

Palliser Regional Schools

Report to the Community

Annual Education Results Report 2011-2012
& Three-Year Education Plan for 2012-2015



Table of Contents

Meet Your Board of Trustees, 2012-2013.....	1
Message from Board Chair Don Zech	2
Message from Superintendent Kevin Gietz	2
Accountability Statement	3
Mission Statement.....	3
Our Vision	4
Goals.....	5
A Profile of Palliser.....	6
Trends and Issues	7
Summary of Accomplishments from 2011-2012.....	8
October 2012 Accountability Pillar Overall Summary.....	9
October 2012 Accountability Pillar Summary — FNMI	10
What’s Measured and How	11
Goal One: Success for Every Student.....	12
Goal Two: High Quality Education through Collaboration and Innovation	15
Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students	18
Summary of Financial Results for the 2011-2012 School Year	20
Budget Summary for 2012-2013 School Year	22
Capital and Facilities Projects.....	24
Summary of Facility and Capital Plans	24
Palliser Class Size	25
Parental Involvement	27
Learn More	27

Meet Your Board of Trustees, 2012-2013



Mr. Don Zech, Chair
Trustee representing Ward 1, Subdivision 3, an area that includes Coalhurst, Nobleford and Barons. Mr. Zech is also the trustee appointed to represent Glenmore Christian Academy and Trinity Christian School in Calgary.

Mr. Robert Strauss, Vice-Chair
Trustee representing Ward 2, Subdivision 2, an area that includes the Town of Vulcan, Village of Carmangay and Vulcan County west of Highway 23/24. Mr. Strauss is the trustee assigned to Master's Academy and Master's College in Calgary.



Mrs. Colleen Deitz
Trustee representing Ward 2, Subdivision 1, an area that includes Milo, Arrowwood, Champion and Vulcan County east of Highway 23/24. Mrs. Deitz is the trustee appointed to represent Calgary Christian School, elementary and secondary programs.

Mrs. Jean Mrak
Trustee representing Ward 2, Subdivision 2, the Town of Coaldale. Mrs. Mrak is the trustee appointed to represent Brant Christian School in Brant.



Mr. Joe Watson
Trustee representing Ward 1, Subdivision 4, an area that includes Picture Butte, Iron Springs and the County of Lethbridge to the north. Mr. Watson is the trustee appointed to represent Heritage Christian Academy in Calgary.

Mrs. Esther Willms
Trustee representing Ward 1, Subdivision 1, an area that includes Sunnyside School and the County of Lethbridge south of the Oldman River and east of Lethbridge. Mrs. Willms is the trustee assigned to represent Menno Simons Christian School in Calgary.



For maps of the wards and subdivisions, please visit Palliser's webpage at <http://www.pallisersd.ab.ca/Governance.php>

Message from Board Chair Don Zech

On behalf of the Board of Trustees of Palliser Regional Schools, I'm pleased to present our Annual Education Results Report, reflecting our school division's performance in 2011-2012, and our Three-Year Education Plan, looking at how we plan to sustain our excellent results in 2012-2013 through 2014-2015.

We are in an enviable position in Palliser, as you'll see when you review our results that are among the best in the province. We achieved significant improvement over a span of time that was also punctuated by significant growth.

We have essentially doubled our student population in the past seven years, surpassing 7,000 students from kindergarten through Grade 12 for the first time in 2012-2013. Much of this growth can be attributed to faith-based alternative programs which joined Palliser, acknowledging our division's stalwart commitment to respecting parent choice in the education of their children.

In 2012-2013, we welcomed Trinity Christian School in Calgary, the 10th faith-based alternative program in Palliser,



Don Zech

and the ninth in the City of Calgary.

Some of the growth can also be attributed to the alternative programs for families from the Low German Mennonite community, as our Board reopened in recent years Barons School in the Village of Barons and John Davidson School in Coaldale. Students have also returned to Carmangay School in the Village of Carmangay where an outreach program now encourages students to continue their high school education, and serves the needs of a junior high program that simply outgrew the historic Barons School.

There are also positive signs of growth in some of our rural communities, where depopulation and sustainability remain a concern.

Palliser has changed a great deal since its creation in 1995, and we move closer to our 20th anniversary acknowledging a wealth of diversity. We are rural and urban. We are secular and faith-based. We are small schools and we are large.

What has not changed is our commitment to supporting success for every student. This report highlights the key strategies that we believe will continue our journey of success.

As always, we encourage you to be part of this success story at the Palliser school nearest you.

Message from Superintendent Kevin Gietz

As Superintendent of Palliser Regional Schools, I thank you for reviewing this report, which reflects on the achievements of 2012-2013 and looks ahead to the challenge of sustaining these excellent results in coming years.

One of the highlights of 2012-2013 was the Board's "Community Conversation," which brought together students, parents, staff and the public from across Palliser to a single stakeholders' meeting where we discussed the factors that contribute to school success.

For the first time, we had stakeholders from Calgary to Coaldale and parts between in the same room,



Kevin Gietz

at the same table, sharing their experiences and listening to each other. Out of that day in May 2012 emerged Palliser's theme for 2012-2013: "Student Success is Everyone's Business."

The words reflect the message we heard over and over that day. All of our stakeholders and the public in all of our communities have a vested interest in

the success of our students. Across Palliser's large geographic area, people want students to be lifelong learners, to be good citizens, to be the best they can be. It's good for the student, it's good for society and it's good for our futures.

So how do we ensure success for all students?

The document before you shares the key ways Palliser has identified to ensure continued success for students, through our focus on literacy, assessment for learning, instructional leadership, meaningful school goals, insightful school reviews, and by providing our students a safe and caring environment that's conducive to learning.

We can provide this framework for success, but school staff and school systems cannot do this alone. Fortunately, we are not alone, as our many stakeholders showed us during a "Community Conversation."

We have accomplished a great deal, and together, we can achieve even more.

Accountability Statement

The Annual Education Results Report for the 2011-2012 school year and the Education Plan for the three years commencing September 1, 2012 for Palliser Regional Division No. 26 (Palliser Regional Schools) was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in

the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011/2012 school year and the Three-Year Education Plan for 2012 – 2015 on November 26, 2012.

Original signed by Don Zech

Board Chair

Original signed by Kevin Gietz

Superintendent of Schools

Mission Statement

Together we will ensure learning success
for all students to develop their unique
potential as caring citizens in a changing
world.



Superintendent Kevin Gietz and Associate Superintendent (Education Services) Dale Backlin talk with student at Glenmore Christian Academy at the grand opening of the school's new junior high wing in February 2012.

Our Vision

Palliser Regional Schools is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

The following vision statements are intended to provide the standards that Palliser Regional Schools should strive to achieve and maintain. These standards should serve as both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

Student Learning

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning is at the very heart of its vision. Therefore, the division will provide a learning environment based upon the best professional knowledge and educational research. Professionals within Palliser Regional Schools design their classroom curricula and instructions to enable students to succeed at meeting established outcomes. In our pursuit of excellence for student learning, teachers and instructional leaders:

1. Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
2. Ensure the essential core curriculum is addressed through the examination of scope and sequence from grade to grade and through alignment with the Program of Studies.
3. Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
4. Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
5. Engage in systematic processes of analysis of learning, goal setting and the implementation of change strategies for the continuous improvement of student learning.

Leadership

Palliser Regional Schools, in the pursuit of excellence in providing educational services, requires effective leaders – leaders who are accessible by and attentive in their

relationships with members of the school community; leaders who are collaborative team leaders and problem solvers in a context of mutual respect. Leaders within Palliser schools develop shared goals and strategies to reach the division's vision of excellence. In our pursuit of excellence, our leaders:

1. Promote, protect and champion the division's vision on a daily basis.
2. Model excellence by challenging students and staff to aspire to the highest level of achievement.
3. Commit to continuous improvement, encouraging the ongoing professional development essential to an improving school.
4. Practice shared decision-making by seeking input from affected stakeholders for key decisions.
5. Monitor the continuity of the curriculum.
6. Develop a collaborative culture involving community, parents, personnel and students.

School Climate

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning and achievement is enhanced in an environment that is safe, respectful and welcoming to all. Regardless of the locale, such an environment exemplifies pride, engaged energy and success. In locations where learning is to take place under the authority of Palliser Regional Schools, personnel:

1. Establish a program that teaches self-discipline and responsibility supporting a safe and orderly environment.
2. Commit to providing an emotionally and physically safe and supportive environment.
3. Celebrate the successes of all members of the school community.
4. Engage in proactive measures to reduce the predictable behaviour, or the physical characteristics that might diminish the safety and security of the working and learning environment.
5. Observe division policies that establish fundamental rules and procedures for general behaviour along with fair, consistent and appropriate consequences.

Personnel

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that the quality of learning experiences students engage in is directly related to the personnel the division employs. Therefore, Palliser

Regional Schools is committed to recruiting and retaining outstanding individuals who will advance the division's vision of excellence. In Palliser Regional Schools, all staff members:

1. Collaborate to set and achieve high standards of student learning and achievement.
2. Model caring and respectful behaviours.
3. Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.

Community Relations

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes in community relationships that produce mutually beneficial and active partnerships that advance our division's vision of excellence. Knowledge and respect for the local community's characteristics and needs are recognized as vital elements in fostering and enhancing student learning. In our pursuit of excellence, we:

1. Engage parents as active partners in educating their children, monitoring their academic progress, and

emphasizing the importance of education and our shared commitment to lifelong learning.

2. Develop a dialogue of communication focused on student learning and achievement.

Students

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes success in reaching its vision will be evident through the accomplishments, character and behaviour of its students. Success will be measured by students who:

1. Value learning and take responsibility for their learning, decisions and actions.
2. Proudly and confidently strive to achieve their personal best.
3. Conduct themselves in a way that contributes to a safe, orderly, positive school climate and ensures the rights of others.
4. Contribute to the well-being and success of their community.
5. Recognize themselves as partners, along with parents and teachers, in their own vision of educational excellence.

Goals

Alberta Education has identified as its goals the provision of:

1. Success for every student;
2. High quality education through collaboration and innovation;
3. Success for First Nations, Métis and Inuit (FNMI) students.

Palliser Regional Schools shares these goals as it looks ahead to 2012-2015.



This work of student art in Milo School commemorates the signing of Treaty 7.

A Profile of Palliser

Palliser Regional Schools was inaugurated as a regionalized division on January 1, 1995. It is comprised of the County of Lethbridge and Vulcan County and covers an area that stretches from the Chin Coulee and Blood Reserve just south of Lethbridge to the Bow River and Siksika First Nation in the north.

A Board made up of six elected trustees governs Palliser Regional Schools, with central administration offices located in Lethbridge.

Palliser employs more than 900 individuals, including about 477 certificated staff and about 443 non-certificated staff in full- or part-time roles (as of Fall 2012). They serve about 7,200 students in early learning programs through Grade 12. For the 2012-2013 school year, Palliser has 15 community schools; 17 Hutterite colony schools (the newest called Sky Light opened in Fall 2012); 10 alternative Christian schools, nine of which are in Calgary on six different campuses; four outreach programs; and two alternative Low German Mennonite programs.

Community served	School	Grades served
Arrowwood	Arrowwood Community School	ECS-9
Barons	Barons School (LGM Alternative)	ECS-6
Brant	Brant Christian School	ECS-12
Calgary	Calgary Christian School Elementary Campus	ECS-6
	Calgary Christian School Secondary Campus	7-12
	Glenmore Christian Academy Elementary	ECS-5
	Glenmore Christian Academy Intermediate	6-9
	Heritage Christian Academy	ECS-12
	Master's Academy	ECS-6
	Master's College	7-12
	Menno Simons Christian School	ECS-9
	Trinity Christian School	ECS-9
Carmangay	Carmangay Outreach School	7-12
Champion	Champion Community School	ECS-9
Coaldale	Jennie Emery Elementary School	ECS-4
	John Davidson School (LGM)	ECS-9
	Kate Andrews High School	9-12
	PASS+ Outreach School	10-12
	R.I. Baker Middle School	5-8
Coalhurst	Coalhurst Elementary School	ECS-6
	Coalhurst High School	7-12
Iron Springs	Huntsville School	ECS-9
Milo	Milo Community School	ECS-10
Nobleford	Noble Central School	ECS-12
Picture Butte	Dorothy Dalglish School	ECS-6
	Picture Butte High School	7-12
	Picture Butte Outreach School	10-12
Sunnyside	Sunnyside School	ECS-6
Vulcan	County Central High School	7-12
	Vulcan Outreach School	8-12
	Vulcan Prairieview Elementary School	ECS-6
Colony Schools	17 sites	ECS-9
Home Schooling		1-12

Some of the kindergarten programs in our schools are operated by private partners. Many of our elementary schools offer Early Learning Programs to prepare three- and four-year-olds for school.

Trends and Issues

Palliser Regional Schools continues to maintain some of the strongest results in the province, as measured by Alberta Education's Accountability Pillar. The challenge ahead is maintaining these excellent results.

Palliser continues to be challenged to offer a broad range of programs to meet student interest and needs, particularly in our small, rural schools. The division continues to use its mobile Career and Technology Studies (CTS) trailers to extend course options to students from seven schools across Palliser. Alberta Distance Learning Centre, videoconferencing and online education are other options Palliser explores to meet students' diverse needs. Palliser has devoted resources from its Alberta Initiative for School Improvement (AIS) project in 2011-2012 and 2012-2013 to developing digital lessons for use by teachers and students across Palliser, regardless where they live and work.

Depopulation continues to be a concern in many rural areas, including those served by Palliser Regional Schools. In Palliser in 2012-2013, our enrolments were above projections in many of our small schools and were up overall division-wide. However, Palliser trustees and administration are cognizant of the role schools play in maintaining vibrant rural communities, and we continue to work with our community partners to ensure healthy schools and healthy communities.

Like many school divisions across Alberta, Palliser is identifying a growing number of students of all ages who come to school with limited English knowledge and limited formal schooling. Significant time and resources are being invested to develop their language skills so other learning can occur. Palliser has embraced Alberta Education's English as a Second Language benchmarks as a standard for identifying the student's instructional needs and reporting student progress.

Our Calgary Christian alternative programs continue to grow in enrolment, and are housed in facilities that are reaching capacity. Several of our Calgary schools are adding instructional space to meet the increasing demand. In 2012-2013 we added another program, Trinity Christian School,

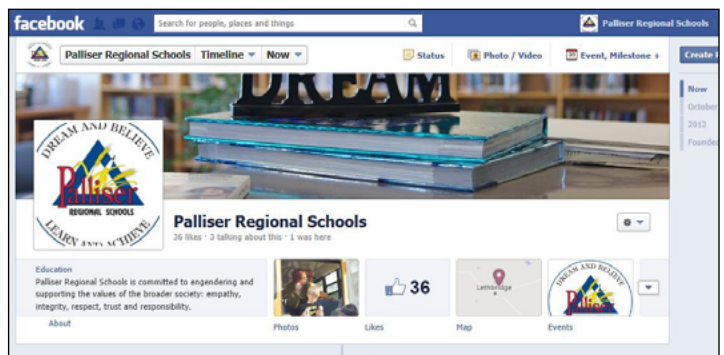
in south Calgary, which faces the same space issue.

Construction resumed in September 2011 on Palliser's major construction project, the \$13.5-million modernization of Picture Butte High School. Students and staff have been working around the construction zone since work began in spring 2010. The project is expected to be complete by the end of 2012, with a re-opening celebration anticipated in April 2013.

Arrowwood Community School was severely damaged by fire in April 2012. The renovation and rebuilding of the school was slated for completion in November 2012. While this event caused tremendous upheaval for students and staff, it can also be viewed as an incredible opportunity for community support and partnerships, and individuals and groups from near and far came to the school's aid. Ultimately, students missed only two days of school in the immediate aftermath of the fire. Palliser is looking forward to a school re-opening celebration early in the new year.

Following consideration of how the organization of the school day affects learning, in February 2012, the Board of Trustees recommended to school administrators that the day provide at least 45 minutes for lunch and at least two 15-minute recesses each day.

With an increasing number of parents and staff embracing social media, Palliser's public engagement committee began work on a social media administrative procedure and training on best practices. The division expects to activate Twitter and Facebook feeds in 2012-2013.



Summary of Accomplishments from 2011-2012

Palliser Regional Schools continues to maintain some of the strongest results in the province, as measured by Alberta Education's Accountability Pillar. Of particular note, more than 90 per cent of key stakeholders (students, parents and staff) are satisfied with the quality of education being provided and the safe and caring atmosphere in our schools. Eighty-nine per cent of Grade 3, 6 and 9 students writing the Provincial Achievement Tests (PATs) achieve the acceptable standard, meaning they are passing these exams; 90 per cent of students writing provincial diploma exams also achieve the acceptable standard. Further, nearly one in three students writing PATs achieve Alberta Education's standard of excellence, as do one in four high school students writing diploma exams.

The division attributes this success to our unwavering focus on students including assessment for learning practices, instruction that meets individual needs and provision of a learning environment in which students feel safe, respected and valued. Palliser also continues to focus resources on strengthening literacy skills, supporting instructional leadership, a process to establish meaningful goals at the school level and conducting school reviews that collect data from students, parents and staff to help inform school improvement efforts.

In other highlights:

For the first time in the division's history, Palliser projected enrolment of more than 7,000 students for the 2012-2013 school year. It's expected a 17th Hutterian colony school will open and Trinity Christian Academy in south Calgary will join Palliser as a faith-based alternative program.

The Board of Trustees sponsored an unprecedented meeting of its stakeholders in May 2012. Students, staff, parents and public from all parts of the division were invited to this event. This gathering took the place of regional meetings trustees have held in the past. "A Community Conversation" was well received by participants who enjoyed the opportunity to share school success stories and identify factors that will encourage continued and heightened success.

In 2011-2012, Palliser added to its stable of in-house experts to support staff across the division. A behaviour support specialist, literacy coach and an anytime, anywhere learning coach worked with classroom teachers, modelling, team teaching and observing to support teacher practice. These experts offered a number of workshops which

were attended by teachers in our division. A technology integration specialist and early intervention specialist continued in their roles supporting teachers as well.

Palliser's appreciative school review process continues to draw attention from outside jurisdiction. Representatives from other jurisdictions and the Canadian expert from Effective Schools have or will be attending school reviews in Palliser.

Palliser Regional Schools and Siksika First Nation signed a historic three-year tuition agreement in March 2012, the first agreement since the County of Vulcan signed the original deal with the Minister of Indian Affairs and Northern Development in 1971. Palliser looks forward to building on this historic agreement.

Following a successful pilot of wraparound collaborative practice involving Alberta Health Services and school team members, including Palliser's behaviour support specialist, counselling staff and Central Office leadership, the division will extend this model to two additional schools in 2012-2013. This approach supports the classroom teacher to provide a more inclusive environment while addressing specific student needs.

Palliser staff received a number of honours in the 2011-2012 school year. The division had a semi-finalist and finalist for Excellence in Teaching awards; a school council was recognized with an Award of Merit from the Alberta School Councils' Association; and a teacher received the Association of Professional Engineers and Geoscientists of Alberta award for excellence teaching math and science.

In October 2011, Palliser's administrators and experts led a two-day workshop on Alberta Education's Making a Difference resource to support and enhance our existing inclusive education practices. Administrators then took that document back to their school staff as ongoing professional development.

Carmangay Outreach School celebrated its first graduate in spring 2012, a young woman who had earlier attended Barons School, an LGM alternative program.

Planning began in 2011-2012 for a school bus safety campaign to launch at the start of the 2012-2013. This effort will be conducted in partnership with the Alberta Sheriffs, RCMP, Commercial Vehicle Enforcement and Office of Traffic Safety.



October 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.2	91.4	91.5	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.6	78.9	79.2	80.7	80.9	80.6	High	Improved	Good
		Education Quality	92.9	91.2	91.6	89.4	89.4	89.3	Very High	Improved	Excellent
		Drop Out Rate	2.4	1.9	2.7	3.2	4.2	4.4	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	83.0	85.5	81.1	74.1	72.6	71.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.1	89.2	88.3	79.1	79.3	78.9	High	Maintained	Good
		PAT: Excellence	29.3	27.8	26.9	20.9	19.6	19.1	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	90.2	91.4	90.0	83.5	82.6	83.5	High	Maintained	Good
		Diploma: Excellence	24.0	25.1	22.6	18.6	18.7	18.7	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.0	61.2	57.1	56.2	54.9	53.9	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	73.1	74.3	67.2	61.5	59.6	58.0	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	68.2	65.4	64.8	58.4	59.3	59.5	High	Improved	Good
		Work Preparation	87.0	85.6	85.2	79.7	80.1	79.9	Very High	Improved	Excellent
		Citizenship	88.0	85.8	86.2	82.5	81.9	81.2	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	87.3	86.9	86.8	79.7	79.9	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	83.4	80.5	80.8	80.0	80.1	79.8	Very High	Improved Significantly	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2012 Accountability Pillar Summary — FNMI

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	1.7	0.0	5.6	9.0	10.4	10.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	*	*	n/a	40.2	38.2	36.0	*	*	*
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	100.0	72.2	71.3	58.3	58.1	57.8	Very High	Improved	Excellent
		PAT: Excellence	12.5	5.6	3.9	6.6	6.0	5.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	77.6	77.7	77.0	*	*	*
		Diploma: Excellence	*	*	n/a	8.8	7.4	8.1	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	19.6	19.1	17.7	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	34.4	32.1	29.6	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	30.2	31.2	32.3	*	*	*

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

What's Measured and How

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.3	87.9	87.9	89.2	89.1		High	Maintained	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.3	24.3	28.5	27.8	29.3		Very High	Improved	Excellent			

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Our results

Palliser students continue to demonstrate high academic achievement, surpassing the provincial scores in both acceptable standard and standard of excellence. We attribute this success to several factors: professional development at the division and site level, including work in small groups with teachers from across Palliser who teach the same subject matter; Palliser administrators and teachers examine Provincial Achievement Test results data to celebrate areas of strength and identify areas for improvement; and instructional leadership practices including classroom observation provide feedback that will improve teaching practice.

Palliser invested some of its Alberta Initiative for School Improvement (AIS) funding in 2011-2012 and again in 2012-2013 in a division literacy coach who works with classroom teachers and entire schools staffs to support best practices in literacy. The division considers literacy skills a keystone to student success in school and in life.

Palliser started early learning programs (formerly preschool programs) in many of its communities and a before- and after-school program in Coaldale for elementary school children. These programs provide opportunities for children to learn through play and help prepare children for school success.

Strategies

Division-wide training in ABC and Beyond, for early learning and kindergarten children, and intervention based on a Reading Recovery approach for Grade 1 and 2 students, is being implemented in 2012-2013 to give Palliser's youngest learners the best start to literacy.

Many Palliser schools have adopted a common assessment for literacy. Classroom teachers have been trained in administering this benchmark tool which will help them recognize the strengths and areas of need in each

student's reading. This will help teachers meet individual student's needs.

In 2012-2013, the literacy component of Palliser's AIS project will see the collection of baseline student data using either the Diagnostic Reading Assessment (DRA) or Fountas and Pinnell Reading Assessment. The focus will continue on all teachers becoming reading teachers, using comprehension strategies throughout the school day, and increasing the time available for student conversation.

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.9	86.9	91.5	91.4	90.2		High	Maintained	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	24.6	21.1	21.7	25.1	24.0		Very High	Maintained	Excellent			

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.2	78.5	79.5	85.5	83.0		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	4.4	1.8	1.9	2.4		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.0	64.5	64.7	65.4	68.2		High	Improved	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.4	62.6	64.7	74.3	73.1		Very High	Improved	Excellent			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	55.0	52.7	57.5	61.2	61.0		High	Improved	Good			

Our results

Palliser's high school completion rate went down marginally from a high of 85.5 in 2010 to 83.0 in 2011. The completion rate continues to be considerably higher than provincial average of 74.1. The decline in completion rate and rise in dropout rate may be the result of the data collected from 14-year-olds who were transferring from middle school to high school. A Palliser analysis of the

students who were reported as dropouts found a number of them were middle school students who moved out of the jurisdiction or country. This likely skewed our results. The dramatic improvement in Palliser's completion rate and significant reduction in dropout rate between 2009 and 2010 was also the result of a division analysis of the data Alberta Education used.

Strategies

Palliser has career and academic counsellors in its high schools to ensure students have the courses they need to graduate and promote career exploration and post-secondary education.

High school students have the opportunity to participate in regional skills competition and initiatives such as Take Your Kid to Work Day and job fairs so they can explore areas of interest and identify their passions.

Palliser's literacy focus extends to the high school level.

The division continues to offer flexible programming through its four outreach programs.

Our high schools encourage a blended delivery model for students whose scheduling doesn't allow them to access the courses they need when they need them. In such cases, students are encouraged and supported in accessing the course they need through Alberta Distance Learning.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.

Outcome: *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.0	86.4	86.5	85.8	88.0		Very High	Improved	Excellent			
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.	84.7	84.3	85.5	85.6	87.0		Very High	Improved	Excellent			

Our results

Palliser is pleased with our results in this category. We continue to work to improve communication with our stakeholders to ensure alignment between our programming and parent and student expectations.

Strategies

Every school is expected to identify one school goal annually that promotes a safe and caring school, character education or citizenship.

Palliser's emphasis on assessment for learning strategies makes students active participants in the learning process. Students recognize where they are in their learning, identify their learning goal and then pursue the strategies necessary to accomplish them. These are skills they will need for the rest of their lives.

The Board of Trustees conducts four of its meetings a year in schools where students are encouraged to see local government in action.

Two dozen Palliser schools took part in Student Vote mock elections to accompany the Alberta election in April 2012.

Palliser co-sponsored two election forums in the Little Bow riding during the provincial election campaign.

Palliser teachers continue to seek out ways to engage students in real-life scenarios, such as Operation Minerva, a University of Lethbridge event for young women to job shadow women who work as scientists, and student operations of canteens and tuck shops.

The division supports students in off-campus activities such as Green Certificate (an agricultural program), work experience and Registered Apprenticeship Programs.

Students in Palliser schools participate in some form of outreach to the community. Examples include community cleanups, donating to the local food bank or other charity, or packing shoeboxes with toiletries and toys for children in the developing world for Operation Christmas Child.

Students in most of Palliser's faith-based schools have the opportunity to participate in international efforts, such as building homes or playgrounds in developing countries.

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: *Effective learning and teaching within caring, respectful, safe and healthy environments.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	74.1	80.2	78.4	78.9	81.6		High	Improved	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	91.9	91.6	91.2	92.9		Very High	Improved	Excellent			
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.	89.8	91.6	91.5	91.4	92.2		Very High	Maintained	Excellent			

Our results

The results in this category are the best yet for Palliser, but we acknowledge that our work will never be done in ensuring our students have access to a range of programming and the best quality education possible in a school that is safe, caring and respectful. Palliser's outstanding results relating to students feeling safe in school reflects a long tradition of promoting and encouraging initiatives that ensure our schools are safe, caring and respectful places. Palliser has long stated that a safe environment is foundational to learning.

Strategies

Every school is expected to identify one school goal annually that promotes a safe and caring school, character education or citizenship.

Palliser students and staff support and initiate a myriad of community activities, fundraisers and public services for causes that are local, regional, national or international.

At every grade level, student leadership is promoted so students model this ethical behaviour for their peers.

The good works of students and staff are celebrated on Palliser's website and shared with media outlets.

Eight of Palliser's schools received a grant in support of wellness initiatives in 2011-2012. The projects could readily be adopted by other schools. In one example, a high school organized a conference for young women aimed at promoting self-esteem. Another school offered fitness classes that the public was welcome to attend.

In addition to the data provided by Alberta Education, Palliser uses its school review process to collect information from parents, staff and students about the quality of their

education, what they want from their school and whether bullying is an issue. The data is compiled and presented to staff. Staff and school administration use the data to celebrate school success and identify areas for improvement. Their response to the review is then presented to the Board. Palliser uses this appreciative inquiry process as a key tool for ongoing school improvement. Nine school reviews are scheduled for 2012-2013.

Palliser joined a number of neighbouring school jurisdictions, local law enforcement, Alberta Health Services (Addiction and Mental Health), Chinook Country Student Health Partnership and Southwest Alberta Child and Family Services in signing the Chinook Regional County Violence Threat Risk Assessment Protocol in May 2012. This establishes a standard response to crisis intervention.

In response to several close calls that put our bus students and drivers at risk, Palliser initiated a multi-agency, multimedia campaign to raise awareness of bus safety and driving laws to launch in 2012-2013.

Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.6	86.7	86.9	86.9	87.3		Very High	Maintained	Excellent			
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.	79.5	82.2	79.7	80.5	83.4		Very High	Improved Significantly	Excellent			

Our results

Palliser continues to support and encourage parental involvement in schools. The division pays the membership fees for all school councils to the Alberta School Councils' Association, and sponsors one representative's attendance to the ASCA annual conference. For a third straight year, a school council in Palliser received an ASCA Award of Merit.

A member of Central Office administration met with many school councils across Palliser to collect and share best practices for community engagement.

"A Community Conversation," Palliser's annual

stakeholders' meeting, brought together parents, staff, students and public from across the division to share insights into school success. The feedback from participants was overwhelmingly positive.

Palliser has adopted a theme for 2012-2013 of "Student Success is Everyone's Business," reflecting the shared responsibility and shared benefits of a high quality education system.

In 2011-2012, the division invested in an automated phone system that can be programmed to contact students' homes with key messages.

Strategies

In 2011-2012, Palliser's principal and vice-principals completed the second of a three-year plan to establish a rigorous model of instructional supervision. As the educational leaders of the school, principals play the primary role of knowing what occurs in the classroom and providing feedback and opportunity for reflection to improve teacher practice. In 2012-2013, the plan moves to its next phase which is paired observations, in which two administrators will observe a teacher and then share and reflect on what they've observed to improve their own supervision practices.

Palliser continues to provide two years of mentorship and support to new administrators. This provided them valuable experience of observing a teacher with a more experienced educator with the opportunity to share their observations. They were also provided a professional development opportunity focused on assessment for learning.

The correlates for the school review were revisited by a committee of administrators to ensure that the data gathered would reflect the division's commitment to inclusive education. The ongoing refinement of the correlates is consistent with Effective Schools research, tailored to the Palliser context.

Palliser will provide a professional development opportunity for the members of its leadership team in fall 2012.

The division continues to provide opportunities for collaboration at its three scheduled division-wide professional development days in 2012-2013 which gives professional staff from across the division time to work in small learning groups.

The Palliser Administrators' Association eight meetings a year always include collaborative and/or professional development time, for principals and vice-principals.

Palliser's Superintendent meets on a regular basis with his counterparts from Lethbridge School District No. 51 and Holy Spirit Separate School Division, in addition to participating in other forums in the region, such as regular meetings of the superintendents and trustees in Alberta School Boards' Association Zone 6.

Palliser administrators are encouraged to use their school data in collaboration with their staff and school councils to develop school goals that drive school improvement.

The division organized the annual College of Alberta School Superintendents/Alberta School Business Officials Association (CASS-ASBOA) Waterton Conference in August 2012, using the Open Spaces concept. This concept

reflects Palliser's commitment to collaborative practice. The agenda for the conference was drawn from the issues and interests of conference participants, rather than having them adhere to an agenda set by conference planners. The concept was well received by participants who appreciated the opportunity for conversation about what mattered most to them.

Palliser staff continue to work closely with organizations in the education and health sectors regionally and provincially.

In 2012-2013, Central Office staff will review schools' report card documents and how schools communicate student learning to parents/guardians to ensure parents/guardians are well informed.



Staff give a standing ovation to teacher Patricia Hrynczuk as she receives her 40-year service award. The presentation was made by Superintendent Kevin Gietz, left, and Board Chair Don Zech and Vice-Chair Colleen Deitz, at right.



Trustees Joe Watson and Esther Willms, centre, watch a hockey game pitting R.I. Baker Middle School students against staff. Staff from Lethbridge radio stations CJOC and Country 95.5 played on the staff team and "Voice of the Hurricanes" Pat Siedlecki announced the game.



Teachers from one of Palliser's collaborative learning groups pose with their year-end display of their group's work on inquiry-based learning.

Lorne Hickey from the County of Lethbridge gets a tour through the CTS mobile lab from teacher Ken Sanderson as Noble Central School invited the business community to tour the school.



Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: *FNMI students are engaged in learning.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.9	6.7	10.0	0.0	1.7		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	*	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	n/a	*	*		*	*	*			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.0	70.3	71.4	72.2	100.0		Very High	Improved	Excellent			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.0	2.7	3.6	5.6	12.5		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Our results

The vast majority of FNMI students in Palliser live on the Siksika First Nation and attend school at Milo or Arrowwood, schools which do not offer high school programming. At this time, Siksika Board of Education does not automatically fund students from Milo and Arrowwood transitioning to Palliser's high school program in Vulcan. As a result, the first five performance measures listed above do not apply to Palliser.

Palliser is pleased that in 2011-2012 all of its First

Nations students achieved the acceptable standard in the provincial achievement tests. However, we would acknowledge that this is a small sample of students, and compared to Palliser's overall results, a smaller percentage of FNMI students is achieving the standard of excellence.

Palliser continues to believe our targeted efforts with assessment for learning, inclusive education and literacy will improve outcomes for all learners, including our First Nations students.

Strategies

As part of our historic tuition agreement with Siksika First Nation, Palliser recognizes the special significance of First Nations culture to all students. We encourage our schools to explore aboriginal culture, whether by arranging school visits and demonstrations of music and dance, or by visiting culturally significant sites such as Head-Smashed-In Buffalo Jump. Both Milo and Arrowwood schools, where the bulk of our FNMI students attend, arranged for special

celebrations for all students on Treaty 7 Day.

The new tuition agreement includes provision for a native liaison worker to support our students in Milo and Arrowwood.

In 2012-2013, Palliser and Siksika representatives plan to meet to explore the inclusion of senior high students under the current tuition agreement.



Siksika Chief Fred Rabbit Carrier, left, and Palliser Board Chair Don Zech sign a historic agreement between their respective organizations in April 2012.

Summary of Financial Results for the 2011-2012 School Year

Palliser's revenue exceeded expenses for the 2011-12 school year resulting in a surplus of \$409,936. Actual revenues and expenses exceeded budget revenues and expenses. The accumulated operating surplus as at August 31, 2012 is \$2,284,314.

Key Financial Information as at August 31, 2012:

- Annual Operating Surplus \$409,936
- Accumulated Operating Surplus \$2,284,314
- Capital Reserves \$0

For a copy of Palliser's Audited Financial Statements for the 2011-12 school year, please visit the Division Documents section of our website, under Reports and Plans, or click on the link provided here. Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

- http://www.pallisersd.ab.ca/docs/library/Palliser_Audited_Statements_2011-12.pdf
- Audited Financial Statements for all jurisdictions are posted on Alberta Education's website at <http://education.alberta.ca/admin/funding/audited.aspx>

Total Revenue 2011-2012

\$77,599,264

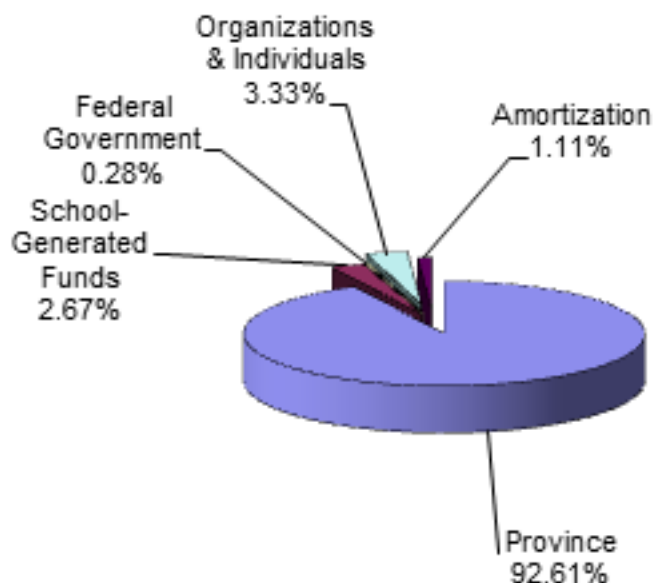
Province	\$71,863,575	92.61%
School-Generated Funds	\$2,070,920	2.67%
Federal Government	\$218,450	0.28%
Organizations & Individuals	\$2,585,045	3.33%
Amortization	\$861,274	1.11%

Expenditures 2011-2012

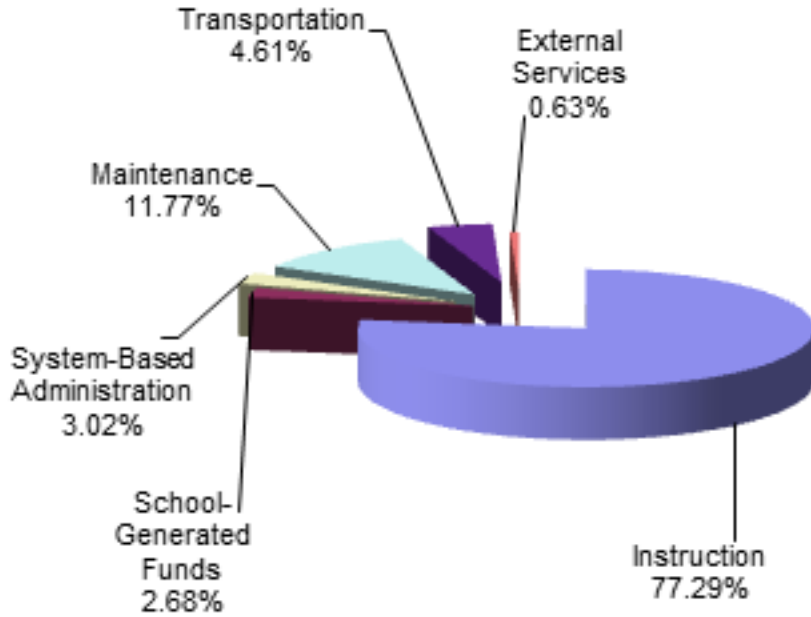
\$77,189,328

Instruction	\$59,662,072	77.29%
School-Generated Funds	\$2,070,920	2.68%
System-Based Administration	\$2,327,477	3.02%
Maintenance	\$9,086,676	11.77%
Transportation	\$3,555,928	4.61%
External Services	\$486,255	0.63%

Revenue 2011-12

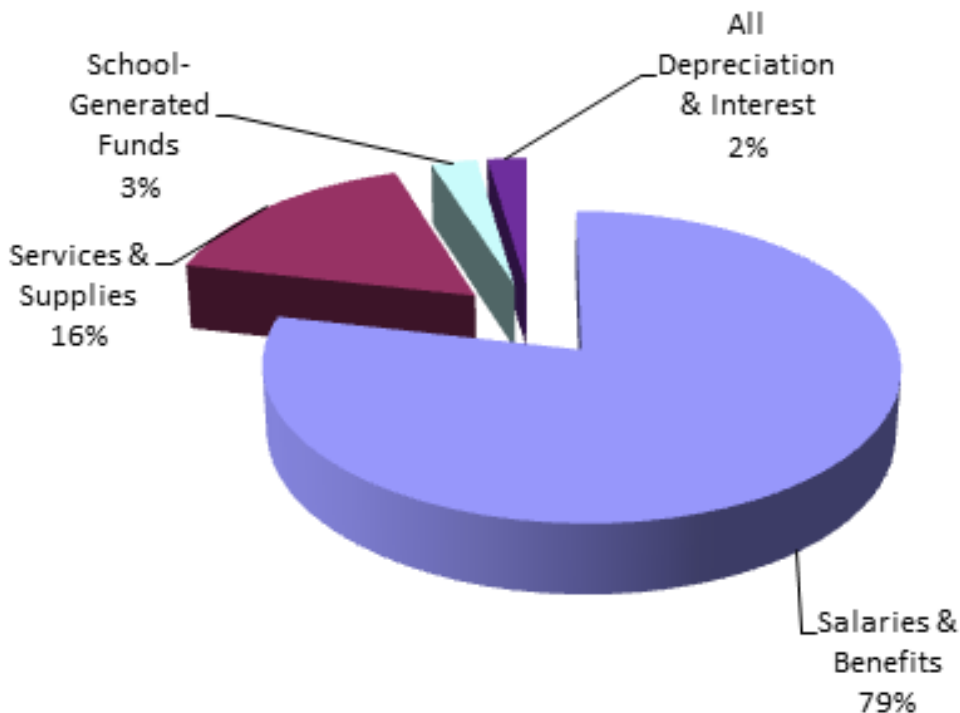


Expenditures 2011-12



Expenditures by Object 2011-2012		
	\$77,189,328	
Salaries & Benefits	\$60,624,136	78.54%
Services & Supplies	\$12,714,886	16.47%
School-Generated Funds	\$2,070,920	2.68%
All Depreciation & Interest	\$1,779,386	2.31%

Expenditures by Object 2011-12



Budget Summary for 2012-2013 School Year

The Board approved the 2012-13 budget with a surplus of \$7,677. A needs-based budgeting approach was used for all departments as well as school budgets. Under this budget approach, needs are identified and funded from the total revenue received at the district level.

Budget Assumptions:

- There was a 0% increase for staff salaries (certificated and non-certificated)
- Benefit rates remained consistent with the 2010-11 budget
- Average teacher cost used is \$95,000

Class size guidelines are projected to be met across Palliser schools. Funds have been set aside to purchase buses in the 2012-13 school year. Palliser purchased five new buses in the 2011-12 school year.

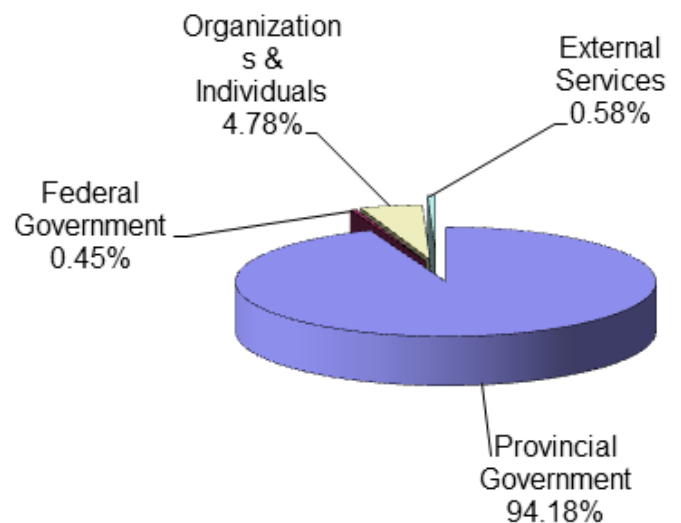
A budget summary is available on Palliser's website at the following link:

- http://www.pallisersd.ab.ca/docs/library/Palliser_Fall_Budget_Update_2011-2012.pdf

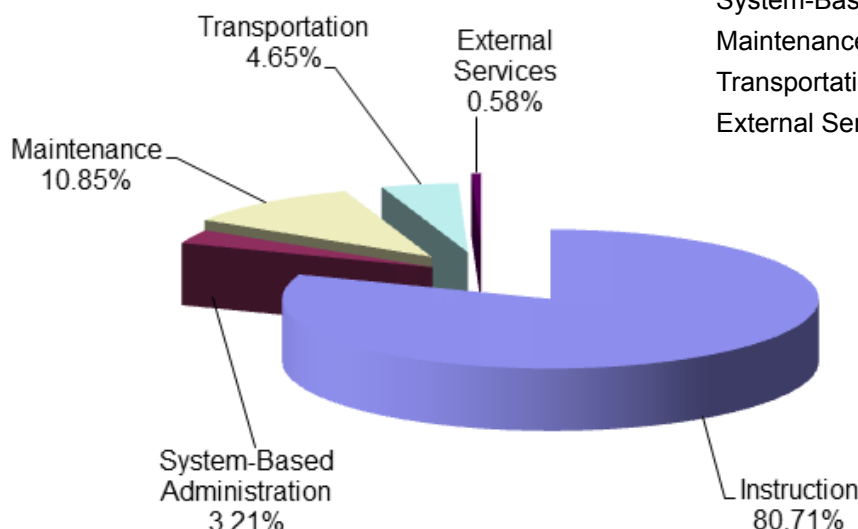
For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-677-1234.

Budgeted Revenues 2012-2013	\$83,265,100
Provincial Government	\$78,419,750
Federal Government	\$378,653
Organizations & Individuals	\$3,980,565
External Services	\$486,132

Budgeted Revenues

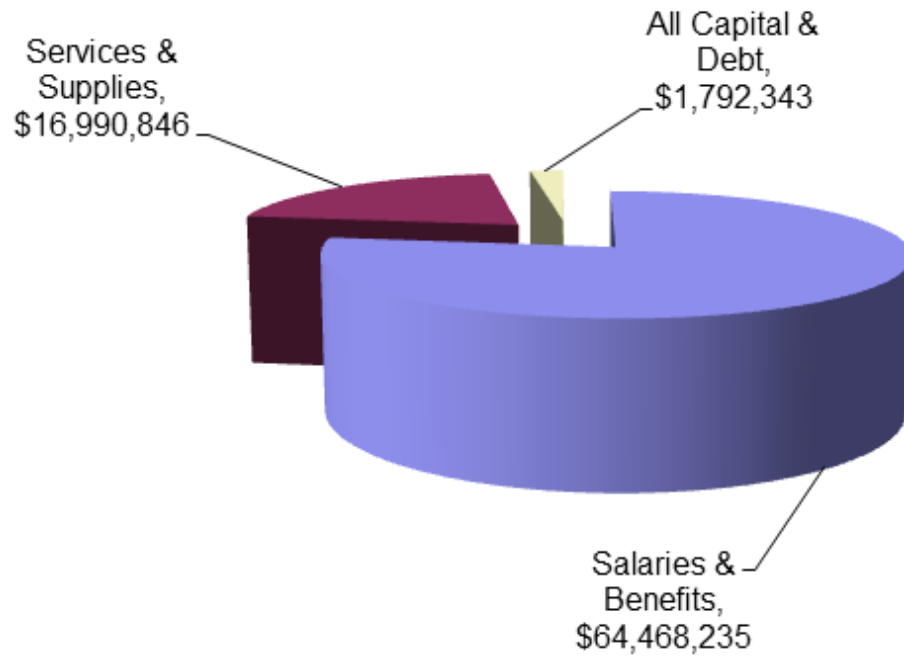


Budgeted Expenditures By Department



Budgeted Expenditures 2012-2013	\$83,251,424
Instruction	\$67,188,550
System-Based Administration	\$2,672,730
Maintenance	\$9,030,899
Transportation	\$3,873,113
External Services	\$486,132

Budgeted Expenditures By Object



Capital and Facilities Projects

In 2011-12, Palliser spent \$5,130,530 on the modernization of Picture Butte High School. The total cost of the modernization project is estimated to be \$13.35 million. The anticipated completion date is January 2013.

The first modular received for Coalhurst Elementary was completed in the 2011-12 school year. Palliser spent \$75,389 on the second modular received in 2011-12 for Coalhurst Elementary. The anticipated completion date is January 2013.

Palliser spent \$11,056 on the Vulcan Daycare modulars. The planned completion of these modulars is April 2013.

The reconstruction of the Arrowwood School is underway and the anticipated completion date is December, 2012. The costs of the reconstruction portion of the Arrowwood School during the 2011-12 school year are \$1,301,422. Insurance proceeds were received that were equal to this amount during the year.

Summary of Facility and Capital Plans

Palliser's Capital Plan consists of five priorities for modernization or addition. In priority order, they are:

1. Modernize Noble Central School
2. Modernize Coalhurst High School
3. Enclose the courtyard area at Kate Andrews High School in Coaldale to provide a lunch area/cafeteria
4. Renovate the front entrance area at County Central High School in Vulcan to provide a lunch area/cafeteria
5. Expand the gymnasium at Champion School to provide for a full gymnasium

Palliser's Capital Plan also consists of two priorities in the Lease Funding section. The first priority is to continue the lease funding received for Brant Christian School, Menno Simons Christian School and Heritage Christian Academy. The second priority is to secure new lease funding for Glenmore Christian Academy, Master's Academy and College and Calgary Christian School.

For a summary of Palliser's Three-Year Capital Plan for the 2012-13 school year to the 2014-15 school year, please click [here](#).

For a hard copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.



An arson fire rendered the Arrowwood Community School unusable in April 2012 creating an unexpected major facilities project in Palliser. Students missed just two days of school immediately following the fire, continuing classes in the Community Centre before moving into modular units donated to Palliser by Calgary Catholic School District.

Palliser Class Size

The attached class size information for the 2012-2013 school year reflects staffing as of November 30, 2012.

Palliser is at or below Alberta Education's class size guidelines in all core subjects at all grade levels this year. Smaller class sizes, particularly in core subjects of math, language arts, social studies and science for the youngest learners, has been a Palliser priority over the past several years.

Class size data in all subjects (see next page) are slightly higher than provincial guidelines only in kindergarten to Grade 3.

The suggested provincial guidelines for class size are:

- Kindergarten to Grade 3 — 17 students
- Grades 4 to 6 — 23 students
- Grades 7 to 9 — 25 students
- Grades 10 to 12 — 27 students

Jurisdiction Report - to be included with AERR

CORE SUBJECTS ONLY

2255 - Palliser Regional Division No. 26

Jurisdiction:

Number of Schools Reported:

27

Total Number of Schools:

27

	K to 3			4 to 6			7 to 9			10 to 12		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Arrowwood Community School	16.0	20.5	17.0	20.0	20.3	19.5	16.0	12.0	15.7			
Barons School	17.8	20.2	16.8	20.0	26.0	23.0	16.0	17.0				
Brant Christian School	14.5	15.0	17.5	22.0	18.5	18.0	18.0	23.0	18.0		25.6	6.0
Calgary Christian High School							22.6	21.4	21.6	22.3	20.8	22.3
Calgary Christian School	19.2	16.9	18.3	23.0	20.9	23.7						
Champion School	23.0	15.3	14.0	18.0	18.0	19.5	16.5	22.0	15.2			
Coalhurst Elementary School	20.4	18.9	18.2	18.9	19.1	18.7						
Coalhurst High School							26.7	24.7	22.5	17.4	14.5	12.3
County Central High School							21.3	19.1	21.0	20.3	25.3	22.0
Dorothy Dalgliesh School	17.7	19.2	20.6	20.0	17.7	17.0						
Glenmore Christian Academy						24.3			23.8			
Glenmore Christian Academy Elementary	21.6	18.1	18.4	24.2	23.8	24.5	24.1	24.0				
Heritage Christian Academy	19.3	17.7	19.4	21.9	20.7	21.5	22.4	19.4	20.1	20.9	15.3	14.9
Huntsville School	15.7	14.0	11.3	20.5	22.5	21.0	16.0	19.0	18.0			
Jennie Emery Elementary School	19.0	17.5	17.4	21.3	21.8	21.7						
John Davidson School Program	13.7	13.9	15.8	16.0	16.8	28.0	23.0	18.0	27.0			
Kate Andrews High School							24.6	20.5	27.0	20.1	19.6	19.7
Master's Academy	20.3	20.7	20.0	23.5	23.8	23.3	24.5			14.2		
Master's College								25.3	24.7		13.5	15.9
Menno Simons Christian School	18.8	19.0	19.3	20.0	20.7	23.3	21.3	22.3	21.7			
Milo School	14.0	12.0	12.0	13.0	12.0	20.0	16.6	18.4	21.0			
Noble Central School	14.3	17.9	12.7	25.0	20.7	19.0	18.3	16.3	16.7	11.4	11.6	15.3
Picture Butte High School							17.0	25.7	26.6	18.5	17.2	15.8
R. I. Baker Middle School				22.6	19.7	22.4	21.5	26.0	22.8			
Sunnyside School	18.0	12.7	13.0	18.0	18.5	21.0						
Trinity Christian School			18.4			18.0			22.4			
Vulcan Prairieview Elementary School	18.6	15.0	17.0	23.0	19.9	19.9						
Total for Jurisdiction 2255	17.8	17.0	16.4	20.4	19.5	20.6	20.3	21.7	22.6	18.6	17.9	17.4

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Colony/Hutterite schools have been excluded
 Outreach/alternative schools have been excluded
 Virtual/Home Ed/Distance Ed programs have been excluded
 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Note:

This information has not been verified by Alberta Education and is subject to change.

Jurisdiction Report - to be included with AERR

ALL SUBJECTS

Jurisdiction:

2255 - Palliser Regional Division No. 26

Number of Schools Reported:

27

Total Number of Schools:

27

	K to 3			4 to 6			7 to 9			10 to 12		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Arrowwood Community School	19.4	20.7	17.0	21.3	20.3	19.0	19.6	13.1	14.1			
Barons School	17.3	20.4	16.9	19.2	26.0	23.0	16.0	17.8				
Brant Christian School	14.5	15.0	17.5	21.9	18.6	18.0	17.1	21.6	16.9	13.5	20.5	15.3
Calgary Christian High School							22.0	21.6	22.4	17.2	16.2	16.4
Calgary Christian School	19.3	16.9	18.5	22.8	22.6	23.6						
Champion School	23.0	15.8	14.0	18.0	19.3	19.5	21.0	22.0	16.6			
Coalhurst Elementary School	20.9	18.9	18.3	20.0	19.1	18.7						
Coalhurst High School							24.3	23.9	21.6	16.4	16.2	11.3
County Central High School							21.3	19.3	20.5	16.6	21.9	18.5
Dorothy Dalglish School	18.6	20.8	22.9	22.6	17.7	19.4						
Glenmore Christian Academy						22.2			21.7			
Glenmore Christian Academy Elementary	21.6	18.1	18.4	23.4	23.5	24.5	21.2	22.8				
Heritage Christian Academy	19.6	17.9	19.8	22.0	20.4	22.3	23.5	20.4	21.3	21.5	18.5	18.5
Huntsville School	15.7	13.8	10.9	20.1	21.3	20.5	16.0	18.4	18.0			
Jennie Emery Elementary School	19.0	18.0	17.4	21.3	21.8	21.7						
John Davidson School Program	13.5	15.4	16.2	16.0	18.4	28.0	23.0	18.0	27.1			
Kate Andrews High School							22.7	19.5	26.3	19.0	19.3	18.2
Master's Academy	20.3	20.7	20.0	23.5	23.8	23.3	22.1			14.3		
Master's College								20.4	22.9	0.0	12.0	15.8
Menno Simons Christian School	18.7	19.0	19.3	20.0	20.7	23.3	21.3	22.3	21.5			
Milo School	14.0	12.0	12.0	13.0	14.7	20.0	21.1	20.7	21.0			
Noble Central School	15.5	18.3	12.5	25.0	20.7	18.9	20.3	16.7	18.9	11.4	11.6	15.6
Picture Butte High School					37.0		18.3	24.6	25.0	17.9	14.2	15.1
R. I. Baker Middle School				19.4	18.1	22.3	19.3	21.1	22.8			
Sunnyside School	18.0	12.7	13.0	18.0	18.5	21.0						
Trinity Christian School			18.4			20.0			21.7			
Vulcan Prairieview Elementary School	18.7	15.1	17.0	23.0	19.9	19.9						
Total for Jurisdiction 2255	18.9	17.8	17.8	21.5	20.7	21.6	21.1	20.8	21.7	17.5	17.2	16.7

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
8/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded

Note:

This information has not been verified by Alberta Education and is subject to change.

Parental Involvement

Palliser Regional Schools encourages parental involvement in all our schools. Consultation with parents through school councils is ingrained in Palliser Administrative Procedures, including Administrative Procedure 102, 3 Year School Plan/Annual Education Results Report. This AP states that school plans and annual education results reports must be prepared by the principal in collaboration with staff, school council and, where appropriate, students.

Palliser's trustees regularly attend school council meetings across Palliser to engage parents. As well, during the 2011-2012 school year, the Board voted to change the focus of its Communications Committee to the Public Engagement Committee. The committee invited interested principals to join as well as Central Office staff. The committee's work included formulating a draft administrative procedure and guidelines for use of social media. The committee also collected best practices for

public and community engagement and shared those ideas with school councils around the division.

Since the start of the 2012-2013 school year, Palliser has been active on Twitter ([@PalliserSchools](https://twitter.com/PalliserSchools)) and Facebook (www.facebook.com/PalliserRegionalSchools), adding to the variety of tools the division uses to engage the public in matters of education. In 2011-2012, the division began using video to share information through a YouTube channel (<http://www.youtube.com/user/PalliserRegSch>).

In 2011-2012, the Board organized a single stakeholders' meeting, bringing together students, staff, parents and the public from across Palliser at a single venue for the first time in division history. This meeting, which replaced regional gatherings in the division's north, south and central communities, was positively received as partners from division were able to meet and share ideas and experiences. This format is expected to continue in future years.

Learn More

Palliser Regional Schools encourages our families and community partners to maintain an active interest in the operation of Palliser and our schools, whether through participation in school council or other methods. A great deal of Palliser information is shared publicly through our website, including Board agendas, minutes and highlights packages. As well, dozens of stories and photos about happenings in the division and our schools are regularly posted in the "News" section of our homepage at www.pallisersd.ab.ca. Updates to our website are also posted on Twitter and Facebook.

The Board holds regular meetings monthly, except for July. These meetings are open to the public. Most meetings are held at Palliser Education Centre in Lethbridge, although the Board holds four meetings a year in schools. Information about the Board and its meetings can be found on Palliser's website.

Our Central Office is located in Lethbridge at #101 3305 18 Avenue North. We are open from 8:15 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 403-380-6890.

