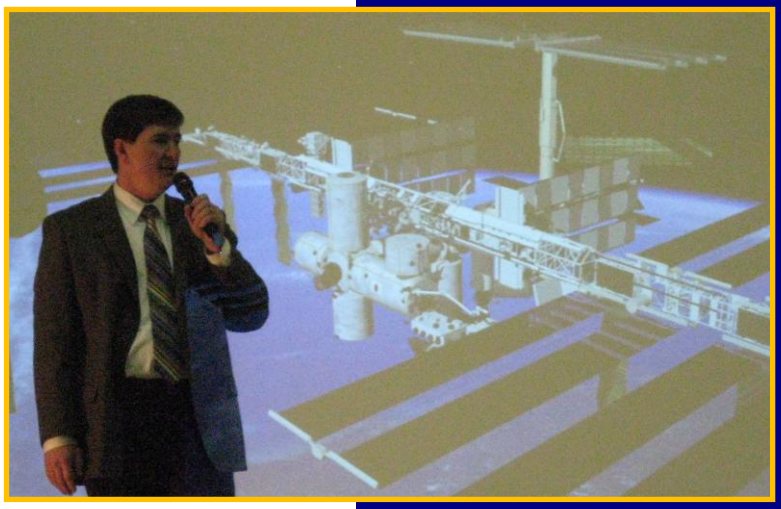
PALLISER REGIONAL SCHOOLS

EDUCATION PLAN
2009-10 TO 2011-12



DREAM AND BELIEVE
Palliser
REGIONAL SCHOOLS
LEARN AND ACHIEVE

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ACCOUNTABILITY STATEMENT

The Palliser Regional Division's Education Plan for the 3 years commencing September 1, 2009 was prepared under the direction of the Board in accordance with responsibilities specified in the *School Act*, the *Government Accountability Act*. The priorities outlined in this Education Plan were developed in the context of the provincial government's business and fiscal plans and Alberta Education's Business Plan. The Board is committed to achieving the results laid out in this Education Plan.

Don Zech
Board Chairperson

Kevin Gietz
Superintendent of Schools

MISSION

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

MANDATE

The primary mandate for Palliser Regional Division No. 26 school system is to:

- Educate all children in the school jurisdiction in an equitable manner.
- Encourage and motivate the progressive development of fundamental knowledge, skills and attitudes.
- Provide an educational program through a partnership of school, family and community, thereby preparing students academically, socially and emotionally to be responsible, caring and knowledgeable citizens.
- Provide quality life skill education to all students.
- Foster positive self-esteem in students, assisting them to complete their educational program and achieve personal goals.
- Create and maintain positive, safe and supportive learning environments.

For more information, copies of the following documents are available on the Palliser Regional Schools website (www.pallisersd.ab.ca) or by contacting the Central Office at (403) 328-4111 (1-877-667-1234):

- 2007-08 Annual Education Results Report
- 3-Year (2009-10 to 2009-12) and 10-Year (2009-10 to 2016-17) Capital Plans
- 2007-08 Audited Financial Statement
- 2009-10 Budget

The Education Plan 2009-10 to 2011-12 will be distributed to school administrators to be shared with School Councils. School Councils participated with school staff in the revision of the individual school 3-year education plans.

VISION

Vision Preamble

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 themself 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.
6. Become good citizens and contribute to the well-being and ongoing success of their community.

BELIEFS AND VALUES

TEAM	Together everyone achieves more.
EMPATHY	Willingness and ability to put oneself in another person's place.
INTEGRITY	Honesty, fairness and openness, dependability and consistency, actions consistent with what one believes and says.
RESPECT	Courteous and caring attitudes toward people, property and the environment.
TRUST	Confidence that others will use information for your good and never for your harm.
RESPONSIBILITY	Due regard for own obligations.
HUMOUR	Take your job seriously and yourself lightly.

Parents are the primary educators.

All partners in the education process have responsibility for learning.

Learning is a lifelong process.

Learning occurs when a student has the opportunity to reach his/her potential as a responsible, caring citizen.

Individual students are unique and have the right and responsibility to an education that meets his/her educational needs.

Students should have the opportunity to learn in safe environments where there are caring, knowledgeable and positive role models.

Every student can learn.

Respect should be fostered throughout the school system.

JURISDICTION PROFILE

Palliser Regional Division No. 26 is primarily a rural school jurisdiction in southern Alberta. While the geographical area served stretches from just south of Lethbridge to the Bow River south of Calgary, we now have five alternative programs located in the City of Calgary. The division has six elected representatives from two wards, with Ward 1 covering the County of Lethbridge with four trustees, and Ward 2 covering Vulcan County with two trustees. Palliser Centre is in Lethbridge, providing central administration, transportation and maintenance services. A satellite maintenance shop is located at Vulcan. In keeping with the jurisdiction's strong belief in the value of education partnerships, Palliser Centre also provides lease space to Alberta Distance Learning, Chinook Regional Career Transitions for Youth, Southwest Alberta Child and Family Services, and Regional Education Assessment and Consultation Team (REACH), as well as other private business organizations.

The division offers full public education services for preschool through Grade 12 in 13 communities utilizing 26 school sites, including six alternative Christian schools, three outreach schools and two Low German Mennonite alternative program sites. In addition, there are 14 Hutterian colony schools. Schools and projected enrolments for 2009-10 are as follows:

Community	School	Grades Served	Projected Enrolment
Arrowwood	Arrowwood School	1-9	104
Barons	Barons School (LGM Alternative)	P-9	94
Brant	Brant Christian School	K-12	118
Calgary	Calgary Christian School	K-12	685
	Glenmore Christian Academy	K-9	572
	Heritage Christian Academy	K-12	548
	Master's Academy & College	K-12	524
	Menno Simons Christian School	K-9	195
Champion	Champion Community School	1-9	88
Coaldale	Jennie Emery Elementary School	P-4	395
	John Davidson School (LGM Alternative)	P-9	75
	Kate Andrews High School	9-12	446
	PASS+ Outreach School	9-12	79
	R.I. Baker Middle School	5-8	324
Coalhurst	Coalhurst Elementary School	P-6	207
	Coalhurst High School	7-12	175
Iron Springs	Huntsville School	P-9	80
Milo	Milo Community School	1-11	111
Nobleford	Noble Central School	P-12	216
Picture Butte	Dorothy Dalgliesh School	P-6	148
	Picture Butte High School	7-12	220
	Picture Butte Outreach School	9-12	16
Sunnyside	Sunnyside School	P-6	85
Vulcan	County Central High School	7-12	271
	Vulcan Outreach School	10-12	15
	Vulcan Prairieview Elementary School	P-6	202
Colony Schools	14 Sites	K-9	281
Home Schooling		1-12	20
TOTAL PROJECTED ENROLMENT			**6219**

ACCOUNTABILITY PILLAR OVERALL SUMMARY

The Accountability Pillar Overall Summary, provided by Alberta Education, follows on the next page.

Accountability Pillar Overall Summary
3-Year Plan - May 2009
Authority: 2255 Palliser Regional Division No. 26

Alberta EDUCATION

Goal	Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	91.6	89.8	87.4	86.9	85.1	84.6	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Good	Program of Studies	80.2	74.1	71.3	80.3	79.4	78.7	High	Improved Significantly	Good
			Education Quality	91.9	91.0	88.5	89.3	88.2	87.8	Very High	Improved Significantly	Excellent
			Drop Out Rate	4.4	3.6	3.2	4.8	5.0	4.9	Intermediate	Declined	Issue
			High School Completion Rate (3 yr)	79.4	81.9	79.6	70.7	71.0	70.6	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	80.5	79.2	79.0	75.8	75.9	76.7	Intermediate	Maintained	Acceptable
			PAT: Excellence	18.4	17.2	18.1	19.6	19.4	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	92.7	90.0	90.5	85.0	85.4	85.2	Very High	Improved	Excellent
			Diploma: Excellence	33.8	24.3	25.4	22.3	23.3	23.1	Very High	Improved Significantly	Excellent
			Diploma Exam Participation Rate (4+ Exams)	52.7	55.0	56.1	53.0	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	62.6	60.4	59.9	57.3	56.8	55.8	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	65.5	61.1	60.6	60.7	60.3	59.1	Very High	Improved	Excellent
			Work Preparation	84.3	84.7	79.0	79.6	80.1	78.1	High	Improved Significantly	Good
			Citizenship	86.4	83.0	79.5	80.3	77.9	77.1	Very High	Improved Significantly	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	86.7	82.6	79.4	80.1	78.2	77.9	Very High	Improved Significantly	Excellent
	Continuous Improvement	Excellent	School Improvement	82.2	79.5	76.2	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:

1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Accountability Pillar Overall Summary

Source Data Reference

3-Year Plan - May 2009

Authority: 2255 Palliser Regional Division No. 26

Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Safe and Caring	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
	Student Learning Opportunities	Program of Studies	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		Education Quality	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		Drop Out Rate	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
		High School Completion Rate (3 yr)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	PAT: Acceptable	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 23, 2008
		PAT: Excellence	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 23, 2008
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 29, 2008
		Diploma: Excellence	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 29, 2008
		Diploma Exam Participation Rate (4+ Exams)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
		Rutherford Scholarship Eligibility Rate (Revised)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2003/2004 to 2005/2006	Feb 27, 2009
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
		Work Preparation	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		Citizenship	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Parental Involvement	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
	Continuous Improvement	School Improvement	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
ACOL Measure	ACOL Measure	Satisfaction with Program Access	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		In-service jurisdiction Needs	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009

Accountability Pillar Overall Summary

Measure Evaluation Reference

Alberta EDUCATION

3-Year Plan - May 2009
Authority: 2255 Palliser Regional Division No. 26

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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2009
Authority: 2255 Palliser Regional Division No. 26

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.

	Achievement				
Improvement	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

Please note that the "Overall Evaluation" table above has changed from previous years. Beginning in May 2009, the cell intersecting a value of "Very Low" for Achievement and "Maintained" for Improvement has been changed to "Concern" from a prior value of "Issue". This affects all measures starting in May 2009 onward.

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).

GOALS, OUTCOMES, STRATEGIES, PERFORMANCE MEASURES AND TARGETS

Goal One: High Quality Learning Opportunities for All
Outcome: Schools environments are safe and caring.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	91.6	87.4	Very High	Improved Significantly	Excellent	92.0	93.0	94.0

Strategies

- **Continue to prioritize meeting small class size targets to ensure learning needs are met, while personal connections between teachers, students and their families are strengthened. (Superintendent, Human Resources)**
- **Continue to host semi-annual stakeholder meetings of trustees and school administrators, transitioning from the Safe and Caring Schools Advisory Committee to the Wellness Advisory Committee. The focus throughout the district will be to support the five dimensions of wellness: physical, social, emotional, intellectual and spiritual. (Schools, Learning Services)**
- **Establish expectations that schools will improve nutritional choices available and ensure students have access to a wide range of physical activities, including non-competitive activities. Continue to support safe and caring strategies and character development. (AISI, Schools, Wellness Advisory Committee)**
- **Host the first Western Canada Character Education Conference November 5-6, 2009 in the Kananaskis. (Learning Services, AISI)**
- **Facilitate student focus groups at the Grade 9 level to give voice to their ideas regarding programming, services, and supports. (Superintendent)**
- **Identify at each school site student leadership strategies to increase learner engagement. (Schools, AISI, Learning Services)**
- **Continue to host stakeholder service area meetings as a strategy to engage our communities in developing Division priorities. (Superintendent)**
- **Ensure student voice is valued as a priority in the stakeholder service area meetings. (Superintendent)**
- **Ensure the school culture reflects a caring environment through school-wide activities and cross-curricular learning outcomes as identified through the province's Safe and Caring Schools materials, the Focus on Bullying curriculum and other resources. Monitor continued implementation of The Fourth R curriculum at the Grade 9 level targeting respectful relationships. (Director of Curriculum, Learning Services)**
- **Strengthen and support the Family School Liaison Program through clinical supervision and increased communication between principals and the counselling team. (Learning Services)**
- **Ensure school-based consultation team meetings are scheduled regularly by school administrators to be proactive in addressing emerging student issues. Membership on these teams must include school administration, family school liaison counsellor, and may be expanded to include classroom teachers, learning support teachers and child and youth care workers as needed. The Director of Student Services and/or Counselling Supervisor will participate periodically or as requested. (Learning Services, Schools)**
- **Schedule individual student consultation team meetings involving parents and students, as appropriate. (Learning Services, Schools)**
- Continue to provide Internet safety and web awareness training for teachers, parents and students. Partner with the University of Lethbridge and their Cyber Advisory Committee as requested. (Alternative Programs & Technology)
- **Ensure all teachers participate in the ATA's E-Liability workshop. (Alternative Programs & Technology)**
- **Ensure schools develop a communication plan (AP #361) highlighting a range of strategies to strengthen home-school partnerships and to communicate student learning and other needs to parents. (Learning Services)**
- **Continue to provide the Teens Helping Teens Peer Mentorship Program with family school liaison staff support and supervision in the communities of Coaldale, Coalhurst, Nobleford, Picture Butte and Vulcan. A new strategy to be introduced this fall will include the addition of character backpacks for mentor and family use. The opportunity to introduce the Mentorship Program into our Calgary schools is available. (Learning Services, Schools)**
- **Continue to build capacity amongst key teachers to support students requiring intensive behaviour interventions. In addition to the special education resource "Supporting Positive Behaviour in Alberta Schools," and the online Mental**

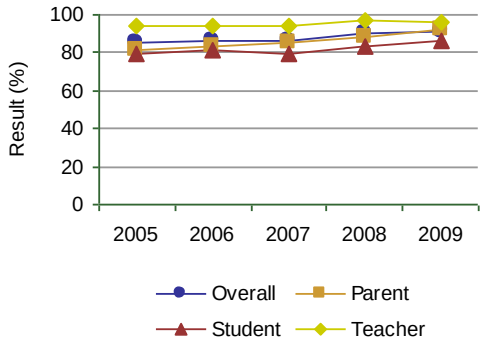
Health resource Child & Adolescent Behaviour Toolboxes, we have the benefit of a Behaviour Support Specialist funded through Student Health and networking with the new Regional FASD Assessment Team. (Learning Services)

- Continue partnerships with Alberta Health Services (Mental Health), FCSS and law enforcement personnel to reduce high-risk behaviour in youth. A Regional Threat assessment Protocol has been established and is reviewed annually. (Learning Services, Schools)
- **Continue to support staff members adopting individual at-risk youth to build those important, personal, positive connections. Positive personal relationships with at-risk youth is a key strategy to keep them connected to schools. This strategy has been highlighted each year at our Safe and Caring Schools Advisory Committee meetings. (Learning Services, Schools)**
- **Provide the opportunity for new colony teachers to participate in the Beginning Colony Educators' Conference, August 15-16, 2009. (Human Resources)**
- Provide, as part of the Beginning Teacher Induction Program, an orientation session re the importance Palliser places on "relationships for learning" to build a safe and caring school culture, a correlate of effective schools. The focus of the first-year program will be planning for instruction and classroom management. (Human Resources)
- **Support the establishment of cross-graded advisories that have as a key purpose the promotion of relationships and a sense of belonging amongst students and staff. (Schools)**

Measure History

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	1,235	84.9	1,184	86.3	1,204	86.0	1,388	89.8	2,009	91.6
Parent	270	81.8	257	83.5	292	85.2	253	88.6	414	92.0
Student	778	79.0	752	81.1	739	79.2	911	83.8	1,229	86.7
Teacher	187	93.9	175	94.2	173	93.7	224	96.9	366	96.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system meets the needs of all K-12 students, society and the economy.

			May 2009 Evaluation			Targets		
Performance Measures	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	80.2	71.3	High	Improved Significantly	Good	81.0	82.0	83.0
Overall teacher, parent and student satisfaction with the overall quality of basic education.	91.9	88.5	Very High	Improved Significantly	Excellent	92.0	93.0	94.0

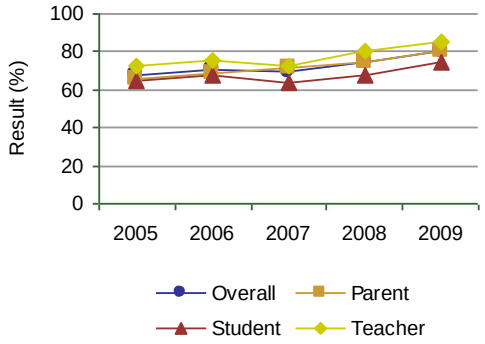
Strategies

- **Ensure teachers use quality assessment practices to enable all students to identify what they need to learn and the steps they need to take to further their learning. (Superintendent, Learning Services, Schools)**
- Continue to integrate the use of two mobile CTS facilities within the communities of Coalhurst, Nobleford, Arrowwood, Milo, Champion, Brant and Vulcan. (Learning Services)
- Review broad program offerings within the two mobile CTS facilities to ensure student needs are being met. (Learning Services)
- **Explore the viability of a dual accreditation track with Lethbridge College for pre-employment, electrical and wind turbine courses, in partnership with the Vulcan Innovative Project. (Learning Services)**
- Continue to bus junior high students in Milo and Iron Springs to local high schools for CTS options. (Learning Services, Transportation)
- **Continue to provide fine arts program options to our small rural community schools through either an itinerant teacher service or bussing options. We are exploring enhancing our fine arts programming through videoconference offerings. (Learning Services, Transportation, Alternative Programs and Technology)**
- **Expand our locally developed Sports Performance course to the middle school in Coaldale. Students from Grades 7-12 can access this opportunity. (Learning Services)**
- **Pursue International Baccalaureate accreditation for one of our high schools. (Learning Services)**
- Continue to support technology integration initiatives in classrooms. (Alternative Programs & Technology)
- Review and revise annually the strategic technology plan focused on outcomes for students, long-range planning and communication with stakeholders. (Alternative Programs & Technology)
- Continue to support the One-to-One Project in Coalhurst community schools. Data is being collected to track best practices for enhancing student achievement. (Alternative Programs & Technology)
- Support wireless access and mobile technology in the school communities of Coaldale, Vulcan and Calgary using lessons learned and promising practices from the Coalhurst One-to-One experience. Further expansion is planned. (Alternative Programs & Technology)
- **Establish a pilot project to trial student-owned technology devices. (Alternative Programs & Technology)**
- **Enhance the broad program of studies via videoconferencing to provide further choice to students. Team teaching via videoconferencing is also being trialled. (Schools, Learning Services, Alternative Programs and Technology)**
- **Ensure the learning needs of students attending our alternative schools and programs are appropriately addressed through the establishment of the senior administrative position of Associate Superintendent, Alternative Programs and Technology, effective August 1, 2009. (Superintendent)**
- **Implement the revised Administrators' Association structure and handbook. (Superintendent, Admin Association)**
- **Initiate the attendance of a Board member at each Administrators' Association meeting. (Superintendent)**
- Continue to implement the Special Education Programming Standards Review Action Plan, posted on the "Documents" section of the Palliser website. (Schools, Learning Services)
- Continue to host the Inclusive Education Advisory Board to include parents and other stakeholders established in 2008-09. (Learning Services)
- **Continue to offer academic and career counselling services to all students Grades 9-12 using an itinerant career counsellor model. This is one of a number of strategies to increase our high school completion rate. (Learning Services, Alternative Programs & Technology)**
- **Continue to ensure Palliser students have access to student health services through collaboration with three student health partnerships. Discussions have concluded regarding equitable services and supports to our Calgary schools through the Calgary Rockyview Student Health Partnership. (Learning Services)**
- Continue to provide educational psychology services to all Palliser school sites. (Learning Services)
- Continue to review implementation of the knowledge and employability skills courses to ensure students have access to the highest level of academic achievement, while providing flexibility to meet the needs of learners in Grades 8-12. (Learning Services, Schools)
- Support teachers, as they address the range of learning needs in their classrooms, to develop lesson plans that have clearly identified accommodations and modifications. (Learning Services, Schools)
- Support administrators, as they provide instructional supervision, to monitor individualized programming at the classroom level. (Superintendent, Learning Services, Schools)
- Ensure all support staff groups (e.g., librarians, secretaries, custodians) are provided an opportunity to contribute to meeting the needs of Palliser students through collaboration and professional development. (Superintendent)
- Continue to review and revise the division's Crisis Response Manual. (Superintendent, Learning Services)
- Participate with our communities in tabletop exercises to practice mock disaster response. (Learning Services)

Measure History

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

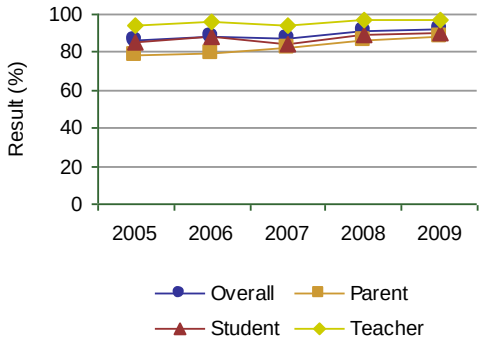
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	982	67.6	933	70.4	954	69.5	1,063	74.1	1,597	80.2
Parent	270	66.1	257	68.6	292	71.7	253	74.4	414	80.3
Student	525	64.7	501	67.2	489	63.8	586	68.1	816	74.9
Teacher	187	72.1	175	75.4	173	72.9	224	80.0	367	85.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	1,236	85.9	1,185	87.9	1,205	86.8	1,388	91.0	2,011	91.9
Parent	270	78.3	257	79.7	292	82.0	252	86.2	414	88.4
Student	779	85.6	753	87.9	740	84.4	912	89.5	1,230	90.3
Teacher	187	93.9	175	96.0	173	94.1	224	97.2	367	97.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Annual dropout rate of students aged 14 to 18.	4.4	3.2	Intermediate	Declined	Issue	4.0	3.9	3.8

Strategies

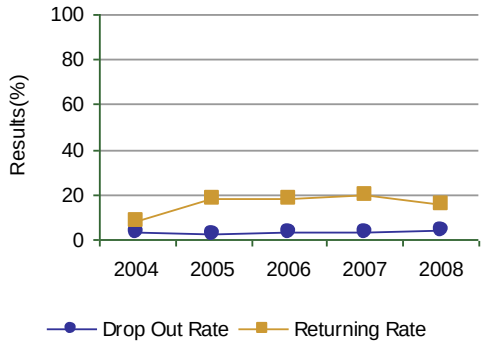
- Continue to support schools to build strong relationships with our most at-risk students. (Senior Administration, Learning Services, Schools)
- **Establish a second LGM alternative program in Coaldale, providing the opportunity for students to receive a public education while recognizing their unique cultural and religious views. (Superintendent, Alternative Programs & Technology)**
- Continue to ensure our at-risk students needs are addressed through a solution-focused learning team partnership involving student, parent, school staff and community partners. (Schools, Learning Services)
- **Ensure teachers use quality assessment practices to enable this specific group of students to identify what they need to learn and the steps they need to take to further their learning.**
- **Review learning progress and identify learning goals, as appropriate, for students receiving counselling services to support improved academic competence and to build resiliency to enhance future opportunities. (Learning Services, FSLC, Schools)**
- Continue to implement the Adopt-a-Kid program to ensure all students, particularly at-risk children, feel connected to an adult in the school environment. (Schools)
- Continue to implement a pyramid of appropriate interventions to ensure at-risk students are provided additional opportunities to achieve learning outcomes . (Schools, Learning Services)
- **Address students with attendance issues by applying appropriate pressures and supports, including referrals to the Attendance Board. (Superintendent)**
- **Continue to provide the services of a First Nations Community Liaison Worker to bridge the transition students and their families experience when an off-reserve Palliser community school is attended. (Schools, Alternative Programs & Technology)**
- **Continue to strengthen the partnerships initiated with social agencies serving our FNMI students, both on and off the Siksika First Nation, by hosting quarterly interagency meetings. (Alternative Programs and Technology, Schools)**
- **Continue to implement strategies embracing First Nations students such as are highlighted in recent resources, e.g., Education is our Buffalo (ATA), Our Words Our Ways (Alberta Education) and FNMI Learning Environment Project (Alberta Education). (Schools)**
- Continue to host celebrations of student learning on Siksika First Nation. (Alternative Programs and Technology, Arrowwood and Milo Schools)
- **Address the cultural needs of our Low German-speaking Mennonite families by providing parent choice to attend community schools with optional programming addressing cultural and linguistic needs, or the alternative programs at Barons School and John Davidson School in Coaldale. (Alternative Programs & Technology, Schools)**
- Continue to offer the services of a Low German-speaking Mennonite Liaison Worker to bridge the transition families and students experience. (Alternative Programs & Technology)
- **Develop a workforce entry plan for LGM students transitioning to employment through collaboration of the LGM Liaison Worker with career and academic counsellors. (Schools, Alternative Programs and Technology)**
- **Increase the number of LGM students continuing further in their education, while meeting family expectations to contribute to the household income, through our participation in the Opportunity Shop Rural Development Project. This project provides a liaison between our schools and prospective employers of this cultural group. The anticipated outcome is schools and employers agreeing on a school schedule that will support students continuing to access their education while they work. (Alternative Programs and Technology)**
- Continue to support teachers to implement best practices in their teaching strategies with English Language Learners. (Alternative Programs & Technology, Schools)
- Continue to expand preschool programming to meet the needs in rural communities, including the alternative programs at Barons School and John Davidson School in Coaldale. (Alternative Programs & Technology)
- Continue to encourage increased student participation in programs such as Tech Prep, Registered Apprenticeship Program (RAP), Green Certificate Program, Skills Canada, Take Our Kids to Work, and Job Shadow. (Schools)
- Continue to promote a cooperative and collaborative partnership with the Alberta Distance Learning Centre (ADLC) to develop and provide curricular programs through a variety of client-focused delivery models. Several small schools have expanded to offer Grades 10-12 using primarily ADLC materials. (Learning Services)
- Continue to identify and explore distributed learning opportunities in Palliser schools. (Superintendent, Learning Services)
- Continue to support the Palliser Outreach School in Coaldale (PASS+), the Vulcan Outreach School and Picture Butte Outreach School to offer education programming during an extended school day. PASS+ and Vulcan Outreach School continue to offer a summer session. (Alternative Programs & Technology, Schools)

- Continue to highlight assistive technology opportunities that support student learning outcomes to teachers. (Learning Services, Alternative Programs & Technology)
- Continue to encourage classroom teachers to access assistive technology tools such as the digital repository for students with individual program plans in Grades 4-12. (Learning Services, Alternative Programs & Technology)
- Continue to provide intensive early literacy programming at the kindergarten to Grade 2 levels, with enhanced collaboration and planning between classroom teachers and early literacy support workers. (Schools, Learning Services)
- Continue to provide classroom teachers with release time twice yearly to administer the Developmental Reading Assessment as a common strategic means of assessing student abilities in order to focus on sharing and implementing effective methods of intervention. (Learning Services, Schools)
- **Expand the provision of literacy and numeracy backpacks to parents of all children attending preschool and ECS in our school jurisdiction and Welcome to Kindergarten literacy bags, in cooperation with the Learning Partnership. (Schools, Learning Services)**
- Continue to partner with local private ECS programs and local area private schools to provide children with learning opportunities in early literacy and/or programming options for young children with specific learning needs. (Learning Services)
- Continue to be an active partner in the Chinook Regional Career Transitions for Youth consortium. (Learning Services)

Measure History

Annual dropout rate of students aged 14 to 18.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	**1,081**	**3.2**	**1,073**	**2.6**	**1,221**	**3.4**	**1,241**	**3.6**	**1,268**	**4.4**
Returning Rate	80	8.1	47	17.8	42	18.5	56	19.5	61	16.0



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy."

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
High school completion rate of students within three years of entering Grade 10.	79.4	79.6	High	Maintained	Good	80.0	81.0	82.0

Strategies

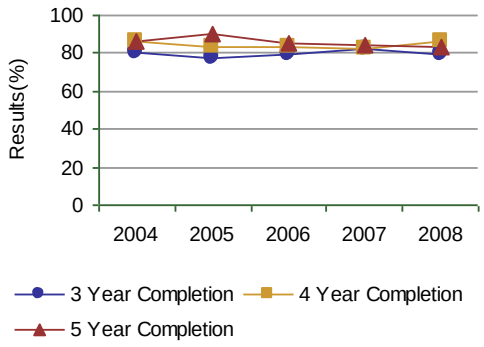
- **Prioritize meeting small class size targets to facilitate meeting individual learning needs while personal connections between teachers, students and their families are strengthened. (Superintendent, Human Resources)**
- **Ensure that students who have been identified with specific learning needs are aware of the opportunity to attend College or University to audit courses through participation in the Inclusive-Post Secondary Education Programs. (Learning Services)**
- **Continue to provide access, as appropriate, to the Stepping Away program at the Lethbridge College. (Learning Services)**

- Continue to implement the knowledge and employability skills courses to provide flexibility in meeting the needs of a wider range of learners. (Learning Services, Schools)
- Review broad program offerings within the two mobile CTS facilities to ensure student needs are being met. (Learning Services)
- **Identify individual student drop-outs to review the challenges these students experienced in an effort to address these barriers. (Superintendent, Learning Services)**
- Continue to recognize the value of extracurricular activities to keep students connected to schools in a variety of ways outside regular instruction. (Schools, Learning Services, AISI)
- Continue to encourage increased student participation in programs such as Tech Prep, Registered Apprenticeship Program (RAP), Green Certificate Program, Skills Canada, Take Our Kids to Work, and Job Shadow. (Schools, Learning Services)
- Continue to promote a cooperative and collaborative partnership with the Alberta Distance Learning Centre (ADLC) to develop and provide curricular programs through a variety of client-focused delivery models. Several small schools have expanded to offer Grades 10-12 using primarily ADLC materials. (Learning Services)
- **Increase the number of LGM students continuing further in their education, while meeting family expectations to contribute to the household income, through our participation in the Opportunity Shop Rural Development Project. This project provides a liaison between our schools and prospective employers of this cultural group. The anticipated outcome is schools and employers agreeing on a school schedule that will support students continuing to access their education while they work. (*Alternative Programs and Technology*)**
- **Explore, in partnership with the Vulcan Innovative Project through rural development funds, a dual accreditation track with Lethbridge College for pre-employment, electrical and wind turbine courses. (Learning Services)**
- Review and standardize the development of portfolios for secondary students to showcase their course completion, successes, interests and skills. (Learning Services)
- Continue to support the three outreach school campuses to provide flexible programming hours: Palliser Outreach School in Coaldale (PASS+), Vulcan Outreach School, and Picture Butte Outreach School. (Learning Services, Schools)
- Continue to increase awareness of the range of career opportunities beginning at the Grade 9 level through expanded academic and career counselling services. (Learning Services)

Measure History *(OPTIONAL)*

High school completion rate of students within three years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**285**	**80.8**	**286**	**77.6**	**284**	**79.4**	**311**	**81.9**	**313**	**79.4**
4 Year Completion	286	86.5	285	83.1	309	83.0	285	82.8	310	86.5
5 Year Completion	311	86.5	285	89.8	309	85.4	309	84.7	284	83.8



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards in learner outcomes.

			May 2009 Evaluation			Targets		
Performance Measures	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	80.5	79.0	Intermediate	Maintained	Acceptable	81.0	82.0	83.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	18.4	18.1	Intermediate	Maintained	Acceptable	19.0	20.0	21.0
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	92.7	90.5	Very High	Improved	Excellent	93.0	94.0	95.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	33.8	25.4	Very High	Improved Significantly	Excellent	34.0	35.0	36.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	52.7	56.1	Intermediate	Maintained	Acceptable	53.0	54.0	55.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	62.6	59.9	High	n/a	n/a	63.0	64.0	65.0

Strategies

- Continue to ensure principals prioritize their instructional leadership, honing their skills, competencies and capacities in the instructional supervision process with a focus on the improvement of student learning through, as a primary strategy, assessment for learning practices. (Superintendent, Learning Services, Schools)
- **Schools are encouraged to implement assessment for learning practices as quality classroom assessment has the largest positive impact on student learning and achievement ever documented. (Superintendent, Learning Services, Schools)**
- **Reduce the number of teacher absences from student learning responsibilities by requiring principal approval of absences, including provincial education requests or PD opportunities and jurisdiction committees, including AISI. (Superintendent, Schools)**
- **Institute a system meetings calendar to reduce meeting conflicts with an overall goal of minimizing the number of substitute teachers in a school at any one time. (Superintendent, Schools)**
- **Support the development of school annual education plans/school annual education results reports reflecting accountability pillar feedback and incorporating a school goals template that features strategies and measures and school-generated data to show growth towards school goals.**
- **Support schools in the analysis of diploma exam and provincial achievement test data by facilitating Alberta Education workshops with all Palliser school administrators. (Learning Services, Superintendent)**
- Continue to provide annual support and training through the Beginning Teacher Induction Program, including the appointment of mentors for new teachers as identified by school administration. (Human Resources)
- **Focus the Beginning Teacher Induction Program on the priority topics of classroom management and teacher planning. Involve three experienced teachers (PALS – Palliser Supports) in planning and implementing the Beginning Teacher Induction Program. (Human Resources, Learning Services)**
- Continue to support the implementation of Administrative Procedures #361 (Communicating Student Learning) and #364 (Grading for Learning). Implementing assessment for learning practices will significantly contribute to the quality of implementation.(Superintendent, Schools)
- Continue to provide PD opportunities on identified priority topics with assessment for learning practices highlighted as a priority at the division, school and classroom levels. At staff meetings, teachers are encouraged to share new learning and strategies they have tried in their professional practice. (Learning Services, Human Resources)
- Facilitate system-wide professional learning days for all certificated staff. Staffs participate in a small professional learning team focused on improving student learning through deepening their understanding of the curriculum , assessment for learning leading to implementation and sharing of best practices. (Learning Services)
- Encourage and support teachers to participate in item writing, field testing and marking of examinations in diploma examination courses. (Schools, Learning Services)
- Continue to support teachers to implement best practices in their teaching strategies with English Language Learners. (Learning Services, Alternative Programs & Technology, Schools)
- Conduct a review of library software to make recommendations in support of standardizing basic collections. (Learning Services)
- **Participate in an inter-jurisdictional AISI project focused on engaging the 21st century learner through the**

development and implementation of SMART Notebook interactive lesson plans in new curricular areas. During the 2009-10 school year, the focus will be working with social studies teachers in Grades 6, 9 and 12. (Learning Services, Alternative Programs and Technology)

- **Support assessment for learning strategies through the use of teacher learning coaches across the curriculum. (Learning Services)**
- **Support the implementation of a consistent standard for reporting student learning progress to parents using SIRS and TLXE. (Learning Services, Schools, Alternative Programs and Technology)**
- **Support professional development of teacher and learning assistant teams to facilitate the implementation of Supporting Positive Behaviour in Alberta Schools. (Learning Services)**
- Assist teachers to effectively meet the needs of each learner in their classrooms using assessment for learning strategies, curriculum, technology and student services expertise to differentiate instruction. (Learning Services, Alternative Programs & Technology)
- Continue to partner with the Southern Alberta Professional Development Consortium (SAPDC) in terms of program planning and teacher professional development activities that support the improvement of student success. (Learning Services)
- Continue to expand program offerings through common timetabling, which will create opportunities for instruction through videoconferencing and distributed learning. (Schools, Learning Services, Human Resources, Alternative Programs & Technology)
- Timetable high school courses in as supportive a manner as possible so that students can "cascade" to the next best alternate choice if they find credit completions are in jeopardy. (Schools)

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation *(OPTIONAL)*

		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
Course	**Measure**				N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	312	83.7	317	85.1
	Standard of Excellence	Intermediate	Declined	Issue	312	12.8	317	16.5
Mathematics 3	Acceptable Standard	Low	Maintained	Issue	312	80.1	317	83.0
	Standard of Excellence	Low	Declined	Issue	312	18.9	317	24.1
English Language Arts 6	Acceptable Standard	High	Improved Significantly	Good	347	90.2	324	83.4
	Standard of Excellence	High	Improved	Good	347	20.5	324	16.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	347	80.4	324	77.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	347	15.3	324	14.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	346	80.9	322	81.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	346	21.1	322	23.6
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	326	81.9	317	81.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	326	18.7	317	19.6
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	357	82.1	320	79.8
	Standard of Excellence	High	Improved	Good	357	18.8	320	13.5
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	High	Improved	Good	351	73.8	317	68.6
	Standard of Excellence	High	Improved	Good	351	23.4	317	19.2
Science 9	Acceptable Standard	Intermediate	Improved Significantly	Good	359	75.2	317	67.4
	Standard of Excellence	High	Maintained	Good	359	12.8	317	11.2
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	360	72.2	317	70.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	360	15.8	317	15.9

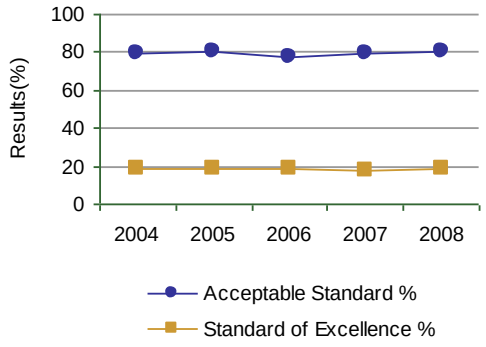
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Measure History

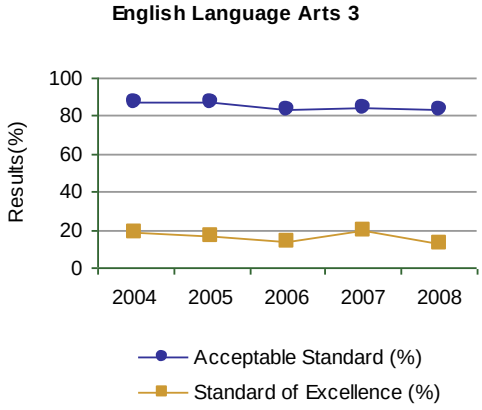
Provincial Achievement Tests Results based on Students Enrolled.

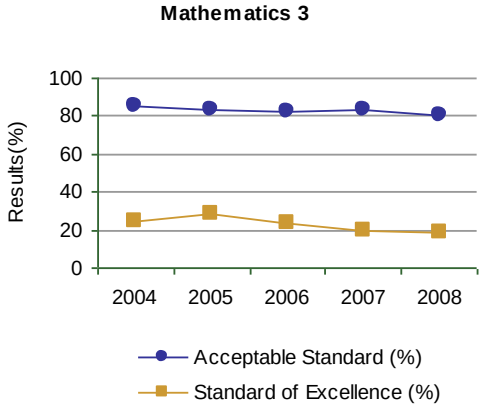
	2004	2005	2006	2007	2008
N	915	882	997	1,005	1,019
Acceptable Standard %	79.1	80.4	77.5	79.2	80.5
Standard of Excellence %	19.1	18.4	18.5	17.2	18.4



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.
Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled

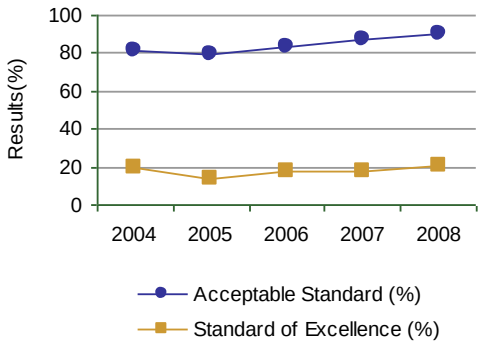




Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

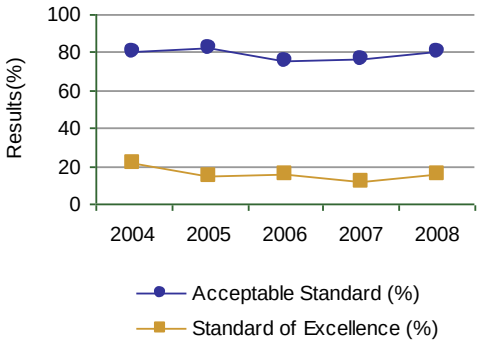
English Language Arts 6



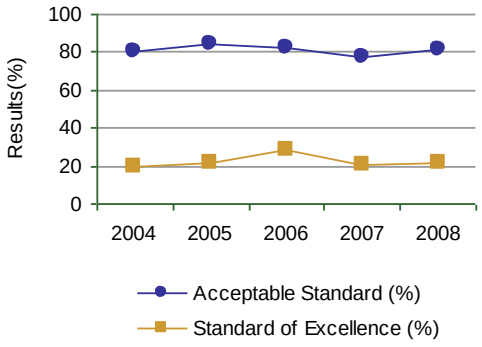
[No Data for French Language Arts 6]

[No Data for Français 6]

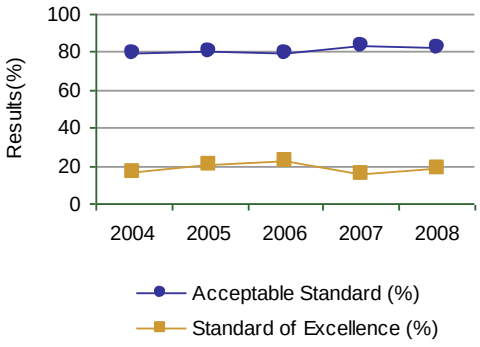
Mathematics 6



Science 6



Social Studies 6



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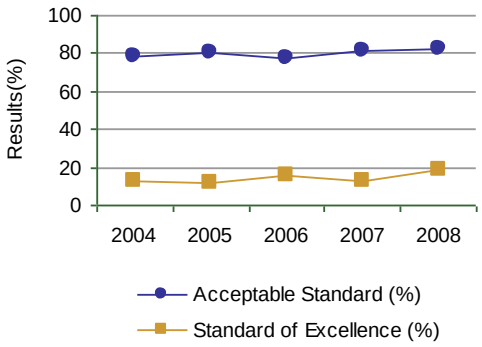
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

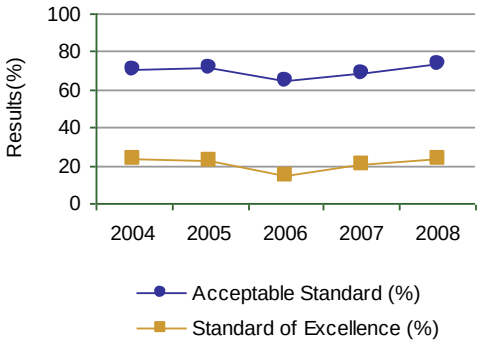
English Language Arts 9



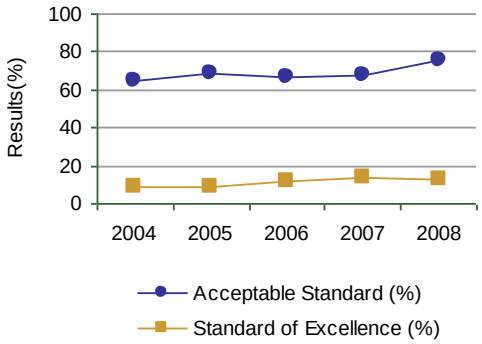
[No Data for French Language Arts 9]

[No Data for Français 9]

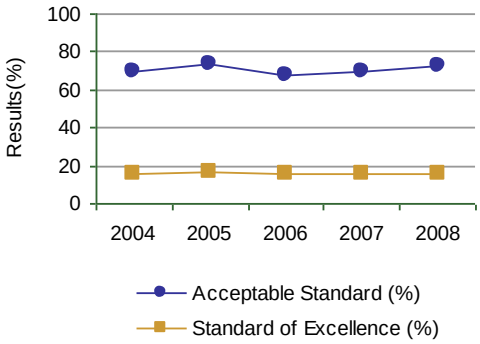
Mathematics 9



Science 9



Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled

			2004	2005	2006	2007	2008
Grade 3	English Language Arts 3	Students Enrolled	293	277	333	342	312
		Acceptable Standard (%)	87.7	87.7	83.2	84.5	83.7
		Standard of Excellence (%)	18.8	16.2	13.8	19.6	12.8
	Mathematics 3	Students Enrolled	293	277	333	342	312
		Acceptable Standard (%)	85.0	83.0	82.3	83.6	80.1
		Standard of Excellence (%)	24.2	28.9	23.4	19.9	18.9
Grade 6	English Language Arts 6	Students Enrolled	321	309	327	335	347
		Acceptable Standard (%)	81.3	79.3	83.5	87.5	90.2
		Standard of Excellence (%)	19.9	13.9	17.4	17.3	20.5
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	321	309	327	335	347
		Acceptable Standard (%)	80.1	81.9	75.8	76.1	80.4
		Standard of Excellence (%)	21.2	14.9	15.9	11.9	15.3
	Science 6	Students Enrolled	321	309	325	333	346
		Acceptable Standard (%)	80.4	84.1	82.8	77.5	80.9
		Standard of Excellence (%)	19.9	21.4	28.3	21.0	21.1
	Social Studies 6	Students Enrolled	321	308	326	316	326
		Acceptable Standard (%)	79.1	80.8	79.8	83.5	81.9
		Standard of Excellence (%)	16.8	20.8	22.4	15.5	18.7
Grade 9	English Language Arts 9	Students Enrolled	301	296	336	328	357
		Acceptable Standard (%)	78.1	80.7	77.4	81.4	82.1
		Standard of Excellence (%)	12.3	11.8	15.5	13.1	18.8
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	298	292	334	325	351
		Acceptable Standard (%)	70.8	71.9	65.0	68.9	73.8
		Standard of Excellence (%)	23.2	22.3	14.4	20.9	23.4
	Science 9	Students Enrolled	296	293	333	326	359
		Acceptable Standard (%)	64.9	68.3	66.7	67.2	75.2
		Standard of Excellence (%)	8.4	8.5	11.4	13.8	12.8
	Social Studies 9	Students Enrolled	300	290	335	326	360
		Acceptable Standard (%)	69.7	73.8	67.8	69.3	72.2
		Standard of Excellence (%)	16.0	16.6	15.8	15.3	15.8

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Diploma Exam Results Course By Course Summary With Measure Evaluation

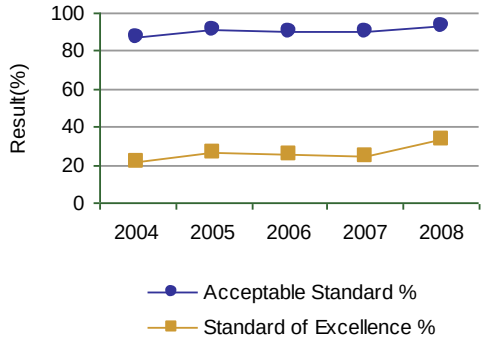
		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
Course	**Measure**				N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	164	93.3	168	94.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	164	17.1	168	18.9
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	99	94.9	93	91.9
	Standard of Excellence	Very High	Improved	Excellent	99	14.1	93	7.2
French Lang Arts 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	High	Maintained	Good	122	86.9	120	85.9
	Standard of Excellence	High	Improved	Good	122	31.1	120	22.4
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	84	88.1	80	87.6
	Standard of Excellence	High	Maintained	Good	84	21.4	80	19.9
Social Studies 30	Acceptable Standard	High	Maintained	Good	122	91.8	132	92.6
	Standard of Excellence	Very High	Improved	Excellent	122	32.8	132	26.0
Social Studies 33	Acceptable Standard	Very High	Improved Significantly	Excellent	136	94.9	131	87.2
	Standard of Excellence	Very High	Improved Significantly	Excellent	136	39.0	131	24.7
Biology 30	Acceptable Standard	Very High	Improved	Excellent	104	89.4	123	84.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	104	37.5	123	21.8
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	141	97.2	100	95.8
	Standard of Excellence	Very High	Maintained	Excellent	141	54.6	100	54.1
Physics 30	Acceptable Standard	Very High	Improved	Excellent	34	100.0	83	93.0
	Standard of Excellence	Very High	Improved Significantly	Excellent	34	91.2	83	40.3
Science 30	Acceptable Standard	High	Maintained	Good	20	95.0	15	97.9
	Standard of Excellence	Very High	Improved	Excellent	20	45.0	15	24.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

Measure History

Diploma Exam Results By Students Writing

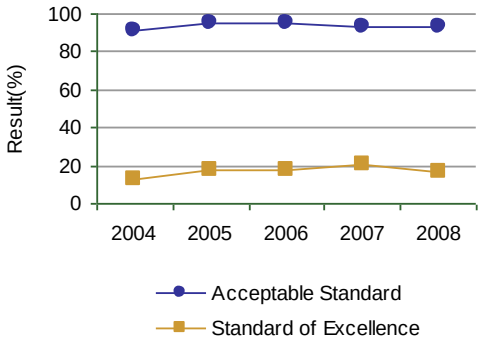
	2004	2005	2006	2007	2008
N	326	300	316	381	328
Acceptable Standard %	86.9	90.9	90.5	90.0	92.7
Standard of Excellence %	21.7	26.7	25.2	24.3	33.8



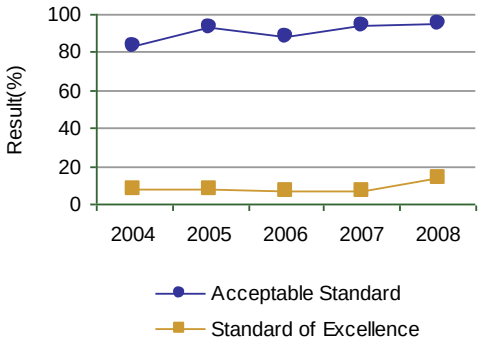
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

Diploma Exam Results Course By Course Summary By Students Writing

English Lang Arts 30-1



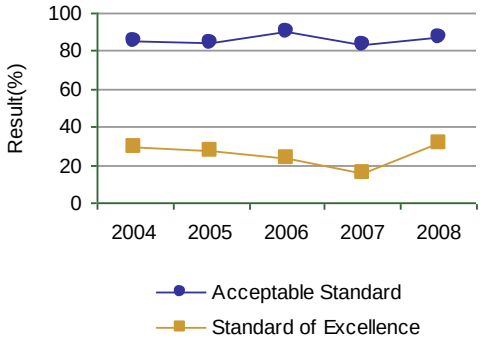
English Lang Arts 30-2



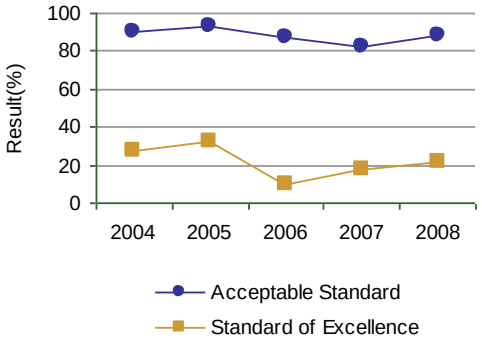
[No Data for French Lang Arts 30]

[No Data for Français 30]

Pure Mathematics 30



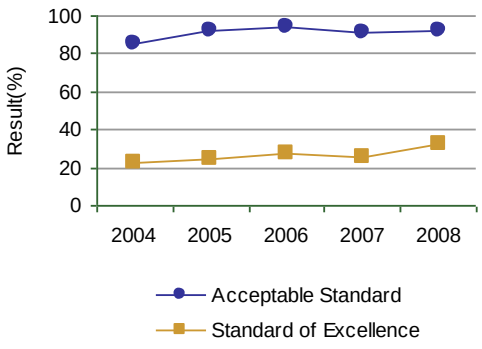
Applied Mathematics 30



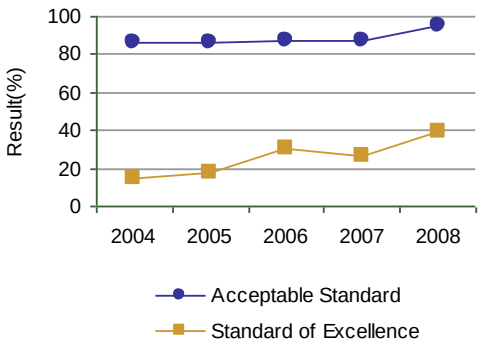
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary By Students Writing (cont'd)

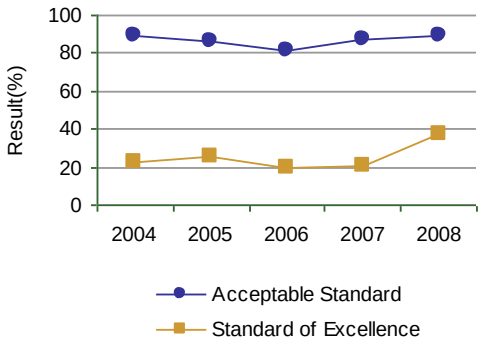
Social Studies 30



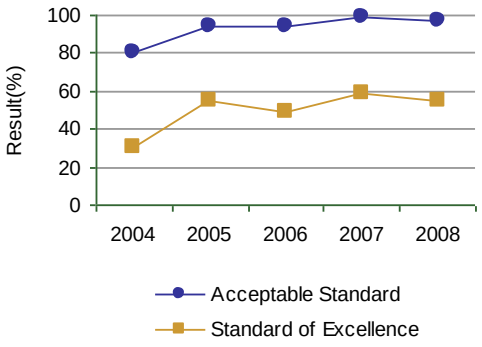
Social Studies 33



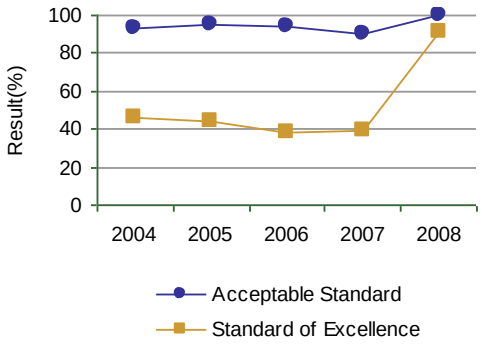
Biology 30



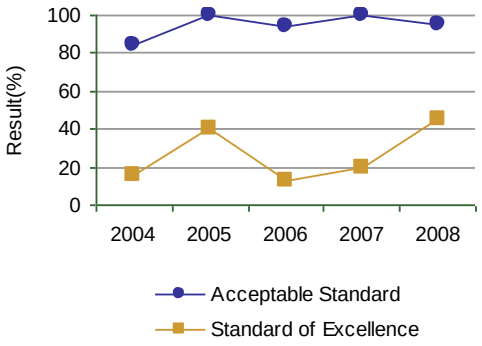
Chemistry 30



Physics 30



Science 30



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary By Students Writing (cont'd)

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	162	169	162	172	164
	Acceptable Standard %	91.4	94.7	95.1	93.6	93.3
	Standard of Excellence %	12.3	17.8	17.9	20.9	17.1
English Lang Arts 30-2	Students Writing	68	77	85	117	99
	Acceptable Standard %	83.8	93.5	88.2	94.0	94.9
	Standard of Excellence %	7.4	7.8	7.1	6.8	14.1
French Lang Arts 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	100	119	116	124	122
	Acceptable Standard %	85.0	84.0	90.5	83.1	86.9
	Standard of Excellence %	29.0	27.7	23.3	16.1	31.1
Applied Mathematics 30	Students Writing	79	75	69	97	84
	Acceptable Standard %	89.9	93.3	87.0	82.5	88.1
	Standard of Excellence %	27.8	32.0	10.1	17.5	21.4
Social Studies 30	Students Writing	139	139	108	148	122
	Acceptable Standard %	85.6	92.1	94.4	91.2	91.8
	Standard of Excellence %	23.0	24.5	27.8	25.7	32.8
Social Studies 33	Students Writing	104	104	143	146	136
	Acceptable Standard %	86.5	86.5	87.4	87.7	94.9
	Standard of Excellence %	14.4	17.3	30.8	26.0	39.0
Biology 30	Students Writing	111	113	118	139	104
	Acceptable Standard %	89.2	85.8	81.4	87.1	89.4
	Standard of Excellence %	22.5	25.7	19.5	20.1	37.5
Chemistry 30	Students Writing	130	86	124	89	141
	Acceptable Standard %	80.0	94.2	94.4	98.9	97.2
	Standard of Excellence %	30.8	54.7	49.2	58.4	54.6
Physics 30	Students Writing	46	80	65	103	34
	Acceptable Standard %	93.5	95.0	93.8	90.3	100.0
	Standard of Excellence %	45.7	43.8	38.5	38.8	91.2
Science 30	Students Writing	13	10	16	20	20
	Acceptable Standard %	84.6	100.0	93.8	100.0	95.0
	Standard of Excellence %	15.4	40.0	12.5	20.0	45.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure History

Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	**285**	**286**	**284**	**311**	**313**
% Writing 0 Exams	10.6	14.2	13.0	10.2	13.7
% Writing 1+ Exams	89.4	85.8	87.0	89.8	86.3
% Writing 2+ Exams	84.8	84.0	83.0	88.2	82.5
% Writing 3+ Exams	67.4	70.4	66.5	69.4	68.0
% Writing 4+ Exams	**49.6**	**56.8**	**56.4**	**55.0**	**52.7**
% Writing 5+ Exams	34.4	42.2	36.7	36.2	35.5
% Writing 6+ Exams	14.9	13.6	14.0	10.9	14.3

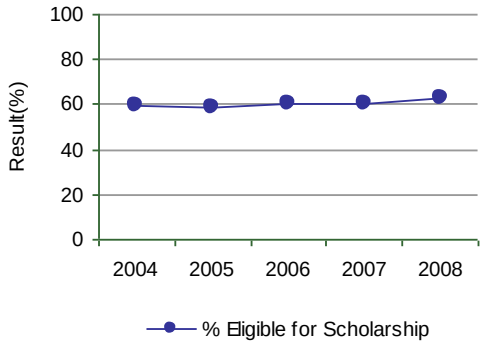
	2004	2005	2006	2007	2008
N	**285**	**286**	**284**	**311**	**313**
English 30/30-1	58.2	58.7	54.9	52.7	49.8
English 33/30-2	27.0	25.2	27.8	33.1	31.6
Total of 1 or more English Diploma Exams	**84.2**	**82.5**	**82.0**	**85.2**	**81.5**
Social 30	48.8	47.9	38.4	46.0	37.7
Social 33	35.4	35.0	44.0	41.2	45.7
Total of 1 or more Social Diploma Exams	**83.5**	**82.9**	**82.4**	**86.8**	**82.7**
Math 30/Pure	34.0	42.3	40.1	37.9	39.3
Math 33/Applied	29.1	25.9	26.8	28.9	27.5
Total of 1 or more Math Diploma Exams	**62.5**	**67.8**	**64.8**	**65.9**	**65.8**
Biology 30	37.2	41.6	39.8	44.1	37.4
Chemistry 30	34.4	42.0	37.3	33.1	34.8
Physics 30	24.2	23.8	25.7	18.6	25.2
Science 30	3.9	4.5	4.6	7.7	6.1
Total of 1 or more Science Diploma Exams	**50.9**	**56.6**	**57.4**	**57.6**	**54.0**
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	0.0	0.0	0.0	0.0	0.0
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Measure History

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	293	322	300	328	318
Percent Eligible for Scholarship	59.4	58.7	60.7	60.4	62.6



Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2004	293	168	57.3	138	47.1	85	29.0	174	59.4
2005	322	177	55.0	152	47.2	94	29.2	189	58.7
2006	300	168	56.0	155	51.7	92	30.7	182	60.7
2007	328	188	57.3	166	50.6	101	30.8	198	60.4
2008	318	182	57.2	164	51.6	118	37.1	199	62.6

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for lifelong learning.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.5	60.6	Very High	Improved	Excellent	66.0	67.0	68.0

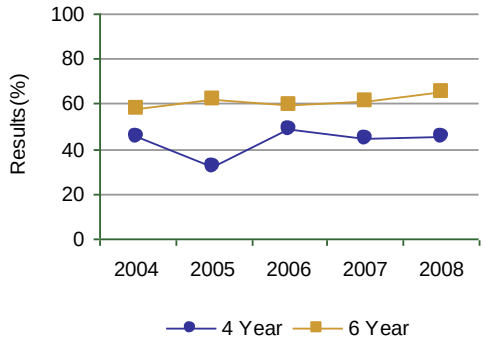
Strategies

- Continue to foster partnerships within Chinook Regional Career Transitions for Youth. (Learning Services)
- Maintain our itinerant career and academic counselling model to meet the needs of all Palliser students in Grades 9-12. (Learning Services)
- **Develop a workforce entry plan for LGM students transitioning to employment in collaboration with career and academic counsellors. (Alternative Programs & Technology)**
- **Support student leadership skill development to recognize the importance of developing caring citizens today and tomorrow, both in their local and global communities. (Schools)**
- Continue to encourage increased student participation in programs such as Tech Prep, Registered Apprenticeship Program (RAP), Green Certificate Program, Skills Canada, Take Our Kids to Work, and Job Shadow. (Schools)
- Continue to promote a cooperative and collaborative partnership with the Alberta Distance Learning Centre (ADLC) to develop and provide curricular programs through a variety of client-focused delivery models. (Learning Services)
- Continue to be open to ways the distributed learning strategy can support student learning needs. (Superintendent)

Measure History

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	281	45.1	272	32.5	304	48.6	285	44.3	307	45.7
6 Year	297	57.6	311	61.7	296	59.2	297	61.1	305	65.5



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/ 2010	2010/ 2011	2011/ 2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.3	79.0	High	Improved Significantly	Good	85.0	86.0	87.0

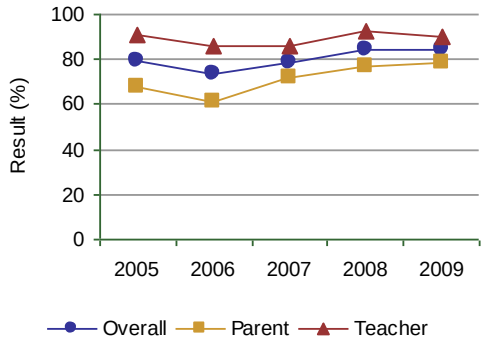
Strategies

- Continue to foster partnerships within Chinook Regional Career Transitions for Youth. (Learning Services)
- Develop enhanced communication strategies to parents highlighting school activities preparing students for employment. (Learning Services, Career and Academic Counsellors)
- Continue to prepare students for the 21st century world of work by increasing access to technology through digital classrooms, assistive technologies, including Read and Write Gold, mobile and emerging technologies and enhanced digital learning resources. (Learning Services, Alternative Programs & Technology)
- Continue to provide access to Knowledge and Employability courses for identified students in secondary school. (Learning Services)
- **Develop a workforce entry plan for LGM students transitioning to employment in collaboration with career and academic counsellors. (Learning Services, Alternative Programs & Technology)**
- **Develop a workforce entry plan for First Nations students transitioning to employment in collaboration with career and academic counsellors as needed. (Learning Services, Alternative Programs & Technology)**
- Continue to provide work experiences and strengthen transition plans for students with specific learning needs to help ensure meaningful work opportunities. (Learning Services)
- Continue to expand off-campus education opportunities, including work experience, Registered Apprenticeship Program and Green Certificate opportunities. (Schools)
- **Establish, in partnership with the Vulcan Innovative Project through rural development funds, a dual accreditation track with Lethbridge College for pre-employment, electrical and wind turbine courses. (Learning Services)**
- Continue to ensure all students in Grades 9-12 develop a Career Plan. (Schools)
- Continue to expand access to Career and Technology Studies modules through the rollout of the CTS mobile units to support student learning experiences in the trades. (Learning Services)
- Continue to build partnerships with business and industry. (Superintendent)

Measure History

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	445	79.1	425	73.5	460	78.8	474	84.7	766	84.3
Parent	261	67.4	254	61.0	289	71.6	252	76.6	400	78.3
Teacher	184	90.8	171	86.0	171	86.0	222	92.8	366	90.4



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students model the characteristics of active citizenship.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	86.4	79.5	Very High	Improved Significantly	Excellent	87	88	89

Strategies

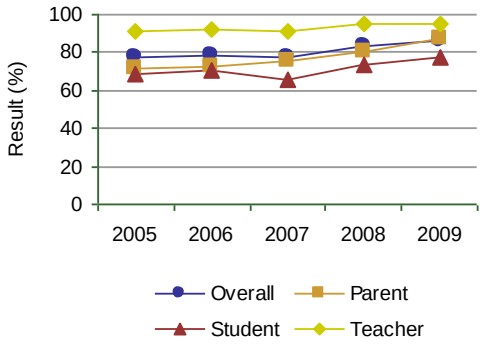
- **Ensure the school culture reflects a caring environment through school-wide activities and cross-curricular learning outcomes as identified through the province's Safe and Caring Schools materials, the Focus on Bullying curriculum and other resources. Monitor continued implementation of The Fourth R curriculum at the Grade 9 level targeting respectful relationships. (Director of Curriculum, Learning Services)**
- Maintain the division-wide focus on student citizenship/character development and volunteerism. (Superintendent, Learning Services)
- **Host the first Western Canada Character Education Conference November 5-6 in Kananaskis. (Learning Services, AISI)**
- **Support replication of a promising practice in elementary student leadership (A to Z Character Ed). (Learning Services, AISI)**
- **Honour alumni community achievements through the establishment of the Palliser Regional Schools Wall of Fame at school sites. (Superintendent)**
- Enhance the Teens Helping Teens Peer Mentorship program at the secondary level throughout the rural Palliser schools. (Learning Services)
- Continue to encourage schools to share with the public the citizenship and character education activities they are undertaking at their sites. (Schools)
- Continue to highlight citizenship and character education activities on the Palliser website and Palliser "Pulse." (Superintendent)
- Continue to provide citizenship awards for students at awards ceremonies. (Superintendent, Schools)

- Continue to encourage schools to initiate projects as stewards of the world as needs are identified globally, such as the tsunami or hurricane disasters of recent years. (Superintendent)

Measure History

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	1,236	77.2	1,184	78.2	1,204	77.3	1,389	83.0	2,010	86.4
Parent	270	72.0	257	72.3	292	75.3	253	80.3	414	86.8
Student	779	69.0	752	70.1	739	66.0	912	73.3	1,229	77.0
Teacher	187	90.7	175	92.1	173	90.7	224	95.3	367	95.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students
Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures
• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

******Our current high school program at Milo School is tentative as a tuition agreement has not been finalized; we are currently educating a significant number of students (K-12) with no education funds being provided.***

Strategies

- **Continue to provide the services of a First Nations Community Liaison Worker to bridge the transition students and their families experience when an off-reserve Palliser community school is attended. (Schools, Learning Services)**
- **Review learning progress and identify learning goals, as appropriate, for students receiving counselling services to support improved academic competence and to build resiliency to enhance future opportunities. (Learning Services, FSLC, Schools)**
- **Continue to develop a high school program for on-reserve students accessing our community schools to support their high school completion. ADLC courses, including Knowledge and Employability, are being provided based on student needs. (Learning Services)**
- **Develop a workforce entry plan for First Nations students transitioning to employment in collaboration with career and academic counsellors as needed. One example would be the opportunity to take Child Care Orientation credential training while in high school. (Learning Services, Alternative Programs & Technology)**
- **Continue to encourage increased student participation in programs such as Tech Prep, Registered Apprenticeship Program (RAP), Green Certificate Program, Skills Canada, Take Our Kids to Work, and Job Shadow. (Schools)**

Outcome: Key outcomes for FNMI students improve.

Performance Measures
• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
• Annual dropout rate of self-identified FNMI students aged 14-18.
• High school completion rate of self-identified FNMI students (three-year rate).
• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
• Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.

Strategies

- **Support for regular student attendance is a key responsibility of the First Nations Community Liaison Worker. Building trust and confidence in our teachers and schools encourages families to value regular school attendance. (Learning Services)**
- **Continue to host celebrations of student learning and parent-teacher conferences on Siksika First Nation. (*Alternative Programs and Technology*, Arrowwood and Milo Schools)**
- **Provide access to learning the Blackfoot language, cultural programs (hoop dancing) and activities (beading, cooking traditional foods, sewing ribbon dresses). (Learning Services, Schools)**
- **Participate in the Siksika Health Fair and Aboriginal Day celebrations. (Schools)**
- **Facilitate opportunities for elders to share oral traditions and history with students. (Learning Services)**
- **Continue to implement strategies embracing First Nations students such as are highlighted in recent resources, e.g., Education is our Buffalo (ATA), Our Words Our Ways (Alberta Education), Aboriginal Perspectives, and FNMI Learning Environment Project (Alberta Education). (Schools)**
- **Continue to implement a pyramid of appropriate interventions to ensure at-risk students are provided additional opportunities to achieve learning outcomes . (Schools, Learning Services)**
- **Review learning progress and identify learning goals, as appropriate, for students receiving counselling services to support improved academic competence and to build resiliency to enhance future opportunities. (Learning**

Services, FSLC, Schools)

- **Continue to strengthen the partnerships initiated with social agencies serving our FNMI students, both on and off the Siksika First Nation, by hosting quarterly interagency meetings. (*Alternative Programs and Technology*, Schools)**
- **Continue to implement the Adopt-a-Kid program to ensure all students, particularly at-risk children, feel connected to an adult in the school environment. (Learning Services)**
- **Continue to support schools to build strong relationships with our most at-risk students. (Senior Administration, Learning Services, Schools)**
- **Continue to develop a high school program for on-reserve students accessing our community schools to support their high school completion. ADLC courses, including Knowledge and Employability, are being provided based on student needs. (Learning Services)**

Goal Four: Highly Responsive and Responsible Jurisdiction
Outcome: The education system at all levels demonstrates effective working relationships.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	86.7	79.4	Very High	Improved Significantly	Excellent	87.0	88.0	89.0

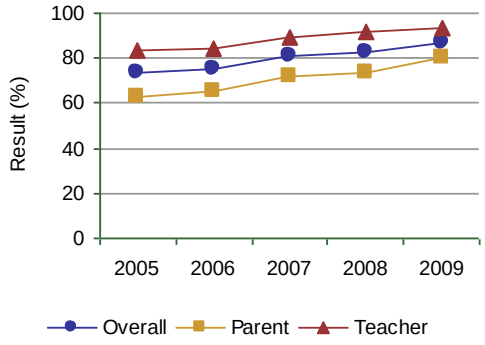
Strategies

- **Establish, in response to community needs and with the support of a Children's Services Creating Spaces Grant, a Coaldale Before/After School Care Program at JEES. (School, Learning Services)**
- **Support the transition of the Vulcan Daycare Society from the County Central High School facility to three modulars accessed by the school division through the Children's Services Creating Spaces Grant.. (Learning Services)**
- **Address the cultural and linguistic needs of our Low German-speaking Mennonite families by providing an alternative program at John Davidson School in Coaldale. (Alternative Programs and Technology, School)**
- Continue to address the cultural and linguistic needs of our Low German-speaking Mennonite families by providing an alternative program at Barons School. (Alternative Programs and Technology, School)
- **Continue to participate and collaborate as members of the Southern Alberta Kanadier Association, promoting the successful integration of Low German Mennonite families into our communities. (Alternative Programs and Technology)**
- Continue attendance of trustees and system administration at school council meetings to better understand and appreciate community issues, and highlight system initiatives. (Superintendent, Board)
- **Continue to host stakeholder service area meetings as a strategy to engage our communities in developing Division priorities. (Superintendent)**
- Maintain the focus on developing community satisfaction with education by connecting with parents and community through improving access to Palliser's Annual Education Results Report.
- Highlight activities to local media sources and ensure the Palliser website is updated on an ongoing basis. (Superintendent)
- Highlight the development and distribution of school brochures. (Superintendent, Board)
- Implement AP #361 (Communicating Student Learning), with an emphasis on involving parents as active partners in meeting the learning needs of their children. (Learning Services)
- **Survey parents of students receiving student services support. (Learning Services)**
- **Pilot SIRS generated report card based on a standard reporting template with flexibility in terms of achievement indicators used and how the program of studies will be reflected. (Learning Services)**
- Maintain the services of a Low German-speaking Mennonite Community Liaison Worker to support our public schools as the best educational choice for children from this Mennonite cultural background. (Alternative Programs and Technology)
- Utilize the services of a First Nations Community Liaison Worker to support children from the Siksika First Nation. (Alternative Programs and Technology)
- Involve Siksika First Nation parents in determining culturally appropriate activities that support curricular outcomes and enhance cultural awareness. (Alternative Programs and Technology, Schools)

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	455	73.2	430	74.9	464	80.7	477	82.6	781	86.7
Parent	268	62.6	257	65.3	292	72.2	253	73.7	414	80.2
Teacher	187	83.7	173	84.5	172	89.2	224	91.5	367	93.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	82.2	76.2	Very High	Improved Significantly	Excellent	83.0	84.0	85.0

Strategies

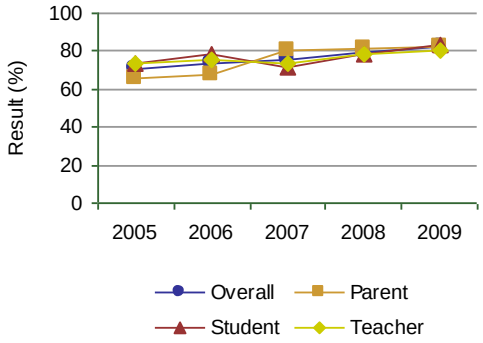
- Support the expectation that each employee is an ambassador for their school and the division. (Palliser Team)
- Support local community events to enhance relationships with residents and local businesses. (Palliser Team)
- Continue the practice of scheduled senior administration team visitations to each school site for the purpose of reviewing local school plans and results reports in terms of alignment with accountability pillar results, as well as specific site strategies, achievements and challenges. (Senior Administration)
- **Continue to provide school reviews annually, as determined through a rotating schedule or where indicated by student learning priorities. (Superintendent, Learning Services)**
- **Continue to refine the School Review template and to standardize the School Review Handbook. (Superintendent)**
- **Review the administrative procedures manual to revise and update as necessary. (Superintendent)**
- Foster relationships and trust with school-based staff by prioritizing informal school and classroom visits. (Senior Administration)
- Support the development of principals through their sponsorship as participants in annual programs such as the ATA and CASS Summer Educational Leadership Academies, and the CASS Start Right and Leading for Learning programs. (Superintendent)
- Expand annual training for new staff through such division-wide initiatives as the New Teacher Induction Program. (Human Resources, Learning Services)
- Maintain the composition of the Technology Advisory Committee in order to develop and implement a 3-year technology plan with a vision of "Transforming Digital Education in a Global World." (Human Resources)
- Implement the recommendations of the recent Transportation review.

- Encourage administrators to expand or enhance community volunteers to build support and understanding for our community schools. (Superintendent, Schools)
- Continue to jointly sponsor events with the ATA and CUPE to celebrate staff recognition. (Superintendent, Board)
- Assist professional staffs with ongoing professional development activities to enhance student learning outcomes. (Human Resources, Learning Services)
- Refresh and renew staff through professional reassignment. (Human Resources)
- Continue to evaluate selected departments, services and programs. (Superintendent)
- Monitor the funding allocation model and make necessary adjustments. (Superintendent, Business Affairs)
- Continue to be open to partnerships with private Christian schools within the Palliser geographic boundaries. (Superintendent, Board)
- **Implement a School Administrator Induction and Mentorship Program. (Human Resources)**
- Continue to facilitate the division-wide PD committee representing stakeholder groups within the division. (Human Resources, Learning Services)
- Continue to support common division-wide and school-based PD days within school calendars. (Superintendent)

Measure History

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	1,233	70.9	1,178	73.9	1,195	75.2	1,379	79.5	1,995	82.2
Parent	266	65.8	255	67.5	288	80.6	251	81.3	412	82.8
Student	780	73.2	751	78.6	738	71.5	910	78.7	1,227	83.5
Teacher	187	73.8	172	75.6	169	73.4	218	78.4	356	80.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

BUDGET 2009-10

Budget Priorities

The Board set several priorities for the development of the 2009-10 budget that also include program implications:

- Class size initiative is to be maintained.
- Counselling services are to be maintained.
- Program enhancements (fine arts, CTS, etc.) are continuing.
- Occupational Health & Safety programs are to be implemented.
- Continue with and enhance needs-based funding model.
- Continue collaborative team building through dedicated professional learning days.
- Continue to negotiate tuition agreements with Siksika First Nation.
- Continue to implement new curricula.
- Christian Schools to be revenue and expense neutral.

FACILITY AND CAPITAL PLANNING

Palliser Regional Division 3-Year Capital Plan

2009-10

Priority #1

Modernization of County Central High School

2010-11

Priority #2

Modernization of Coalhurst High School

2011-12

Priority #3

Feasibility study for the possible modernization of Noble Central School

Priority #4

Expand the gymnasium at Champion School to provide for a full gym for an elementary/junior high school.

Priority #5

Enclose the courtyard area at Kate Andrews High School in Coaldale to provide a cafeteria.

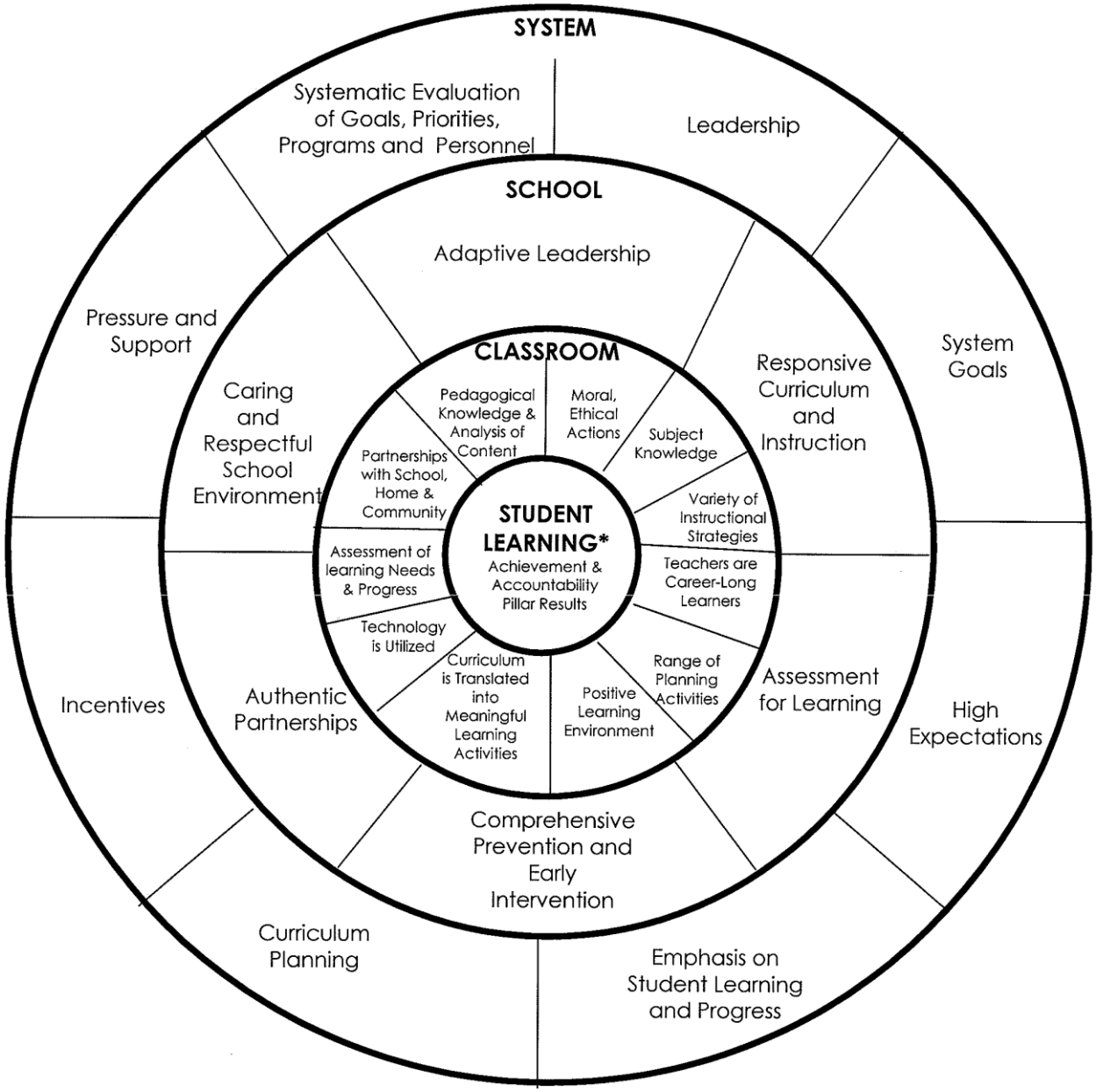
Priority #6

New core elementary school for Coaldale to accommodate enrolment growth and continued class size initiative.

PUBLICATION AND COMMUNICATION

For more information, copies of the following documents are available on the Palliser Regional Schools website (www.pallisersd.ab.ca) or by contacting the Central Office at (403) 328-4111 (1-877-667-1234):

- 2007-08 Annual Education Results Report
- 3-Year (2009-10 to 2009-12) and 10-Year (2009-10 to 2016-17) Capital Plans
- 2007-08 Audited Financial Statement
- 2009-10 Budget

The Education Plan 2009-10 to 2011-12 will be distributed to school administrators to be shared with School Councils. School Councils participated with school staff in the revision of the individual school 3-year education plans.

APPENDIX A: PALLISER EFFECTIVENESS MODEL