



Where the world opens up

Annual Education Results Report and Assurance Report For 2015-2016

November, 2016



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 'Reports & Publications' sections of school websites;
- 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

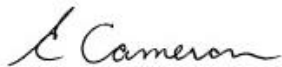
In Parkland School Division, we never lose sight of our Ultimate Goal of Student Success & Well-being. Our vision and mission drive our work. We are proud of the exploration, creativity, and imagination that takes place daily throughout our Division. Learning is exciting and it's inspirational to witness our students aspire to reach their dreams.

Creating a cultural shift takes time and a lot of hard work. We thank all of our staff and community stakeholders who continuously demonstrate that what's best for all students is the driving force behind every strategy conceived to reach outcomes outlined in our three-year Education Plan.

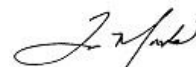
Parkland School Division holds engagement of our students, parents, community and global community as an enduring priority. This comprehensive report touches on results and assurance. We can achieve results together when we know our stakeholders have confidence in the system and by listening, we can be adaptive to the evolving needs of our school communities.

We're confident that through various forms of engagement, we've confirmed that we all share common ground when it comes to the destination we desire for our children even though the path to get there is always changing. The work already under way on Inclusive Education, Quality Learning, a Culture of Wellness and Universal Leadership will get us to where we need to be.

We have been highly touted by our provincial counterparts, the Alberta Government and internationally we've been recognized as a progressive school division and that's seeing results when it comes to our Ultimate Goal of Student Success and Well-being. Collaboration amongst staff and students enhancing learning is evident in all our schools throughout the Division. It is our commitment to all students, parents and staff that we carry out our mission which is to prepare, engage and inspire our students to be their best in a quickly changing global community.



Board Chair Eric Cameron



Superintendent Tim Monds

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Parkland School Division for the 2015-2016 school year was prepared under the direction of the Board in accordance with the responsibilities under the School 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 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 2015 - 2016 was approved by the Board on November 29th, 2016.

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 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.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for last year (2015-2016). 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. The Annual Education Results Report uses engagement measures, surveys and derived results to provide the story of Parkland School Division's previous year.

In June, 2016, the Board approved the *2015-2018 Three Year Education Plan – Year Two* 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:

Goal 1: Inclusive Education - Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students.

Goal 2: Quality Learning - Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit.

Goal 3: Culture of Wellness - The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and well-being at all levels.

Goal 4: Universal Leadership - Student success and well-being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas.

Enduring Priority: Engagement - Engaging all stakeholders: students, staff, and the local and global communities. Goals and strategies must include a consideration of how they will be shared and supported by all stakeholder groups.

Enduring Priority: Resource Stewardship - Ensuring equitable and sustainable use of our resources and ensuring financial responsibility.

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

VISION MISSION VALUES AND BELIEFS

VISION

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

MISSION

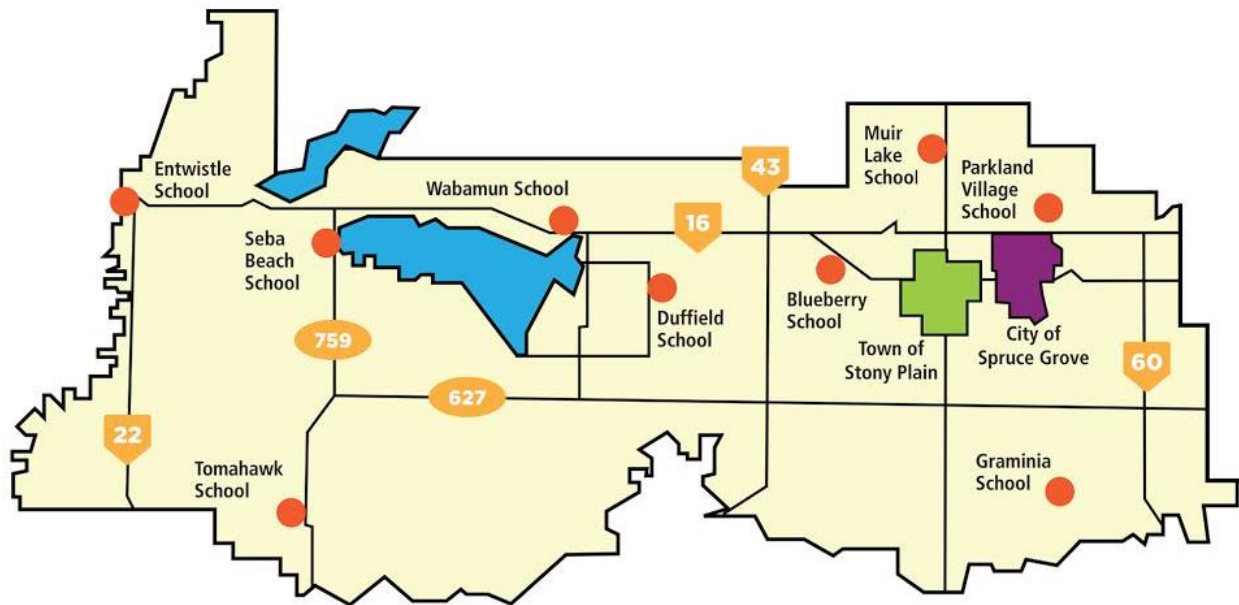
Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

VALUES AND BELIEFS

In Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The following belief statements guide our decisions and behaviors to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:

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

PROFILE OF PARKLAND SCHOOL DIVISION



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, as well as industrial parks within Spruce Grove and Stony Plain continue to promote growth in urban areas.

Changes in Alberta's economy have resulted in a noticeable population shift for Parkland School Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In 2015-2016, the jurisdiction operated 20 schools in addition to a number of alternate learning sites including Connections for Learning, two high school outreach programs, and an institutional program.

Throughout 2015-2016, the Board and School Division prepared for 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 2018.

Parkland School Division's 585 full-time equivalent certificated teaching staff and 402 full-time equivalent support staff¹ are proud to serve the following schools:

Rural Parkland School Division	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		
Duffield School	K-9	780-892-2644
Hamlet of Entwistle		
Entwistle School	K-9	780-727-3811
Summer Village of Seba Beach		
Seba Beach School	K-9	780-797-3733
Hamlet of Tomahawk		
Tomahawk School	K-9	780-339-3935
Village of Wabamun		
Wabamun School	K-9	780-892-2271
Urban Parkland School Division		
City of Spruce Grove		
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
Prescott Learning Centre	K-8 (9 in 2017)	780-571-8079
Spruce Grove Composite High School	10-12	780-962-0800
SGCHS Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626
Future Spruce Grove School (City's west end)	K-9	TBD
Town of Stony Plain		
Connections For Learning	1-12	780-963-0507
Forest Green School	K-6	780-963-7366
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

¹ Human Resources Department 2015-2016 Report (2016 April)

GOVERNANCE

Parkland School Division's Board of Trustees represents 6 electoral wards in Parkland County, Spruce Grove and Stony Plain. 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 spread through the 6 electoral wards including 2 Trustees in the City of Spruce Grove and surrounding area and 1 Trustee that represents the Town of Stony Plain and surrounding area. The rest of the electoral wards are made up of rural communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, 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. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, the school's administration and the Board 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.

The Alberta School Councils Association website is a great place to start for more information on school council governance. [www.albertaschoolcouncils.ca]

ABOUT OUR 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:

- Facilities Services
- Financial Services
- Human Resources
- Learning Services
- Strategic Planning and Communications
- Technology Services
- Transportation Services

For more information, please visit *Our Division* at <http://www.psd70.ab.ca/Central%20Division%20Support.php>

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 Province 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 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 and therefore 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 endeavours 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 meetings established by leadership teams;
- Monthly, through School Council meetings and representation at the Council of School Councils;
- Monthly, through public Board Meetings;

- Monthly through Teacher – Board Advisory Committee meetings;
- Three times throughout the year at the Board’s Student Advisory Committee;

Additionally, specific engagement events and activities were held during 2015-2016 to facilitate the delivery of education, based on a model of assurance:

- August 2015, Opening day with staff, politicians, civic leaders and the business community;
- October 2015, through our Leadership Planning session;
- November 2015, through our Parent Engagement Evening at Memorial Composite High School;
- February and April 2016, through our Superintendent’s Teacher Advisory Committee;
- February through March 2016, through *Tell Them From Me* student surveys and the ThoughtExchange parent engagement process;
- May 2016, through the Board’s Stakeholder Breakfast;
- May 2016, 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 Education Results Report endeavours to capture Parkland School Division’s 2015-2016 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.

ASSURANCE – MEASURING STAKEHOLDER CONFIDENCE

Parkland School Division utilizes a robust Assurance Model to better understand stakeholder feedback. Working with an Assurance Model means that Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. An Assurance Model includes accountability measures and derived results.

Stakeholder confidence is measured and considered through feedback with insightful comments made by parents, staff, community members and students. Engagement is an enduring priority for the Board and for Parkland School Division staff at all levels and this means truly listening to what our stakeholders have to say about our delivery of education. A stakeholder is anyone impacted by our daily efforts to improve inclusive education, quality learning, wellness and leadership and therefore includes Division staff, students, parents, and the local and global communities the Division serves.

In addition to ongoing engagement that happens when anyone speaks about learning, one of many tools used to derive stakeholder feedback is through our Thoughtexchange process. Thoughtexchange (www.thoughtexchange.com), is an online process that enables participants to read and rank responses based on three questions:

- What are some concerns you have about our school this year?
- What are some things you appreciate about our school this year?
- What are some other things you would like to say about our school this year?

Parkland School Division's 2016 Thoughtexchange process involved 1,845 individuals who contributed 4,009 unique thoughts that were then sorted with 113,350 stars. 76% of our Thoughtexchange respondents were parents, guardians, community members and students and 24% of our respondents were Parkland School Division staff members.

Strengths, Opportunities for Growth, Aspirations for the Future, and Desired Results are captured in the Division's analysis of our 2015-2016 engagement opportunities.

Strengths are highlighted as areas that are working well in Parkland School Division. As a learning organization, we recognize that there will always be room for growth, and we are proud of the strengths and accomplishments you have recognized in the work we do.

Opportunities for Growth are areas for growth or attention. As a learning organization, we recognize these as areas in which we need to focus more attention and we see that these are also important to you.

Aspirations for the Future are presented as goals that stakeholders would like us to set or continue working on in the near future. Our stakeholders have shared a vision for where we need to go and where we will be when we've mastered our strengths and eliminated growth areas.

Desired Results capture expectations for measuring success. In other words, how will we know that we know we are successful?

THE BOARD OF TRUSTEE'S THREE YEAR PLAN (2015-2018)

In 2015-2016 Parkland School Division's Board of Trustees approved an ambitious Education Plan that was generated through the Assurance Model. The Plan established enduring strategic processes (enduring priorities) that will always be considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to achieve our outcomes (goals).

Parkland School Division's Ultimate Goal is Student Success and Well-Being. Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop competencies that prepare them to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The goals, outcomes, priorities and strategies identified in the Education Plan are focused on the achievement of the Ultimate Goal: Student Success and Well-Being.

Two enduring priorities continue to guide the work of the Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any goal:

The Enduring Priority of Engagement: Engaging all stakeholders: students, staff, and the local and global communities. Goals and strategies must include a consideration of how they will be shared and supported by all stakeholder groups.

The Enduring Priority of Resource Stewardship: Ensuring equitable and sustainable use of our resources and ensuring financial responsibility. Goals and strategies must include a consideration of how they will utilize limited resources with maximum results.

In addition to the enduring priorities listed above, the 2015-2018 Three Year Education Plan includes the goals necessary to achieve student success and well-being:

Inclusive Education: Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. The Division is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

Quality Learning: Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices that reflect alignment with Inspiring Education.

Quality Learning builds on the Division's Inclusive Education goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

Culture of Wellness: Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, mental health, lifelong health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency.

The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies. We are dedicated to the development of the whole child.

Universal Leadership: Student success and well-being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees has had a long-standing commitment to a Generative Governance Model that demands public confidence in all facets of the system and continues to embrace the direction set by Alberta Education. The Division's clear strategic direction will be maintained, administered and reviewed on an ongoing basis to ensure true stewardship of resources.

As a learning organization, the Division recognizes continued improvement through a commitment to leadership at all levels.

ENGAGEMENT IN ACTION

The Thoughtexchange process involves crowd-sourcing ideas presented by the stakeholders. An idea that is respected and appreciated gains admiration through a process of assigning stars. Ideas that generate more interest are presented as having a greater affinity among the participants. That said, the Division recognizes that every comment – every unique idea – was important enough for a stakeholder to take the time to submit. Analyzing the results and appreciating the input from so many stakeholders takes time. Our Thoughtexchange process involves returning to the results often throughout the year to derive meaning from the messages.

Throughout 2016, our members of Parkland School Division's Leadership Team of principals, assistant-principals, school support, directors and executive met to conduct an initial analysis of the results. Given that we are now in the second year of our Three-Year Education Plan, these results are presented in-line with the Division's goals and priorities.

Where possible, a direct quote is presented from the process that exemplifies assurance.

INCLUSIVE EDUCATION

Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. The Division is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

In Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

Our classrooms today are much different than they used to be and teachers are experiencing more and more diversity within our student population. Successful implementation of an inclusive education system requires a plan that includes: developing a common understanding, building capacity among staff and community so that they feel they can make the changes necessary to be successful and finally, aligning our funding, assurance (data and evidence) and policies to the outcomes that we identify.

Parkland School Division staff members have worked diligently to ensure that the Board of Trustees' Education Plan aligns with Alberta Education's direction for Inclusive Education.²

Flexible and responsive supports within Parkland School Division include:

- Universal supports - incorporated into the environment for all learners, such as flexible learning resources and technologies, differentiated instruction and positive behaviour supports;
- Targeted strategies or interventions - for learners who need more specialized learning opportunities or access to more specialized expertise;
- Specialized/Individualized supports - that directly relate to individual learning needs such as the use of sign language interpreters, alternate and augmentative communication systems, or mental health support.

2015 – 2016 EDUCATION PLAN OUTCOMES

- 1.1 All students achieve student learning outcomes across the Alberta Programs of Study
- 1.2 Students have the supports and services they need to access and be successful within their educational programs
- 1.3 Students feel that they are welcome in their schools and that they can contribute
- 1.4 Staff demonstrate the ability to meet the diverse needs of all students

² More information on Inclusive Education is available from Alberta Education at <https://education.alberta.ca/inclusion/inclusive-education/everyone/overview>

INCLUSIVE EDUCATION - STRENGTHS

“ It seems like every single teacher/staff member I've met since day one is positive and genuinely enjoys being there, which over four children, two decades, and now three elementary schools, I have not always found to be the case. The positivity and inclusiveness is a joy...”

There is a clear acknowledgement from stakeholders that they appreciate the time our educators are investing in their students. Stakeholders who captured Inclusive Education as a strength noted that they recognize how well all students are included.

Our stakeholders also captured a sense of pride in maintaining and appreciating cultural diversity. An initial analysis captured an appreciation for multi-age grouping as a strategy for generating leadership and inclusion.

“ An increase in global awareness by staff and students... Recognizing the challenges and strategies used to face them by other groups and cultures encourages us to "think outside the box" when presented with new challenges in our own learning environment. This also helps us accept others who are new to our communities.”

Alberta Education's Guide to Education³ notes:

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

The concept of “belonging” became a major focus for the 2015-2016 school year. Parkland School Division made amendments to administrative procedures that fostered safe learning environments that were in-line with the Alberta Human Rights Act, noting: “Every student presents at school with her or his unique cultural background, talents and skills as well as challenges.” The Division recognizes that a culture of inclusion and wellness is one that embraces a variety of learning experiences and reasonable learning supports for each student.

³ Guide to Education available: https://education.alberta.ca/media/3272731/guide_to_ed_2016.pdf

INCLUSIVE EDUCATION - OPPORTUNITIES FOR GROWTH

In several instances, opportunities for growth noted that Inclusive Education may present challenges for the enduring priority of Resource Stewardship. Our stakeholders noted that we need to ensure all staff are supported with professional learning and other resources including adequate funding around: *How to cope - manage - teach – and engage.*

“ *Inclusive Education. I think it's a great initiative, although I think, students, teachers and education assistants have to be provided with more resources.... How to cope.... Manage....teach.. Engage.....* ”

The Division recognizes that during the 2015-2016 school year our schools experienced a significant degree of crowding. Throughout the year our stakeholders watched with interest as the Prescott Learning Centre, a new 900 student capacity K-9 school, was constructed to relieve enrolment pressures.

Parkland School Division's enduring priority of Resource Stewardship provides for increased assurance that the Division is responding appropriately in allocating resources properly to areas of need. We recognize that both provincially and within the Division specific special needs are increasing.

“ *The number of special needs students with VERY HIGH needs keeps increasing. These students are needing 100% of teacher/EA time so many of our other students who may need extra help are not getting it. I feel some students are "falling through the cracks."* ”

We received feedback around levels of supports in the classroom; specifically, around Education Assistant supports and teacher time. Some stakeholders raised a concern for the needs of a typical child not being met in diverse classrooms.

“ *There are not enough EA and support staff. I don't believe there are enough EAs, speech pathologists, or occupational therapists to meet the needs of students. I feel that my child misses out on 1:1/small group time with their teacher since she needs to be assisting those students with high needs. If inclusion will work, more staff is needed.* ”

INCLUSIVE EDUCATION - ASPIRATION FOR THE FUTURE

Our stakeholders expect that we will continue to improve at implementing inclusive education. There is a desire for students to feel confident as they transition to high school and post secondary and the world of work beyond. To this end, there is also a desire that our students demonstrate a competency with life-skills such as money management. Our stakeholders captured a desire to nurture leadership in all students while exposing every student to pursue passions and interests in career and technology foundations and extra-curricular activities. The dream for an inclusive education system is that we will no longer be able to see evidence of difference or exclusion.

“ I appreciate allocating time for students to obtain extra help, however, it needs to be done in a way that most benefits student learning and ensuring adequate teaching resources are available (i.e. one student doesn't take up all the teacher's time). ”

The Division will continue its focus on Resource Stewardship and endeavour to provide equitable support in a timely manner.

“ Extra Curricular Activities The dedication of the teachers to drama, music, sporting, art, etc. clubs is admirable and appreciated. ”

We remain proud of our teachers and support staff for their contribution to the complete lives of our students. Parkland School Division is truly a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

INCLUSIVE EDUCATION - DESIRED RESULTS

Overall the information presented through *Thoughtexchange* seems positive in that stakeholders want us to meet the needs of all learners. There were, however, questions around Inclusive Education implementation.

Our Leadership Team conversations recognize that achieving results in this area will be demonstrated by the facts that:

- People will be more aware and feel more confident that all students' needs are being met;
- Needs are met through a variety of supports (not just through an Education Assistant);

There is a shared understanding that the rate of diversity within our schools is growing faster than our capacity to support the diversity. Needs in education shall be addressed through planning and design with intent.

We need to ensure that the concept of Inclusion (including what it is and what it isn't) is well understood by all stakeholders and it is clear that there is still considerable confusion around the topic of Inclusive Education. Confidence will increase as we improve our ability to share what we are doing (and why we are doing what we are doing) to support learning in a variety of ways.

Our stakeholders presented the following as expectations for Inclusive Education:

- Universal, targeted and individualized supports will be present;
- More intensive and accessible mental health supports are available – counsellors
- Improved communication;
- Improved preparation for high school and post-secondary;
- Financial education.

Overwhelmingly, parents want to see that their children are safe and enjoying learning.

“ I feel like I am sending my child to a safe, controlled environment. With parents being there every day and different grades having to share a physical space, there is a sense of community where the kids and parents help and watch out for each other. ”

And...

“ My son has gone from a child who was shy and reserved to a child with confidence, he used to refuse to do any work when he attended regular public school due to fear of failure and now he believes that he is able to do things he used to think were his weaknesses like math. ”

With respect to aspirations for the future, this quote captures the heart of every parent.

QUALITY LEARNING

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices that reflect alignment with Inspiring Education.

Quality Learning builds on the Division's Inclusive Education goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

2015 – 2016 EDUCATION PLAN OUTCOMES

- 2.1 Students achieve student learning outcomes across the Alberta Programs of Study
- 2.2 Students demonstrate proficiency in literacy and numeracy
- 2.3 Students complete high school and are able to transition successfully into careers and active citizenship
- 2.4 First Nations, Métis and Inuit students are successful
- 2.5 Teacher preparation, collaboration and professional growth centres on the competencies needed to help students learn
- 2.6 The Division explores and develops divisional strategies for higher student achievement

QUALITY LEARNING - STRENGTHS

Parkland School Division values learning as the foundation of all that we do. Our stakeholders appreciate the collaboration of colleagues and teaching staff. There is an observation that staff supports each other and that students are being provided with ways to succeed.

We continually receive feedback on our teachers and school staff that is overwhelmingly positive. Our stakeholders first and foremost recognize the time and effort that teachers and support staff dedicate for the success and well being of all learners.

Our stakeholders noted appreciation for flexible scheduling, extra teacher support and time to redo assignments.

“
Daily, I see the work our teachers, E.A.'s, administrators, custodians,
I.T. and facilities people do with and for our students, and I am
confident our students are in the hands of people with their hearts in
the right place.
”

There is a strong degree of satisfaction in the quality of education being provided in Parkland School Division. Parent survey measures through the Accountability Pillar demonstrate that 86% of stakeholders are satisfied with the quality of basic education.

Our stakeholders observed that there are high levels of commitment on part of staff members to student learning. There is a noticeable focus on teaching the whole child. We celebrate the success of our educators and support staff and appreciate the following comments:

I appreciate the extra reading help that my son receives on a daily basis. [The teacher] has been amazing and he really seems to enjoy learning when he is with her. ...She is great!

And...

Every day I am honoured to work with such a fine group of teachers. They go above and beyond in helping students, in creativity with problem solving, and in offering opportunities for students outside the class. They are the hardest working people I know.

And...

They really do their best to connect with students and to spark a joy of learning in each of them.

And...

The teachers our children have this year are simply fantastic! Very professional, hard working and dedicated.

And...

Staff are committed to providing quality education and care to students. Even with large classes and very overcrowded conditions, staff are working hard to teach and care about the whole child.

Parents clearly identified that strong relationships are a critical component in achieving our goal of Quality Learning. A strong number of comments were appreciative of our teachers' dedication to their students' desire for exploration and creativity.

“ The ski club, inter murals clubs and all other after school activities are appreciated. The teacher volunteers are great and giving their time to coach or supervise is awesome. My kids loved ski club this year and volleyball. ”

Most of all, though, there was an appreciation of all that our staff do each and every day.

“ The opportunities for every student to succeed, accommodations to ensure success, time to meet with teachers. Opportunities to rewrite tests or assignments and opportunities to do better! Truly a focus on success for all. ”

Parkland School Division's educators and support staff remain committed to closing the achievement gap with First Nations, Métis and Inuit students.

“ The key to success with our FNMI students is in engaging both our youth and their parents in their learning and celebrating their achievements. Exploring FNMI culture together has been rewarding for both staff and students. ”

QUALITY LEARNING - OPPORTUNITIES FOR GROWTH

While the comments with respect to teaching were overwhelmingly positive, we noted that there were over 2000 stars assigned to class sizes. The perception of stakeholders is that they are too large and students are not receiving individual attention. Parents feel this is contributing to a large workload for teachers. Class size comments contributed to some parents sharing concerns about inclusive education and that there may be too many special needs in the classroom that are potentially not being met.

“ Large class sizes There are many classes that are above 30 students per class. Teachers are struggling to meet the demands of students in those classes. Schools are lacking adequate funding to support smaller classes. ”

Parkland School Division acknowledges the concern of comments relating to the size of some classes, and make every effort to ensure class numbers are kept as low as possible. Funding systems are evaluated regularly to ensure proper stewardship of our resources.

“ Rights of the individual student superseding the rights of the classes. Too often I see accommodations for individuals (typically behaviour issues) that compromise the learning environment of the class, grade or entire school. They often utilize significant resources (particularly time) at the expense of others. This goes far beyond "what is fair" or reasonable. ”

The Division recognizes the concerns raised by behavioural challenges and will continue to plan and implement strategies for effective behavioural support.

“ Some of the classrooms have a large student population, and children with special needs are missing out on getting their learning needs met as a result. The classroom built inside the library is not a good learning environment. Full walls should be in place. ”

With respect to the crowding experienced in the Division and, in particular, in Spruce Grove, we expect to see a decrease in stakeholder concerns with the addition of the Prescott Learning Centre.

“ Report Cards. These are still a fail. They do not explain enough or truly show where a child is at. It has also come to my attention through friends that when a child is older and entering high school this reporting "system" does not help place them properly in high school due to the lack of "grade" for the kids ”

The Division is currently exploring assessment and reporting that communicates progress without sacrificing quality learning focused on competency development.

“ By the end of this year I'd like to know who my children's' teachers will be for the following year. This is important to me because my children have anxiety and I like to prepare them as best as I can for new situations. ”

With respect to this request, sharing teacher information for the following year can also be problematic in that staffing or student populations may change and impact plans for the following year.

“ I don't believe we have had a week without a sub in the school. Communication to parents and students would be valuable when possible. Many children have anxiety about subs especially in the younger grades. At least try to communicate. ”

The Division's goal for A Culture of Wellness intends to promote resiliency as an antidote for anxiety. Wherever possible the Division supports school-to-home communication that provides future clarity. Substitute time in school classrooms is provided with a great deal of consideration by both the classroom teachers and school administration.

QUALITY LEARNING - ASPIRATION FOR THE FUTURE

Given the concerns raised, our stakeholders noted strong support for reduced class sizes wherever possible and increased opportunities for academic support. Stakeholders advocated for a continued focus on supporting the whole child and ensuring students have access to counseling and mental health supports to make sure they are ready to learn. Many of the comments that pertain to Quality Learning would also be considered for Wellness.

There were a number of requests for programming considerations, including:

“ I'd like to see a unit on Computer Animation integrated in the elementary curriculum, this is something my children have taken in a summer camp but should be part of the curriculum in art, creative studies and the advancement of technology use. And basic code writing to show them how games develop ”

Parkland School Division adheres to Alberta Education's *Learning and Technology Policy Framework's* five policy directions⁴:

1. Student-Centred Learning: Technology is used to support student-centred, personalized, authentic learning for all students.
2. Research and Innovation: Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to sustain and advance innovation in education.
3. Professional Learning: Teachers, administrators and other education professionals develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning and teaching.

⁴ Alberta Education's Learning with Technology Overview:
<https://education.alberta.ca/learning-with-technology/overview/>

4. Leadership: Education leaders establish policy and governance structures, cultivate innovation and build capacity within the system to leverage technology in support of student-centred learning
5. Access, Infrastructure and Digital Learning Environments: All students, teachers, administrators and other education professionals have access to appropriate devices, reliable infrastructure, high-speed networks and digital learning environments.

Parkland School Division is actively involved in provincial initiatives with respect to the Learning and Technology Policy Framework. Additionally, 2015-2016 concluded the Board's Network Infrastructure Refresh Project that brought significant bandwidth increases to all schools. The Division will continue to explore technology improvements that increase learning.

" I would like to see more life skills added to the kids everyday. Things that are useful in their future life. Mortgages, driving, taxes etc. "

QUALITY LEARNING - DESIRED RESULTS

During 2015-2016, members of Parkland School Division's Leadership Team in consultation with the Division Principal, developed a Parkland School Division Framework for Quality Learning. The Framework provides a focused approach to learning and considers five essential components:

- Collaboration: elevating the importance of teamwork and capacity building;
- Community: establishing the importance of learning relationships;
- Feedback: understanding learning interactions and criteria for success;
- Inquiry: deepening understanding;
- Design: developing learning environments and activities that promote deeper engagement.

One parent quote captured a measure of success for Quality Learning:

" The opportunities for every student to succeed, accommodations to ensure success, time to meet with teachers. Opportunities to rewrite tests or assignments and opportunities to do better! Truly a focus on "Success for all" "

CULTURE OF WELLNESS

Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, mental health, lifelong health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency.

The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies. We are dedicated to the development of the whole child. This is a significant goal for the Division and it is expected that a commitment to wellness is modelled at all levels of education (staff, students and community). The Division recognizes that an Inclusive Education system that promotes Quality Learning will directly contribute to wellness.

Through our engagement processes, the Division recognizes that wellness remains a key concern for parents, students and staff.

2015 – 2016 EDUCATION PLAN OUTCOMES

- 3.1 Students, staff and parents have access to, and embrace a culture of wellness that promotes safe and healthy learning environments
- 3.2 The Division cultivates leadership dedicated to wellness and youth resiliency
- 3.3 The Division supports initiatives to promote wellness education, including learning the importance of caring for others, learning respect for others and treating others with fairness and kindness

CULTURE OF WELLNESS - STRENGTHS

The Wellness Initiative was established in 2012 by the Board to support the Ultimate Goal of Student Success and Well-Being. Since that time, the initiative has been well-recognized by school communities, the tri-municipal region, and the province at large because of the meaningful relationships and unique health and wellness opportunities that it has afforded children, youth and families.

The Wellness Initiative focuses on four pillars:

- Mental Health
- Physical Literacy
- Nutrition
- Collective Impact

In addition to directly supporting schools in understanding and implementing a comprehensive health approach, the Wellness Initiative supports schools by connecting them to community resources or bringing opportunities for partnership to them.

At the highest level of concern from our stakeholders is a need for more mental health support and services. These requests come directly from our assessments and qualitative data taken from parents, teachers, staff and community.

“ *Thank you to the teachers who step up to ensure there are opportunities for the kids to play sports and be involved in activities and fitness. In a time when our kids are attracted to screens, this is very important in ensuring a healthy fit lifestyle.* ”

Our focus on a Culture of Wellness has made physical literacy and mental health priorities shared by our community partners. During the 2015-2016 school year, Parkland School Division explored a partnership with the TransAlta Tri Leisure Centre Play Parkland that includes regular physical literacy experiences for children and youth in multiple environments including land, ice and water.

The Division recognizes that positive mental health strategies such as healthy relationships, nutritious foods, physical activity and a safe, creative built environment (natural settings, flexible learning environments, etc.) are the most cost-effective and timely solutions for school communities.

Parkland School Division is taking a pro-active approach and future planning may seek opportunities that drive change beyond the Division. The complexity around childrens’ mental health has grown beyond what a single system can manage. We are dependent on the health of our communities to address this complexity. No single sector can provide the resources required to provide holistic solutions to the increase in mental health issues in our children and youth.

Overall, stakeholder feedback is positive for this ambitious goal and our schools are recognized for generating positive and welcoming cultures for learning.

CULTURE OF WELLNESS - OPPORTUNITIES FOR GROWTH

Several stakeholders presented a need for continued involvement in health initiatives. As a positive aspect of participating in an assurance model, we noted a decrease in concerns in this area from previous years and expect that this is a product of our increased attention to this area.

“ *Students required access to supports and services on a timely basis. Those students with exceptional needs need to have the support and programming to be successful. Students with mental health disorders continue to require on going support, a school counselor in every school would be nice* ”

While the Division recognizes the benefit of targeted therapies, the intent of the Wellness Initiative remains to design universal strategies that support the entire school culture.

“ Lunch time protocol... Movies at lunch while children are eating. Children should be allowed to talk and laugh during lunch so they can learn proper social skills. Parents are often criticized for planting kids in front of the television as babysitters, movies at lunch are doing the same thing. Engage with them as people. ”

As indicated earlier, A Culture of Wellness includes direct strategies to keep children moving and socializing in a positive manner. Moving forward the Division will continue to reveal strategies that make the most of children’s time at school and support quality learning.

While nutrition was not a primary focus of our engagement process, it is a complex issue that arises in our schools every day. The Division is committed to keeping nutrition as a cornerstone of our Wellness Initiative.

CULTURE OF WELLNESS - ASPIRATION

Stakeholder feedback on A Culture of Wellness also merges with student safety. A survey of stakeholders determined that 85% of teachers, parents and students agree 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. Nevertheless, this is an area that will always be in focus. In 2015-2016 Parkland School Division made significant changes to Administrative Procedure 350 Developing and Maintaining a Culture of Wellness to promote belonging.

Other successes in 2015-2016 that will continue into the future include:

- Continued support for involvement of the Division’s Wellness Coordinator;
- The creation of a Community Support Worker position to support children and families with mental health;
- RBC Foundation awarded a 3-Year position for a Mental Health Navigation Coordinator;
- A three-year partnership with Paul First Nations that includes financial support for an Indigenous Education Project Manager.

CULTURE OF WELLNESS – RESULTS

It is challenging to present targets for wellness. Ideally the Division continues to seek strategies that promote resiliency within our community. Wellness cannot simply exist in one sector and must be a focus for all stakeholders involved in the lives of children.

With interest, the Division notes that concerns raised through assurance measures have diminished since the Board of Trustees added A Culture of Wellness as a primary goal.

UNIVERSAL LEADERSHIP

Student success and well-being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees continues to embrace a Generative Governance Model that demands public confidence in all facets of the system. The Division's clear strategic direction will be maintained, administered and reviewed on an ongoing basis to ensure true stewardship of resources.

As a learning organization, the Division recognizes continued improvement through a commitment to leadership at all levels.

2015 – 2016 EDUCATION PLAN OUTCOMES

- 4.1 The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
- 4.2 Administrators, educators and educational support staff engage in professional development that enables innovation and research-informed practices in support of learning and teaching
- 4.3 Teachers and leaders integrate technology effectively and innovatively into the learning environment, as outlined in Alberta Education's Learning and Technology Policy Framework
- 4.4 Leadership Communities-of-Practice provide opportunities for collaboration and growth

UNIVERSAL LEADERSHIP - STRENGTHS

Parkland School Division is committed to providing opportunities for staff and students to increase their leadership capacity, not just to ensure that we develop potential leaders for tomorrow, but to build capacity for managing and thriving in whatever future education holds.

“ *Having a leader in the building that is respected and approachable is important. My child feels that his opinions and concerns are not only heard but valued and respected. It makes for a more positive school culture. I hear many great things!* ”

The start of the 2015 – 2016 school year saw 9 principals and 11 assistant principals who were new to their buildings. This movement generated a few comments through our assurance measures.

“ *The new admin is positive and friendly. She is visible in the school and outside of the school. [She] attends basketball games and supervises when needed....even on a Saturday afternoon. That is appreciated!* ”

And...

“ Our school is a positive environment for our children. We feel that our new principal and his staff are doing a great job making this work. I encourage more parents to be involved with our school and help maintain this friendly environment. ”

Generally, there is a strong appreciation for school administration, including from the staff.

“ I appreciate the support from my principal when dealing with students, parents, and learning. I appreciate the philosophy of supporting the teachers so they can support the students. ”

In addition to school leadership, stakeholders noted an appreciation for the opportunities that children have to lead within their schools. Many are thankful to staff who give students "outside of the box" ways to thrive and be a team player for the school and community.

“ I love how the staff promotes leadership and focuses on each child flourishing in his/her own way. ”

And...

“ I appreciate the many opportunities that my child has been given to be a leader in the school. Academics is not the only way to learn and grow, and I am thankful to staff who give students "outside of the box" ways to thrive and be a team player for the school and community. ”

UNIVERSAL LEADERSHIP – OPPORTUNITIES FOR GROWTH

Any and all of the concerns raised through our assurance process provide leadership opportunities for growth. Our school administrators, as leaders, will increasingly be called upon to achieve greater results with fewer resources. To this end, the Board's enduring priority for Resource Stewardship will be increasingly important.

Parents are also looking for leadership opportunities for their children, including real life opportunities.

“ I was very disappointed that the foods option was removed from the school this year. I believe of all the things are children need to learn the foods program is a necessary life skill and while this can be taught at home it also gives them the opportunity to be involved and creative with peers ”

Moving forward, it will be essential to draw the connection between engagement and resource stewardship and promote, with greater clarity, that challenging decisions are made with the best of intentions. The Division will increasingly be called upon to lead through challenging times.

“ The student fees are higher, field trip costs are expensive, hot lunch is out of reach for most parents of a low income, with no support to order it otherwise, although these are optional for a child that is just "trying to fit in" they are not. ”

Although the Division's students increasingly share concerns for Environmental Leadership, this feedback was noticeably absent from our parent engagement measures and is presented as an area for growth and an aspiration for the future.

UNIVERSAL LEADERSHIP – ASPIRATION FOR THE FUTURE

Our assurance measures support that the Division should continue to focus on leadership at all levels. There is a sense of appreciation for leadership and a continued interest in modeling leadership and developing leadership competencies in all children.

The Division recognizes that system leadership with respect to technology integration is both ongoing and appreciated. Recently, conversations have turned to other forms of leadership that will be increasingly required, including:

- Ecological literacy and environmental leadership;
- Human rights leadership;
- Pedagogical leadership.

To this end, Parkland School Division staff report an appreciation for professional development activities and an ongoing desire to continually learn.

UNIVERSAL LEADERSHIP – DESIRED RESULTS

Increased leadership at all levels will be recognized through assurance measures that celebrate a strong commitment to problem solving and innovation. Parkland School Division's Vision captures the importance of exploration, creativity and imagination as important attributes of leadership. The Division values leadership in all places and recognizes that everyone has the potential to be a leader.

Leadership through Exploration involves calculated risk-taking that will be recognized as students and staff seeking new opportunities for learning. Universal Leadership in this aspect will include exploring Alberta's curriculum through ways that encourage citizenship locally, and globally with a desire to positively impact the world.

Leadership through Creativity involves increasing critical thinking and problem solving. The Division recognizes a need for increasing ecological literacy and fostering human rights education. Universal Leadership will be measured through Divisional success in fostering social responsibility.

Leadership through Imagination inspires innovation and encourages technological literacy in a rapidly changing world. The Division will achieve success through Alberta Education's *Learning and Technology Policy Framework*. When digital technology first emerged as a classroom resource, it was primarily a tool for teachers to present information and to communicate with students and parents. Leadership through imagination and creativity describes the need to move towards classrooms in which students, themselves, are using technology to support their learning. Technology in learning is recognized as moving toward production of new knowledge and away from simply consumption of information.

The Division's Ultimate Goal of Student Success and Well-being is strongly supported through a process that fosters leadership at all levels and in all places.

STAKEHOLDER ENGAGEMENT AND COMMUNICATION

The Division is dedicated to the success and well-being of all students and demonstrates 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 & 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's involvement in an Assurance Model 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 is committed to determining the level of confidence that our stakeholders have in our system. Assurance, through engagement processes, 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.

2015 – 2016 EDUCATION PLAN OUTCOMES

Engagement outcomes relative to Inclusive Education

- 1.E.1 Parents, students and the community demonstrate support for, and an understanding of inclusive education.

Engagement outcomes relative to Quality Learning

- 2.E.1 Parents, students and the community will demonstrate confidence in student achievement, assessment and reporting
- 2.E.2 The Division will improve its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms
- 2.E.3 Parents and teachers will demonstrate satisfaction with parental involvement in decisions about their child's education

Engagement outcomes relative to a Culture of Wellness

- 3.E.1 Parents, students and the community demonstrate high levels of engagement in the Parkland School Division Wellness Initiative (formerly the Youth Resiliency Program)

Engagement outcomes relative to Universal Leadership

- 4.E.1 Staff, parents, students and the community model and contribute to high levels of engagement in leadership initiatives
- 4.E.2 The Division explores potential strategies to highlight innovative practices that develop leadership and learning

Enduring priorities are embedded within each of the Education Plan's goals. Engagement outcomes are presented to ensure that the Division is seeking to ensure that a process of distributed decision making is implemented within the goals. In the Education Plan, these outcomes are marked as E for Engagement and R for Resource Stewardship.

ENGAGEMENT - STRENGTHS

Assurance measures have provided a strong indication that engagement is increasingly improving. Parkland School Division utilizes a variety of tools to communicate with parents and the larger community. In addition to stakeholder meetings, the Division has made improvements to its website and has increased the use of video blogging to share in our successes.

Overwhelmingly, the responses through our assurance measures note that school-to-home communication is effective:

" I love the blog, the emails, the texts from the teacher, facebook, etc. LOVE, LOVE the tech savvy, forward pushing atmosphere. "

And...

" Between the blogs, newsletters and journals, we get great communication. There is no excuse (as a parent) to miss something. "

And...

" I appreciate the email and text reminders that my student's teacher sends regularly, along with email updates of the classroom activities. "

And...

" Really like how we communicate through email. So much more simple and direct then sending notes back and forth. "

In addition to improvements that are recognized within school-to-home communication, our stakeholders appreciate HOW we are communicating:

“ I appreciate how the teachers take the time to talk to you about your child ”

This communication happens through leadership at all levels.

“ The new Principal and Vice Principal. Although I have not had a huge amount of interaction with them, the interactions I have had have been pleasant ones. It speaks a lot that my kids also absolutely love them. They have nothing negative to say. ”

ENGAGEMENT – OPPORTUNITIES FOR GROWTH

There are both successes and challenges with communication methods and a few stakeholders note that improvements can still be made. An area of interest was with respect to parent-teacher conferences and student-led conferences:

“ We would prefer to have a more one on one with the teacher to learn more about how our child is doing at school. Walking around the room looking at assignments doesn't give enough information. The reports are not much help either since the division changed the format of them. ”

And there are still a few concerns that communication is not happening in a timely manner:

“ While some teachers do contact parents and keep their grades current in the system, some do not. Finding out more than half way through a semester (or later) that a student is struggling is not acceptable. ”

The greatest area for growth, however, is with respect to the Division's kindergarten through grade nine progress reports. There is a significant amount of concern and the Division recognizes that improvements must be made in this area.

“ The “exemplary”, “proficient”, “approaching proficiency” and “beginning” marks are vague and not standardized. As a parent I don't know how to interpret these “grades”. I feel this is especially problematic for my junior high student as he prepares for high school. ”

There's a difference between what a child can do and what a child has done. 'Can do' is about a child's competencies or skills while 'has done' is about tasks and assignments completed. It's possible for a child to know how to do something without doing the task. It's also impossible to do a task without knowing how to do something. Alberta's Kindergarten to Grade 12 provincial curriculum is designed to engage students in exploring, developing and applying competencies in relevant subject content and contexts. It is important that parents learn about competencies, and how parents can work together with their child's teachers and schools to support the development of competencies, both now and in the future.

ENGAGEMENT – ASPIRATION FOR THE FUTURE

The Division will continue to reveal strategies that result in more effective forms of communication. Additionally, we will continue to consider what must be communicated in addition to how best to communicate.

“ School practices and policies or expectations of parents... It would be great to have some overview available for parents that outlines the expectations. i.e. picking kids up, sickness, lunch program etc. It seems to be that things are communicated in a piecemeal way - I have one child who is very rule conscious and this causes challenges. ”

A second aspiration presented by stakeholders is for increased parent engagement in schools. Volunteerism is both a product of engagement and a response to challenges within resource stewardship. The Division will continue to work with school leaders to ensure that the best practice in any school is conceptually available to every school.

“ Although the efforts are appreciated, it is also noted that it seems like it's always the same group of parents/families who volunteer. I think a greater effort needs to be made by the school/school division to encourage parent volunteers and parent involvement. ”

ENGAGEMENT – DESIRED RESULTS

Our stakeholders have indicated that changes to the current methods of reporting progress are strongly desired. There is an expectation that changes will be made to improve the current system of reporting progress.

Stakeholder engagement processes reveal that communication is improving and that our stakeholders feel they are being heard. Future measures of engagement would recognize continual growth in this area.

Engagement will continue to remain an enduring priority for Parkland School Division.

RESOURCE STEWARDSHIP

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.

Parkland School Division implements distributed 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 identifies enduring priority outcomes related to resource stewardship.

2015 – 2016 EDUCATION PLAN OUTCOMES

Resource Stewardship outcomes relative to Inclusive Education

- 1.R.1 The Division ensures equitable resource distribution to provide for the implementation of Inclusive Education

Resource Stewardship outcomes relative to Quality Learning

- 2.R.1 The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met
- 2.R.2 The Division makes decisions for educational quality improvement, based on financially sustainable priorities at all levels of the organization

Resource Stewardship outcomes relative to a Culture of Wellness

- 3.R.1 The Wellness Initiative's community partnerships show growth year over year

Resource Stewardship outcomes relative to Universal Leadership

- 4.R.1 The Division communicates to all stakeholders in an open and transparent manner using a variety of media
- 4.R.2 Leaders ensure that financially sustainable priorities are set and that transparent decisions regarding resource allocation are made at all levels within the Division

RESOURCE STEWARDSHIP - STRENGTHS

Given our current financial challenges, how can we find ways to accomplish more with less?

Resource stewardship involves allocating limited educational funding towards unlimited wants and needs. Our assurance process provided stakeholders a platform to comment on strengths and challenges and many comments could be attributed to this area. For the most part, our stakeholders understand that the system of education operates with limited resources and there is an appreciation for doing more with less.

“ I think the teachers go above and beyond to create learning environments despite old furniture and small spaces. The teachers try to make their classrooms feel like home, despite their lack of resources. ”

And...

“ The staff seems to make the best of the limited resources available, given the age and condition of the building. ”

Several comments were individualized to schools where new playgrounds were successfully installed. The Division recognizes the diligence and determination of parent and community fundraising groups in achieving playground facility improvements. Resource stewardship and community support were also recognized in other ways:

“ The Breakfast Program... I am so thrilled to have this program in our school and to have so many children participating. I think it has strengthened the bond between all the students and staff in the school, as well as the parent volunteers. ”

With respect to facilities, the department of Facilities Services had a successful year continuing to provide the best service possible to schools while coping with tight budgetary restrictions. Facilities Services continued to provide creative solutions to maintaining and improving all facilities, while honouring the Division's priority of Stewardship of Resources. A strong focus remained on the priority of Engaging Staff by developing leadership capacity within the department through collaboration, collective decision making, shared decision making and inclusion.

The Facilities Department motto “Creating safer and more appealing environments is a key to student success” has been fully accepted by staff and has led to an increased sense of engagement by maintenance staff. The Division continued to reinforce that building systems must be in good working order for the entire structure to be operational. Regular maintenance is a minimum expectation.

RESOURCE STEWARDSHIP – OPPORTUNITIES FOR GROWTH

The Thoughtexchange process demonstrated that 400 participants provided 2100 stars to comments related to facilities and infrastructure. The Division is facing a challenge with very limited financial support for facilities coupled with aging buildings and growing student demand. Many facilities are near, or over, 30 years old and require rebuilds and upgrades.

Parkland School Division’s commitment to inclusion and to creating appropriate learning environments draws on the resources of the Facilities Department as well.

“

Our facility is aging and it shows.

”

Stakeholders recognize the challenge for all school divisions to do more with less. As indicated earlier, there are concerns raised with respect to stable funding for Inclusive Education.

“

Schools require adequate and consistent funding to help support diverse needs of students.

”

RESOURCE STEWARDSHIP – ASPIRATION FOR THE FUTURE

Head Custodians are consistently being challenged to work together to solve problems, to be engaged in finding solutions and to see themselves as contributing team members. Their efforts are appreciated and the Division will continue to find ways to increase every stakeholder's sense of care for his or her school facility.

“ It is wonderful to have a school that is welcoming for students and parents. It is also very clean, which is also appreciated. ”

Regarding capacity of schools and class size, stakeholders expressed hope that this concern will be alleviated with the building of two new school sites over the next two years.

Parking is represented as an example of resource stewardship that exists as an important concern for both student drivers and parents, in situations where demand exceeds availability:

“ The parking and drop off area is terrible... ”

Resource Stewardship requires determining a preferred future based on limited resources – determining best response to areas of highest need.

RESOURCE STEWARDSHIP – DESIRED RESULTS

Resource stewardship calls upon our staff and stakeholders to employ creative solutions. Our stakeholders noted an appreciation for the Division's efforts and a willingness to be solutions focused. For instance, with respect to the problem of parking, the answer may be to find ways to have less people driving to school.

Success in resource stewardship will be noticed within the Division's goals:

- An inclusive education system in which students' needs are viewed as met with equity;
- Quality learning that utilizes resources effectively to maximize competency development;
- A Culture of Wellness that provides for proactive approaches that reduce reactive system costs;
- Universal Leadership that provides for increasingly creative solutions to resource allocation problems.

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.

ALBERTA EDUCATION OUTCOME ONE AND TWO

ALBERTA'S STUDENTS ARE SUCCESSFUL AND THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Alberta Education's Business Plan⁵ notes:

Through the provision of Kindergarten through Grade 12 education, Alberta Education enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy. Additionally, Alberta Education works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

The following measures are considered:

DIPLOMA EXAMINATION 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.

⁵ www.finance.alberta.ca/publications/budget/budget2016/education.pdf

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
85.9	86.0	87.8	87.3	87.5	88.5	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
82.0	84.0	83.9	85.6	78.5	85.3	Low	Maintained	Issue
						Current	Previous (2015)	3 Year Avg.
Alberta						85.0	85.2	85.1
Alberta FNMI						78.2	78.3	77.3

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
16.3	16.1	18.0	17.6	17.5	19.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
7.2	10.4	17.5	6.2	8.0	18.7	Low	Maintained	Issue
						Current	Previous (2015)	3 Year Avg.
Alberta						21.0	21.0	20.5
Alberta FNMI						10.0	9.5	9.4

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
76.4	74.1	70.7	73.7	71.4	78.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
55.3	63.1	59.9	51.9	57.7	66.0	Very Low	Maintained	Concern
						Current	Previous (2015)	3 Year Avg.
Alberta						73.6	72.9	73.4
Alberta FNMI						52.4	52.1	52.8

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
15.8	13.3	13.3	12.9	12.7	17.3	Low	Maintained	Issue
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
4.8	7.0	5.7	4.2	4.8	8.0	Low	Maintained	Issue
						Current	Previous (2015)	3 Year Avg.
Alberta						19.4	18.8	18.6
Alberta FNMI						6.3	6.5	6.2

DIPLOMA EXAMINATIONS AND ACHIEVEMENT TESTS SUMMARY

Summary of results:

French Immersion experiences significant growth and strong results, some challenges remain:

- Standard of excellence increased in 6 French Immersion subjects;
- Acceptable standard increased in 7 French Immersion subjects;
- 100% of students achieved at an acceptable standard in French Language Arts 30-1;
- The Division exceeds provincial achievement in French Immersion at the acceptable standard in 6 subjects;
- Although the Division continues to reduce the achievement gap in French Immersion, 9 subjects performed below the provincial average at the standard of excellence;
- French Immersion in the sixth grade outperformed achievement performance in the ninth grade.

Parkland School Division continues to produce strong Diploma results:

- At an acceptable standard, 11 of 11 diploma subjects exceed 80%, notably:
 - 100% acceptable standard for French Language Arts 30-1;
 - 94.6% acceptable standard for ELA 30-2
 - 88.9% acceptable standard for Physics 30
- 9 of 11 subjects exceed provincial performance at an acceptable standard.

Grade nine results identify several areas for growth:

- Notwithstanding French and K&E subjects, Parkland School Division performed below the provincial average for grade 9 core subjects at both the acceptable standard and the standard of excellence (Math, Social, Science and English Language Arts);
- Social Studies 9 experienced the greatest challenge of all Achievement Tests and Diploma Examinations with 55.6% of students achieving an acceptable standard;
 - Social Studies 9 has a three-year average performance of 59.9% of students achieving an acceptable standard and will be a focal area for PSD until results improve.

Grade six experienced growth in all subjects:

- Grade 6 students achieved growth at both the standard of excellence and at an acceptable standard in all subjects except math
- Math 6 experienced only a small decline of less than 1%

After a strong year in 2014-2015 K&E, results returned to historical norms in 2015-2016:

- With such a small sample of students (9), K&E is subject to greater variances from year to year.

Math remains as an area for increased focus:

- Math 6 and 9 in both English and French are below the provincial average and will require increased focus to reduce the gap.

DIPLOMA EXAM RESULTS – WHOLE YEAR BY SUBJECT

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
ELA 30-1				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	86.8	86.7	93.1	92.1	+1.0%
	29,730	347	Excellence	10.7	11.2	12.4	11.0	+1.4%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
ELA 30-2				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	89.1	89.3	94.6	93.0	+1.6%
	16,707	334	Excellence	12.3	11.7	12.9	14.7	-1.8%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
French LA 30-1				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	93.8	95.8	100.0	98.7	+1.3%
	1,282	16	Excellence	8.7	12.3	0.0	18.3	-18.3%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Math 30-1				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	70.7	77.4	80.9	83.5	-2.6%
	20,492	162	Excellence	25.9	31.8	23.5	29.3	-5.8%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Math 30-2				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	75.4	71.6	86.3	83.2	+3.1%
	13,631	249	Excellence	16.8	13.4	20.9	15.2	+5.7%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Social ⁶ 30-1				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	84.9	86.0	87.2	85.3	+1.9%
	22,494	296	Excellence	14.3	15.2	15.5	13.7	+1.8%

⁶ Social Studies summaries include examinations written in French and English.

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Social 30-2				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	81.1	82.5	84.6	83.9	+0.7%
	19,790	376	Excellence	13.1	13.7	10.4	12.2	-1.8%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Biology 30				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	85.1	85.2	80.7	82.7	-2.0%
	22,539	249	Excellence	32.4	32.3	22.5	23.0	-0.5%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Chemistry 30				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	81.5	80.8	82.8	82.8	0%
	19,265	192	Excellence	34.5	33.7	34.9	27.5	+7.4%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Physics 30				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	85.8	82.9	88.9	88.1	+0.8%
	10,291	108	Excellence	39.8	33.5	35.2	30.1	+5.1%

Subject	2016 Participation Amount by # students		Standard	Alberta		Parkland SD		Change
Science 30				2016	3 Y Avg.	2016	3 Y Avg.	
	Prov.	PSD	Acceptable	84.4	84.3	82.5	85.8	-3.3%
	8,790	177	Excellence	27.6	25.9	19.2	22.2	-3.0%

PROVINCIAL ACHIEVEMENT TEST BY SUBJECT

The great majority of Parkland School Division students write the Provincial Achievement Tests. As a result, division participation rates surpassed provincial rates on 13 out of 20 provincial tests. Alberta Education notes the following:

Alberta's achievement tests are aligned with the provincial programs of study and with authorized learning and teaching resources. No single test can assess everything. The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture. In addition, classroom teachers use many different assessment strategies throughout the school year to gain information about what students are learning.⁷

The charts below present the Division's achievement at both an acceptable standard and standard of excellence. The +/- presented on the Achievement Test charts demonstrates the change from the previous year.

GRADE 6

Subject	2016 Participation Amount (674 of 711)		Standard	Province			Parkland School Division			
English Language Arts 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	81.9	82.8	82.9	82.6	83.8	85.2	+1.4
	90.6%	94.8%	Excellence	17.6	19.5	20.4	13.1	14.0	15.9	+1.9

Subject	2016 Participation Amount (66 of 66)		Standard	Province			Parkland School Division			
French Language Arts 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	86.5	87.5	87.7	80.8	81.8	93.9	+12.1
	97.9%	100%	Excellence	11.1	13.6	14.2	3.8	7.6	9.1	+1.5

Subject	2016 Participation Amount (606 of 644)		Standard	Province			Parkland School Division			
Mathematics 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	72.7	72.5	71.4	72.0	70.3	69.7	-0.6
	90.4%	94.1%	Excellence	15.3	13.8	13.8	11.2	7.2	8.2	+1.0

⁷ Alberta Provincial Achievement Testing Parent Guide | www.education.alberta.ca

Subject	2016 Participation Amount (66 of 66)		Standard	Province			Parkland School Division			
French Mathematics 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	83.9	82.4	82.0	72.4	69.7	80.3	+10.6
	98.3%	100%	Excellence	16.7	17.9	16.8	6.6	10.6	12.1	+1.5

Subject	2016 Participation Amount (608 of 644)		Standard	Province			Parkland School Division			
Science 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	75.4	76.0	77.6	76.9	78.6	79.2	+0.6
	90.0%	94.4%	Excellence	25.3	25.9	27.7	23.3	17.6	19.1	+1.5

Subject	2016 Participation Amount (65 of 66)		Standard	Province			Parkland School Division			
French Science 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	82.7	80.3	83.8	68.4	66.7	84.8	+18.1
	98.3%	98.5%	Excellence	19.4	18.4	19.1	5.3	7.6	16.7	+9.1

Subject	2016 Participation Amount (606 of 644)		Standard	Province			Parkland School Division			
Social Studies 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	70.4	69.6	71.1	70.2	67.4	69.7	+2.3
	89.6%	94.1%	Excellence	12.6	18.7	22.6	17.1	11.0	14.0	+3.0

Subject	2016 Participation Amount (65 of 66)		Standard	Province			Parkland School Division			
French Social Studies 6				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	73.8	72.1	75.1	47.4	56.1	77.3	+21.2
	97.9%	98.5%	Excellence	10.9	9.9	13.7	6.6	4.5	6.1	+1.6

GRADE 9

Subject	2016 Participation Amount (661 of 721)		Standard	Province			Parkland School Division			
English Language Arts 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	76.3	75.6	77.0	74.0	77.5	72.7	-4.8
	88.8%	91.7%	Excellence	15.0	14.4	15.2	10.2	9.8	9.3	-0.5

Subject	2016 Participation Amount (51 of 52)		Standard	Province			Parkland School Division			
French Language Arts 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	86.5	85.8	83.0	80.8	73.5	86.5	+13.0
	96.7%	98.1%	Excellence	11.1	10.1	10.8	3.8	6.1	3.8	-2.3

Subject	2016 Participation Amount (9 of 9)		Standard	Province			Parkland School Division			
K&E Language Arts 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	62.8	63.0	59.8	61.5	91.7	66.7	-25.0
	80.0%	100%	Excellence	3.5	4.5	6.2	0	0	0	-

Subject	2016 Participation Amount (616 of 668)		Standard	Province			Parkland School Division			
Mathematics 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	65.9	64.0	66.7	62.8	66.5	60.9	-5.6
	88.9%	92.2%	Excellence	16.9	17.5	17.2	11.6	11.4	12.0	-0.6

Subject	2016 Participation Amount (51 of 52)		Standard	Province			Parkland School Division			
French Mathematics 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	84.4	84.0	83.7	67.3	81.6	71.2	-10.4
	97.7%	98.1%	Excellence	22.5	24.4	21.8	3.8	10.2	11.5	+1.3

Subject	2016 Participation Amount (10 of 10)		Standard	Province			Parkland School Division			
K&E Mathematics 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	63.4	60.6	60.7	61.5	66.7	60.0	-6.7
	86.7%	100%	Excellence	14.5	14.4	12.7	7.7	26.7	-	-26.7

Subject	2016 Participation Amount (620 of 669)		Standard	Province			Parkland School Division			
Science 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	72.5	73.3	73.5	73.8	79.1	70.3	-8.8
	89.3%	92.7%	Excellence	22.0	22.8	22.5	17.3	21.3	15.7	-6.8

Subject	2016 Participation Amount (51 of 52)		Standard	Province			Parkland School Division			
French Science 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	82.8	84.8	85.4	65.4	81.6	82.7	+1.1
	97.8%	98.1%	Excellence	23.1	23.0	21.1	5.8	6.1	13.5	+7.4

Subject	2016 Participation Amount (9 of 9)		Standard	Province			Parkland School Division			
K&E Science 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	64.6	64.6	63.6	69.2	73.3	77.8	-4.5
	85.3%	100%	Excellence	15.1	15.3	14.5	23.1	20.0	-	-20.0

Subject	2016 Participation Amount (613 of 669)		Standard	Province			Parkland School Division			
Social Studies 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	64.8	64.4	64.0	58.7	65.3	55.6	-9.7
	88.4%	91.6%	Excellence	20.3	20.0	18.3	14.0	14.8	10.2	-4.6

Subject	2016 Participation Amount (51 of 52)		Standard	Province			Parkland School Division			
French Social Studies 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	74.9	74.6	74.9	57.7	71.4	75.0	+3.6
	97.7%	98.1%	Excellence	14.6	17.6	14.3	3.8	6.1	5.8	-0.3

Subject	2016 Participation Amount (9 of 9)		Standard	Province			Parkland School Division			
K&E Social Studies 9				2014	2015	2016	2014	2015	2016	+/-
	Prov.	PSD	Acceptable	61.9	57.3	57.7	61.5	66.7	55.6	-11.1
	83.3%	100%	Excellence	10.8	11.1	11.8	7.7	13.3	-	-13.3

HIGH SCHOOL COMPLETION RATE

High School Completion Rate:					Percentage of students who completed high school within <u>three</u> years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
76.5	75.6	77.1	77.8	78.3	77.5	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
61.3	69.7	66.4	56.2	66.2	n/a	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg.
Alberta						76.5	76.5	76.5
Alberta FNMI						50.2	47.7	46.4

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.

DROPOUT RATE

Drop Out Rate:					Annual Drop Out rate of students aged 14 to 18			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
3.6	3.6	3.2	3.1	3.5	3.2	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
5.8	3.1	2.8	4.6	5.6	n/a	Intermediate	Declined	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						3.2	3.5	3.5
Alberta FNMI						6.1	7.0	7.2

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

Transition Rate:					High school to post-secondary transition rate of students within <u>six</u> years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
47.3	51.8	52.0	56.9	52.8	57.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
33.6	41.0	43.4	51.9	46.1	n/a	Low	Maintained	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						59.4	59.7	59.3
Alberta FNMI						33.5	33.0	33.3

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 RATE

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	3 Year Measure Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
n/a	n/a	n/a	n/a	60.1	-	n/a	n/a	n/a
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
n/a	n/a	n/a	n/a	43.2	-	n/a	n/a	n/a
						Current	Previous (2014)	3 Year Avg.
Alberta						60.8	n/a	n/a
Alberta FNMI						31.9	n/a	n/a

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.
- Historical Rutherford Rates are not available due to the transition to a Provincial Approach to Student Information (PASI).

DIPLOMA EXAMINATION COMPLETION RATE

Diploma Exam Participation Rate:					Percentage of students writing <u>four</u> or more diploma exams within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
50.3	46.0	47.6	45.1	47.6	47.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
29.8	25.2	34.1	28.1	32.2	n/a	Low	Maintained	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						54.6	54.4	53.5
Alberta FNMI						20.7	21.0	20.4

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.

CITIZENSHIP

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
77.6	78.8	79.3	77.8	75.8	80.0	Intermediate	Declined Sig.	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						83.9	83.5	83.4

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
75.5	74.8	72.0	74.3	72.3	75.4	Low	Maintained	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						82.6	82.0	81.1

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

ALBERTA EDUCATION OUTCOME THREE

ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Alberta Education's Business Plan notes:

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

The following measures are considered:

SAFE AT SCHOOL

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
85.8	86.3	87.0	86.7	85.2	89.0	High	Declined Sig.	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						89.5	89.2	89.1

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.

ALBERTA EDUCATION OUTCOME FOUR

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

Alberta Education's Business Plan notes:

Alberta Education maintains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership.

Results for Outcome Four 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.

The following measures are considered:

PROGRAM OF STUDIES SATISFACTION

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
78.6	80.1	79.8	78.9	77.5	81.5	Intermediate	Declined Sig.	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						81.9	81.3	81.4

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

ALBERTA EDUCATION OUTCOME FIVE

THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Alberta Education sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education. The following results from Alberta Education's Outcome 5 are specific to the education system demonstrating efficient governance, collaboration and engagement:

PARENT INVOLVEMENT

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
77.3	77.0	77.0	76.9	75.8	78.5	Intermediate	Maintained	Acceptable
						Current	Previous (2015)	3 Year Avg.
Alberta						80.9	80.7	80.5

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?

EDUCATION QUALITY

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
86.6	87.5	86.2	86.6	86.0	87.5	Intermediate	Declined	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						90.1	89.5	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?

JURISDICTION IMPROVEMENT

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	3 Year Measure Evaluation		
2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
76.5	77.5	77.1	74.7	75.1	77.0	Intermediate	Declined	Issue
						Current	Previous (2014)	3 Year Avg.
Alberta						81.2	79.6	80.0

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?

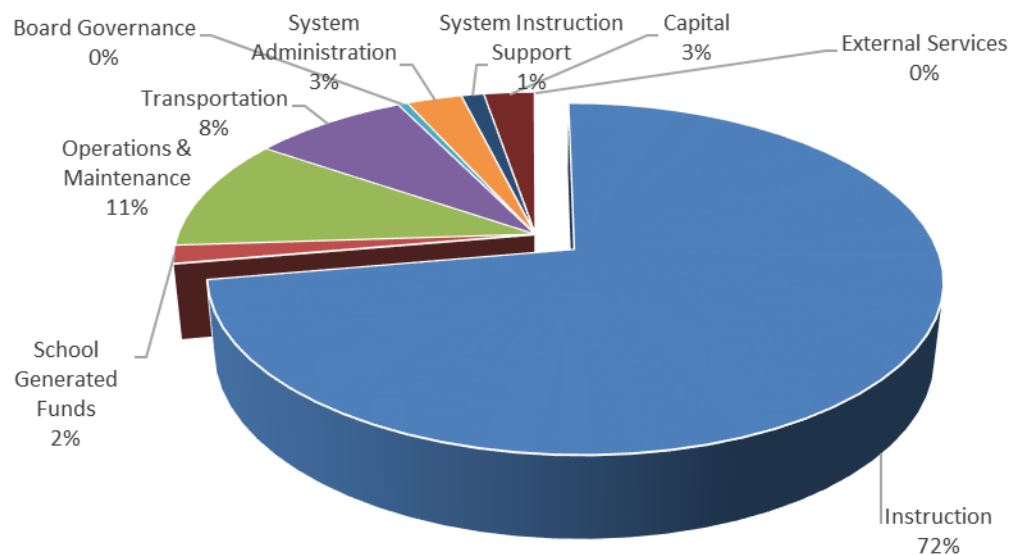
Students are asked to respond with agreement or disagreement on two items:

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

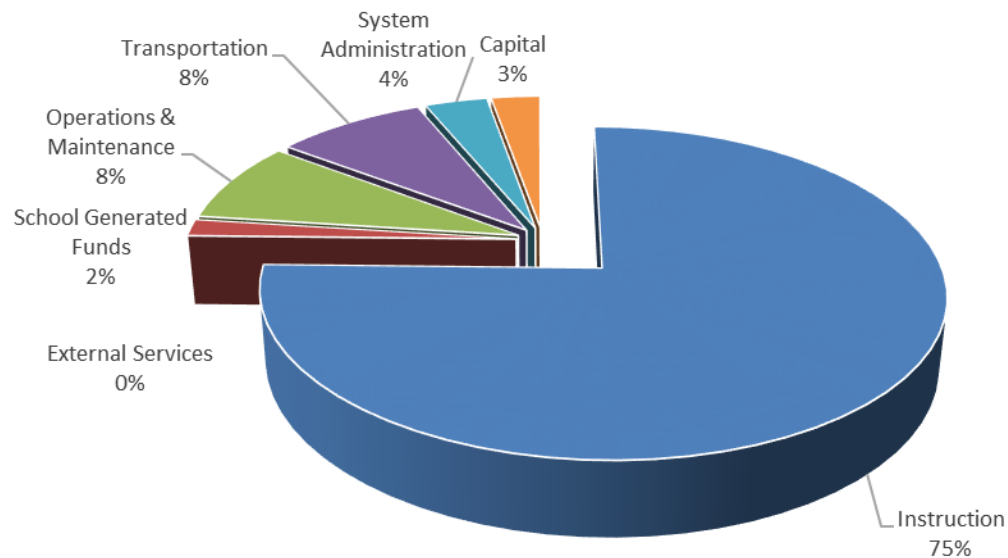
AUDITED FINANCIAL STATEMENT 2015-2016

- Revenues over the previous year show an increase of \$5,659,791 (4.7%).
- Expenditures over the previous year show an increase of \$ 3,999,961 (3.3%).
- The cost of educating 10,776 students was \$124,421,918.
- 76.8% (\$95,513,534) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the class room.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$111,893 (\$100,493 excluding Alberta Teachers Retirement Fund costs). This accounted for 72.0% of all instructional expenses.
- The cost for Board and System Administration was below the province's cap of 3.6% for a total of 3.5% (\$4,410,704).
- Expenditures to transport students to and from school amounted to 8.6% (\$10,648,021).
- The cost of maintaining and operating 22 sites amounted to 11.7% (\$13,791,928).
- Parkland's annual operating surplus is \$1,653,489 which relates to a surplus from operations of \$1,761,274 and a deficit from School Generated Funds of \$107,784. The total accumulated surplus from operations is \$ 5,181,848, which includes \$893,846 from School Generated Funds and \$ 943,768 unrestricted.
- Capital funding equated to 2.7% (\$3,437,410).
- Parkland's capital reserves amount to \$4,282,551.
- Capital projects completed during 2015-2016 included the Prescott Learning Centre.

2015 – 2016 REVENUES



2015 – 2016 EXPENDITURES



MORE INFORMATION IS AVAILABLE

Information in greater detail is available on the Parkland School Division website at <http://www.psd70.ab.ca/Reports.php> including:

- 2015-2016 Audited Financial Statements;
- Parkland School Division's sources of school generated funds and their uses;
- Related unaudited schedules for 2015-2016;
- Class size information
- Parkland School Division Education Plans

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 2015-2016.

