



Where the world opens up

Annual Education Results Report (Report on Assurance) For 2016-2017

November, 2017



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

CONTENTS

Contents.....	3
Accountability Statement	4
Message from the Board Chair and Superintendent	5
Executive Summary	6
Vision Mission Values and Beliefs	8
Profile of Parkland School Division.....	9
Governance	11
School Councils.....	11
About our Centre for Education	11
Stakeholder Engagement.....	12
Assurance – Measuring Stakeholder Confidence	14
Inclusive Education	17
Quality Learning	23
Culture Of Wellness	30
Universal Leadership.....	35
Stakeholder Engagement and Communication	39
Resource Stewardship	43
Accountability Results.....	47
Alberta Education Outcome One and Two	47
Diploma Examinations and Achievement Tests Summary.....	50
Alberta Education Outcome Three	64
Alberta Education Outcome Four	65
Alberta Education Outcome Five.....	66
Audited Financial Statement 2016-2017	69
Whistleblower Protection.....	71

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Parkland School Division for the 2016-2017 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 2016 - 2017 was approved by the Board on November 28th, 2017.

MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT

Our children are our future. In Parkland School Division, it is our responsibility as educators to prepare our students for an unknown future which at times may seem like a daunting task and can look different for every student.

Achieving our Ultimate Goal of Student Success and Well-being involves many different aspects of school life. We guide our students to make informed decisions and to take ownership of their own learning. We are here to encourage when needed. There are times for us to listen and learn from our students. We encourage our children to think critically, collaborate and problem solve. We allow staff and students to take calculated risks on their learning journey. The result, often times, will be a world opening up to new ideas and inspiration. All of this happens when we enable our youth with the tools they need to learn and that's where a unified vision, mission and solid education plan comes into the picture. In PSD, that plan is living, responsive and adhered to on a daily basis. It keeps us moving forward.

An effective plan is a simple one. We have 4 goals and clear definitions for Inclusive Education, Quality Learning, a Culture of Wellness and Universal Leadership. Schools have the creative license to develop strategies to meet the needs of their community and that can't be done without meaningful engagement. It's important to listen to all stakeholders especially our staff and students. As the saying goes, 'It takes a village.'

Parkland School Division is set up for success under new leadership with a new Board because we've been promoting and seeing Universal Leadership in every one of our schools every day. Everyone has the potential to be a leader.



Board Chair Eric Cameron



Superintendent Tim Monds

Board of Trustees



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Deputy Superintendent



Claire Jonsson
Associate Superintendent



Scott Johnston
Associate Superintendent



Dr. Dianne McConnell
Associate Superintendent

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 (2016-2017) and, accordingly, for the second year of the Board's Three Year Education Plan (2015 through to 2018). 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 and reporting.

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, will 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, 2017, the Board approved the *2015-2018 Three Year Education Plan – Year Three* 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

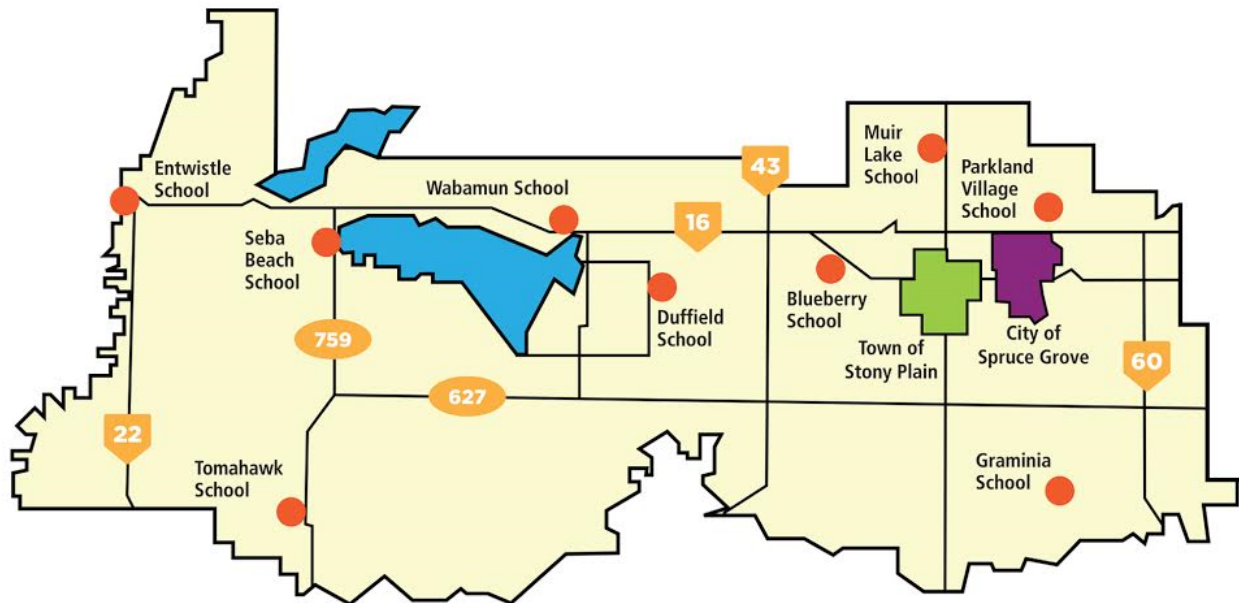
Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

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



Parkland School Division sits 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 2016-2017, the jurisdiction operated 22 schools in addition to a number of alternate learning sites including Connections for Learning, two high school outreach programs, and an institutional program.

The Division opened the Prescott Learning Centre in September, 2016; we continue to plan for the September 2018 opening of Copperhaven School.

Parkland School Division's 669 certificated teaching staff (634.51 FTE) and 490 support staff¹ (424.92 FTE) are proud to serve the following schools:

Rural Parkland School Division	Grades	Website	Telephone
Blueberry School	K-9	Blueberry.psd70.ab.ca	780-963-3625
Graminia School	K-9	Graminia.psd70.ab.ca	780-963-5035
Muir Lake School	K-9	MuirLake.psd70.ab.ca	780-963-3535
Parkland Village School	K-4	ParklandVillage.psd70.ab.ca	780-962-8121
Hamlet of Duffield			
Duffield School	K-9	Duffield.psd70.ab.ca	780-892-2644
Hamlet of Entwistle			
Entwistle School	K-9	Entwistle.psd70.ab.ca	780-727-3811
Summer Village of Seba Beach			
Seba Beach School	K-9	SebaBeach.psd70.ab.ca	780-797-3733
Hamlet of Tomahawk			
Tomahawk School	K-9	Tomahawk.psd70.ab.ca	780-339-3935
Village of Wabamun			
Wabamun School	K-9	Wabamun.psd70.ab.ca	780-892-2271
Urban Parkland School Division			
City of Spruce Grove			
Brookwood School	K-4	Brookwood.psd70.ab.ca	780-962-3942
École Broxton Park School	K-9	BroxtonPark.psd70.ab.ca	780-962-0212
Copperhaven School (Opens 2018)	K-8	Copperhaven.psd70.ab.ca	TBD
Greystone Centennial Middle School	5-9	Greystone.psd70.ab.ca	780-962-0357
Millgrove School	K-4	Millgrove.psd70.ab.ca	780-962-6122
Prescott Learning Centre	K-9	Prescott.psd70.ab.ca	780-571-8079
Spruce Grove Composite High School	10-12	SGCHS.psd70.ab.ca	780-962-0800
SGCHS Outreach	10-12	SGCHS.psd70.ab.ca	780-962-1414
Woodhaven Middle School	5-9	Woodhaven.psd70.ab.ca	780-962-2626
Town of Stony Plain			
Connections For Learning	1-12	CFL.psd70.ab.ca	780-963-0507
Forest Green School	K-6	ForestGreen.psd70.ab.ca	780-963-7366
High Park School	K-9	HighPark.psd70.ab.ca	780-963-2222
Memorial Composite High School	10-12	MCHS.psd70.ab.ca	780-963-2255
Memorial Composite Outreach	10-12	MCHS.psd70.ab.ca	780-963-0840
École Meridian Heights School	K-9	MeridianHeights.psd70.ab.ca	780-963-2289
Stony Plain Central School	K-9	StonyPlainCentral.psd70.ab.ca	780-963-2203

¹ FTE statistics current as of November, 2017

GOVERNANCE

In 2016-2017, Parkland School Division's Board of Trustees represented 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.

With the start of the 2017-2018 school year, there are now 7 Trustees spread through 5 electoral wards including 3 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>

STAKEHOLDER 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;
- Four times throughout the year at the Board’s Student Advisory Committee;

Additionally, specific engagement events and activities were held during 2016-2017 to facilitate the delivery of education, based on a model of assurance:

- August 2016, Opening day with staff, politicians, civic leaders and the business community;
- October 2016, through our Leadership Planning session;
- November 2016, through our Parent Engagement Evening at Memorial Composite High School;
- February and April 2017, through our Superintendent’s Teacher Advisory Committee;
- February through March 2017, through *Tell Them From Me* student surveys and the *ThoughtExchange* Stakeholder Engagement Event;
- May 2017, 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 strategies for 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 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 recurring challenge, in the process of annual results reporting, is to truly and accurately capture the story of education within Parkland School Division in the 2016-2017 school year. Ours is a Division that covers many diverse communities and thousands of families across a wide stretch of geography – it’s a rich narrative with a great setting.

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 growing issues 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 2016-2017 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 performance measures (for instance, test results) and derived results (drop out rates, etc.).

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 2017 *ThoughtExchange* process involved 2,483 individuals who contributed 4,359 unique thoughts that were then sorted with 170,598 stars. 65% of our *ThoughtExchange* respondents were parents, guardians, community members and students and 35% 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 2016-2017 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 Three-Year Education Plan that was generated through an Assurance Model; this means the Plan was established with significant involvement by our parents and other stakeholders. 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 (captured in our over-arching 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. 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.

The sections that follow examine our stakeholder confidence (strengths, opportunities, aspirations and results) with respect to each of the four goals

ENGAGEMENT IN ACTION

The *ThoughtExchange* process involves "crowd-sourcing"² 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.

The Division recognizes that every comment – every unique idea – is 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 2016-2017, our members of Parkland School Division's Leadership Team of principals, assistant-principals, school support, directors and executive analyzed and interpreted the results at the Division and School levels. Given that we are now in the third 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.

² Crowd-sourcing: the practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people, including from an online community.

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. In full adherence to the Alberta Human Rights Act, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. In Parkland School Division every student 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.

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.

2016 – 2017 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
- 1.5 Students are thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives

INCLUSIVE EDUCATION – STAKEHOLDERS SPEAK TO OUR STRENGTHS

“ The students at the school present as a very loving and accepting group, where race and social status bear no influence. Bullying seems almost non existent. ”

Alberta Education notes that “Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.”³ There is a clear acknowledgement from stakeholders that they appreciate the time our educators are investing in our students. Stakeholders who captured Inclusive Education as a strength noted that they recognize how well all students are included.

The comment above speaks to the importance of creating school cultures that demonstrate an appreciation for cultural diversity.

“ When there is a friendly and positive environment in the school then the students feel a sense of well being and they are encouraged to do their best work in the classroom as well. It encourages learning and better work habits. ”

Alberta Education’s *Guide to Education*⁴ notes:

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.

Stakeholders appreciate our inclusive education system:

“ It is wonderful to see and hear that your child is being recognized for their individuality. Not all students learn the same, some are visual. Some need to be hands on. When this is recognized it creates effective learners. ”

³ The Principles of Inclusion: available: <https://education.alberta.ca/inclusive-education>

⁴ Guide to Education available: https://education.alberta.ca/media/3272731/guide_to_ed_2016.pdf

The concept of “belonging” became a major focus within the Division’s 2015-2018 Education Plan. 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.

Notable Achievements for 2016-2017 Include:

- School-based diversity allocations were reconsidered to allow for collaborative teaching partners to be part of the school-based teams;
- Schools increased the availability of Early Education classes;
- Learning Services facilitated a *Community of Practice (CoP): Literacy for All*, for staff who teach students with complex communication needs;
- Learning Services facilitated professional learning sessions that focused on using technology to remove barriers to learning, understanding diversity, positive behavior supports, and non-violent crisis intervention;
- Learning Services additionally planned the extension of the *Practical Living and Community Education (PLACE)* and *Living and Working Skills (LAWS)* programs for students with Complex needs to encompass both high schools for next school year.

INCLUSIVE EDUCATION – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

Through stakeholder engagement methods, a commonly shared concept is that Inclusive Education may present challenges for the enduring priority of Resource Stewardship: how do we best access resources to provide effectively for individual needs? Our stakeholders noted that we need to ensure all staff are supported with professional learning and other resources including adequate funding.

“ There is an apparent need for an EA in each class. Children requiring specialized attention deserve that, just as much as children who don't should not have to be last on the list for attention because their teacher's focus is spread so thin. It's asking too much of the teacher. ”

And...

“ More funding for student support. ex: Speech, Occupational Therapists, Developmental, Physical, Aides... ”

With respect to school capacity, the opening of the Prescott Learning Centre, a new 900 student capacity K-9 school, relieved enrolment pressures. There were fewer stakeholder comments with respect to class size and crowding shared during the 2016-2017 stakeholder engagements.

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.

“ My child has a difficult time learning new material and needs the extra help. Having a teacher's assistance would be beneficial for students like my daughter. One teacher can only do so much. ”

INCLUSIVE EDUCATION - ASPIRATION FOR THE FUTURE

Our stakeholders continue to expect that we will improve at implementing inclusive education. The 2016-2017 stakeholder engagements provided more shared concerns with respect to inclusive education concerns, but saw a decrease in comments specific to teacher workload.

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 think my concerns are more with relevance of current curriculum and how it affects our students' futures. I still feel we do not arm our children with enough practical, hands on systems with money investing/saving, communication skills-business/personal conflict management & advancing technology. ”

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

“ Students are far more engaged in their learning. New teaching methodology, technology and a more user friendly environment have enabled our students to become more independent learners, able to advocate more appropriately for their learning needs and more willing to see failure as a learning mode. ”

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 - EXPECTED RESULTS

Overall the information presented through *ThoughtExchange* seems positive in that stakeholders want us to meet the needs of all learners. Questions remain around Inclusive Education implementation, although there were fewer concerns raised with respect to Inclusive Education throughout the 2016-2017 stakeholder engagements.

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 remain focused in intent, that the concept of Inclusion (including what it is and what it isn't) becomes well understood by all stakeholders. 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 targeted communication;
- Improved preparation for high school and post-secondary;
- Financial education.

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

“ *My children go to school and are happy to be there. I believe they are getting quality education and have exposure to so many different areas (this is impressive for a rural school) to help them become well-educated, well-rounded confident individuals.* ”

And...

“ I feel the staff are very caring and truly want to be a part of my children's academic life. It feels good knowing my kids feel safe and loved at school. ”

This final quote captures the heart of every parent – student success and well-being means that our children are safe and loved at school.

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.

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.

In 2016-2017 the Division engaged in a partnership with the University of Calgary to support Lead Team and Learning Leaders from each school to develop a process model for continuous improvement that supports our Quality Learning Framework

2016 – 2017 EDUCATION PLAN OUTCOMES

- 2.1 Students achieve student learning outcomes across the Alberta Programs of Study
- 2.2 The Division develops and aligns to a Quality Learning Framework
- 2.3 Students demonstrate proficiency in literacy and numeracy
- 2.4 Students complete high school and are able to transition successfully into careers and active citizenship
- 2.5 The Division promotes excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement
- 2.6 Learning is differentiated in a manner that best suits each learner
- 2.7 Teacher preparation, collaboration and professional growth centres on the competencies needed to help students learn
- 2.8 The Division explores and develops divisional strategies for teaching, assessing and reporting leading to higher student achievement
- 2.9 Learning effectively connects students to the world outside of school and provides a greater audience for students to share than ever before

DIVISIONAL FIRST NATIONS, MÉTIS AND INUIT OUTCOMES FOR ELIMINATING THE ACHIEVEMENT GAP

- 2.A.1 First Nations, Métis and Inuit students are successful in meeting provincial standards
- 2.A.2 Teacher preparation, collaboration and professional growth promote increased competencies in demonstrating and understanding of First Nations, Métis and Inuit perspectives
- 2.A.3 Year over year improvement in First Nations, Métis and Inuit student success at meeting provincial diploma examination standards (acceptable and excellence) in core subject areas
- 2.A.4 Year over year reduction in annual drop-out rate for First Nations, Métis and Inuit students

QUALITY LEARNING – STAKEHOLDERS SPEAK TO OUR STRENGTHS

Parkland School Division values learning as the foundation of all that we do. Our stakeholders appreciate the collaboration of colleagues and teaching staff. Stakeholders observed 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.

“ *The staff always go above and beyond to help their students.* ”

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 continued to rise, demonstrating that 87% 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:

“ *Every level of staff, from our custodians and library staff right up to our admin greet children in our building with care. Whether its a simple question or short conversation in the hallway or volunteering to run a team or arts project, everyone contributes to making kids feel loved!* ”

And...

“ *Staff give lots of extra time to students at lunch, after school or on weekends to give students activities to help them be connected to the school and to complete their work.* ”

And...

“ *So grateful for the caring staff who have helped our kids navigate some really difficult issues this year. The willingness to go the extra mile and reach out to make sure our kids are doing OK is so needed and appreciated that we are not alone as parents.* ”

And...

“ We find the staff warm, caring, invested, professional, and to model life long learning. The school really feels like a community in which the adults are there for a purpose and are there because they love being there, this includes the admin team, teachers, educational assistants, secretaries and custodial staff. ”

And...

“ From the principals through teachers to office staff and even volunteers the staff at [our school] is amazing. People are always smiling and helpful and all of my kids' teachers have been phenomenal! ”

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.

“ Just to pass along some gratitude to the staff that add the extra volunteer hours to their day, by rounding out our students' opportunities. Parents/students should personally thank them for adding value to their school experience. Thank-You!! :) ”

And...

“ It's a great way to let the kids relax and allow their creativity to come out. Kids are under a lot of stress with all the activities they have in a day and us parents are feeling stressed a lot too. They need things like tinker lab! ”

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. ”

With respect to Education for Reconciliation, In May 2017, Parkland School Division had nine staff members trained as trainers (in May) in the *ATA Walking Together Program*.

While the comments with respect to teaching were overwhelmingly positive, our last annual report noted that a significant number of engagement comments referred to class sizes. Our 2016-2017 stakeholder engagement noted fewer concerns with only 1.3% of comments capturing class size. The opening of the Prescott Learning Centre helped decrease our capacity pressures; the future opening of Copperhaven school will help that even more!

“ The school has so much space available in contrast to the older schools. The wide hallways and multi-function rooms allow for so many different uses. ”

Notable achievements for 2016-2017 include:

- Learning Services facilitated professional learning opportunities for staff that focused on curriculum, engaging learners, authentic learning experiences, use of technology to enhance learning, Indigenous Culture & teachings, teaching & assessing competencies, and staff learning from each other;
- A Nature Kindergarten program at Camp YoWoChAs provided an optional extended opportunity;
- Learning Services facilitated meetings with school librarians to further support the development of their Learning Commons;
- Schools and the Technology Services Department worked together to learn about and use new Cisco and Compugen products that support the implementation of the Learning and Technology Policy Framework (LTPF);
 - The Partnership with Cisco and Compugen allowed for the addition of modern Telepresence (Video Conferencing) to the PSD infrastructure. With Prescott Learning Centre leading the way, 8 additional schools joined the Telepresence Project Team in 2016-2017;
- Professional learning sessions occurred for French Immersion Teachers through an Alberta Education grant to look at critical thinking and language acquisition in the French Immersion environment.

QUALITY LEARNING – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

A few stakeholders captured their concern with reporting progress. While we note that there were only a few comments (representing 11% of noted concerns), they were comments that were supported by several stakeholders.

“ While I appreciate the presentation of children's strengths/weaknesses on the report cards, I want to know how much of the material is really being understood. 80%? 50%? 60%? What is the range for Proficient? Exemplary? Approaching? I have no real idea how my child is doing. ”

And...

The "traditional" style of graded report cards held students to a purpose to apply themselves academically. The current description-style reports doesn't motivate students to make an effort to improve, but simply log class time. It should be an academic evaluation etc., not personal summary.

Some stakeholders captured a desire for life skills. Our outcomes that support the Goal of Quality Learning are directed toward these concerns:

More teaching about money matters, health matters and day to day needs.

And...

I believe that there needs to more teaching about money, taxes, budgeting, eating healthy, signing contracts (rental for example), and just all the challenges that are coming their way.

And...

I think my concerns are more with relevance of current curriculum and how it affects our students' futures. I still feel we do not arm our children with enough practical, hands on systems with money investing/saving, communication skills-business/personal conflict management & advancing technology.

Stakeholders also noted a desire for other teaching and learning:

I would like to see the kids being taught how to write and then do more written work. Yes, the world is digital but the need to be able to write legibly will always exist. I am glad my kids are learning computer skills but I believe you have lost focus of the basics.

And...

“ Again, please teach math like they did 30-40 years ago. For example, I see the current methods of multiplication, division, and adding decimals becoming more complicated and error-prone, with more and simpler steps, requiring less mental rigor. Emphasize the multiplication tables! ”

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 continue to advocate for a 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. There is a strong correlation between the outcomes that pertain to Quality Learning and those that pertain to Well-being.

The following stakeholder comment captures a desired future state for learning for all students:

“ Students are far more engaged in their learning. New teaching methodology, technology and a more user friendly environment have enabled our students to become more independent learners, able to advocate more appropriately for their learning needs and more willing to see failure as a learning mode. ”

Parkland School Division adheres to Alberta Education’s *Learning and Technology Policy Framework*’s five policy directions⁵:

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

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. The Division's schools continue to appreciate 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. Technological leadership through quality teaching is additionally captured in this report's section on Universal Leadership.

QUALITY LEARNING - EXPECTED RESULTS

During 2016-2017, members of Parkland School Division's Leadership Team continued professional learning in alignment with 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.

The Division's stakeholder engagements have not captured significant feedback with respect to provincial assessments (Provincial Achievement Tests and Diploma Examinations). Students performed well on Diploma Examinations in 2016-2017. The Division will continue to work to ensure student performance on achievement tests continues to improve at both the standard of excellence and acceptable standard. Accountability results are captured in the Derived Results section of this report.

School Leaders are continuing to reveal improvements to the system of reporting progress. Our stakeholders expect clarity in reporting and we will work to ensure our students' parents fully understand how their children are increasing in all areas of competency.

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.

2016 – 2017 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, healthy lifestyle choices and positive peer relationships
- 3.2 The Division cultivates leadership dedicated to wellness and youth resiliency
- 3.3 The Division supports initiatives to promote healthy choices and wellness education, including learning the importance of caring for others, learning respect for others and treating others with fairness and kindness
- 3.4 Students, staff, parents and community stakeholders model and foster confidence, participation and motivation to be physically active
- 3.5 The Division reduces disparities in risk factors and supports the promotion of mental health through an increase in mental health programs and services

CULTURE OF WELLNESS – STAKEHOLDERS SPEAK TO OUR 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.

Our stakeholders continue to promote, at the highest level, that there 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.

“ Our teachers are truly invested in each and every child. Repeatedly, our teachers and all of the very friendly staff go "above and beyond". The dedication to the well-being of each and every child is felt when you are in this school. ”

Our focus on a Culture of Wellness has made physical literacy and mental health priorities shared by our community partners. During the 2016-2017 school year, Parkland School Division continued its partnership with the TransAlta Tri Leisure Centre Play Parkland that included regular physical literacy experiences for children and youth in multiple environments including land, ice and water.

“ The Play Parkland program is awesome, thanks for doing it. I also appreciate how much tech you guys have in the classrooms. It's pretty cool that there are iPads, chrome books and computers for students to use and that they're using programs/apps like Math prodigy, RAZ kids, kiddie, google docs, etc. ”

And..

“ Play Parkland is a great program. I hope that it continues to grow to include more kids, and occur more frequently. Especially over the winter when the weather is too cold for the kids to play outside - and at Christmas if the gym is set up for concerts. ”

In general, our stakeholders appreciate our schools' commitment to the physical well-being of our students:

“ I like that there are a variety of options available to kids to be active including archery, cross country skiing, snow shoeing, running club.....I feel the school does a great job at encouraging kids to get active all year round as well as make healthy eating choices (Millgrove) ”

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 remains positive for this ambitious goal and our schools are recognized for generating positive and welcoming cultures for learning.

“ I appreciate that there are counselors at the school - children's mental health is important! ”

And...

“ We appreciate the school spirit and sense of community that comes with being in a small school. Our child enjoys school very much and is beginning to develop some strong friendships and a sense of pride for his school. His teachers are passionate and enthusiastic, and we appreciate their commitment. ”

Other notable achievements for 2016-2017 include:

- Schools were able to access *Jumpstart* (charitable) funding to support students in participating in community programs that promote physical activity;
- Learning Services facilitated professional learning opportunities, including:
 - The promotion of physical literacy, mental health literacy, and mental health first aid;
 - The promotion of personal wellness e.g. yoga and meditation
 - The promotion of a Community of Practice (CoP) for staff around mindfulness
- Learning Services expanded our *Remuda Horsemanship Program* opportunities for students within Parkland School Division

CULTURE OF WELLNESS – STAKEHOLDERS SHARE 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 continue to note a decrease in concerns in this area from previous years and this supports our ongoing, increased attention to this area. One stakeholder captured the need for continual professional development:

“ It has been discussed - the idea of focusing on our kids mental health. Their emotional IQ. Being mindful, practicing mindfulness within in school. This movement should be implemented, staff properly trained to handle the rising levels of anxiety & depression. ”

Stakeholder engagement methods noted a decrease from previous years with respect to student anxiety, but noted an increase in comments with respect to bullying and mean behaviour exhibited by students.

“ These behaviours, when allowed to continue, have an extremely detrimental effect on the victims of the bullying/mean behaviour, including making school feel like an unsafe place. How is a student supposed to learn when they are distracted by fear of others and how he/she will be treated? ”

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. Stakeholders identified that parents look for help with challenging student issues:

“ I think some parents are not sure where to turn when they are faced with a crisis and there is no "model" that the school can refer to or refer parents to so that the next step can be taken to resolve it (kids being bullied and they feel the school has not addressed it what is next, where to go?) ”

To this end, Parkland School Division provided a series of parent engagements. The Division's *Strong Families Series* provided a number of sessions, including:

- Feeding Your Child With Autism Spectrum Disorder
- Preventing Substance Abuse and Building Healthy Kids
- Surviving Sibling Rivalry
- Grief and Loss: Supporting our Children

These evening sessions were designed for parents and included a light supper and limited child care.

While nutrition was not captured this year in 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 FOR THE FUTURE

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.

Stakeholder feedback on A Culture of Wellness also merges with student safety. Our Accountability Survey 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.

Other successes in 2016-2017 that will continue into the future include:

- Continued support for involvement of the Division's Wellness Coordinator;
- Maintaining 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;
- The continuation of the three-year partnership with Paul First Nations that includes financial support for an Indigenous Education Project Manager.

CULTURE OF WELLNESS – EXPECTED 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. The Division celebrates and encourages leadership to occur anywhere at any time to foster and improve the specific strengths, competencies and knowledge of every individual.

2016 – 2017 EDUCATION PLAN OUTCOMES

- 4.1 The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
- 4.2 Leaders 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
- 4.5 Leaders actively model efficacy and demonstrate a commitment to inclusive education, quality learning and wellness
- 4.6 Leaders actively demonstrate a commitment to lifelong learning

UNIVERSAL LEADERSHIP – STAKEHOLDERS SPEAK TO OUR 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.

“ I appreciate my children having the opportunity to benefit from the various buddy partnerships. My grade 6 student takes great pride in the time he spends with his kinder-buddy and Grade 2 buddy. Empathy, compassion, and patience are valuable lessons! ”

And...

“ Staff is always kind, patient and a fantastic support for both my kids and my step kids who transitioned from being home schooled to public school. The support programs, the groups, the one-on-one time with mentors... has been priceless in terms of growth for my kids ”

Stakeholders also captured strong support for school administration:

“ *Every day, sun, rain or snow, our Principal and Vice Principal are out at the bus area to see the kids off after school. Our kids notice that, they've come home a few times and commented that their Principal told them to have a nice night. Building a sense of community for them, thank you!* ”

And...

“ *You have great teachers and a great principal. We are new to the school and have been welcomed from the start.* ”

Other notable achievements for 2016-2017 include:

- Learning Services facilitated: *Bare Icebi – Gathering Together* community (interested staff) to learn about Indigenous Education and co-design how to bring it to life in Parkland School Division in all of our schools;
- Space and time was provided for Learning Leaders to work with their colleagues to identify evidence of quality learning at their school sites;
- Learning Services expanded opportunities for schools to develop their own teams of staff and students to facilitate the *Blanket Exercise* within their school community to better understand Truth and Reconciliation;
- The Division participated in and co-facilitated a community conversation in the Spruce Grove-Stony Plain, Parkland County-Paul First Nation area around community wellness.

UNIVERSAL LEADERSHIP – STAKEHOLDERS SHARE 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.

“ *Too big of a focus on electronics. Kids are already inundated with electronics in their every day life from televisions, to devices and phones, it would be nice to see the school focus on other skills than computer technologies such as woodworking, bike repair, growing food etc...* ”

And...

“ The state of Alberta education... I have a concern that students are missing out on real life issues, Alberta Education has made it ok to not put in effort as you cannot fail. You cannot discipline, everyone gets a participation ribbon. What is this doing to the future generations. Students are not ready for the workforce and life in general. ”

While these comments may not have received overwhelming support, they do speak to the challenge of providing a system of education that endeavours to align with every societal expectation. Some stakeholders desire increased attention to digital literacy while others emphasize a focus on “the basics.” Educational leadership will be necessary to continue to provide much to many with limited resources.

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.

“ Public education should NOT have school fees. Why does Parkland charge school fees for public education? Alberta government gives school districts enough money to not have fees. Some districts have no fees. ”

Although the Division’s students increasingly share concerns for Environmental Leadership, this feedback remains 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

Leadership, and leadership initiatives declined as an area of focus during the 2016-2017 stakeholder engagements. There is a general sense of appreciation for leadership and a continued interest in modeling leadership and developing leadership competencies in all children.

Stakeholders continue to support strong hiring practices.

“ Very important to hire good quality teachers. I think that the quality of a teacher makes a difference much more than many other factors, in the development of kids. This is especially important in a rapidly changing world. ”

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 – EXPECTED 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 Board is committed to ensuring the system of education 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.

2016 – 2017 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 improves its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms
- 2.E.3 Parents and teachers demonstrate satisfaction with parental involvement in decisions, and increased understanding 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 a commitment to wellness
- 3.E.2 The Division actively shares school best-practice processes for wellness with stakeholders to foster greater awareness

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

- 4.E.3 The Division communicates to all stakeholders in an open and transparent manner using a variety of media
- 4.E.4 The Division promotes leadership in all places and reveals strategies to ensure equitable access to leadership opportunities wherever and whenever possible

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 – STAKEHOLDERS SPEAK TO OUR 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 have appreciated my children's respective teacher blogs which does help me feel connected to what is happening within the classroom. ”

And...

“ We love the Remind APP.....it is the greatest thing ever. This way we don't have to always depend on our son or daughter telling us. In which they often forget. ”

And...

“ My child's teachers have done an excellent job at communicating with me this year through various mediums. The time they have taken is greatly appreciated and has made a difference in me being able to support them and my child. ”

Parkland School Division has noted a change in responses with respect to communication. Stakeholders are noting an appreciation for the many forms of engagement, but are also recognizing that more communication does not necessarily solve the challenge of knowing what is happening at school.

ENGAGEMENT – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

There are both successes and challenges with communication methods and a few stakeholders note that improvements can still be made.

“ *Too many places to check. Communication isn't making it home as there are far too many places to check. To find information it was suggested I look at the following places: Websites/E-mail/Facebook/Calendar/Blogs/Remind/Portal/pages home. I checked all of those to find info on an assembly and couldn't find the info.* ”

An area of interest was with respect to parent-teacher conferences and student-led conferences:

“ *Because there are no comments on report cards, teacher conferences are so important. But they are rushed.* ”

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

“ *Communication is important so that parents feel involved and in the know. With the busy lives people lead, communication that is of short notice leads to stress and frustration. As a parent I want my children's school organized with their communication, I want it delivered as soon as possible.* ”

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

“ *I would like to see the grading return to the old way. This new system isn't clear. The grades are a spectrum of proficient. If it stays the same over the year it's hard to tell if there's been improvements or declines within that grade.* ”

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.

In 2016-2017 a serious event led to the necessity of temporarily locking down one of our schools. While the situation was safely resolved, the event stands as a strong example of communicating effectively with parents during an emergency. The Division utilized its emergency call service to let all affected students know that an emergency was taking place – and that all was progressing well. Parents responded strongly that they appreciated our ability to respond, and communicate effectively, during an emergency.

“ When the lock down occurred I was impressed with the notification that was provided by the school. They kept the parents in the loop as much as possible as information came through. ”

The Division will continue to work toward system improvements for emergency broadcasts while simultaneously endeavouring to minimize foreseeable risk and attending to our students' safety.

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.

“ The program cannot run properly if parent helpers do not make their helper day. Although we all have had times where we are sick or our children are sick, we should do the best we can to find someone to replace us. I don't think we realize how often classes are without a helper. ”

ENGAGEMENT – EXPECTED 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 and these system improvements are well underway.

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.

2016 – 2017 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 Parkland School Division Wellness Initiative's community partnerships show growth year over year
- 3.R.2 Wellness initiatives are targeted toward areas of greatest need

Resource Stewardship outcomes relative to Universal Leadership

- 4.R.1 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 – STAKEHOLDERS SPEAK TO OUR STRENGTHS

Given realistic financial limitations, 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.

“ Staff work hard to help kids be successful. Staff give lots of extra time to students at lunch, after school or on weekends to give students activities to help them be connected to the school and to complete their work. ”

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 janitorial staff and those responsible for the grounds surrounding the school do an excellent job making the school look presentable to students, staff, and parents. WELL DONE! ”

The *ThoughtExchange* process demonstrated that 5% of the total comments related to facilities and infrastructure. 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.

“ The new updated furniture for students and staff has made our classrooms an exciting environment for learning. Our library has been redesigned to become a commons area where students can work, take out books and our literacy interventions have a place. Classrooms are brighter and way more inviting. ”

RESOURCE STEWARDSHIP – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

The Division is facing a challenge with 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. A few stakeholder comments were presented in response to new schools being built without a playground. Alberta Education responded to advocacy efforts and provincially announced that all new schools, including Copperhaven, will be built with a playground.

“ These are KIDS!!! Why is a school even built without a playground? That should be in the budget to start, even a basic one to start with and then leave it up to the families to fundraise to add on. ”

The Alberta Government made changes to reduce the amount of fees that can be charged for services. Our engagements prior to this announcement captured our stakeholder sentiment with respect to fees and fundraisers.

“ Too many fundraisers. Every week it seems there another request for money ”

RESOURCE STEWARDSHIP – ASPIRATION FOR THE FUTURE

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 lot is a nightmare! Not enough parking and the drop off zone should be reconfigured somehow to keep traffic flowing. ”

Parkland School Division attended to several parking lot improvements after the engagement processes last year and we anticipate there will be fewer concerns raised in the future.

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

RESOURCE STEWARDSHIP – EXPECTED 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.

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, and in 2016-2017 parents additionally had an opportunity to complete their Accountability Pillar Survey online.

- 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 Plan⁶ notes:

Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes with competencies across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

There is a significant achievement gap in the education system between First Nations, Metis and Inuit students and other students in Alberta. Addressing this gap is a priority focus for the ministry and requires a persistent and systemic approach. Targeted supports and close collaboration with communities and partners, including ministries and the federal government, are essential to realize the vision that all First Nations, Metis and Inuit students in Alberta achieve or exceed the educational outcomes of all other Alberta students. Improvement can be realized by setting targets original signed by setting targets and strengthening the accountability of the education system for funding expenditures and implementing strategies, monitoring student success and making system changes where results are not achieved.

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.

⁶ <http://www.finance.alberta.ca/publications/measuring/ministry-business-plans.html>

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

Diploma Exam Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
85.8	86.1	87.3	87.0	88.4	88.5	Very High	Maintained	Excellent
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	Target	Achievement	Improvement	Overall
86.1	82.2	85.9	78.4	83.6	85.0	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Alberta						83.0	82.7	83.1
Alberta FNMI						77.1	76.1	76.3

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
17.4	18.3	18.5	18.2	18.7	18.8	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
10.6	16.0	7.7	8.1	8.6	10.0	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						19.5	19.4	18.8
Alberta FNMI						10.7	10.2	10.2

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
74.1	70.7	73.7	71.4	70.4	74.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
62.8	60.7	51.9	57.7	49.6	60.0	Very Low	Declined	Concern
						Current	Previous	3 Year Avg.
Alberta						73.4	73.6	73.2
Alberta FNMI						51.7	52.4	52.1

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
13.3	13.3	12.9	12.7	14.9	16.0	Intermediate	Improved	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
6.7	5.8	4.2	4.8	6.6	6.8	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						19.5	19.4	18.8
Alberta FNMI						6.7	6.3	6.3

DIPLOMA EXAMINATIONS AND ACHIEVEMENT TESTS SUMMARY

As noted in the Guide for School Board Planning and Reporting, using the results achieved on diploma exams for planning and reporting is one of the keys to establishing processes that can lead to continuous improvements in education. School authorities and schools are to report results annually. Detailed reports are provided after each major diploma exam administration in January and June to help with analysis for improvement.

For the Diploma report, each year's statistics are based only on the results of students who wrote diploma exams in that year with a school-awarded mark at the same sitting. Students writing an exam in a particular course more than once in a year, for whom there are school-awarded marks and diploma exam marks, are reported in all schools and school authorities.

When reporting students with multiple writings within the same school year in the same school or school authority and at the provincial level, the results for the administration with the highest final mark is reported. Students writing French versions of the diploma exams are included in these statistics.

It is important to note that the fewer the students, the more carefully the results must be interpreted. The overall results for small groups of students can be greatly influenced by the scores of one or two individuals.

In addition to the June examinations, students also write Diploma exams in November, January, April, and August.

With respect to the charts listed (below):

- The growth or decline (+/-) is provided to show the percentage increase or decrease from the previous year.
- The "gap" from the provincial achievement indicates whether our students achieved at, above, or below the provincial average.

Notable in this report:

- Diploma examination results equaled or surpassed the provincial results on:
 - 9 out of 12 Diploma Examinations at the Acceptable Standard, and
 - 3 out of 12 Diploma Examinations at the Standard of Excellence.
- Although not representative of the entire Grade 12 cohort of learners, the June 2017 Blended Diploma and Course results equaled or surpassed last year's PSD results on:
 - 7 out of 12 Diploma Examinations at the Acceptable Standard, and
 - 5 out of 12 Diploma Examinations at the Standard of Excellence.

Assessment for Learning

Parkland School Division High Schools and their respective Outreach Schools carefully analyze the results of the 2017 Diploma Examinations to guide their instruction moving forward. The examination results provide data that teachers use to continually guide and improve instruction.

Provincial Achievement Tests

- With respect to Provincial Achievement Tests, the Division surpassed the provincial results on:
 - 2 of 20 Provincial Achievement Tests at the Acceptable Standard.
- With respect to Provincial Achievement Tests (English or French writing only – not aggregated results) the Division results surpassed last year's PSD results on:
 - 5 of 20 Provincial Achievement Tests at the Acceptable Standard– notably all four English core subjects in Grade 9, and

- 12 of 20 Provincial Achievement Tests at the Standard of Excellence – notably all four English core subjects in Grade 9.
- School administration will continue to strive to improve results in all subjects at grade 6 and 9 and work is currently underway with staff to analyze results and determine appropriate strategies for improvement.

Performance charts are attached to indicate strengths and areas for growth, including the top three specific items where achievement or challenges were noted.

Multi-Year Diploma Examination Results Report: Diploma Summary (2016-2017)			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Standard of Excellence <ul style="list-style-type: none"> Biology 30 (+9.2) Math 30-1 (+7.9) Physics 30 (+5.6) Chemistry 30 (+2.6) English 30-2 (+0.4) Acceptable Standard <ul style="list-style-type: none"> Biology 30 (+7.3) Chemistry 30 (+4.7) Social 30-1 (+4.4) English 30-2 (+0.9) Math 30-1 (+0.7) Social 30-2 (+0.7) Math 30-2 (+0.5) 	Standard of Excellence <ul style="list-style-type: none"> Math 30-2 (+4.8) English 30-2 (+1.8) Math 30-1 (+0.7) Acceptable Standard <ul style="list-style-type: none"> Math 30-2 (+12.1) Math 30-1 (+8.5) English 30-2 (+6.0) Social 30-1 (+5.6) English 30-1 (+5.4) Fr. LA 30-1 (+5.3) Social 30-2 (+4.7) Chemistry 30 (+4.4) Biology 30 (+3.9) 	Standard of Excellence <ul style="list-style-type: none"> Science 30 (-10.7) Fr. LA 30-1 (-9.4) Social 30-1 (-7.1) Social 30-2 (-2.2) Biology 30 (-0.6) English 30-1 (-0.6) Chemistry 30 (-1.1) Physics 30 (-1.0) Acceptable Standard <ul style="list-style-type: none"> Science 30 (-2.6) Physics 30 (-0.2) 	Standard of Excellence <ul style="list-style-type: none"> Social 30-1 (-7.8) Science 30 (-1.5) English 30-1 (-1.3) Math 30-2 (-0.2) Acceptable Standard <ul style="list-style-type: none"> Physics 30 (-3.5) English 30-1 (-1.2) Science 30 (-0.2)

English 30-1	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	37.6	30.7	31.4	30.7	39.3	31.9	37.2	32.2	39.7	32.9	+2.5	+6.8
Acceptable (%)	98.0	97.1	98.2	97.2	98.3	97.5	99.1	97.8	97.8	97.9	-1.3	-0.1
<i>Diploma Exam Mark</i>												
Excellence (%)	8.8	10.4	12.6	11.8	11.7	11.4	12.4	10.7	11.1	11.7	-1.3	-0.6
Acceptable (%)	90.3	85.9	94.2	87.6	91.7	86.5	93.1	86.8	91.9	86.5	-1.2	+5.4

English 30-2	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	15.8	11.8	17.3	13.5	12.1	13.4	14.9	13.2	22.2	14.5	+7.3	+7.7
Acceptable (%)	97.6	93.8	99.3	94.7	96.6	94.4	98.8	95.7	99.1	95.6	+0.3	+3.5
<i>Diploma Exam Mark</i>												
Excellence (%)	12.1	10.9	18.3	13.1	13.8	11.2	12.8	12.3	13.2	11.4	+0.4	+1.8
Acceptable (%)	92.3	89.4	92.7	89.8	93.9	88.6	94.6	89.1	95.5	89.5	+0.9	+6.0

French Lang Arts 30-1	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	72.2	47.8	73.7	50.8	73.1	47.4	75.0	50.9	62.5	53.2	-12.5	+9.3
Acceptable (%)	100.0	99.1	100.0	99.2	100.0	99.1	100.0	99.5	100.0	99.2	=	+0.8
<i>Diploma Exam Mark</i>												
Excellence (%)	22.2	12.4	21.1	14.6	11.5	9.9	0.0	8.7	0.0	9.4	=	-9.4
Acceptable (%)	100.0	95.4	100.0	96.6	96.2	95.5	100.0	93.8	100.0	94.7	=	+5.3

Math 30-1	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	38.2	44.2	33.2	46.1	52.7	49.0	51.2	50.7	57.3	51.7	+6.1	+5.6
Acceptable (%)	97.1	95.9	95.6	95.6	97.3	95.9	96.9	96.4	98.4	96.4	+1.5	+2.0
<i>Diploma Exam Mark</i>												
Excellence (%)	34.8	35.9	22.9	27.9	30.2	31.6	23.5	25.9	31.4	30.7	+7.9	+0.7
Acceptable (%)	87.3	80.9	77.1	75.1	86.3	76.1	80.9	70.6	81.6	73.1	+0.7	+8.5

Math 30-2	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	18.2	18.9	21.1	21.1	21.5	23.8	20.9	24.9	27.4	27.3	+6.5	+0.1
Acceptable (%)	98.0	91.6	88.6	92.8	95.4	93.2	94.8	94.7	95.5	94.8	0.7	+0.6
<i>Diploma Exam Mark</i>												
Excellence (%)	12.3	9.7	16.5	15.0	16.9	15.5	20.9	16.8	20.7	15.9	-0.2	+4.8
Acceptable (%)	82.3	69.5	79.3	71.3	88.1	73.9	86.3	75.4	86.8	74.7	+0.5	+12.1

Social 30-1	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	41.8	37.7	42.8	37.6	44.6	39.2	42.9	40.8	45.8	41.3	+2.9	+4.5
Acceptable (%)	99.6	98.6	99.6	98.6	98.4	98.8	98.6	99.0	98.9	98.9	+0.3	0.0
<i>Diploma Exam Mark</i>												
Excellence (%)	11.4	15.2	11.8	14.2	17.8	16.2	15.5	14.3	7.7	14.8	-7.8	-7.1
Acceptable (%)	82.5	85.4	83.4	85.6	89.9	87.1	87.2	84.9	91.6	86.0	+4.4	+5.6

Social 30-2	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	21.4	15.1	24.0	16.9	25.5	17.6	20.2	17.5	22.0	18.5	+1.8	+3.5
Acceptable (%)	98.4	94.3	96.6	94.3	98.9	95.2	98.1	95.7	98.7	95.8	+0.6	+2.9
<i>Diploma Exam Mark</i>												
Excellence (%)	13.4	13.7	13.4	14.8	9.8	12.5	10.4	13.1	10.4	12.6	=	-2.2
Acceptable (%)	85.2	82.2	83.8	83.9	82.9	81.3	84.6	81.1	85.3	80.6	+0.7	+4.7

Biology 30	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	37.9	42.9	40.9	43.6	41.5	45.3	43.4	47.0	47.5	48.4	+0.5	-0.9
Acceptable (%)	94.3	96.0	97.6	96.2	96.8	96.4	98.4	97.1	97.3	97.0	-1.1	+0.3
<i>Diploma Exam Mark</i>												
Excellence (%)	23.8	32.2	19.9	31.8	25.2	33.0	22.5	32.4	31.7	32.3	+9.2	-0.6
Acceptable (%)	79.4	84.4	86.1	85.2	82.6	85.8	80.7	85.1	88.0	84.2	+7.3	+3.9

Chemistry 30	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	37.3	41.9	40.8	46.1	48.9	46.9	43.2	49.6	48.1	51.4	+4.9	-3.3
Acceptable (%)	97.8	95.4	97.2	96.3	97.8	96.2	97.9	96.9	99.4	97.5	+1.5	+1.9
<i>Diploma Exam Mark</i>												
Excellence (%)	22.2	31.8	30.8	35.2	29.6	34.2	34.9	34.5	37.5	38.6	+2.6	-1.1
Acceptable (%)	81.1	78.8	82.5	81.5	84.9	82.1	82.8	81.5	87.5	83.1	+4.7	+4.4

Physics 30	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	43.5	45.5	49.5	49.7	48.5	51.4	50.9	53.9	49.5	56.0	-1.4	-6.5
Acceptable (%)	98.1	96.2	99.0	96.3	97.0	96.8	94.4	97.3	90.3	97.5	-4.1	-7.2
<i>Diploma Exam Mark</i>												
Excellence (%)	33.3	30.4	30.1	34.3	26.7	35.8	35.2	39.7	40.8	41.8	+5.6	-1.0
Acceptable (%)	88.0	81.5	89.3	83.2	87.1	83.9	88.9	85.7	85.4	85.7	-3.5	-0.2

Science 30	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	21.2	30.9	32.2	32.0	24.3	33.5	28.8	36.5	25.7	37.9	-3.1	-12.2
Acceptable (%)	98.7	95.0	100.0	95.0	96.7	96.1	98.3	96.9	99.1	96.9	+0.8	+2.2
<i>Diploma Exam Mark</i>												
Excellence (%)	21.2	25.8	23.4	25.4	22.1	26.6	19.2	27.6	17.7	28.4	-1.5	-10.7
Acceptable (%)	87.8	84.1	87.7	85.0	81.8	83.9	82.5	84.4	82.3	84.9	-0.2	-2.6

Diploma Examination Multiyear Reports: Five-year Diploma Exam Participation Rate Details										
Percentage of students writing one or more Diploma Examinations by the end of their 3 rd year of high school, by course and subject										
	2012/2013 ⁷		2013/2014		2014/2015		2015/2016		2016/2017 ⁸	
	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD
N	45,052	764	44,328	755	43,808	711	45,078	753	45,170	792
English Language Arts 30-1	54.0	44.0	54.0	46.1	53.2	45.4	53.9	42.9	55.0	43.2
English Language Arts 30-2	27.1	35.9	28.0	36.6	28.7	38.0	28.7	42.1	28.8	38.5
Total of 1 or more English Exams	78.8	78.9	79.7	81.5	79.6	81.9	80.0	83.9	80.8	80.2
Social Studies 30-1	45.8	36.0	45.1	33.1	43.5	34.6	45.1	37.8	44.9	33.5
Social Studies 30-2	33.7	42.7	35.2	48.5	36.7	47.3	35.8	47.1	36.4	47.6
Total of 1 or more Social Exams	78.8	78.3	79.6	81.1	79.6	81.4	80.2	84.3	80.7	80.4
Mathematics 30-1	29.7	25.1	37.4	24.1	37.1	22.1	36.4	21.1	35.5	19.3
Mathematics 30-2	16.7	24.9	21.4	28.7	22.4	29.5	23.7	30.7	25.1	32.1
Total of 1 or more Math Exams	52.1	48.3	57.0	51.0	57.6	49.2	58.3	50.3	58.6	49.4
Biology 30	42.2	32.9	41.4	33.4	40.6	36.0	40.7	32.1	41.7	28.4
Chemistry 30	31.5	23.4	34.7	23.8	35.7	25.0	35.5	23.5	35.1	19.8
Physics 30	17.3	13.5	20.1	12.2	19.9	13.4	19.3	13.9	18.6	11.7
Science 30	9.8	19.1	12.8	20.0	14.1	22.8	15.7	21.8	16.9	26.8
Total of 1 or more Science Exams	57.4	54.2	59.4	53.2	59.8	57.0	60.5	54.1	61.2	55.1
Francais 30-1	0.3	0.0	0.3	0.0	0.2	0.0	0.3	0.0	0.3	0.0
French Language Arts 30	2.7	2.4	2.7	2.5	2.8	3.7	2.8	2.1	3.0	3.0
Total of 1 or more French Exams	3.0	2.4	2.9	2.5	3.0	3.7	3.1	2.1	3.3	3.0

- A student who was over 19 years of age on September 1 of the current school year is not included in school, school authority, and provincial reports.
- Students in their third year of high school are those students registered in a school on September 30th of the reported school year who are classified as having been in Grade 10 two years earlier.
- A course can be completed in the reported school year or in a previous year. A course is considered to be completed if a student has received a final mark from Alberta Education. This would include students involved in field testing new Programs of Study who have not written the diploma exam and special case students who did not write the diploma exam.
- Students are reported in the authority in which they were registered on September 30th, regardless of where they actually completed the course.

⁷ The 2012/2013 results do not include students who were exempted from writing the examination because of the flooding in Calgary and southern Alberta.

⁸ The 2016/2017 Diploma Examination Participation Rates are preliminary and will be finalized when the Accountability Pillar results are released in May 2018. The 2015/2016 results do not include students who were exempted from writing the exam because of the Fort McMurray wildfires.

Multi-Year Provincial Achievement Test Results Report: Test Summary (2016-2017)			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Standard of Excellence <ul style="list-style-type: none"> Social 9 F (+13.9) K&E Science 9 (+12.5) K&E Social 9 (+6.7) Math 9 F (+6.7) Social 9 A (+6.3) Science 9 F (+6.2) Social 9 E (+5.5) Science 6 E (+4.4) Social 6 E (+4.1) Science 6 A (+4.0) FLA 9 (+3.7) Math 9 A (+3.7) Social 6 A (+3.6) Math 9 E (+3.3) ELA 9 (+1.4) Science 9 A (+0.8) Science 9 E (+0.2) Acceptable Standard <ul style="list-style-type: none"> Social 9 E (+7.3) Social 9 A (+6.4) ELA 9 (+2.4) Math 9 E (+2.4) Math 9 A (+1.8) Social 6 E (+1.0) Science 9 E (+0.1) 	Acceptable Standard <ul style="list-style-type: none"> K&E LA 9 (+7.9) ELA 6 (+1.7) 	Standard of Excellence <ul style="list-style-type: none"> K&E Math 9 (-13.3) Social 6 F (-9.9) Math 6 F (-9.1) FLA 6 (-6.6) Science 6 F (-6.2) Science 6 A (-6.1) Science 6 E (-6.0) K&E LA 9 (-5.9) Math 9 F (-5.4) Science 9 E (-5.1) Math 6 A (-5.3) Science 9 A (-5.1) Math 6 E (-5.0) Social 6 A (-4.9) Social 9 E (-4.5) Social 6 E (-4.3) ELA 9 (-4.2) Social 9 A (-4.1) ELA 6 (-3.7) FLA 9 (-3.7) Math 9 A (-3.4) Math 9 E (-3.4) Science 9 F (-2.7) Social 9 F (-1.2) K&E Science 9 (-0.8) Acceptable Standard <ul style="list-style-type: none"> K&E Science 9 (-26.4) Science 6 F (-25.8) K&E Math 9 (-20.0) Math 6 F (-19.4) Social 6 F (-17.6) Math 9 F (-17.3) K&E Social 9 (-15.6) Science 9 F (-13.3) FLA 6 (-10.1) Social 9 F (-9.0) FLA 9 (-8.5) Math 6 A (-7.0) Math 6 E (-6.0) Math 9 A (-3.7) Social 9 A (-3.6) Science 9 A (-3.4) Science 9 E (-3.4) Social 9 E (-3.4) Social 6 A (-3.2) Math 9 E (-2.9) Science 6 A (-2.4) Social 6 E (-1.9) ELA 9 (-1.7) Science 6 E (-0.3) 	Standard of Excellence <ul style="list-style-type: none"> Math 9 F (-6.0) Math 6 F (-5.0) Social 6 F (-3.2) FLA 6 (-2.2) Math 6 A (-1.3) Science 6 F (1.0) Math 6 E (-0.9) ELA 6 (-0.7) Acceptable Standard <ul style="list-style-type: none"> K&E Science 9 (-40.3) Science 6 F (-29.1) K&E Math 9 (-22.5) FLA 6 (-18.9) Math 6 F (-18.9) Social 6 F (-18.7) FLA 9 (-11.9) Science 9 F (-10.0) Math 6 A (-8.3) Math 6 E (-7.3) Social 9 F (-6.8) Science 6 A (5.2) Science 6 E (-2.9) ELA 6 (-1.0) Social 6 A (-0.7) Science 9 A (-0.6)

English Language Arts 6	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	16.3	17.6	19.5	20.4	18.9	10.0	13.1	14.0	15.9	15.2	-0.7	-3.7
Acceptable	82.5	81.9	82.8	82.9	82.5	82.6	82.6	83.8	85.2	84.2	-1.0	+1.7
Percentage Writing	90.8	90.4	90.6	90.6	90.2	96.0	94.2	94.4	94.8	94.9	+0.1	+4.7

French Language Arts 6	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	16.3	15.6	13.6	14.2	13.5	4.7	10.4	7.6	9.1	6.9	-2.2	-6.6
Acceptable	88.6	88.0	87.5	87.7	85.1	82.8	64.9	81.8	93.9	75.0	-18.9	-10.1
Percentage Writing	98.0	97.6	97.6	97.9	96.1	100.0	96.1	98.5	100.0	95.8	-4.2	-0.3

Math 6 (All)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	16.4	15.4	14.1	14.0	12.6	9.9	10.7	7.5	8.6	7.3	-1.3	-5.3
Acceptable	73.0	73.5	73.2	72.2	69.4	71.1	72.0	70.2	70.7	62.4	-8.3	-7.0
Percentage Writing	90.9	90.6	90.8	90.9	90.5	96.2	94.7	94.5	94.6	94.5	-0.1	-4.0

Math 6 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	16.3	15.3	13.8	13.8	12.3	9.3	11.2	7.2	8.2	7.3	-0.9	-5.0
Acceptable	72.1	72.7	72.5	71.4	68.4	69.5	72.0	70.3	69.7	62.4	-7.3	-6.0
Percentage Writing	90.3	90.1	90.2	90.4	89.9	95.8	94.0	94.2	94.1	94.1	=	+4.2

Math 6 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	18.5	16.7	17.9	16.8	16.2	15.6	6.6	10.6	12.1	7.1	-5.0	-9.1
Acceptable	85.2	83.9	82.4	82.0	80.8	87.5	72.4	69.7	80.3	61.4	-18.9	-19.4
Percentage Writing	98.5	98.4	98.3	98.3	98.2	100.0	100.0	98.5	100.0	98.6	-1.4	+0.4

Science 6 (All)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	25.9	24.9	25.3	27.1	29.0	18.6	21.3	16.8	18.9	22.9	+4.0	-6.1
Acceptable	77.5	75.9	76.3	78.0	76.9	76.6	75.9	77.6	79.7	74.5	-5.2	-2.4
Percentage Writing	90.9	90.2	90.3	90.6	89.7	95.9	94.2	94.1	94.8	94.5	-0.3	+4.8

Science 6 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	26.2	25.3	25.9	27.7	29.5	19.8	23.3	17.6	19.1	23.5	+4.4	-6.0
Acceptable	77.1	75.4	76.0	77.6	76.6	75.9	76.9	78.6	79.2	76.3	-2.9	-0.3
Percentage Writing	90.3	89.5	89.7	90.0	89.1	95.5	93.5	93.8	94.4	94.6	0.2	+5.5

Science 6 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	21.0	19.4	18.4	19.1	21.9	6.3	5.3	7.6	16.7	15.7	-1.0	-6.2
Acceptable	82.6	82.7	80.3	83.8	81.5	84.4	68.4	66.7	84.8	55.7	-29.1	-25.8
Percentage Writing	98.4	98.4	98.2	98.3	97.9	100.0	100.0	98.5	98.5	94.3	-4.2	-3.6

Social 6 (All)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	19.0	16.6	18.1	22.0	21.7	11.2	12.0	10.4	13.2	16.8	+3.6	-4.9
Acceptable	72.7	70.4	69.8	71.4	72.9	68.4	67.9	66.4	70.4	69.7	-0.7	-3.2
Percentage Writing	90.1	89.5	89.8	90.2	90.0	95.8	93.8	93.8	94.5	94.5	0	+4.5

Social 6 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	19.3	17.1	18.7	22.6	22.4	11.8	12.6	11.0	14.0	18.1	+4.1	-4.3
Acceptable	72.2	70.2	69.6	71.1	72.6	68.4	70.4	67.4	69.7	70.7	+1.0	-1.9
Percentage Writing	89.5	88.9	89.2	89.6	89.3	95.3	93.2	93.3	94.1	94.6	0.5	+5.3

Social 6 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	15.1	10.9	9.9	13.7	12.8	4.7	6.6	4.5	6.1	2.9	-3.2	-9.9
Acceptable	78.7	73.8	72.1	75.1	76.2	68.8	47.4	56.1	77.3	58.6	-18.7	-17.6
Percentage Writing	98.0	98.3	97.8	97.9	98.0	100.0	98.7	98.5	98.5	94.3	-4.2	-3.7

Language 9 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	14.8	15.0	14.4	15.2	14.9	13.1	10.2	9.8	9.3	10.7	+1.4	-4.2
Acceptable	76.7	76.3	75.6	77.0	76.8	80.8	74.0	77.5	72.7	75.1	+2.4	-1.7
Percentage Writing	88.0	88.3	88.5	88.8	88.8	93.3	93.1	92.8	91.7	94.9	3.2	+6.1

Language 9 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	13.9	11.1	10.1	10.8	11.2	2.8	3.8	6.1	3.8	7.5	+3.7	-3.7
Acceptable	87.2	86.5	85.8	83.0	83.1	66.7	80.8	73.5	86.5	74.6	-11.9	-8.5
Percentage Writing	97.1	96.8	96.2	96.7	96.1	91.7	98.1	95.9	98.1	98.5	0.4	+2.4

Language 9 (K&E)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	4.3	3.5	4.5	6.2	5.9	2.9	0.0	0.0	0.0	0.0	=	-5.9
Acceptable	62.4	62.8	63.0	59.8	58.8	88.2	61.5	91.7	66.7	66.7	=	+7.9
Percentage Writing	80.5	80.2	81.7	80.0	79.7	88.2	84.6	91.7	100.0	73.3	-26.7	-6.4

Math 9 (All)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	18.3	17.3	17.9	17.5	19.0	12.5	11.1	11.3	11.9	15.6	+3.7	-3.4
Acceptable	66.8	67.1	65.3	67.8	67.2	68.6	63.1	67.5	61.7	63.5	+1.8	-3.7
Percentage Writing	88.8	89.1	89.4	89.5	89.0	94.2	93.1	94.3	92.6	94.9	+2.3	+5.9

Math 9 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	18.1	16.9	17.5	17.2	18.7	12.9	11.6	11.4	12.0	15.3	+3.3	-3.4
Acceptable	65.9	65.9	64.0	66.7	66.2	68.6	62.8	66.5	60.9	63.3	+2.4	-2.9
Percentage Writing	88.3	88.6	88.8	88.9	88.5	94.3	92.7	94.2	92.2	94.5	2.3	+6.0

Math 9 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	21.8	22.5	24.4	21.8	23.6	5.6	3.8	10.2	11.5	18.2	+6.7	-5.4
Acceptable	83.4	84.4	84.0	83.7	82.5	69.4	67.3	81.6	71.2	65.2	-6.0	-17.3
Percentage Writing	97.5	97.3	97.3	97.7	96.8	91.7	98.1	95.9	98.1	98.5	+0.4	+1.7

Math 9 (K&E)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	14.7	14.5	14.4	13.0	13.3	12.1	7.7	26.7	0.0	0.0	=	-13.3
Acceptable	65.8	63.4	60.9	61.2	57.5	66.7	61.5	66.7	60.0	37.5	-22.5	-20.0
Percentage Writing	87.9	86.2	85.9	86.8	85.1	90.9	84.6	66.7	100.0	75.0	-25.0	-10.1

Science 9 (All)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	20.0	22.1	22.8	22.4	21.4	18.2	16.5	20.3	15.5	16.3	+0.8	-5.1
Acceptable	72.9	73.2	74.1	74.2	74.0	78.0	73.2	79.3	71.2	70.6	-0.6	-3.4
Percentage Writing	89.3	89.6	89.9	89.9	89.3	94.5	94.0	95.2	93.1	94.5	+1.4	+5.2

Science 9 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	19.9	22.0	22.8	22.5	21.3	18.2	17.3	21.3	15.7	15.9	+0.2	-5.4
Acceptable	72.4	72.5	73.3	73.5	73.2	78.9	73.8	79.1	70.3	70.4	+0.1	-2.8
Percentage Writing	88.8	89.0	89.4	89.3	88.8	94.7	93.7	95.2	92.7	94.2	1.5	+5.4

Science 9 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	22.3	23.1	23.0	21.1	22.4	16.7	5.8	6.1	13.5	19.7	+6.2	-2.7
Acceptable	82.5	82.8	84.8	85.4	86.0	61.1	65.4	81.6	82.7	72.7	-10.0	-13.3
Percentage Writing	98.0	97.6	97.4	97.8	97.9	91.7	98.1	95.9	98.1	97.0	-1.1	-0.9

Science 9 (K&E)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	17.1	14.9	15.1	14.3	13.3	18.2	23.1	20.0	0.0	12.5	+12.5	-0.8
Acceptable	68.4	64.1	64.5	63.8	63.9	81.8	69.2	73.3	77.8	37.5	-40.3	-26.4
Percentage Writing	86.9	85.6	87.0	85.4	83.6	90.9	84.6	80.0	100.0	75.0	-25.0	-8.6

Social 9 (All)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	18.8	19.9	19.8	18.0	20.2	14.8	13.3	14.2	9.8	16.1	+6.3	-4.1
Acceptable	65.5	65.5	65.1	64.7	67.0	64.6	58.6	65.7	57.0	63.4	+6.4	-3.6
Percentage Writing	88.6	88.7	88.6	89.1	89.4	93.9	93.1	93.8	92.1	94.9	2.8	+5.5

Social 9 (English)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	19.1	20.3	20.0	18.3	20.2	15.3	14.0	14.8	10.2	15.7	+5.5	-4.5
Acceptable	64.8	64.8	64.4	64.0	66.3	64.8	58.7	65.3	55.6	62.9	+7.3	-3.4
Percentage Writing	88.0	88.1	88.1	88.4	88.8	94.0	92.7	93.6	91.6	94.5	2.9	+5.7

Social 9 (French)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	14.0	14.6	17.6	14.3	20.9	5.6	3.8	6.1	5.8	19.7	+13.9	-1.2
Acceptable	77.7	74.9	74.6	74.9	77.2	61.1	57.7	71.4	75.0	68.2	-6.8	-9.0
Percentage Writing	98.2	96.5	96.0	97.7	97.8	91.7	98.1	95.9	98.1	98.5	0.4	+7.0

Social 9 (K&E)	Alberta					Parkland School Division						
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	+/-	Gap
Excellence	13.0	10.7	11.2	11.6	12.7	11.8	7.7	13.3	0.0	6.7	+6.7	-6.0
Acceptable	64.6	61.8	57.3	58.0	56.3	85.3	61.5	66.7	55.6	40.0	-15.6	-16.3
	87.0	84.5	85.4	83.5	83.3	91.2	84.6	66.7	100.0	85.7	-14.3	+2.4

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		
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2017	Achievement	Improvement	Overall
75.6	77.1	77.8	78.3	82.1	82.5	Very High	Improved Sig.	Excellent
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2017	Achievement	Improvement	Overall
69.7	66.4	56.2	66.2	72.7	n/a	Intermediate	Improved	Good
						Current	Previous	3 Year Avg.
Alberta						77.9	76.5	76.1
Alberta FNMI						53.6	50.2	47.8

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		
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
3.6	3.2	3.1	3.5	2.4	2.2	Very High	Improved	Excellent
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
3.1	2.8	4.6	5.6	4.8	n/a	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Alberta						3.0	3.2	3.3
Alberta FNMI						5.8	6.1	6.7

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		
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
51.8	52.0	56.9	52.8	46.9	52.0	Low	Declined Sig.	Concern
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
41.0	43.4	51.9	46.1	35.1	52.0	Very Low	Declined	Concern
						Current	Previous	3 Year Avg.
Alberta						57.9	59.4	59.3
Alberta FNMI						31.8	33.5	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		
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
n/a	n/a	n/a	60.1	59.5	60.0	n/a	Maintained	n/a
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
n/a	n/a	n/a	43.2	34.7	40.0	n/a	Declined	n/a
						Current	Previous	3 Year Avg.
Alberta						62.3	60.8	60.8
Alberta FNMI						34.2	31.9	31.9

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 PARTICIPATION 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		
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
46.0	47.6	45.1	47.6	46.8	47.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2016	Achievement	Improvement	Overall
25.2	34.1	28.1	32.2	23.8	n/a	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						54.9	54.6	53.1
Alberta FNMI						21.8	20.7	20.3

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2016	Achievement	Improvement	Overall
78.8	79.3	77.8	75.8	74.7	80.0	Intermediate	Declined sig.	Issue
						Current	Previous	3 Year Avg.
Alberta						83.7	83.9	83.6

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2016	Achievement	Improvement	Overall
74.8	72.0	74.3	72.3	76.2	75.4	Intermediate	Improved	Good
						Current	Previous	3 Year Avg.
Alberta						82.7	82.6	81.9

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
86.3	87.0	86.7	85.2	84.8	86.0	High	Declined	Issue
						Current	Previous	3 Year Avg.
Alberta						89.5	89.5	89.3

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
80.1	79.8	78.9	77.5	78.8	79.0	High	Maintained	Good
						Current	Previous	3 Year Avg.
Alberta						81.9	81.9	81.5

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
77.0	77.0	76.9	75.8	76.8	78.0	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Alberta						81.2	80.9	80.7

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
87.5	86.2	86.6	86.0	87.3	87.5	High	Improved	Good
						Current	Previous	3 Year Avg.
Alberta						90.1	90.1	89.6

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		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2017	Achievement	Improvement	Overall
77.5	77.1	74.7	75.1	73.3	77.0	Intermediate	Declined Sig.	Issue
						Current	Previous	3 Year Avg.
Alberta						81.4	81.2	80.2

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?

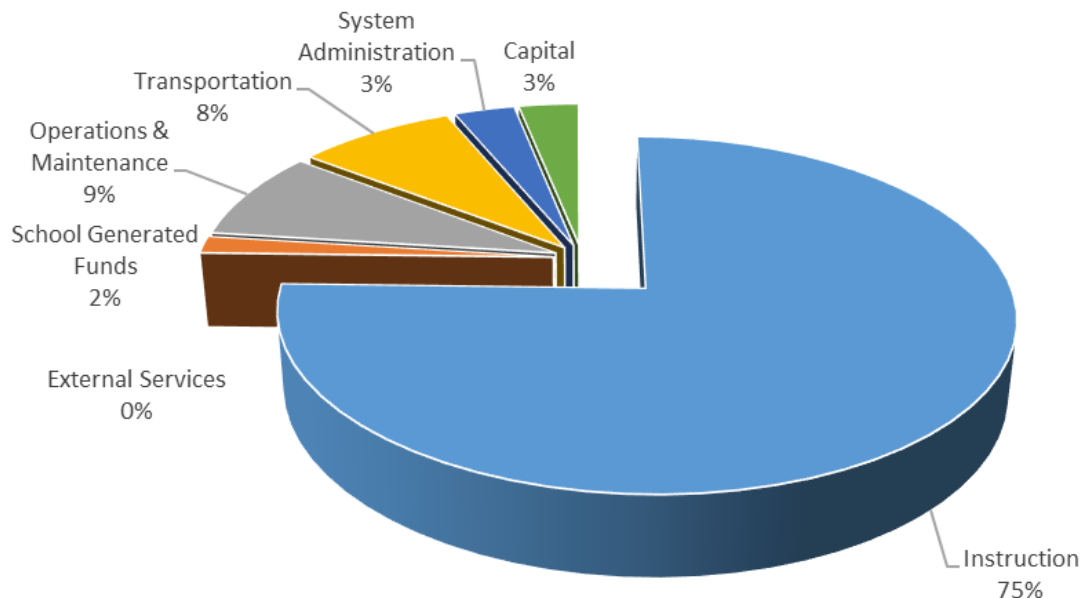
Students are asked to respond with agreement or disagreement on two items:

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

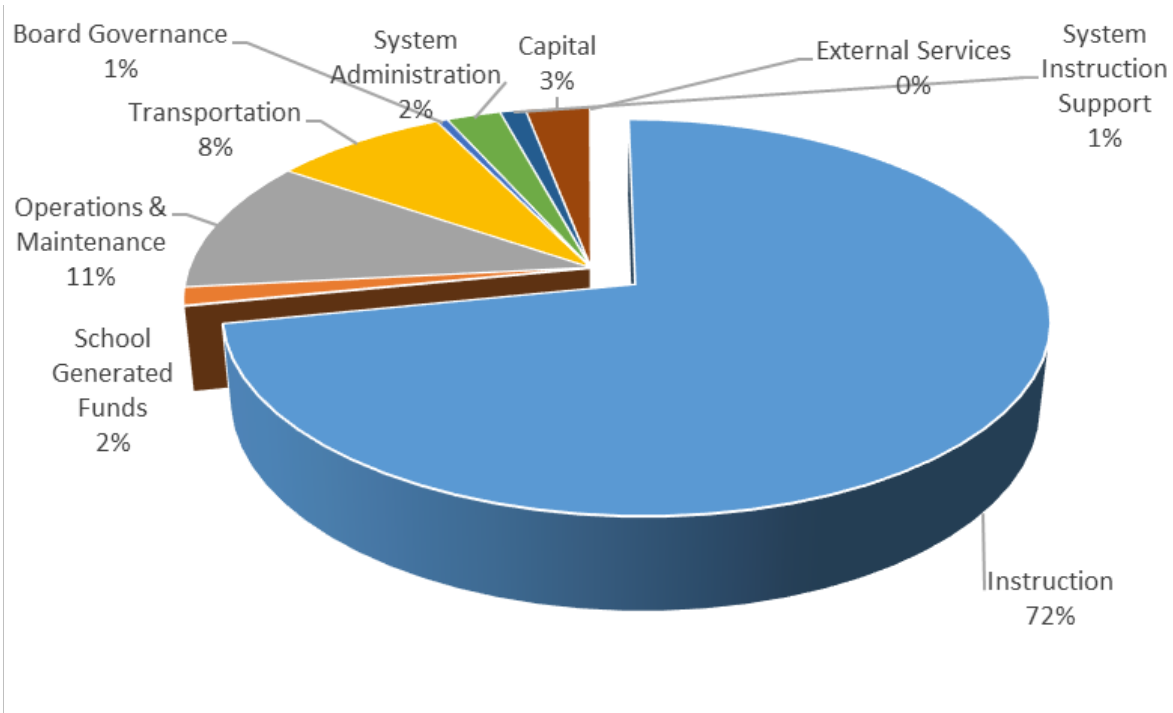
AUDITED FINANCIAL STATEMENT 2016-2017

- Revenues over the previous year show an increase of \$2,221,757 (1.8%)
- Expenditures over the previous year show an increase of \$ 2,920,296 (2.3%)
- The cost of educating 10,968 students was \$127,342,214
- 76.5% (\$97,399,716) 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 \$112,710 (\$101,225 excluding Alberta Teachers Retirement Fund costs). This accounted for 70.6% of all instructional expenses
- The cost for Board and System Administration was below the province's cap of 3.6% for a total of 3.2% (\$4,044,636)
- Expenditures to transport students to and from school amounted to 8.6% (\$10,903,490)
- The cost of maintaining and operating 23 sites amounted to 11.7% (\$14,931,540)
- Parkland's annual operating surplus is \$954,950 which relates to a surplus from operations of \$936,264 and a surplus from School Generated Funds of \$18,686. The total accumulated surplus from operations is \$ 6,112,843, which includes \$912,532 from School Generated Funds and \$ 943,768 unrestricted
- Capital funding equated to 3.1% (\$3,991,640)
- Parkland's capital reserves amount to \$4,017,085
- Capital projects completed during 2016-2017 included relocating Modulares from Ecole Broxton Park School and Greystone Centennial Middle School to Duffield School

2016 – 2017 REVENUES



2016 – 2017 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:

- 2016-2017 Audited Financial Statements;
- Parkland School Division's sources of school generated funds and their uses;
- Related unaudited schedules for 2016-2017;
- Class size information; and
- 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/financial-statements>

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 2016-2017.

