



Parkland School Division

Annual Education Results Report and Assurance Report

November, 2015



Where
THE **WORLD**
opens up

The Division's Annual Education Results Report will be communicated to stakeholders in the following ways:

- Posted to the Division website: www.psd70.ab.ca
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with the Division through the weekly staff information bulletin "On-Line".
- School Reports may be accessed from the school section of the Division's website: www.psd70.ab.ca
- Local MLAs, Mayors receive a digital copy
- The Division's financial Information may be found at: www.psd70.ab.ca/Reports.php

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MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT

Parkland School Division is creating a culture of learning.

Innovation is valued. Risk-taking is encouraged. Compassion is expected. All students and staff are on a learning journey together. Collaboration is key. Leaders are found in all places. Our Ultimate Goal is student success and well-being for all students. We believe student success and well-being are intrinsically connected. Our vision of exploration, creativity, imagination, exciting learning and aspiring to reach one's dreams has brought us together as one jurisdiction.

Parkland School Division is proud of the lead role we've taken in the province when it comes to Alberta Education's Assurance Model for education planning. The Education Plan provides the roadmap to achieve our essential vision for the future. This newly formatted Annual Education Results Report builds in an assurance component that helps us understand if we're on the right track. Our mission, our priorities and our objectives enable us to remain committed to a focus on success.

As a school division committed to growth and learning, Parkland School Division's educational planning is a process without beginning or end. The evolutionary process of developing strong goals and clear strategies in our education planning process has enabled us to emerge as a transformative school division, well respected for innovation and excellence in education.

We listen. By communicating with our stakeholders, we've heard what matters most. We've used that to clearly align our Division goals to address the key areas of Inclusive Education, Quality Learning, Culture of Wellness and Universal Leadership. The intricacies of our plan may have been fine-tuned but the big picture remains the same as we hold true to our Vision and Mission at Parkland School Division. It is our commitment to all students, parents and staff that we carry out our mission: to prepare, engage and inspire our students to be their best in a quickly changing global community.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Parkland School Division for the 2014-2015 school year was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Management 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 jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2014/2015 was approved by the Board on December 1, 2015.

EXECUTIVE SUMMARY

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This document is Parkland School Division's Annual Engagement and Education Results Report. Parkland School Division and its family of schools have the responsibility to ensure effective engagement and the accountability for the results achieved while carrying out the education of all students.

As an analysis, this report provides an assurance narrative that enables a deeper understanding of Parkland School Division for last year. As a school jurisdiction that is focused on the success and well-being of each and every student, Parkland School Division remains committed to an Alberta Education Assurance Model for educational planning.

An Assurance Model means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, should provide a more balanced and complete assessment of progress on priority outcomes and goals. The engagement components included in the Annual Education Results Report ensure that Parkland School Division is both forward-thinking and responsive to stakeholder concerns. Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

Parkland School Division is accountable for results and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

The Annual Education Results Report, including its engagement components, serves as both a useful tool for future education plans, and a historical context of the past year for future analysis. To this end, the Annual Education Results Report, beginning in the 2015 reporting year, is provided as a separate document from the Board's Three Year Education Plan. The intent is to provide a greater window for analysis with this report as a starting point for results and assurance analysis.

While this report addresses the results of the 2014-2015 school year – guided by the 2014-2017 Three Year Education Plan – it is important to note that the cycle of education planning and reporting shifted throughout last year in response to Parkland School Division's participation in the Alberta Education Assurance Model Pilot.

In June, 2015, the Board approved a 2015-2018 Three Year Education Plan with clear, locally informed goals and enduring priorities.

STUDENT SUCCESS & WELL-BEING



Student Success and Well-Being remains the Ultimate Goal, with four primary goals and two enduring priorities:

- 1 Inclusive Education
 - 2 Quality Learning
 - 3 Culture of Wellness
 - 4 Universal Leadership
- E1 Engagement
E2 Resource Stewardship

Parkland School Division's Three Year Education Plan can be viewed at: www.psd70.ab.ca/reports.php

VISION, MISSION, VALUES AND BELIEFS

Our Vision:

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

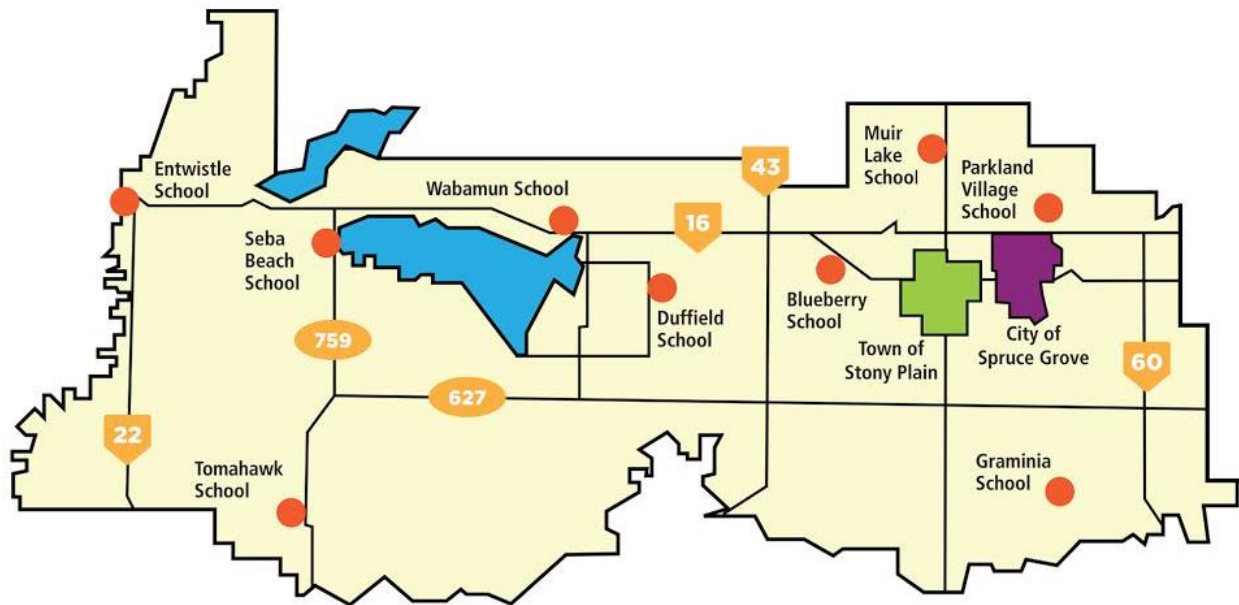
Our Mission:

Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

Our Values and Beliefs

- We are a caring and compassionate organization – guided by what’s in the best interest of our students
- We believe learning is the foundation of all we do
- We value trust and mutual respect among all of our education stakeholders
- We embrace open and honest communication
- We value and respect inclusion and diversity within our schools
- We are committed to providing safe and caring places for all students to learn
- We believe integrity and fairness are key pillars for student growth
- We value collaboration and engagement with students, parents and our communities; our successes are not possible without these contributions
- We value excellence, innovation and risk-taking
- We want our students to dream big and reach for the stars
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world
- We believe that confident, adaptable and resilient students are successful students
- We value leadership in all places. Everyone in our Division has the potential to be a leader

PARKLAND SCHOOL DIVISION PROFILE



You will discover Parkland School Division just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, Parkland School Division covers approximately 3,995 square kilometres.

Originally an agricultural region, over the past twenty-five years the economic base of Parkland School Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources, have both significantly impacted our demographics. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks continue to promote growth in urban areas. There is a population shift occurring as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In 2014-2015, the jurisdiction operated 21 schools in addition to a number of alternate learning sites, including:

- Connections for Learning
- Two high school outreach programs and an institutional program

On April 8, 2015 the Board of Trustees made the difficult decision to close Keephills School, effective June 30th, 2015. Students that previously attended Keephills School were designated to attend Duffield School. The final decision was based on enrollment issues and discussions on the future viability of Keephills School, combined with an enduring priority of Resource Stewardship.

The Board and School Division await the opening of two K-9 schools in the City of Spruce Grove, including the Prescott Learning Centre in 2016 and a future, unnamed school in 2017.

Parkland School Division's 560 full-time equivalent certificated teaching staff and 369 full-time equivalent support staff are proud to serve the following schools:

Rural Parkland School Division Schools	GRADES SERVED	TELEPHONE
Blueberry School	K-9	780-963-3625
Graminia School	K-9	780-963-5035
Muir Lake School	K-9	780-963-3535
Parkland Village School	K-4	780-962-8121

Hamlet of Duffield	GRADES SERVED	TELEPHONE
Duffield School	K-9	780-892-2644

Hamlet of Entwistle	GRADES SERVED	TELEPHONE
Entwistle School	K-9	780-727-3811

Summer Village of Seba Beach	GRADES SERVED	TELEPHONE
Seba Beach School	K-9	780-797-3733

City of Spruce Grove	GRADES SERVED	TELEPHONE
Brookwood School	K-4	780-962-3942
École Broxton Park School	K-9	780-962-0212
Greystone Centennial Middle School	5-9	780-962-0357
Millgrove School	K-4	780-962-6122
Spruce Grove Composite High School	10-12	780-962-0800
Spruce Grove Composite High School Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626

Town of Stony Plain	GRADES SERVED	TELEPHONE
Forest Green School	K-6	780-963-7366
Connections For Learning	1-12	780-963-0507
High Park School	K-9	780-963-2222
Memorial Composite High School	10-12	780-963-2255
Memorial Composite High School Outreach	10-12	780-963-0840
École Meridian Heights School	K-9	780-963-2289
Stony Plain Central School	K-9	780-963-2203

Hamlet of Tomahawk	GRADES SERVED	TELEPHONE
Tomahawk School	K-9	780-339-3935

Village of Wabamun	GRADES SERVED	TELEPHONE
Wabamun School	K-9	780-892-2271

GOVERNANCE

Parkland School Division's Board of Trustees represents 6 electoral wards in Parkland County. The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the School Act.

There are 7 Trustees that represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area plus rural communities to the west that include Duffield, Entwistle, Seba Beach, Tomahawk and Wabamun.

SCHOOL COUNCILS

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Each school in Parkland School Division is required to have a School Council according to Provincial legislation dating back to 1995. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal and administration team on matters that range from school programs, policies and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings.

CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of schools. The Centre for Education houses Parkland School Division's senior executive and administrative staff, including several important departments:

- Financial Services
- Communication and Strategic Planning
- Facilities Services
- Learning Supports
- People Services
- Technology Services
- Transportation Services

For more information, please visit *Our Division* at www.psd70.ab.ca

ENGAGEMENT

WHERE THE WORLD OPENS UP

Parkland School Division's tagline is "Where the World Opens Up." In our dedication to our children, we believe that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement as an enduring priority.

Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local and Global Communities

The Government of Alberta is working to transform education so that it more effectively meets the changing needs of society and students. As a result, Parkland School Division is currently participating in an Assurance Model Pilot program that enables a focus on priority areas that are critical to the learning needs of the students served by the Division.

The Board is guided by the Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board takes its role very seriously when it comes to effectively managing its resources to support student learning.

An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. Assurance provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry but with a stronger focus on being more responsive to the needs of the Division's school communities. The Assurance Model framework enables Parkland School Division to ensure learner success through the following process:

- Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of "assurance" that Parkland School Division is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of work it is doing.

The creation of a responsive plan for education depends on strong stakeholder engagement. The Board provided engagement opportunities for School Councils and stakeholders to be purposefully involved in all endeavors to achieve the Ultimate Goal of Student Success and Well-Being:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through Communities of Practice meetings established by leadership teams;
- Monthly, through School Council meetings and representation at the Council of School Councils;

- Bi-Monthly, through our Board's Student Advisory Committee;
- Monthly, through public Board Meetings.

Additionally, specific engagement events and activities were held during 2014-2015 to facilitate the delivery of education, based on a model of assurance:

- October 2014, through our Leadership Planning session;
- November 2014, through our Parent Engagement Evening at Memorial Composite High School;
- January 2015, through our Innovative Educator session;
- February through March 2015, through Tell Them From Me student surveys and the ThoughtExchange parent engagement process;
- April 2015, through our combined parent and staff Education Planning event.

At the school level, schools invite their local School Councils to provide advice and input in the development of their school Education Plan. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction's Three Year Education Plan through the Council of School Councils.

RESPONDING TO THE BROADER GOALS OF EDUCATION

There is a growing dependence on Education to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic goals creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division's Ultimate Goal: **Student Success and Well-Being** encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting.

The Division recognizes the education that teachers have always provided as an integral part of nurturing citizenship and social responsibility. Our intent is that our educators teach and model an active and healthy lifestyle, respond to the growing issues of drugs and alcohol that have become more prevalent with youth, and prepare students to take their place in a rapidly changing world. The Division also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

This Annual Engagement and Education Results Report endeavors to capture Parkland School Division's 2014-2015 school year and, furthermore, to reveal the successes and challenges we encountered as we sought to achieve our Ultimate Goal. As an Assurance Report the document begins with strengths and challenges identified by stakeholders throughout last year's engagement processes.

STRENGTHS

At every opportunity, Parkland School Division encourages the collection of stakeholder feedback. During the 2014-2015 engagement processes, stakeholders were asked to share their thoughts on our learning culture. Our students, parents, staff and community continue to demonstrate appreciation for Parkland School Division.

Several themes emerged from our assurance engagements last year that capture what is working well in our school:

- Quality Learning Opportunities and Excellent Teaching
- A Culture of Learning
- Improved Communication

QUALITY LEARNING OPPORTUNITIES AND EXCELLENT TEACHING

Excellent Teaching

Stakeholder engagements reveal an appreciation for quality learning opportunities for all students, across all grades in Parkland School Division. Parent comments, that continually receive strong support through our engagement processes, speak to an appreciation for teachers who go out of their way to make students feel comfortable and safe at school. For instance, a strongly supported parent comment, received through our engagement process, stated:

The vast difference one excellent teacher can make should be honoured. We are fortunate to have real teachers that care about the well-being of their students.

Literacy

We noted through our engagement process that parents provided insight into an appreciation for specifically focusing on literacy. Several comments from our engagement measures highlighted the quality teaching provided in this area. One respondent indicated:

I am very grateful for the reading program and the teachers who put their time in to help my child be successful. My child has grown so much with this extra help and I continue to see success.

Choice

Our stakeholder engagements noted that course selection was strongly regarded in the upper years of education, although this area received mixed appreciation in the middle years (addressed later in this report).

Quality Learning and Derived Results: Accountability and Assurance

Student surveys from 2014-2015 support that 92% of early years students value school outcomes: students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

At the secondary level (grades 7-12) students rated their teachers' expectations for academic success at 7.6 out of 10.0; above the Canada norm of 7.1.

The Accountability Pillar Performance Measure A.4 (Education Quality) explored later in this document captures support for this measure at 86.6% among stakeholders.

A CULTURE OF LEARNING

Making Connections

School staff members are appreciated for genuinely showing how they care and for taking time to get to know the kids on a more personal level. Principals report that parents appreciated the great things happening at school.

Stakeholder engagements revealed an appreciation for our culture of learning. School culture captures the communication, socialization, values and roles that exist within the school setting. A warmly regarded comment on our engagement measure stated:

I appreciate the school size and culture, parent participation, the overall morale and polite manner of the staff and students. I appreciate the leadership the students are encouraged to express and the warm welcome that we receive from the students and staff. I appreciate the open lines of communication between the teachers and parents.

Parent engagements stated an appreciation for the sense of community, approachability of staff and extra effort placed to reach each individual student. Parents further appreciate the joy that is experienced when a child is excited to go to school each day and happy to learn. Our engagement processes noted that this sense-of-belonging is recognized:

The positive attitude of staff and administration towards life and kids... seems to be a caring attitude to see kids grow in their academics but also their character and life choices.

Staying Active

Physical wellness received strong stakeholder support and appreciation. It is clear from the engagement processes that our parents appreciate that there are many ways for their children to stay active on a daily basis. In addition to mainstream sports, parents shared appreciation for opportunities for students to swim, ski and run in international events. There is a strong affinity for daily physical activity and opportunities for team participation in all grades.

A Culture of Learning and Derived Results: Accountability and Assurance

Secondary students reported an interest in their learning beyond the Canadian norm. 82% of Parkland School Division students are interested and motivated, compared to 71% across Canada.

Students responded at the Canadian norm (8.1 out of 10) that concepts are taught well, class time is used efficiently and homework and evaluations support course objectives.

At 62%, early years students responded below the Canadian norm of 68% on a measure of playing sports with an instructor other than in gym class. This difference is comparable in secondary education with 41% playing sports compared to the national norm of 48%.

IMPROVED COMMUNICATION

Communication is an important contributor to a culture of learning. As indicated earlier, engagement is an enduring priority in Parkland School Division. Our engagement processes show an increased appreciation for effective communication over previous years; noticeable as this was a priority area in previous years.

Several stakeholder engagement comments capture this improvement:

*We have approached different teachers with concerns and [have] been totally *heard* and respected. I really appreciate when teachers attempt to understand and make room for parental concerns. It shows great respect for the families that make up your school.*

I appreciate the open door policy. I really do appreciate that when there is a concern, there has always been an open door and never a problem speaking about an issue. I find it very easy to speak to teachers and staff and I know that if there is a concern, it is always dealt with properly.

I appreciate the communication between home and school. I trust that if something is going on at school that I need to know about, the teachers will let me know.

This is an area that truly benefits from assurance reporting. Comments on communication reveal that there are strengths and challenges in this area. There are still concerns expressed with effectively communicating student evaluation – discussed later in this report.

Multiple Forms of Communication

Our assurance measures revealed that parents truly appreciate communication in multiple forms, including:

- Open access to teachers
- Email and electronic communication
- Text reminders
- Phone calls

One parent noted:

We can email my daughter's teacher with concerns or questions and we are always answered in a timely matter. As well the day-to-day communication between teacher, parent, and student on upcoming events is excellent.

Improved Communication and Derived Results: Accountability and Assurance

Communication is also measured through parent involvement. The Accountability Pillar surveys parents to determine if their input in their child's education is considered and 76.9% of Parkland School Division parents indicated that they believe this to be true.

CONCERNS

Our assurance process provides our stakeholders the true ability to voice their concerns. During the 2014-2015 engagement processes, stakeholders shared their thoughts and presented Parkland School Division with important avenues to consider for future strategic planning.

Several themes emerged to capture areas for growth or continued consideration; notably:

- Evaluation and Reporting
- Strained Resources
- Student Interactions and Wellness

EVALUATION AND REPORTING

As noted earlier, our stakeholder engagements indicated that parents appreciated our growth in our ability to communicate in an ongoing, transparent manner. We are increasingly improving our ability to share what our students are learning, however we are still showing an area of concern in communicating our evaluation of student learning with our parents. Parents are expressing that they are challenged to understand a system of assessment that is different from that of previous generations.

Report Cards

Specifically, parents noted concerns about Parkland School Division's system for reporting progress for grades 1-9. A well supported comment received during our engagement processes stated:

Report cards. These are too general and too gray. Only four indicators of achievement with no real comparison to percent that parents can understand. These scales of exemplary, proficient, or approaching also slide depending on the assessment and its difficulty.

Parkland School Division implemented changes to its report card between 2011 and 2013 to provide a comprehensive approach to reporting student progress. A comprehensive approach to reporting progress includes all avenues and opportunities for sharing assessment information such as learning celebrations, student-led conferences, portfolios, parent meetings, case conferences, telephone, email and written communication, report cards, written interim reports and online access. The intent with comprehensive reporting is to create a thorough understanding for students and parents about each child's competencies across the programs of study. The benchmark for a great comprehensive reporting system is that parents and students would not need a report card as they would fully understand the student's strengths and challenges.

Our engagement processes reveal that effectively communicated student evaluation is a significant concern for future strategic planning. Parkland School Division respects that this concern can be explored as a communication issue. Some stakeholders have expressed a desire to return to a letter graded system (previously using four letters) as an improvement over the current descriptors (that utilize four categories).

Other parents have asked for a return to percentages:

To be honest, I don't have a clear picture of how well my children are performing academically. Especially for my son in grade 9, I would appreciate actual grades (example: 84% grade average in science) since grades are considered when enrolling in high school courses.

Parkland School Division moved away from using percentages in our early and middle years as this system did not align with the way we are teaching and assessing students in the classroom. By focusing on how students learn, as opposed to just what they learn, we are better able to ensure that student learning is enhanced. For instance, English Language Arts actually combines six arts of language:

- Reading
- Writing
- Speaking
- Listening
- Viewing
- Representing

Capturing all of these areas with a blended percent will not appropriately capture a student's competency in each area. For instance, a student may excel at public speaking and struggle with writing. To this end, a blended grade does not isolate the areas for growth or areas of excellence.

With valid intention and sound research, Parkland School Division moved to a new system of reporting student progress. The Division recognizes that continued evaluation and communication of this process is required and will be considered in future planning.

Student Accountability

Our engagement processes revealed that some parents are concerned about student accountability. A remark that received agreement noted:

[We are] teaching students that deadlines are not important. By not having any penalties for students handing in late or not handing in assignments late, students are learning that deadlines are not important.

This concern is similar to the previous concern regarding assessment and reporting and we must continue to reveal strategies for improvement in this area.

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams. Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community. Learning is a process of mastering competencies and we recognize that this happens across a student's learning continuum. Teachers identify multiple routes for students to succeed, rather than a one-size-fits-all approach.

Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction (Alberta Education, 2010) noted:

To be truly engaged, students need opportunities to identify their unique strengths and needs as learners and community members. They also need choices on how to process their thinking and represent their learning. This choice and variety allows students to work in ways that most suit their unique learning styles, developmental stages and personality (p.8.).

Education has shifted from “get it done and move on” to “understand how it can be done and make choices.” This shift requires a different approach to “deadlines and penalties.”

Evaluation, Reporting and Derived Results: Accountability and Assurance

Parkland School Division’s students responded at the Canadian norm with 90% of our early years students reporting that they are trying hard to succeed. Early years students, questioned about rigor, reported an 81% agreement that the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. The Canadian norm for rigor was 79%.

At the secondary level, students rated teachers’ expectations for academic success at 7.6 out of 10, above the Canadian norm of 7.1.

STRAINED RESOURCES

As shared in the 2015-2018 Parkland School Division Education Plan, the City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significant growth in enrolments in its K-4 schools in Spruce Grove and Stony Plain.

The Division also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socio-economic backgrounds, and family structures. Many families in the region open their homes to children in care, creating a unique set of challenges for schools as they endeavor to serve a broad spectrum of students.

In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

Our stakeholder engagement processes indicate that parents are experiencing the results of strained resources; to this end, Parkland School Division considers resource stewardship to be an enduring priority.

Class Sizes and Facilities

The Division is excited that there are new schools on the horizon. The Prescott Learning Centre is scheduled to open in 2016 and accommodate up to 900 students. An additional school is scheduled for the west end of Spruce Grove and will accommodate an additional 900. Our current reality is that most of these students are already in our system and experiencing the challenges of congestion.

An engagement respondent noted:

School overcrowding. Large class sizes have a direct impact on all students, staff and the whole school and community environment. Larger classrooms and overcrowding have a very negative impact on the students and their individual learning needs are not going to be met.

The Division considers resource stewardship as an enduring priority. School Divisions must increasingly meet the demands of society while remaining mindfully vigilant with limited resources. Student success and well-being depend on fiscal responsibility to ensure that success and well-being can remain the focus of our educational programming into the foreseeable future.

Funding

Our stakeholder engagements revealed an ongoing concern with the cost of education. One stakeholder expressed:

Money is needed by parents for everything the class is doing. It seems to me that anytime there is a project or event, it requires us to send money for it. Is it not in the schools budget to be able to support projects and events? Why am I spending time fundraising if I still have to pay for everything my child is involved with?

The Division engages the Lead Team of school administrators to determine, through consensus, the most effective and equitable formula for determining school funding. Parkland School Division implements site-based decision making. When considering planning, it is in the best interest of the Division to ensure that individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.

In support of the Ultimate Goal of Student Success and Well-Being, each of the targeted three-year goals for education will continue to define enduring priority outcomes related to resource stewardship.

STUDENT INTERACTIONS AND WELLNESS

Student Interactions

As indicated above, our engagement processes have revealed a strong appreciation for our culture of learning. Notwithstanding a significant amount of strong responses for our safe-and-caring schools, stakeholders also share perceptions and experiences of negative student interactions. Parents and students report concerns that some peer-to-peer interactions include conflict, mean behavior or bullying.

Parkland School Division's 2015-2018 Education Plan captured the importance of communicating the difference of each of these terms, noting: "the Division will improve community education of the context of bullying, aggression and mean behaviour to reveal research-backed strategies to reduce these behaviours" (PSD Education Plan, p. 23).

Often, conflict and mean behavior is reported as bullying. Conflict is peer-to-peer when mutual disagreements arise. Mean behavior is isolated to a specific event. Bullying is the continuance of mean behavior over a period of time. Parkland School Division is engaging in Citizenship and Social Responsibility education to ensure conflict resolution strategies are embedded in a student's toolbox of competencies.

The encouragement of appreciation for diversity and respect for others will continue to be a predominant outcome for Parkland School Division staff. One stakeholder noted:

Victims (students) of bullying should also be given more tools on how to deal with it, as bullying in society will never go away, as much as we wish it would. Coping skills are important.

Several respondents identified that they were concerned when they did not know about the consequences provided to another parent's child. In Parkland School Division, discipline is private and teachers and administrators will only share information on a child with that child's parent or parents.

Mental Health

Notwithstanding negative peer interactions, stakeholders indicated a concern for the mental health of students. Depression and anxiety continue to play a dominant role in the lives of some children. To this end, Student Success and Well-Being remains Parkland School Division's Ultimate Goal. Furthermore, the 2015-2018 Education Plan specifically targets an increase in student wellness.

A well-supported stakeholder comment noted:

Student mental well-being... Online bullying, social media, in school interactions, sports, busy parents/home life all mean students are experiencing higher levels of stress than ever.

Parkland School Division will continue to reveal strategies that enable a reduction in mental health concerns.

Physical Fitness

Our stakeholders recognize the connection between mental health and physical fitness. As noted earlier, physical fitness is often considered a strength in our schools as Parkland School Division encourages a number of opportunities for students and staff to find physical wellness. There are still concerns that some students are too sedentary. Through our engagement process, one parent noted:

[As for] junior high physical activity - or lack thereof... You can't turn on the news without hearing about the increasing rate of obesity/diabetes etc. in our youth-yet our junior highs are not required to go outside for activity.

Parkland School Division's 2015-2018 Education Plan included a specific goal towards a Culture of Wellness. Significant attention to this area will continue for future planning.

Student Wellness and Derived Results: Accountability and Assurance

64% of secondary students reported having a high sense of belonging (feeling accepted and valued by peers). This is lower than the Canadian norm of 71%. This statistic is more significant by gender with only 60% of girls and 68% of the boys experiencing belonging. The Canadian norm for both genders is 71%.

27% of secondary students in Parkland School Division reported moderate to high levels of anxiety. This is above the Canadian norm of 18%. Again, this is more significant by gender with 37% of the girls and 17% of the boys experiencing anxiety. The Canadian norm for girls is 21% and for boys is 14%.

25% of the secondary students had moderate to high levels of depression, above the Canadian norm of 18%. 32% of the girls and 17% of the boys had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 15%.

75% of our students reported having high self-esteem. By gender, 69% of the girls and 81% of the boys reported having high self-esteem. The Canadian norm for girls is 73% and for boys is 80%.

According to our *Tell Them From Me* surveys, secondary students in Parkland School Division are at the Canadian norm (1 hour per day) for watching television, and 6 minutes below the Canadian norm (1.3 hours per day) playing video games. 76% of early years students responded that their school helps them to learn how to be healthy in ways beyond their physical education classes.

Future education planning will include strategies to examine the gender gap in anxiety, depression and self-esteem.

OTHER STAKEHOLDER CONSIDERATIONS

Last year, Parkland School Division's various stakeholder engagements revealed areas for appreciation and concerns as identified above. We are a learning organization and we respect that engagement processes bring forward other items that are perhaps not strengths or concerns, but are nevertheless important to consider.

A few themes emerged that we feel are necessary to keep in mind as we generate future plans:

Ever changing technology:

Some stakeholders expressed appreciation for Parkland School Division's progressive approach to technology use, including Bring-Your-Own-Device. Some expressed concerns with the safety involved with Internet access. Ongoing engagements share a general sense of curiosity about the future for our students.

Government funding:

During our 2014-2015 engagement processes, the future of funding for education was unclear. Stakeholders expressed concerns that funding would not be sufficient to solve enrollment pressures.

Programming:

With digital transparency, our stakeholders often compare their school to other schools in the Division and the province. Our stakeholders want the best of any school in every school. To this end, the enduring priority Resource Stewardship involves making the most of our resources to ensure local needs are met in each school.

Transportation:

A few stakeholders raised issues with transportation ride times, and with student behaviors on the bus.

ACCOUNTABILITY RESULTS

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the annual Accountability Pillar survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

To increase the survey's validity, small schools survey all students in grades 4 through 9.

ONE: EVERY STUDENT IS SUCCESSFUL

The following results from Alberta Education's Outcome 1 are specific to all students achieving student learning outcomes:

Accountability Pillar Performance Measure A.6 (Citizenship):					Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
77.4	77.6	78.8	79.3	77.8	79.5	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						83.5	83.4	83.1

This Accountability Pillar Measure (A.6) asks respondents to identify agreement or disagreement on a number of items, including:

- Students at Parkland School Division follow the rules
- Students at Parkland School Division help each other when they can
- Students at Parkland School Division respect each other
- Students are encouraged at Parkland School Division to be involved in activities that help the community
- Students are encouraged to try their best

Accountability Pillar Performance Measure A.8 (Work Preparation):					Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
74.0	75.5	74.8	72.0	74.3	75.0	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						82.0	81.2	80.4

This Accountability Pillar Measure (A.8) asks respondents to identify agreement or disagreement on one item:

- Students at your school are taught attitudes and behaviors to be successful at work when they leave school

TWO: ALBERTA HAS QUALITY TEACHING AND SCHOOL LEADERSHIP

The following results from Alberta Education's Outcome 2 are specific to teacher preparation and professional growth that centers on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure A1.B: (Program of Studies)					Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
80.0	78.6	80.1	79.8	78.9	81.0	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						81.3	81.3	81.2

This Accountability Pillar Measure (A.1B) asks respondents to identify agreement or disagreement on opportunities to participate in the following seven areas:

- Second languages
- Art
- Computers
- Drama
- Health
- Music
- Physical Education

THREE: ALBERTA'S EDUCATION SYSTEM IS GOVERNED EFFECTIVELY

The following results from Alberta Education's Outcome 3 are specific to the education system demonstrating collaboration and engagement

Accountability Pillar Performance Measure C.1 (Parental Involvement):					Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
78.1	77.3	77.0	77.0	76.9	78.0	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						80.7	80.6	80.2

This Accountability Pillar Measure (C.1) asks respondents to quantify the amount of participation available to them on the following items:

- To what extent are you involved in decisions about your child's education?
- To what extent are you involved in decisions at Parkland School Division?

Furthermore, this measure (C.1) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

Accountability Pillar Performance Measure A.4 (Education Quality):					Percentage of teachers, parents and students satisfied with the overall quality of basic education			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
88.3	86.6	87.5	86.2	86.6	87.0	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						89.5	89.2	89.5

This Accountability Pillar Measure (A.4) asks respondents to identify agreement or disagreement on the following items:

- Does your child clearly understand what he or she is expected to learn at school?
- Does your child find school work challenging?
- Does your child find school work interesting?

- Is your child learning what she or he needs to know?

Furthermore, this measure (A.4) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you with the quality of education your child is receiving at school?
- How satisfied or dissatisfied are you with the quality of teaching at Parkland School Division?

The following results from Alberta Education's Outcome 3 are specific to students and communities having access to safe and healthy learning environments

Accountability Pillar Performance Measure B.4 (Safe and Caring):					Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.8	85.8	86.3	87.0	86.7	88.0	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						89.2	89.1	88.9

This Accountability Pillar Measure (B.4) asks respondents to identify agreement or disagreement on the following items:

- Students treat each other well at Parkland School Division
- Teachers care about your child
- Your child is safe at Parkland School Division
- Your child is safe on the way to and from Parkland School Division
- Your child is treated fairly by adults at Parkland School Division

Accountability Pillar Performance Measure E.2 (School Improvement):					Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
79.0	76.5	77.5	77.1	74.7	79.0	Intermediate	Declined Significantly	Issue
						Current	Previous (2014)	3 Year Avg
Alberta						79.6	79.8	80.1

One measure for this Accountability Pillar Measure (E.2) is provided to parents:

- In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?

One measure for this Accountability Pillar Measure (E.2) is provided to teachers:

- In your opinion, has the quality of education at Parkland School Division improved, stayed the same, or declined in the past three years?

Students are asked to respond with agreement or disagreement on two items:

- Are you proud of Parkland School Division?
- Would you recommend Parkland School Division to a friend?

DERIVED RESULTS

Whereas Accountability Measures are established through surveys distributed to students, parents and staff, derived results are generated through performance measures or statistical results.

High School Completion Rate:					Percentage of students who completed high school within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
70.9	76.5	74.9	76.7	78.6	77.0	High	Improved	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
58.1	60.6	69.1	66.1	62.3	66.5	Low	Maintained	Issue
						Current	Previous (2014)	3 Year Avg
Alberta						76.4	74.9	74.6
Alberta FNMI						62.3	66.1	65.3

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort (grade 10 year of entry) who have completed high school by the end of their third year, adjusted for attrition.

- High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Drop Out Rate:					Annual Drop Out rate of students aged 14 to 18			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
4.8	3.4	3.9	3.1	3.4	3.3	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
6.9	6.9	3.4	3.4	5.0	3.3	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						3.4	3.3	3.3
Alberta FNMI						8.0	7.8	8.4

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta's education system is considered to have dropped out if:
 - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

Transition Rate:					High school to post-secondary transition rate of students within six years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
50.6	47.4	51.6	52.0	56.6	52.4	High	Improved Significantly	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
31.6	32.2	43.1	42.4	48.6	43.2	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						59.8	59.2	59.0
Alberta FNMI						30.3	32.1	31.5

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Rutherford Scholarship Eligibility Rate:					Percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
54.0	59.5	56.2	53.8	57.9	54.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
46.8	45.1	37.7	38.4	35.2	40.0	Very Low	Maintained	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						61.2	60.9	61.3
Alberta FNMI						31.5	33.0	34.2

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30 of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students.

Diploma Exam Participation Rate:					Percentage of students writing four or more diploma exams within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
48.9	50.6	45.8	47.5	45.5	50.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
38.8	30.3	22.3	35.6	30.3	35.8	Very Low	Maintained	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						54.9	50.5	54.4
Alberta FNMI						20.2	18.9	19.9

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered to be a diploma examination participant if they do not have an examination mark.

DIPLOMA EXAMINATION (WHOLE YEAR) RESULTS

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Diploma Exam Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.9	85.9	86.0	87.8	87.3	88.0	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.9	82.0	84.0	83.9	85.4	85.0	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						85.2	85.5	84.6
Alberta FNMI						78.3	78.4	76.6

Diploma Exam Results – Standard of Excellence:					Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
15.3	16.3	16.1	18.0	17.6	18.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
5.2	7.2	10.4	17.5	6.2	18.5	Very Low	Declined	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						21.0	21.1	20.0
Alberta FNMI						9.4	10.1	9.1

PROVINCIAL ACHIEVEMENT TEST RESULTS

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Provincial Achievement Test Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
75.3	76.4	74.1	70.7	73.7	77.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
67.8	55.3	63.1	59.9	51.9	65.5	Very Low	Declined	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						73.0	73.1	73.9
Alberta FNMI						52.1	51.4	52.2

Provincial Achievement Test Results – Standard of Excellence					Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2014	Achievement	Improvement	Overall
15.2	15.8	13.3	13.3	12.9	15.0	Low	Maintained	Issue
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
10.1	4.8	7.0	5.7	4.2	7.5	Very Low	Maintained	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						18.8	18.4	18.9
Alberta FNMI						6.5	5.8	5.9

As the chart below represents, Parkland School Division experienced both challenges and successes with respect to the 2014-2015 implementation of Diploma Exams (Grade 12) and Provincial Achievement Tests (Grade 6 and 9).

- Growth exceeded 5% on 17 measures with overall growth achieved on 39 measures
- PSD exceeded the province by 5% on 11 measures with overall achievement over the province on 30 measures
- Decline of greater than 5% occurred in only 7 measures

Although the growth-over-decline trend is positive, and the Division has demonstrated ongoing improvement in its results, it is necessary to narrow the standard of excellence gap that exists between the division and provincial results. During the 2015-2016 year, Parkland School Division will analyze French Immersion education to reveal best-practice approaches that generate an improvement in performance measures.

Successes		Challenges	
PSD Growth > 5%	PSD Exceeds Province > 5%	Province Exceeds PSD > 5%	PSD Decline > 5%
Standard of Excellence <ul style="list-style-type: none"> • K&E Math 9 (+19.0) • Math 30-1 (+17.1) • Chemistry 30 (+8.2) • Math 30-2 (+6.9) • Fr. Math 9 (+6.4) • K&E Social 9 (+5.6) Acceptable Standard <ul style="list-style-type: none"> • K&E LA 9 (+30.2) • Fr. Science 9 (+16.2) • Fr. Math 9 (+14.3) • Fr. Social 9 (+13.7) • Math 30-2 (+9.8) • Fr. Social 6 (+8.7) • Math 30-1 (+6.8) • Social 9 (+6.6) • Science 9 (+5.3) • K&E Math 9 (+5.2) • K&E Social 9 (+5.2) 	Standard of Excellence <ul style="list-style-type: none"> • Fr. Social 30-2 (+24.5) • K&E Math 9 (+12.3) Acceptable Standard <ul style="list-style-type: none"> • K&E LA 9 (+28.7) • K&E Social 9 (+9.4) • Math 30-2 (+9.0) • K&E Science 9 (+8.7) • Fr. Social 30-2 (+7.7) • K&E Math 9 (+6.1) • Science 9 (+5.8) • Social 30-2 (+5.3) • Math 30-1 (+5.3) 	Standard of Excellence <ul style="list-style-type: none"> • Fr. Science 9 (-16.9) • Fr. Math 9 (-14.2) • Fr. Social 9 (-11.5) • Fr. Science 6 (-10.8) • Physics 30 (-9.2) • Science 6 (-8.3) • Social 6 (-7.7) • Social 30-1 (-7.7) • Biology 30 (-7.4) • Fr. Math 6 (-7.3) • Math 6 (-6.6) • Science 30 (-6.6) • Math 9 (-6.1) • Fr. LA 6 (-6.0) • ELA 6 (-5.5) • Fr. Social 6 (-5.4) • Social 9 (-5.2) Acceptable Standard <ul style="list-style-type: none"> • Fr. Social 6 (-16.0) • Fr. Science 6 (-13.6) • Fr. Math 6 (-12.7) • Fr. LA 9 (-12.3) • Fr. LA 6 (-5.7) 	Standard of Excellence <ul style="list-style-type: none"> • Science 30 (-11.1) • Fr. Social 30-2 (-8.7) • Fr. Social 30-2 (-8.7) • Social 6 (-6.1) • Science 6 (-5.7) Acceptable Standard <ul style="list-style-type: none"> • Fr. LA 9 (-7.3) • Science 30 (-6.9)

DIPLOMA EXAMINATIONS

Subject	2015 Participation Amount		Standard	Province			Parkland School Division			
Math 30-1				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	80.3	86.4	86.7	87.3	85.2	92.0	+6.8
	9,061	88	Excellence	35.4	29.6	32.7	34.8	19.3	36.4	+17.1

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Math 30-2				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	68.7	83.4	86.4	80.8	85.6	95.4	+9.8
	6,453	108	Excellence	9.6	14.4	17.5	12.3	13.5	20.4	+6.9

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Biology 30				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	84.3	94.5	94.1	79.3	97.7	93.9	-3.8
	11,192	114	Excellence	32.4	37.1	37.2	23.6	28.6	29.8	+1.2

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Chemistry 30				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	78.8	92.3	92.8	80.4	91.7	95.9	+4.2
	9,799	74	Excellence	31.8	38.5	41.0	22.3	32.3	40.5	+8.2

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Physics 30				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	81.1	93.2	93.5	87.9	93.0	95.9	+2.9
	5,913	73	Excellence	30.3	40.2	39.3	33.6	32.6	30.1	-2.5

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Science 30				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	84.1	94.2	93.6	87.8	98.6	91.7	-6.9
	4,760	96	Excellence	25.8	26.5	27.4	20.5	31.9	20.8	-11.1

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
English Language Arts 30-1				2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD	Acceptable	85.9	96.5	96.5	90.3	97.0	98.1	+1.1
	13,837	160	Excellence	10.5	17.1	18.2	8.9	16.8	17.5	+0.7

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
English Language Arts 30-2	2015 Participation Amount by No. of Students		Standard	2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD		89.5	96.2	95.4	92.2	99.4	96.8	-2.6
	7,695	128		11.1	9.6	7.8	12.2	14.6	10.5	-4.1

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Social Studies 30-1	2015 Participation Amount by No. of Students		Standard	2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD		85.4	97.5	97.8	82.7	96.8	99.0	+2.2
	10,199	103		15.2	21.8	24.2	11.5	21.0	16.5	-4.5

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
Social Studies 30-2	2015 Participation Amount by No. of Students		Standard	2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD		82.4	93.1	92.3	84.5	95.6	97.6	+2.0
	9,725	166		13.9	13.3	12.3	13.3	16.4	13.9	-2.5

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
French Social Studies 30-1	2015 Participation Amount by No. of Students		Standard	2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD		97.4	97.5	97.8	100	100	100	-
	10,199	20		23.2	21.8	24.2	46.2	28.6	20.0	-8.6

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
French Social Studies 30-2	2015 Participation Amount by No. of Students		Standard	2013	2014	2015	2013	2014	2015	Trend
	Prov.	PSD		92.3	93.1	92.3	100	100	100	-
	9,725	19		11.8	13.3	12.3	50	45.5	36.8	-8.7

PROVINCIAL ACHIEVEMENT TESTS

The great majority of Parkland School Division students write the Provincial Achievement Tests. As a result, PSD participation rates surpassed provincial rates on 13 out of 20 provincial tests.

Subject	2015 Participation Amount (+0.2%) (742 of 786)		Standard	Province			Parkland School Division			
English Language Arts 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	82.6	81.9	82.8	82.6	82.6	83.8	+1.2
	90.6	94.4	Excellence	16.3	17.6	19.5	10.0	13.1	14.0	+0.9

Subject	2015 Participation Amount (+0.4%) (65 of 66)		Standard	Province			Parkland School Division			
French Language Arts 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	88.6	86.5	87.5	82.8	80.8	81.8	+1.0
	97.6	98.5	Excellence	16.3	11.1	13.6	4.7	3.8	7.6	+3.8

Subject	2015 Participation Amount (+0.2%) (678 of 720)		Standard	Province			Parkland School Division			
Mathematics 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	72.1	72.7	72.5	69.5	72.0	70.3	-1.7
	90.2	94.2	Excellence	16.3	15.3	13.8	9.3	11.2	7.2	-4.0

Subject	2015 Participation Amount (-1.5%) (65 of 66)		Standard	Province			Parkland School Division			
French Mathematics 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	85.2	83.9	82.4	87.5	72.4	69.7	-2.7
	98.3	98.5	Excellence	18.5	16.7	17.9	15.6	6.6	10.6	+4.0

Subject	2015 Participation Amount (+0.3%) (675 of 720)		Standard	Province			Parkland School Division			
Science 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	77.1	75.4	76.0	75.9	76.9	78.6	+1.7
	89.7	93.8	Excellence	26.2	25.3	25.9	19.8	23.3	17.6	-5.7

Subject	2015 Participation Amount (-1.5%) (65 of 66)		Standard	Province			Parkland School Division			
French Science 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	82.6	82.7	80.3	84.4	68.4	66.7	-1.7
	98.2	98.5	Excellence	21.0	19.4	18.4	6.3	5.3	7.6	+2.3

Subject	2015 Participation Amount (+0.1%) (672 of 720)		Standard	Province			Parkland School Division			
Social Studies 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	72.2	70.4	69.6	68.4	70.2	67.4	-2.8
	89.2	93.3	Excellence	19.3	12.6	18.7	11.8	17.1	11.0	-6.1

Subject	2015 Participation Amount (-0.2%) (65 of 66)		Standard	Province			Parkland School Division			
French Social Studies 6				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	78.8	73.8	72.1	68.8	47.4	56.1	+8.7
	97.8	98.5	Excellence	15.1	10.9	9.9	4.7	6.6	4.5	-2.1

Subject	2015 Participation Amount (-0.3%) (647 of 697)		Standard	Province			Parkland School Division			
English Language Arts 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	76.4	76.3	75.6	80.8	74.0	77.5	+3.5
	88.5	92.8	Excellence	14.7	15.0	14.4	13.1	10.2	9.8	-0.4

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
French Language Arts 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	87.2	86.5	85.8	66.7	80.8	73.5	-7.3
	96.2	95.9	Excellence	13.9	11.1	10.1	2.8	3.8	6.1	+2.3

Subject	2015 Participation Amount (+7.1%) (11 of 12)		Standard	Province			Parkland School Division			
K&E Language Arts 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	62.4	62.8	63.0	88.2	61.5	91.7	+30.2
	81.7	91.7	Excellence	4.3	3.5	4.5	2.9	0	0	-

Subject	2015 Participation Amount (+1.5%) (604 of 641)		Standard	Province			Parkland School Division			
Mathematics 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	65.5	65.9	64.0	68.6	62.8	66.5	+3.7
	88.8	94.2	Excellence	18.0	16.9	17.5	12.9	11.6	11.4	-0.2

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
French Mathematics 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	83.4	84.4	84.0	69.4	67.3	81.6	+14.3
	97.3	95.9	Excellence	21.8	22.5	24.4	5.6	3.8	10.2	+6.4

Subject	2015 Participation Amount (-17.9%) (10 of 15)		Standard	Province			Parkland School Division			
K&E Mathematics 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	65.8	63.4	60.6	66.7	61.5	66.7	+5.2
	85.7	66.7	Excellence	14.7	14.5	14.4	12.1	7.7	26.7	+19.0

Subject	2015 Participation Amount (+1.5%) (611 of 642)		Standard	Province			Parkland School Division			
Science 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	72.0	72.5	73.3	78.6	73.8	79.1	+5.3
	89.4	93.7	Excellence	19.8	22.0	22.8	18.2	17.3	21.3	+4.0

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
French Science 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	82.5	82.8	84.8	61.1	65.4	81.6	+16.2
	97.4	95.9	Excellence	22.3	23.1	23.0	16.7	5.8	6.1	+0.3

Subject	2015 Participation Amount (-4.6%) (12 of 15)		Standard	Province			Parkland School Division			
K&E Science 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	68.5	64.6	64.6	81.8	69.2	73.3	+4.1
	86.9	80.0	Excellence	17.1	15.1	15.3	18.2	23.1	20.0	-3.1

Subject	2015 Participation Amount (+0.9%) (601 of 642)		Standard	Province			Parkland School Division			
Social Studies 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	64.6	64.8	64.4	64.8	58.7	65.3	+6.6
	88.1	93.6	Excellence	19.0	20.3	20.0	15.3	14.0	14.8	+0.8

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
French Social Studies 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	77.7	74.9	74.6	61.1	57.7	71.4	+13.7
	96.0	95.9	Excellence	14.0	14.6	17.6	5.6	3.8	6.1	+2.3

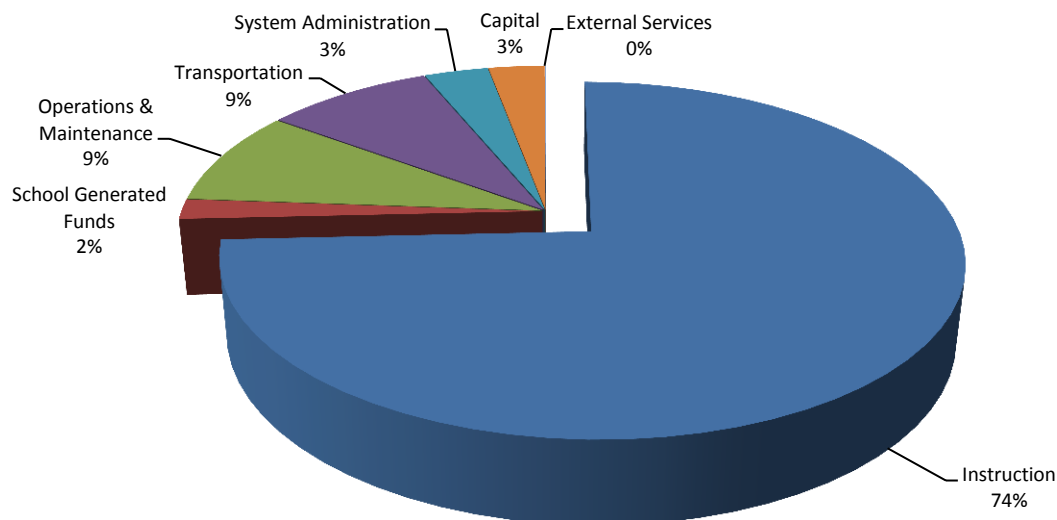
Subject	2015 Participation Amount (-17.9%) (10 of 15)		Standard	Province			Parkland School Division			
K&E Social Studies 9				2013	2014	2015	2013	2014	2015	+/-
	Prov.	PSD	Acceptable	64.6	61.9	57.3	85.3	61.5	66.7	+5.2
	85.2	66.7	Excellence	13.1	10.8	11.1	11.8	7.7	13.3	+5.6

AUDITED FINANCIAL STATEMENT 2014-2015

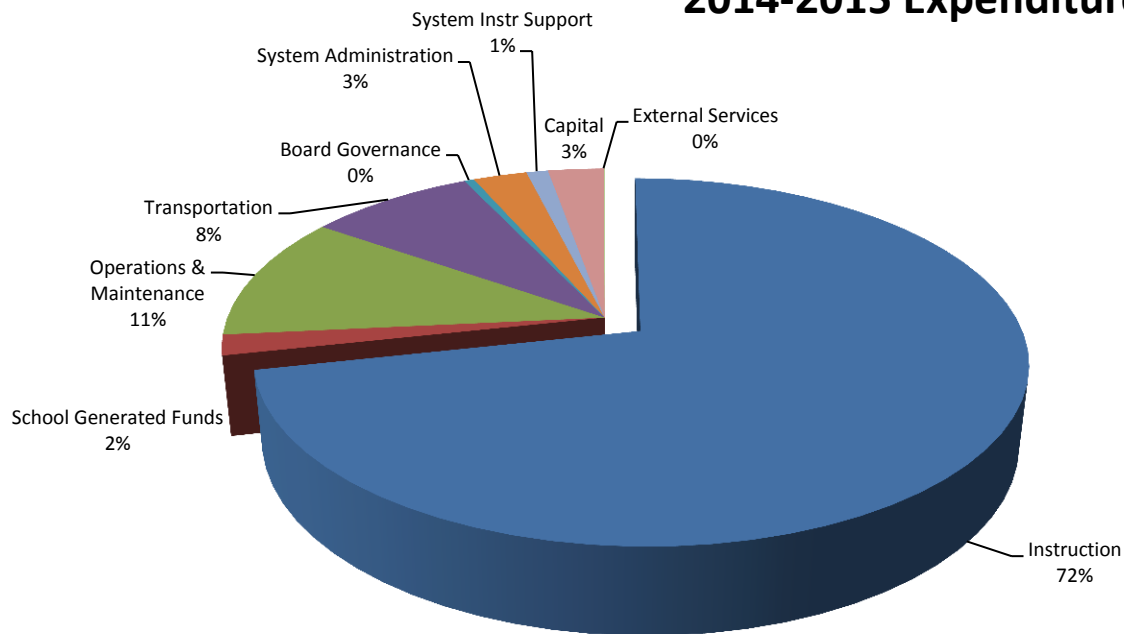
Our Enduring Priority: Resource Stewardship

- Revenues over the previous year show an increase of \$4,520,002 (3.9%).
- Expenditures over the previous year show an increase of \$ 4,337,367 (3.7%).
- The cost of educating 10,374 students was \$120,421,956.
- 76.2% (\$91,782,854) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$110,452 (\$98,958 excluding Alberta Teachers Retirement Fund costs). This accounted for 72.3% of all instructional expenses.
- The cost for Board and System Administration was below the province's revised cap of 3.6% for a total of 3.3% (\$3,993,819).
- Expenditures to transport students to and from school amounted to 8.7% (\$10,452,383).
- The cost of maintaining and operating school sites amounted to 11.7% (\$14,135,113.01).
- Parkland's annual operating deficit is \$6,341 which relates to a surplus from operations of \$60,810.10 and a deficit from School Generated Funds of \$67,151.41. The total accumulated surplus from operations is \$4,379,583, which includes \$1,001,632 from School Generated Funds and \$943,769 unrestricted.
- Capital funding equated to 2.9% (\$3,489,546).
- Parkland's capital reserves amount to \$4,008,897.94.
- Capital projects initiated during 2014-2015 included the modularity at École Broxton Park and the Prescott Learning Centre.

2014-2015 Revenues



2014-2015 Expenditures



Full details of Parkland's 2014-2015 Audited Financial Statements can be found on the jurisdiction's website at:

<http://www.psd70.ab.ca/Reports.php>

Information regarding Parkland School Division's sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD's Audited Financial Statements and related unaudited schedules for 2014-2015:

<http://www.psd70.ab.ca/Reports.php>

For further information please contact Parkland School Division at 780-963-4010. Comparative information is also available in a provincial report.

A web link to the provincial roll up of jurisdiction Audited Financial Statement is located at:

<https://education.alberta.ca/admin/funding/audited.aspx>

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013. This can be found under the Policies section at: www.psd70.ab.ca/OurBoard/Pages/BoardPolicies.aspx

Parkland School Division reported no disclosures for 2014-2015.