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.



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Local Measure: Early Learning

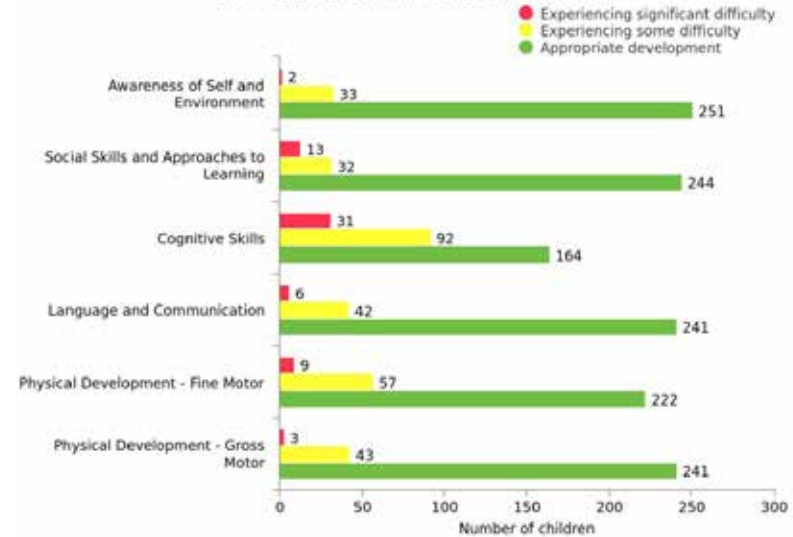
GYPSPD offers flexible learning environments that are designed to stimulate curiosity, encourage exploration, build self-confidence, and develop global citizenship skills.

Commentary

- The Division identified 84 children meeting the PUF criteria, in comparison to 40 from the previous year: a 105 percent increase.
- GYPSPD offers junior kindergarten and full-day kindergarten programs in all communities.
- GYPSPD offers a Montessori program which focus on hands-on learning and developing real-world skills.
- Rural and remote divisions struggle to recruit and hire necessary staff.
- 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.

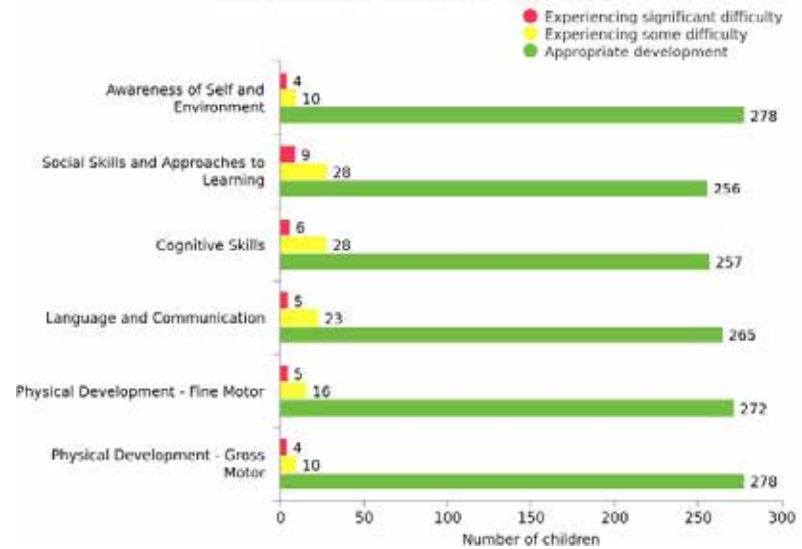
Overview of EYE-TA Results, 2 Oct, 2023 - 14 Nov, 2023

Grande Yellowhead Public School Division 2023-24



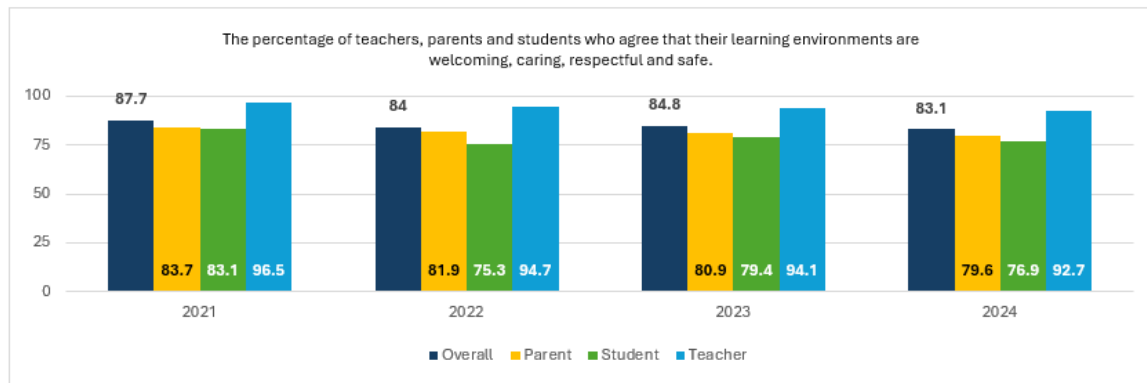
*Overview of EYE-TA Results, 8 May, 2024 - 26 Jun, 2024

Grande Yellowhead Public School Division 2023-24



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.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary

- Overall, results for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) were maintained.
- Although the results were close to the province this year, the previous three-year rolling average for GYPSD has been higher than the province.
- In the Safe and Caring supplemental measure, GYPSD results are high and on par with the province.
- GYPSD students reported a higher than provincial average when reporting on their Safe and Caring environments.



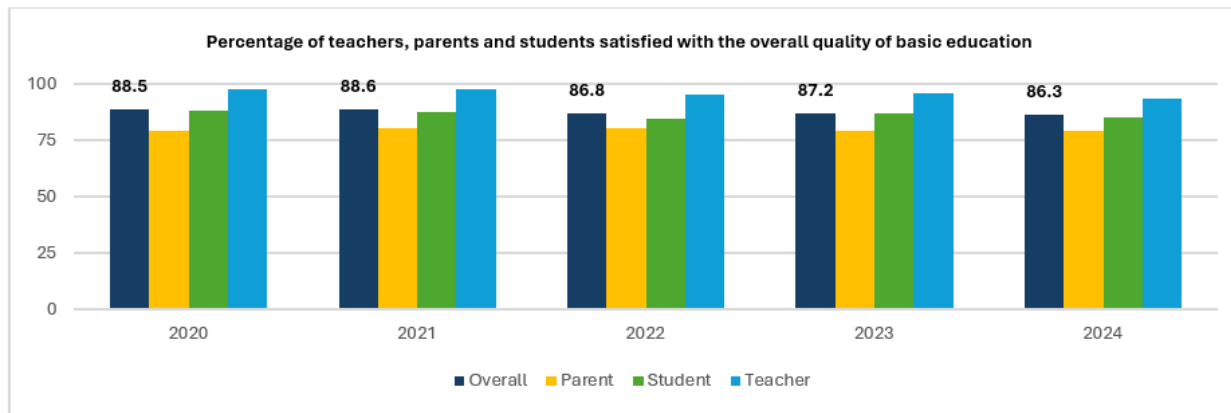
Teaching and Leading

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.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary

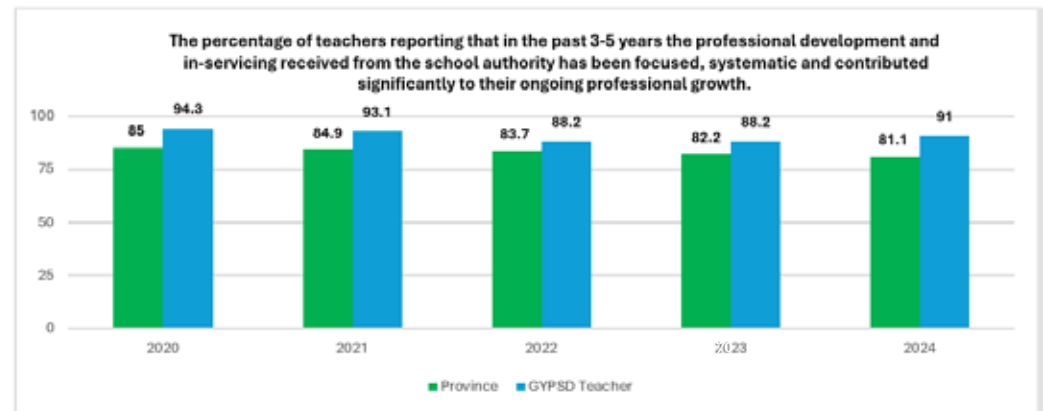
- Overall results are strong.
- Students results exceed the province in all grades with the exception of Grade 10.
- Lower parent results indicate of Grade 9 students going into Grade 10 require clear information on what courses are available to high school students.
- Students in Grade 10 report 87 percent satisfaction with the variety of courses available which exceeds the province.



Professional Learning, Supervision and Evaluation

Teaching quality and school leadership are the most important factors in student achievement. Principals appoint lead teachers in their school to ensure onsite expertise in numeracy, literacy, technology, and Indigenous Education. During the 2023/2024 school year, the school leads received extensive professional development to support their work.

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.



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 while supporting an instructional leadership model.
- Teacher Growth, Supervision and Evaluation workshops were attended by all principals and assistant principals.

Mentorship and Leadership Development

During the 2023/2024 school year, the Division welcomed 24 new teachers and 10 support staff. The Division continued with a comprehensive 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.

The GYPSD Aspiring Leader Program began a third cohort of participants who are enrolled in the program for two years starting the 2023/24 school year. At the start of the 2023/24 school year, a third cohort of teachers began GYPSD's two-year Aspiring Leaders Program.

Commentary

- During the school year, the Division continued to support the School Leadership Teams in professional learning that focused on the School Continuous Improvement Plan; the process included the principal's instructional leadership role, the classroom observation focus for strategic feedback (curricular outcome + task + instructional choices), and the implementation of intervention strategies.
- Additionally GYPSD teachers and CUPE staff are encouraged to make use of substantial professional development funding provided by the Board.
- One full day of orientation and professional development to new teachers prior to the start of the new school year. Classroom observations were completed in all first teachers' rooms and followed up with coaching conversations.
- In the 2023/24 school year, ten full days of district team leadership meetings were held.





Governance

Goal Four: GYPSD is governed effectively.

Stakeholder Engagement

During the 2023/24 school year, the Board continued its work to update school attendance areas in the east end of the Division. Upon completion of the modernization of Grand Trunk in the Evansburg Hamlet, the Wildwood and Evansview elementary schools will be amalgamated into a k-12, and the two elementary schools will be closed. Niton Central School (NCS) towards the west end of the electoral ward, and Grand Trunk School (GTS) anchoring the east boundary of the Division will be the two schools within the Lobstick Electoral Ward.

Lobstick stakeholders from the communities of Niton Junction, Wildwood, and Evansburg were asked to give input on ideas for possible changes and/or updates to the attendance areas for NCS (k-9) and GTS (k-12). The majority of respondents from the Niton and proximal Yellowhead County areas did not want to see changes to the current east/west divider line (currently west of Chip Lake at Range Road 110), despite significantly longer bus rides to transport senior high students into the Edson area rather than to Grand Trunk School in Evansburg. Parents also wanted the Board to continue its school of choice bus service for students living in Lobstick to attend schools in the Edson electoral ward.

In junction with the attendance area updates conversation, the Board invited Niton and Fulham constituents to engage in discussions around the shrinking student enrollments at these two communities' schools. The Board addressed the unintended consequences of supporting students to leave their attendance area prematurely. Over the past two decades, more families have been choosing to enrol their elementary and middle-school aged children at schools in Edson, made easy because students from these areas are designated into Edson for their secondary program. In the spring, supporters of the small schools requested that the Board restrict its school of choice bus services and deny school registration requests at other GYPSD Edson-area schools. Proponents for choice noted a variety of reasons for attending school in Edson: larger staff, more options, single-grade classes, more extra-curricular opportunities, childcare, proximity to parents working in Edson, and perceived faster access to specialized supports and services.

Adding to the complexity, the Board provides Transportation Service for both a local private school and the local Catholic school division in Edson, meaning that the transportation service areas into Edson exist throughout the west-Lobstick and Fulham areas. After hearing from many groups, the Board determined to maintain the status quo for the 2024/25 school year, but did request that GYPSD principals adhere to the process to direct non-attendance area school registrations back to their attendance areas.

The Division noted minimal completion from parents, teachers, and high school students in its annual spring survey. Input from all stakeholder engagements is available on the [Division's website](#).



Commentary

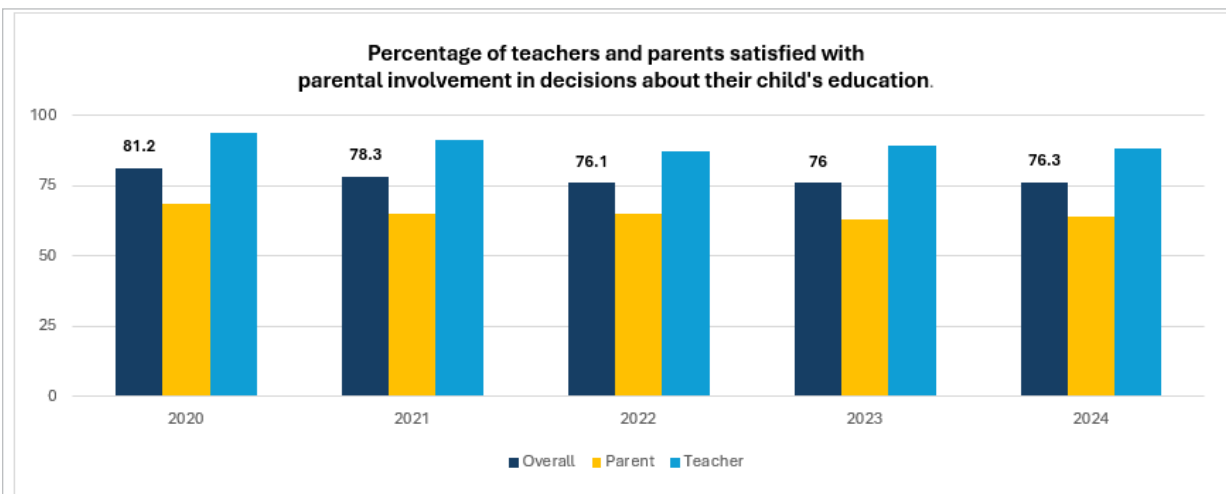
During the 2023/24 school year, Trustees advocated for:

- increased access to bus driver road tests
- Bill C-322: a National Framework for a School Food Program
- a review of the Teacher Complaint Disciplinary Process
- expansion of the Northern Student - Teacher Bursary
- increase to the Specialized Learning Support Grant

The Board is analyzing different scenarios for Fulham Community School and Niton Central School in their ongoing work to address the challenges of these two small, rural schools.



Parental Involvement



Commentary

- Low parental response has been noted year after year.
- Teacher results since 2020 have exceeded the provincial average.
- Additional communications strategies to engage parents may be needed to address the lower than desired parental results.

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 2023/2024 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.

Public Interest Disclosure

As per [Administrative Procedure 403](#) the Division reported two disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2023/2024 school year.





Business Operations

Goal Four: GYPSD is governed effectively.



GYPSD's Three-Year Capital Plan 2024/2027

Niton Central School
Full modernization.

Sheldon Coates Elementary School
Complete ventilation, new boiler, and update 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 \$694,932 in Infrastructure Maintenance Renewal (IMR) and \$618,652 in Capitalized Maintenance Renewal (CMR) projects for the 2023/2024 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; fencing repairs and replacement; painting; flooring, and concrete sidewalk replacement; building management upgrades
- École Westhaven: Interior door replacement
- Fulham School: Security Panel Replacement
- Parkland Composite High: Roofing
- Grand Trunk High: Gender neutral washroom for duration on Phase 1 construction

CMR funds were used for specific projects:

- École Jasper Elementary: LED lighting upgrade/hallways, storage rooms, and exterior; fire panel upgrade and replacement of gym rooftop unit
- École Mountain View School: Exterior LED lighting
- École Westhaven: Exterior LED lighting upgraded
- Niton Central: LED lighting upgrade/hallways, storage rooms, and exterior

Transportation

During the 2023/2024 school year, GYPSD transported over 2,357 students on 53 school bus routes including ineligible students, traveling over more than 7,500 kilometers each day. The Division has nine parent-provided agreements for those eligible for transportation in areas where bussing services are not available.

Commentary

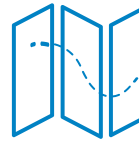
- The Transportation department provides service and holds agreements with neighbouring school divisions.
- The Division's focus on providing efficient and safe service within an operating budget of \$5.7 million supported fleet evergreening and staff expansion.
- The department purchased seven buses, trained 20 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 40 percent increase in demand for school charter service.



2,357
Riders



53
School Bus
Routes



7,900+
Kms Daily



9
Parent-Provided
Agreements



Financial Summary for the 2023/2024 School Year

GYPSPD's revenues exceed expenses in the 2023/2024 school year, resulting in an operating surplus of \$42,808.

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.

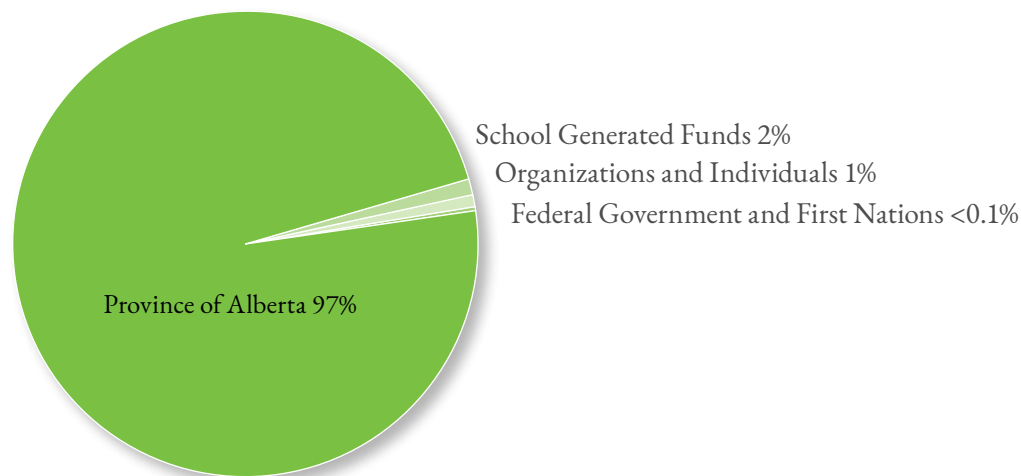
Total expenses for the 2023/2024 school year were \$63.5 million vs budgeted \$64.3 million. This difference of \$.8 million or 1.2 percent is explained as follows:

- Actual revenues are aligned with the budget.
- Instruction expenses decreased mainly due to the improvement of operating efficiency.
- The Facilities department saw an increase in expenses due to utility costs increases and the Jasper wildfire that resulted in restoration costs for schools.



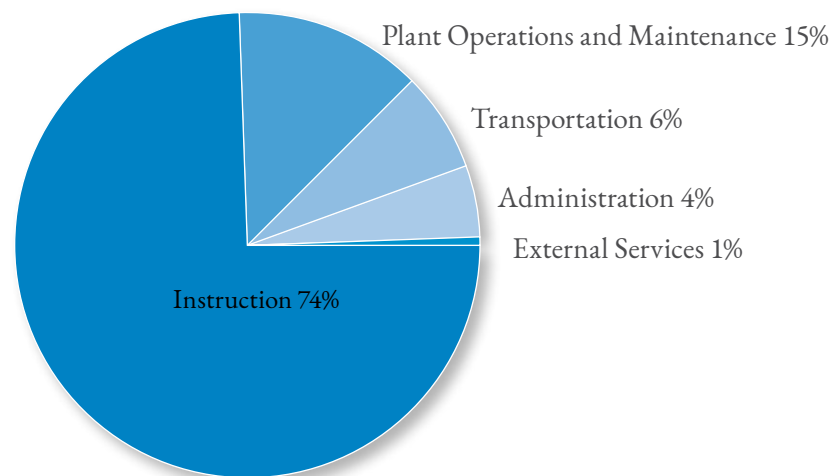
Financial Summary for the 2023/2024 School Year (continued)

Revenues 2023/2024



| Total Revenues 2023/2024 | \$63,532,331 | |
|--------------------------------------|--------------|------|
| Province of Alberta | \$60,943,179 | 97% |
| School Generated Funds | \$1,467,112 | 2% |
| Organizations and Individuals | \$1,100,781 | 1% |
| Federal Government and First Nations | \$21,259 | 0.1% |

Expenditures by Program 2023/2024



| Total Expenses by Program 2023/2024 | \$63,489,523 | |
|-------------------------------------|--------------|-----|
| Instruction | \$46,634,641 | 74% |
| Plant Operations and Maintenance | \$9,309,046 | 15% |
| Transportation | \$4,715,179 | 6% |
| Administration | \$2,280,086 | 4% |
| External Services | \$550,571 | 1% |

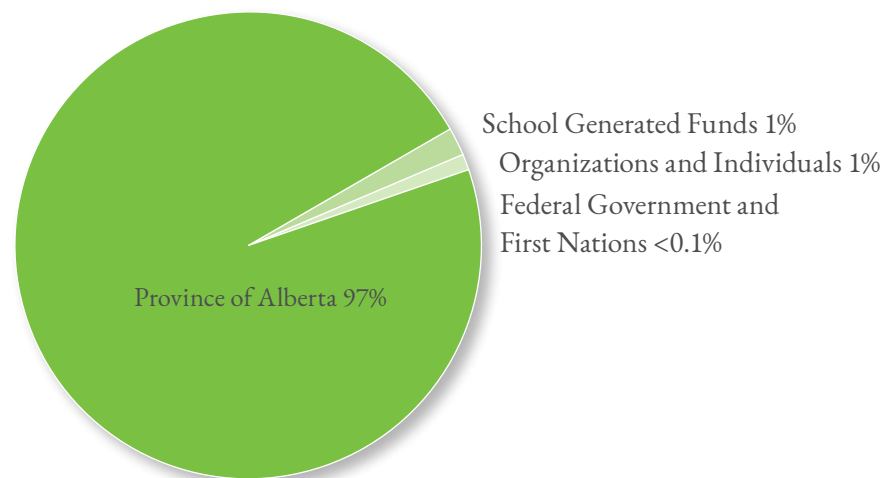
Budget Summary for the 2024/2025 School Year

The GYPSD Board of Trustees approved the 2024-2025 budget with a projected deficit of \$0.2 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.
- A nutrition program is operating in all schools within the Division.

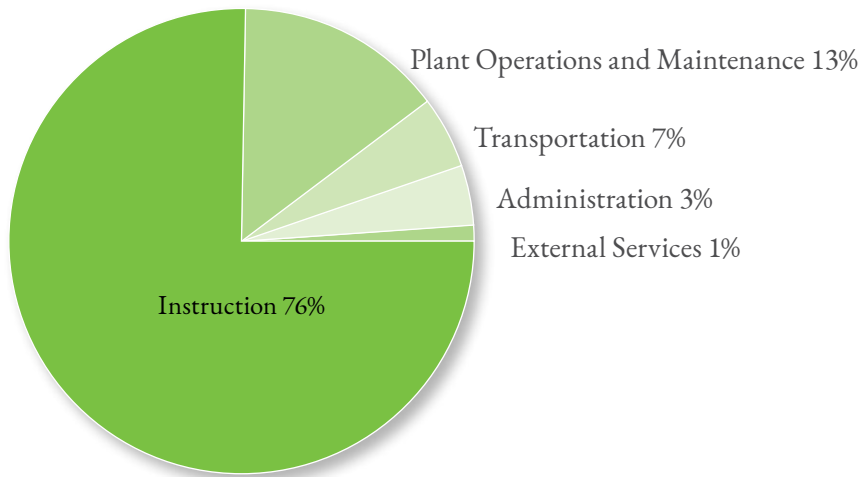
Projected Revenues 2024/2025



| Project Revenues 2024/2025 | \$64,016,280 | |
|--------------------------------------|--------------|------|
| Province of Alberta | \$61,578,560 | 97% |
| School Generated Funds | \$782,316 | 1% |
| Organization and Individuals | \$1,370,554 | 1% |
| Federal Government and First Nations | \$284,850 | 0.1% |

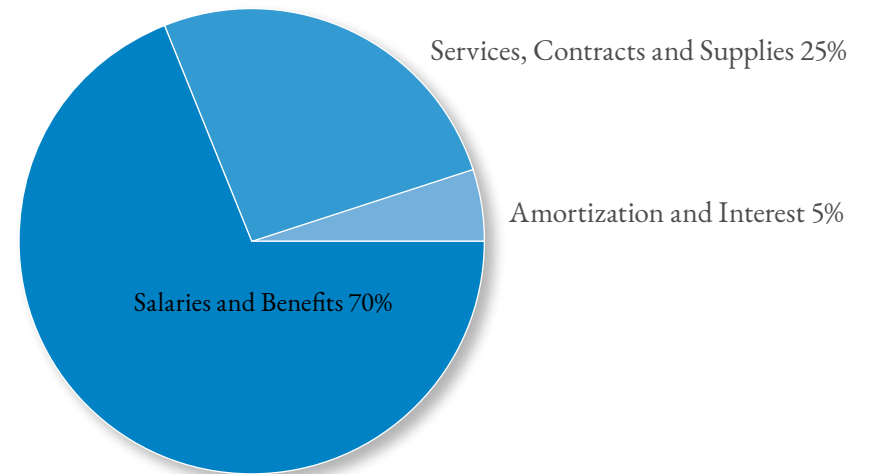
Budget Summary for the 2024/2025 School Year (continued)

Projected Expenditures 2024/2025



| Projected Expenditures 2024/2025 | \$64,229,071 | |
|----------------------------------|--------------|-----|
| Instruction | \$47,738,172 | 76% |
| Plant Operations and Maintenance | \$8,523,433 | 13% |
| Transportation | \$5,213,176 | 7% |
| Administration | \$2,287,100 | 3% |
| External Services | \$467,190 | 1% |

Projected Expenses by Type 2024/2025



| Project Expenses by Type 2024/2025 | \$64,229,071 | |
|------------------------------------|--------------|-----|
| Salaries and Benefits | \$45,812,673 | 70% |
| Services, Contracts and Supplies | \$14,845,331 | 25% |
| Amortization and Interest | \$3,544,067 | 5% |