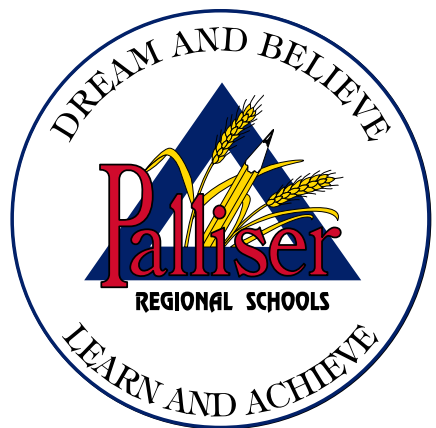


Palliser Regional Schools

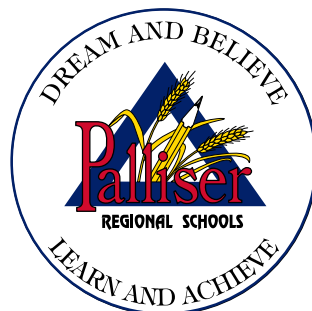
# Report to the Community

Annual Education Results Report 2014-2015  
& Three-Year Education Plan for 2015-2018



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## Message from the Board Chair

On behalf of the Board of Trustees of Palliser Regional Schools, I am pleased to present our annual report, reflecting results from 2014-2015, and our look ahead for 2015 through 2018.

As I looked back on last year, I see many highlights, including the election by acclamation of Trustee Craig Whitehead, who joined the board in January 2015. Our board had been short-handed for many months, and Craig has been a welcome addition.

Other highlights would include the addition of Calgary Islamic School's two campuses, 100 staff and about 1,300 students, making our division more diverse than ever. Our board is committed to parental choice within the public school system, and our unique division is a living expression of this promise.

The Community Conversation 2015, a gathering of about 200 students, parents, school council representatives, community members and others in May 2015, also makes the highlight reel. I was thrilled to see a wildly diverse audience, working in table groups to discuss school success and share great ideas. It was truly energizing.

My final highlight, and perhaps the best part of my year, happened on the last day of the school



**Colleen Deitz**

year as I attended a graduation ceremony at my local high school. A student rose to her feet to offer her toast to the board. It's a regular part of the ceremony every year, but this time, it was something special.

I've never heard anyone capture the heart of the board so completely, as she talked about everything from well-maintained, safe school buses, to financial decision-making and stewardship. More than that,

she spoke from her heart about how Palliser had mobilized community and school resources to help students and staff through a painful crisis that touched many in her school and beyond.

She brought tears to my eyes and she reinforced for me the importance of the work of our board, our leadership and our staff across the division in supporting people to be safe, kind and productive citizens.

Thank you to our students and our staff, led by Superintendent Kevin Gietz and his outstanding Central Office team, for their work day in and day out to make the board's vision a reality. We have much to celebrate and so much more we can achieve together.

## Message from the Superintendent

Thank you for reading our annual report, a document that attempts to capture the 30,000-foot view of our school division.

From this vantage point, we can see the broad strokes of our priorities, which continue from year to year: an unwavering focus on literacy, ensuring safe and caring schools and rock-solid assessment practices.

If you're looking for other themes, you'll see a great deal about collaboration, among our students, staff and partners in our communities. Our great successes are inevitably the result of a team approach. We see it in a growing use of "wrap around" — the bringing together of teams of professionals to support individual needs. We're expanding this model in many ways.



**Kevin Gietz**

Our already diverse jurisdiction is even more diverse in 2015-2016 with not only the addition of the Calgary Islamic School's two campuses but the expansion of our international program. This represents a fantastic opportunity for adults and students alike to learn about and gain appreciation for other cultures and faiths. As we've worked on these initiatives, I've gained a fresh appreciation for the importance of this global exposure

to our students as they attain independence in an increasingly connected world.

We've accomplished a great deal thanks to the commitment of our dedicated staff and support of many partners and parents. The commitment shows in our achievement results, and best of all, in our literate, creative and confident students.

## Meet Your Board of Trustees

### Board Chair Colleen Deitz

Colleen Deitz was elected from a rural area in Vulcan County, east of Highway 23/24 that includes the communities of Arrowwood, Milo and Champion, and she also represents communities served by Master's Academy and College and Calgary Islamic School. She was first elected to the board in 1998.



### Vice-Chair Robert Strauss

Robert Strauss was elected from a rural area in Vulcan County, west and south of Highway 23/24 that includes the Town of Vulcan, and he also represents the communities served by Brant Christian School in Brant, Calgary Islamic School and Master's Academy and College in Calgary. He was first elected to the board in October 2002.



### Trustee Debbie Laternus

Debbie Laternus was elected from the Town of Coaldale, and she also represents the community served by Trinity Christian School in Calgary. She was first elected to the board in 2013.



### Trustee Craig Whitehead

Craig Whitehead was elected to the board by acclamation in January 2015. He represents the area surrounding and including the communities of Picture Butte and Iron Springs as well as the community served by Calgary Christian School.



### Trustee Esther Willms

Esther Willms was elected from a rural area at the south end of Lethbridge County, outside the City of Lethbridge and Town of Coaldale, and she also represents the community served by Menno Simons Christian School in Calgary. She was first elected to the board in 2004.



### Trustee Don Zech

Don Zech was elected from a rural area in Lethbridge County that includes the communities of Coalhurst, Nobleford and Barons, and he also represents the community served by Heritage Christian Academy in Calgary. He was first elected to the board in 2001.



For more on our Board of Trustees visit [www.pallisersd.ab.ca/board-of-trustees](http://www.pallisersd.ab.ca/board-of-trustees)

## Accountability Statement

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for Palliser Regional Division No. 26 (Palliser Regional Schools) were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to

implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the Three-Year Education Plan for 2015–2018 on November 25, 2015.

The report was revised by Board Resolution on March 15, 2016 to adopt targets for Palliser's First Nations students. These targets are related to "Goal Four: First Nations, Metis and Inuit students are successful" and are found on Page 35 of this report.

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Original signed by Colleen Deitz

Board Chair

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Original signed by Kevin Gietz

Superintendent of Schools

## Mission Statement

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

## Our Vision

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

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

### **1. 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.

### **2. 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.

### **3. 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: Collaborate to set and achieve high standards of student learning and achievement.

1. Model caring and respectful behaviors.
2. Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.
3. Are conscious of individual student needs



and respond to these needs in a timely and accountable manner.

4. Model good citizenship and caring, respectful behaviours.

#### **4. 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 behavior, 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 behavior along with fair, consistent and appropriate consequences.

#### **5. 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.
3. Partner with community members to provide resources – personnel, leadership, facilities, materials, equipment and time – enabling schools to offer programs of excellence.

#### **6. 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 behavior of its students. Success will be measured by students who:

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

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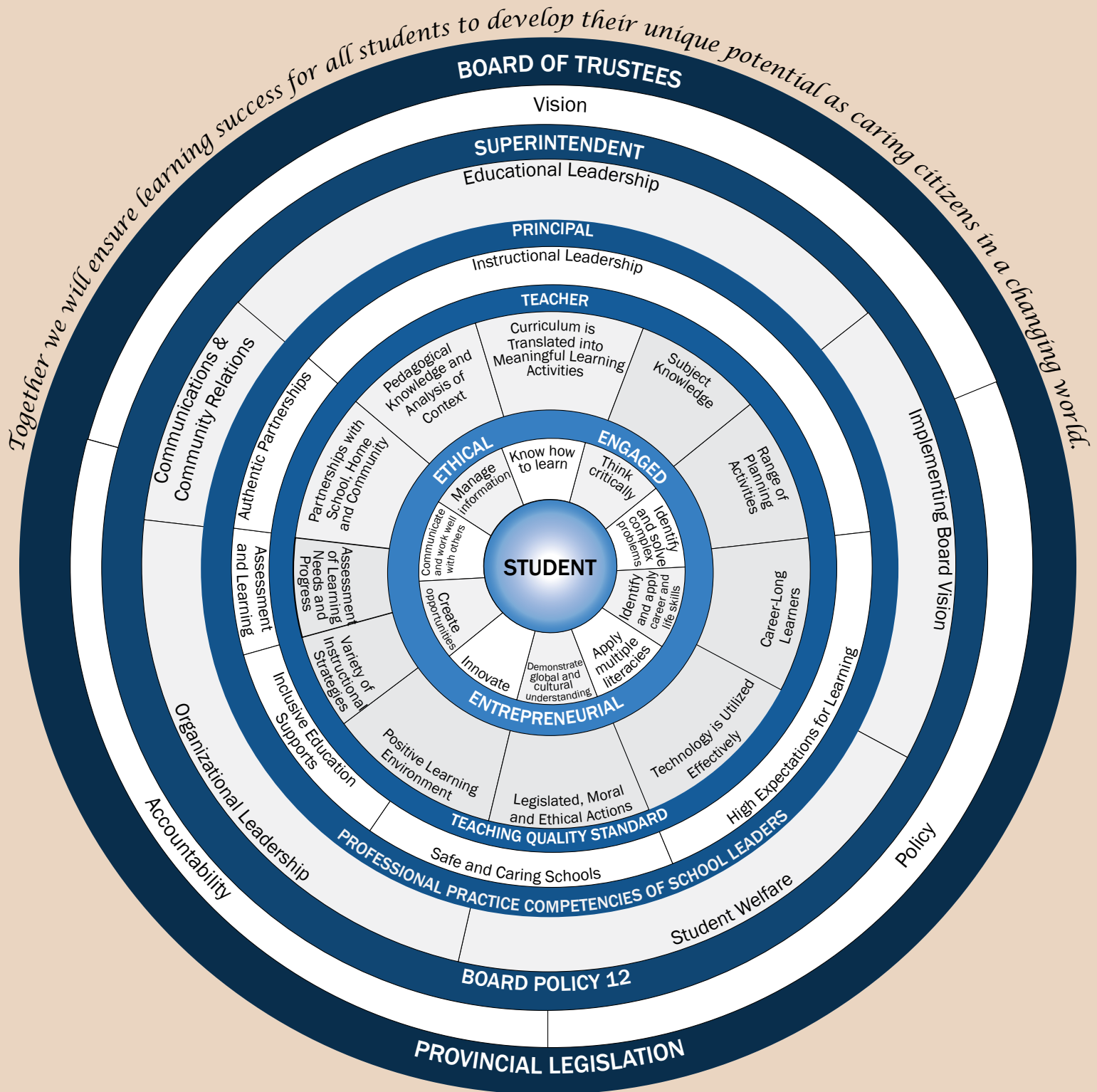
## **Our Goals**

Palliser Regional Schools believes in the power of aligning goals so that every part of the system is working in tandem toward a common vision.

To that end, Palliser's goals for 2015-2018 echo the goals of Alberta Education.

1. Every student is successful.
2. Quality teaching and school leadership.
3. Effective governance.
4. First Nations, Metis and Inuit students are successful.

# Palliser Regional Schools Effectiveness Model





This model for an effective, student-focused school system is based on research as well as principles described by Inspiring Education, professional standards of teachers and principals, and the understanding that alignment of goals and vision at all levels creates an environment for achieving those goals and attaining that vision.



## **BOARD OF TRUSTEES**

Elected every four years;  
Conducts annual evaluations to ensure it is meeting stakeholders' needs;  
Operates a centralized system of supports for all schools;  
and allocates resources based on student needs.

## **SUPERINTENDENT**

Honours the Board's vision and direction;  
Ensures a system-wide culture of high expectations and accountability;  
Ensures ongoing improvement through school goals, school reviews,  
and accountability processes;  
Literacy, assessment for learning and safe and caring school environments are  
long-term priorities for student success;  
Ensures support personnel and services are in place to support principals and teachers.

## **PRINCIPALS**

Must demonstrate professional practice competency in these areas:

- Fostering effective relationships;
- Embodying visionary leadership;
- Leading a learning committee;
- Providing instructional leadership;
- Developing and facilitating leadership;
- Managing school operations and resources;
- Understanding and responding to the larger societal context.

## **TEACHERS**

Acknowledged as the single most important person to the student's success in school;  
Is supported through mentorship, coaching, professional development  
and collaboration time;  
Fosters high expectations for each student's learning.

## **STUDENTS**

The system exists to support each student to achieve the highest level of success possible.

## A Profile of Palliser

Palliser Regional Schools was created on Jan. 1, 1995. It is comprised of Lethbridge County and most of Vulcan County. Since 2006-2007, the division has operated faith-based alternative programs in the City of Calgary. In 2015-2016, Palliser welcomed Calgary Islamic School and its two campuses: Akram Jomaa and Omar Bin Al-Khattab.

The Board of Trustees is made up of six elected trustees. The division's central office is in Lethbridge.

Palliser employs nearly 1,400 individuals, including about 530 certificated teaching staff and 480 non-certificated staff in full- or part-time roles (as of Fall 2015). They serve about 8,170 students.

For the 2015-2016 school year, Palliser has 15 community schools; 17 Hutterite colony schools; 10 faith-based alternative programs, nine of which are in Calgary; four outreach programs with a fifth coming soon; and two alternative programs serving Low German-speaking Mennonite students. The junior high at Huntsville School is also an alternative program for Low German-speaking Mennonite students; and the outreach program at Carmangay serves an entirely LGM student population as an extension of Barons School. Palliser Beyond Borders oversees PASS+, Picture Butte and Vulcan Outreach schools, offers online courses across the division and co-ordinates the international student program.

In February 2015, it's expected a new outreach school will open in Calgary. The Palliser Alternative Outreach School will be the first Calgary school created by Palliser.

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

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

## Trends and Issues

The division continues to expand its expertise in literacy instruction through an ongoing training and professional development program and considerable investment in both human and printed resources to support developing readers. This is occurring across the grade levels. In high schools, there is a growing use of the Ontario Comprehension Assessment resources that provides reading strategy and skills instruction suitable for students in Grades 7-12. As expertise in schools grows in assessing and teaching reading skills, the division expects to see an expansion of focus on and development of writing programs, based on research-proven approaches that begin in early learning programs for preschool-aged children. Research has long established the importance of those early years in brain development. While these early learning programs will be fun for young learners, the play will be directed and focused at developing key skills for success in school. This emphasis will require time and attention to develop a consistent approach across many early learning programs. The division sees this as an investment in long-term student success.

There is an ongoing trend in Palliser toward collaboration as key to professional development, improved teaching practice and individual student success. The power of collaboration has long been evident during the four division-wide collaboration days through the school year when our teachers gather in small professional learning groups that encourage learning and sharing across the division. We expect this trend to continue to grow based on our success with the Academic Wrap Around Team. The team of Central Office experts in inclusive education, literacy and technology integration work with a school team of classroom teachers, learning support teacher (if one is involved) and principal to discuss strategies aimed at an individual student's learning style and strengths. The team can be called in to consult on a struggling student or one needing additional challenge. The team meets again six weeks after the initial consultation to determine if new strategies have proven successful or if other supports are needed. An overwhelming number of students demonstrated improvement

in reading level following the wrap around process and feedback from teachers involved in the process has been positive as well with new strategies proving effective for others in the classroom. This collaborative approach to individual needs will be expanded in 2015-2016. Principal Wrap Around will give school leaders access to a Central Office team of experienced administrators offering support in school leadership and management specific to their school's needs. A Technology Wrap Around will see the Technology Services team collect baseline data from a specific school about their use and integration of technology. The team will then meet with the principal, the school's Google Guide (identified as the school expert in Google Apps for Education), and teachers of the principal's choosing to discuss how technology can help support the staff in achieving their annual school goals. This team approach is supported by the Community of Practice grant to support the implementation of Learning and Technology Policy Framework, also known as the LTPF grant. This is a one-year grant from Alberta Education. The goal is for this team approach to continue annually for every school, beyond the grant timeframe.

Every elementary school in Palliser is now using collaborative practice to co-ordinate specialized services such as speech language supports and occupational therapy. The classroom teacher meets with specialists who can provide universal strategies to support student needs. They may do a classroom observation of students, rather than a full and expensive assessment. Most students can have their needs met through universal strategies than benefit most students. About five per cent of students need a full assessment and other interventions. The process has improved the use of resources and promoted the use of strategies that prove beneficial to many students. Collaborative practice began as a pilot project five years ago and has now expanded to all elementary schools.

Palliser is also encouraging collaboration at a regional level. The division is leading an effort to bring southern Alberta agencies including Child and Family Services, law enforcement, Alberta



The Academic Wrap Around Team brings together Central Office experts in literacy, inclusion and technology integration with classroom teachers, learning support teacher and principal to address the needs of a single struggling or gifted student.

Health Services and others into a partnership focused on an integrated response to child and youth victims of abuse. The model is based on the Sheldon Kennedy Child Advocacy Centre in Calgary, whose services are already available to Palliser's students in that community.

The provincial move toward new Student Learning Assessments to replace Provincial Achievement Tests is an issue in light of teacher feedback on the 2014-2015 Grade 3 SLAs. Some teachers in Palliser had participated in the SLAs at Grade 3 for two years, and in both years, Palliser's collection of feedback from participating teachers was overwhelmingly consistent. In Fall 2015, most teachers who had administered the new assessments did not find the data useful to their teaching of literacy or numeracy. Only a quarter of respondents said the SLAs were easy to administer and 15 per cent said it was easy to mark. Based on feedback, Palliser has opted out of administering the Grade 3 SLAs in 2015-2016. In the absence of the SLA or PAT for Grade 3, Palliser is investigating the creation of its own assessment tool that will help improve student learning and enhance instruction.

Palliser continues to experience enrolment decline in the Vulcan area. For example, in 2010-2011, County Central had a student population of 289 students in grades 7-12. In 2015-2016, that has

fallen to 246. At Vulcan Prairieview Elementary School, the 2010-2011 enrolment was 260. That stands at 197 in September 2015. For the most part, Calgary schools are full and could grow if they had space. Coaldale is also experiencing enrolment growth. Even with the addition of two modular classrooms at Jennie Emery Elementary School in Coaldale in August 2014, that school is full.

The division anticipates continued growth in Palliser Beyond Borders, both in online and onsite learning. Online learning led by a Palliser teacher and videoconference learning with one teacher leading instruction in two separate sites are diversifying the options available to high school students, regardless of the size of their school. The international program is also giving students from other countries opportunity to experience Alberta and Palliser's outstanding school system. In 2014-2015, Palliser had four international students attending school at three different Calgary campuses. At the start of 2015-2016, Palliser had 21 students attending nine different schools in four different communities.

Palliser has identified an issue with the age of projectors and student laptops in the system. There are a number of nine-year-old student laptops in use in the division that will soon need to be replaced. Three schools are implement one-to-one

models using Chromebooks, which are far less expensive than a laptop and take full advantage of the collaborative tools in Palliser's Google Apps for Education domain. By the end of 2014-2015, there were more than 800 Chromebooks deployed in Palliser. That number is expected to double in 2015-2016. Almost 50 per cent of Palliser's classroom projectors were purchased prior to 2008. The division has invested significantly in replacing these as they fail. In 2015-2016 we expect to replace 10 per cent of the division's projectors.

Alberta Education limits the number of secure spots available for students to write their diploma exams on a Chromebook. There were only 4,000 "keys" available in the province for the June 2015 diploma exams. Some students will be better able to demonstrate their learning on a digital format than with paper and pencil. This is a frustration currently for some students. With the growing number of students using mobile devices for communication, collaboration and learning, this is an issue we expect will grow over time unless additional accommodations are made. Palliser had success creating a workaround for some students using Google tools, but the set up time for this solution was onerous.

The integration of two new schools, Calgary Islamic School Akram Jomaa and Omar Bin Al-Khattab campuses, is both an exciting opportunity and a unique challenge. The addition of these Islamic schools makes Palliser more diverse than ever in its history and provides opportunities for staff and students to learn about different cultures and faiths from each other. The students at both campuses will reap benefits from the division, including upgrades to their technology infrastructure, access to Palliser's literacy program and online courses.

A policy change by Alberta Education in August 2014 resulted in the loss of any lease funding support to any of the division's Calgary schools because they are outside the jurisdiction boundaries. Despite lobbying efforts opposing this change made without consultation, this decision reduced funding to Heritage Christian Academy and Menno Simons Christian School in 2015-2016 and will eliminate lease funding to them in 2016-

2017. Palliser continues to believe all privately owned sites should be compensated with lease support because students are receiving an education there at no capital cost to the province. The division has long argued this is a matter of fundamental fairness. The division feels all of the Calgary faith-based schools should be receiving some lease support.

The humanitarian crisis in Syria is expected to inject hundreds of school-aged children into areas served by Palliser. The division is looking forward to working collaboratively with Alberta Education and other human services agencies to provide educational services to these children as they settle into Alberta.

The caseload serviced by our Family School Liaison Counsellors has continued to grow as our students deal with matters of mental health and overall wellbeing. An increase in demand for support may be related to the economic downturn. Palliser has identified a need to increase counselling resources to support student needs, but this is an expense to the system that likely was previously carried by other human service agencies. This downloading of responsibility to schools is a concern. The division is working with other partners to build a better network of services for students in crisis, and looks forward to any efforts provincially to improve resource allocation to related agencies to support schools in this important effort.

Palliser continues to advocate for accountability processes for private providers of home school programs marketed to Low German-speaking Mennonite families in the region. Palliser has been working with other school boards and organizations who share this concern and continues to advocate Alberta Education for additional oversight of student achievement at these private programs. Palliser does not believe home school is the best environment to meet the education needs of English Language Learners and feels this system is a disservice to Low German-speaking Mennonite children and youth. Despite Palliser's ongoing efforts to provide services and support to LGM students and families through a full-time liaison worker, our schools lost a number of families to



the home school option following an aggressive recruitment campaign by a private operator in Spring 2015.

Palliser also continues to advocate for funding fairness and equity for its First Nations students from Siksika First Nation. There is not only a difference in tuition paid to different school jurisdictions that serve Siksika students, but there is a significant difference between what federal funding is available to support First Nations students with special needs and what provincial funding is available to non-First Nations students with comparable needs. One recommendation Palliser's Board of Trustees has raised with Alberta Education is that every student in the province should be funded equitably through Alberta Education, leaving it to the department to negotiate funding terms overall with the federal government. This would save individual school boards from

having to devote resources to negotiating individual deals with the First Nations they serve and would ensure parity in education support for all FNMI students.

Palliser has identified a downward trend in the percentage of our students achieving the standard of excellence on diploma exams. It should be noted the division's participation rate in diploma exams increased between this year and last, which may indicate students are challenging themselves to take diploma level courses when they might have previously taken a less academic stream. Central Office administrators and high school principals continue to review the diploma exam data and other school factors that may be contributing to these achievement results to ensure our high school students are receiving the instruction and support they need to attain the highest level of success possible.



Representatives from Palliser Regional Schools, the Muslim Council of Calgary and the Muslim Community Foundation of Calgary signed an agreement to bring the two campuses of Calgary Islamic School into Palliser for the 2015-2016 school year.



## Summary of Accomplishments 2014-2015

Palliser completed its second year of division-wide use of Fountas and Pinnell benchmark assessment of reading for students not yet reading independently at a Grade 7 level. In 2014-2015, there were increases of at least 10 per cent to as much as 33 per cent of students in grades 1 to 6 who were reading at or above grade level expectation. At Grade 3, 75 per cent of all Palliser students in March 2015 were reading at or above grade level expectation. That was an increase from 65 per cent in March 2014. Palliser anticipates it's ongoing work in literacy will see that continue to rise until the division reaches its goal of 95 per cent in March 2019.

Palliser's student achievement results and stakeholder satisfaction rates continue to at exceptionally high levels. In 2014-2015, 28.9 per cent of Grade 6 and 9 students achieved the standard of excellence on their provincial achievement tests, compared to 18.8 per cent across the province. On diploma exams, 89.1 per cent of students achieved acceptable standard (passed), compared to 85.2 per cent provincially.

A higher percentage of Palliser students achieved the acceptable standard and standard of excellence than provincially in English Language Arts, Math, Science and Social Studies in both Grade 6 and Grade 9 achievement tests;

About one in three students in Palliser achieved the standard of excellence in several exams, including Grade 6 English Language Arts (36%), Grade 6 Science (38.6%), Grade 6 Social Studies (33.4%), Chemistry 30 (34.2%) and Math 30-1 (29%).

According to surveys of students, staff and parents, 92.1 per cent agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. Similarly, 92.5 per cent of stakeholders expressed satisfaction with the quality of education being provided in their schools.

Eighty-eight per cent of parents and teachers

also strongly agreed that Palliser students are taught attitudes and behaviours that will make them successful at work when they finish school. The survey of teachers, parents and students found 88.6 per cent are satisfied students model characteristics of active citizenship.

One of the great achievements of 2014-2015 was the creation of a committee of student leaders from several Palliser high schools. These students presented at the inaugural Palliser Student Leadership Conference, sharing their own leadership stories. More importantly, they began work on planning the second annual leadership conference, scheduled for November 2015. The second event is to feature student leaders guiding their peers through a planning process with an eye to school-based projects that lead to some improvement or problem-solving in individual schools, communities or international work.

In 2014-2015, Palliser began working with Sheldon Kennedy and the Sheldon Kennedy Child Advocacy Centre. The former National Hockey League player is now one of Canada's leading advocates for young victims of sexual and physical abuse. Mr. Kennedy was a keynote speaker at the first Student Leadership Conference, and Palliser high school students from Calgary were invited to participate in the advocacy centre's World Cafe, which encouraged students to reach out and support peers who have suffered abuse. Palliser appreciates the work of the advocacy centre in helping hundreds of children and youth and their families through a multi-agency, collaborative approach. Over the course of the year, the division started discussions with other agencies in southern Alberta in hopes of creating a similar advocacy centre in the Lethbridge area to serve students across the region.

Three videos were created by Palliser staff in 2014-2015 to document the division's literacy efforts. The first in the series shows what happens during [a literacy assessment](#), with Literacy Coach Bev Smith explaining what information she gleans

from one-on-one reading time with a student. It is one of the most watched videos created by Palliser having been viewed more than 1,000 times in one year. The second features former Palliser literacy coach Connie Adserballe in her [classroom at Sunnyside School](#) showing the various ways she touches base with each student to determine reading progress and to give students opportunity to practice new skills. The video showcases how a teacher uses reading assessment information to guide instruction tailored to the individual student's needs. The third video in the series follows the [academic wrap around team](#) on a visit to a school to meet with a principal, classroom teacher and learning support teacher to discuss an individual student who is struggling or needing additional challenge. The video includes meeting the student who is at the centre of the academic wraparound as she is introduced to a mobile device and apps that will cater to her learning style. The videos add to a library of videos now found in the Literacy Services section of Palliser's website.

As part of Palliser's ongoing work in promoting literacy, the division raised public awareness of the "summer slide," referring to students who lose reading skills when they stop reading over the summer break. Research shows even a moderate amount of reading daily can stop this loss of skill. A director of learning devoted three weeks in Summer 2015 to a trial project in one Palliser community. Four parents and students voluntarily committed to what one student described as "reading camp." Students in the trial did not lose reading level and some gained over the summer. The division is looking at how to expand this effort in subsequent years, and challenged participants at a division-wide stakeholder meeting to brainstorm their own ways they could stop the summer slide among students in their circles. The literacy coach created a brochure of tips about the summer slide which was distributed through schools and at the



Students, staff, parents and other stakeholders worked in small groups to discuss how to make schools even more successful. About 200 people attended A Community Conversation 2015.

division-wide stakeholder meeting. Information on the summer slide was also part of Palliser's second annual report on literacy, "Leadership in Literacy," which was distributed widely by mail and email to stakeholders across the division. Following the stakeholder meeting, one Hutterite colony teacher shared that the German teacher at her school talked to the class about the importance of reading over the summer, reinforcing both the impact of the stakeholder meeting he'd attended but also the importance of literacy to all students.

The focus on literacy included the dedication of \$115,000 to cover substitute teachers to free up classroom teachers to conduct one-on-one reading assessments with students not yet reading at a Grade 7 level. Schools with site-based surpluses (money allocated to their budgets from Central Office out of provincial funding) were encouraged to invest in literacy resources. In 2014-2015, with most staff trained and experienced in conducting reading assessment, work began on how to use that assessment information to tailor instruction to individual student strengths and needs.

Palliser began implementation of an Internet-based service called Dossier, to replace an antiquated system for tracking Individual Program Plans. Dossier is intended to be a one-stop shop for recording the interests, achievements and

accomplishments of each student in Palliser, as well as their individual education plan. By compiling all student data in one place, including reading assessment information, teachers will have a better sense of individual student progress, school progress and classroom progress. Full implementation is slated for 2015-2016. It's expected this will vastly improve Palliser's ability to analyze assessment data from a variety of sources.

The division also rolled out new software for Human Resources, Payroll and Finance purposes, starting in April 2015. The software solution from SRB streamlines processes for managing staff leaves and payroll processes. The system integrates school staffing changes that impact payroll and finance. The next phase of the rollout is slated for early December 2015 with the implementation of an automated substitute teacher dispatch system, which should save school staff from manually contact subs. The implementation required significant training in Central Office and of principals and administrative assistants.

The Teacher Induction Program in Palliser (TIPP) that offers three years of support for new teachers was revamped in 2014-2015 to directly link what was learned in sessions with implementation in the teacher's classroom. Teachers were asked to reflect on what they learned in each session and share how and when they implemented that learning in their practice. The program remains focused on classroom organization, literacy, assessment for learning and inclusive practices.

Palliser's focus on literacy and assessment for learning is incorporated in the division's hiring processes. Prospective employees are made aware of the emphasis in these areas from the outset and many new recruits report being drawn to the division's emphasis on these areas.

Palliser worked with partners in 2014-2015 at the University of Lethbridge and University of Calgary so participants in the division's lead teacher cohort can earn graduate level course credit from those institutions. Professors from both institutions are involved in delivery of the program, focused on Palliser's goals of literacy,

assessment and safe and caring schools, with 14 teachers identified to participate in the cohort in 2015-2016.

Palliser was able to move one of its mobile Career and Technology Services classrooms to Calgary for the first time in 2014-2015 as part of the rotation among smaller schools. The mobile units, one serving the south and one in the north, continue to provide value by giving students access to trades experiences without each school needing to invest in equipment for woodworking, construction and welding.

Palliser Beyond Borders introduced an online payment system to give students outside the division an ability to register in Palliser securely. In Fall 2015, more than a dozen community schools in Palliser will have access to online fee payment for existing students in the division through SchoolCash Online. The online school was also reorganized to encompass Picture Butte Outreach School, PASS+ in Coaldale and Vulcan Outreach, more effectively using teachers in those sites to serve students in person and online. By Spring 2015, the next step in that evolution saw a unification of two key initiatives under the Palliser Beyond Borders brand – the online school and the international student program. Work began on creating a new brand identity for these learning opportunities. One major achievement was in Summer 2015, Palliser had its first international student successfully complete online courses for credit while in Asia. A Palliser student from Calgary was selected to be part of an Alberta delegation attending summer camp in China.

The Technology Advisory Committee comprised of trustees, administrators and Central Office staff was reconvened in Spring 2015 to begin reviewing digital citizenship and overall technology use in the division. The committee received the results of an audit of Google use, set up and implementation in Palliser and made recommendations for improved security of the system for students and staff. Those recommendations were implemented by the start of the 2015-2016 school year.

An audit of Palliser's use of Google Apps for



Sydney Moore, a first-year teacher at Noble Central School, was Palliser's nominee for the Edwin Parr Award.

Education identified high rates of Google adoption, including 32% of staff and students active on email daily and 30% active users of Google Drive for storage and sharing. The audit occurred in the first year of Google adoption. We expect to see increased use of Google apps, Google Classroom and Drive for student collaboration purposes.

Palliser updated its backup computer drives in Central Office. In 2015-2016, new servers and storage array for short-term storage will be installed in Central Office and a second backup system will be established in another location to ensure redundancy should there be a massive failure of the main servers. All teacher computers were replaced for the start of 2014-2015.

Palliser staff continue to shine in their work and commitment to students. At the board's annual staff recognition dinner in June four teachers were acknowledged for being nominated as the division's Edwin Parr Nominee for outstanding first-year teachers; one teacher was named Coaldale Citizen of the Year; three were nominated for Prime Minister's Award for Teaching

Excellence; a Calgary teacher was nominated for the Alberta Novice Football Coach of the Year; Associate Superintendent (Education Services) Pat Rivard received an outstanding leadership award from the Canadian Centre of Threat Assessment; the Transportation Services department was recognized by a community organization in Lethbridge for its help with busing; and Palliser's division website won a "Best in Class" award in the education category of an international design competition.

In keeping with Palliser's emphasis on student safety, the division arranged for a one-day workshop on Social Media Awareness Resource Training (SMART) provided by Safer Schools Together, an organization based in British Columbia. Using digital tools, Safer Schools has been able to help law enforcement intervene before threats of violence were acted upon. Palliser invited neighbouring school jurisdictions to attend the training for free in August 2015 and representatives from seven other jurisdictions joined Palliser for the day.



## October 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.1	93.5	92.6	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	82.0	83.3	82.6	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	92.5	93.7	93.0	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	2.4	2.5	2.4	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.5	87.5	84.6	76.4	74.9	74.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	81.1	84.7	84.7	73.0	73.1	73.9	High	Declined Significantly	Issue
		PAT: Excellence	28.9	26.7	27.8	18.8	18.4	18.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	89.1	90.0	90.3	85.2	85.5	84.6	High	Maintained	Good
		Diploma: Excellence	18.9	20.0	23.2	21.0	21.1	20.0	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	60.8	56.7	61.1	54.9	50.5	54.4	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	72.8	73.7	75.0	61.2	60.9	61.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	67.9	66.8	67.9	59.8	59.2	59.0	High	Maintained	Good
		Work Preparation	88.3	90.8	88.4	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	88.6	88.9	88.1	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.5	87.4	87.3	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.5	85.9	84.9	79.6	79.8	80.1	Very High	Maintained	Excellent

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Principals and vice-principals from across Palliser joined Central Office administrators at the second annual Literacy Symposium in Fall 2014, a professional development opportunity that gave school leaders time to work on developing their own three-year literacy action plans. Sessions were led by Palliser people sharing their own experiences and expertise.

## October 2015 Accountability Pillar Summary — FNMI

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.7	0.0	2.1	8.0	7.8	8.4	High	Maintained	Good
		High School Completion Rate (3 yr)	60.8	*	58.0	46.0	43.6	42.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	68.8	*	92.9	52.1	51.4	52.2	Low	Declined	Issue
		PAT: Excellence	12.5	*	14.3	6.5	5.8	5.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	81.3	81.3	78.3	78.4	76.6	*	*	*
		Diploma: Excellence	*	6.3	6.3	9.4	10.1	9.1	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	30.4	*	43.5	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	37.5	*	66.7	31.5	33.0	34.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	30.3	32.1	31.5	*	*	*

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



A school principal from New Zealand visited Palliser Regional Schools, including Sunnyside School, as part of a research project into the evaluation of rural school principals. Palliser's evaluation processes focus heavily on self-reflection and the annual presentation of evidence related to achievement of performance standards.



## What's Measured and How

### Measure Evaluation Reference (Optional)

#### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

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

#### Improvement Table

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

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

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

#### Overall Evaluation Table

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

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

#### Category Evaluation

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

## Desire Outcome One: Every student is successful.

### *Specific Outcome: Students achieve student learning outcomes*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.9	90.5	88.4	90.0	89.1		High	Maintained	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	26.3	26.5	19.3	20.0	18.9		Intermediate	Declined	Issue			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	85.5	83.0	83.3	87.5	85.5		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.9	2.4	2.4	2.5	2.4		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.4	68.2	68.7	66.8	67.9		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	74.3	73.1	78.1	73.7	72.8		Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.2	61.0	61.2	56.7	60.8		High	Maintained	Good			

### Our results

Palliser has seen great success with the Academic Wrap Around approach which gives a classroom teacher access to a team of experts to develop strategies to assist struggling students or students who need additional academic challenge. Over the course of the year, 65 students were referred to the Academic Wrap Around team. Out of those tested, all but four students saw increases in their reading results (92% of the students). It is noteworthy that one student's reading level increased by six levels, which is an outstanding accomplishment. The team worked at 18 school sites and with 55 teachers. In 2014-2015, on the recommendation of principals, the team began holding six-week follow-up meetings with the school-based team. The follow-up process reinforces the understanding that the classroom teacher is the game changer and research suggests six weeks is the minimum amount of time it takes

to make a meaningful change.

As part of the wraparound teams work, 27 iPads were deployed to students to support their learning along with suggested apps that would support the individual student's strengths.

A survey of teachers involved in academic wraps said they identified increased student engagement as a product of the process. Teachers also reported improvement in student attendance and behaviour.

Palliser is focused on assessment to drive individual student success. Through assessment, we learn how students learn and then can tailor instruction to their strengths. To that end, the division hired a part-time teacher qualified in Level B assessments to conduct assessments across the division. This freed up learning support teacher

time to work more directly with students and classroom teachers to implement the information gleaned through those assessments.

While Palliser's percentage of students achieving the standard of excellence has dipped below the provincial average, the percentage of students achieving the acceptable standard on diploma exams remains high at 89 per cent. We also note Palliser continues to have a high participation rate in diploma exams, and increased

the percentage of students writing four or more diploma exams to 60.8 per cent from 56.7 per cent in 2014.

The decline in the percentage of students achieving the standard of excellence on high school diplomas is the subject of discussion among high school principals and vice-principals, who continue to analyze specific diploma results to identify areas for improvement for next year.

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## Strategies

A reorganization of Palliser's outreach programs in Coaldale, Picture Butte and Vulcan under Palliser Beyond Borders was completed last year and the model has resulted in teaching staff being available to support students in person and online. This model enters its first full year in 2015-2016 with a team that's increasingly familiar and confident in this blended model of instruction and the online tools for collaboration. High school students in Calgary will benefit from the opening of Palliser Alternative Outreach School, a new program expected to open for second semester. For students needing something other than a traditional high school setting, the flexibility of an outreach program may improve outcomes.

An increasing number of high schools are embracing the Ontario Comprehension Assessment resources and strategies to support literacy for Grade 7-12. By continuing to focus on comprehension and critical thinking skills, Palliser expects results in all subject areas will benefit.

Palliser continues to build relationships with the region's Low German-speaking Mennonite community to encourage families to attend school through high school. Much of this success is owed to the division's LGM liaison worker who provides translation services for parents, leads English as a Second Language classes for interested parents, and helps families overcome language and other barriers to access services such as health care. This

year, we hope our liaison workers will be certified as an interpreter so he can help Low German-speaking individuals seeking driver's licences. The certification process has been difficult because Low German was not acknowledged as a language requiring translation services. Palliser believes efforts to assist LGM families will encourage more families to enrol their children and keep them in school, improving their opportunities for overall advancement and well being.

Palliser's annual school goals process is data-driven. In addition to meeting in fall and late spring to discuss goals for the year and measured results, Central Office administrators and school leaders meet mid-year to review what schools are doing well, how they're addressing areas of refinement and how they're using data such as diploma and provincial achievement results to improve.

Palliser staff will be working with Alberta Education staff to examine school achievement data in a new way to identify schools that are achieving beyond expectation. Out of that Palliser hopes to work with other jurisdictions to share best practices from high performing schools for the betterment of all students.

Palliser expects its new principal and technology wrap around teams will have positive impact on student learning based on the success of the academic wraparound model.



***Specific Outcome: Students achieve student learning outcomes. (continued)***

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.8	88.0	87.5	88.9	88.6		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85.6	87.0	87.5	90.8	88.3		Very High	Maintained	Excellent			

**Our results**

Continue encouragement of student leadership through activities locally and abroad. Safe and Caring goal is priority. Continues to be measured school reviews.

Every school is required to identify one annual goal that addresses safe and caring schools, character education or service to others.

Six Central Office administrators are certified trainers in the 7 Habits of Highly Successful People.

In 2014-2015 they trained more than 60 teachers and support staff on this valuable leadership program.

The development of an international student program, school travel abroad and the organization of Palliser's first student leadership conference in 2014-2015 created new opportunities for students to develop deeper cultural appreciation, global outlooks and leadership skills.



Students at Vulcan Prairiewood Elementary performed songs and skits to demonstrate the leadership habits they're learning as part of the Leader in Me program at a parent night at the school in Fall 2014.

## Strategies

A core group of student leaders who presented on various aspects of leadership at Palliser's inaugural student leadership conference in Spring 2015 joined a committee of Palliser staff to plan the second annual leadership conference to be held in November 2015. This second event is student-organized and student-led and is intended to give participants from Grades 7-12 opportunity to create their own action plan for implementation in their own school or community.

Leadership programs are growing across Palliser with Leader in Me schools starting at Jennie Emery Elementary School in Coaldale and Sunnyside School near Lethbridge. A program is in its infancy in Champion School. Other schools, including Arrowwood, Vulcan Prairieview and Coalhurst Elementary are further in their Leader in Me journey. JEES, VPES, Coalhurst Elementary, Arrowwood, Barons and Carmangay Schools have adopted the FISH! Philosophy, another school culture program intended to help build relationships and encourage personal responsibility. Other Palliser schools have groups

of students committed to the We Day approach of student activism and public service, while Palliser's faith schools also focus on service to others.

The new Technology Services Wrap Around team's work will include reviewing efforts to promote digital citizenship in schools

The increasing diversity of Palliser with its Christian, Islamic, Mennonite and Hutterite schools and division-wide collaborative events such as the Student Leadership Conference and teacher collaborative days are giving students and staff opportunities to learn about and appreciate a wide range of backgrounds and cultures.

In 2015-2016, Palliser plans to analyze student attendance to look for trends and identify strategies for early intervention.

The Board of Trustees and Superintendent continue to look for ways to integrate student voice in division initiatives at governance events, consultations and school reviews.



Residents of Picture Butte and area were invited to the debut screening of a series of videos students at the high school made in co-operation with the Coyote Flats Historic Village. The videos told the story of the village and some of the pioneer families giving multimedia students real-world application for the skills they were learning.

## ***Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.***

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.1	84.6	83.7	84.7	81.1		High	Declined Significantly	Issue			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	27.3	28.8	27.9	26.7	28.9		Very High	Maintained	Excellent			

### **Our results**

Thirty-six per cent of Palliser Grade 6 students achieved the standard of excellence in on their English Language Arts Provincial Achievement, up substantially from the previous year which saw 28.7 per cent achieve that standard. Overall, 92 per cent of Grade 6 students achieved the acceptable standard on the English PAT, continuing a five-year trend of 90-plus per cent.

In Grade 6 math, nearly 27 per cent of students achieved the standard of excellence, the highest percentage in Palliser in five years. Nearly 39 per

cent of Grade 6 students achieved the standard of excellence in Science; 33 per cent of students achieved the standard of excellence in Grade 6 Social Studies, up from 26 per cent in 2014.

While Palliser's results in Grade 9 have declined in some areas, students are still performing exceptionally well and above provincial average in all subjects. Maintaining exceptionally high results year after year is a challenge.

Palliser's model of inclusive education has been shared at a national conference on rural education.

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### **Strategies**

Palliser continues its focus on literacy as a key to success in school and in life and had retained the annual theme of "Leadership in Literacy in 2015-2016 as both a reflection of the division's lasting commitment to literacy, but also to honour the leadership shown by our staff and our students. In our schools, we see regular examples of teachers growing their leadership in literacy instruction. Students also are demonstrating leadership through reflection on their own reading abilities, encouraging their peers by talking about what they enjoy reading, and modelling literacy skills.

In 2015-2016, Palliser will begin using a new literacy assessment tool for Kindergarten and Grade 1 by introducing a professional development plan for teachers and administrators and using the assessment data to drive instruction tailored to the

individual student. Over time, we expect this focus on early years will strengthen academic results in all subsequent grades.

As part of Palliser's ongoing literacy journey, some schools are now able to change the way they teach writing, an expansion the division predicts will grow across the division. Palliser's Academic Wrap Around team also has offered support to teachers for students struggling with numeracy.

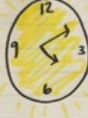
Palliser is reviewing its early learning screening processes to ensure intervention as early as possible for children needing support.

As part of the new Technology Wrap Around Team's work in the coming year, it's anticipated technology can be used to improve reading and writing. Even a simple recording of a student



The division is investigating community partnership and other ways to offer reading support to students through the summer break. A small pilot project in Summer 2015 demonstrated the risk of students losing reading skill over the break and the benefits of even a small amount of reading work daily. A push to promote summer reading in late spring and increased awareness of the summer slide may have helped reduce some loss of reading skills.

A day of professional development for school librarians is planned in Fall 2015 to help them support student literacy through their work.

 **Times I**  
**can be**  
**READING** **THIS**  
**SUMMER...**

- Come to School library
- Vacation (e.g. Driving to Mexico)
- Read instructions - read to brothers and sisters
- Reading outside
- ... in the Bathroom (e.g. Bath tub)
- at the swimming pool
- on a swing - read upside down
- on the beach - read before bed
- read with dog
- at the library - read then watch movie
- audio books
- While you're waiting at doctor
- While out for supper.

Students and staff responded to information about the summer slide, the loss of reading skills over the summer break.



## Desired Outcome Two: Alberta has quality teaching and school leadership.

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.9	81.6	83.0	83.3	82.0		Very High	Maintained	Excellent			

### Our results

Palliser is committed to teacher collaboration as a powerful tool for strengthening instruction in the classroom. The division commits four days a year to division-wide collaboration. Teachers choose topics related to literacy or assessment practices and work in small learning groups with colleagues from other schools in the division. The days promote sharing of best practices from school to school. In response to a recommendation from the division's C2 committee examining issues of teacher workload and efficacy, the division gave teachers the option of working with their collaboration groups using technology from three sites in the division, rather than meeting at one common location. The model should reduce drive time and increase collaboration time moving forward. Ninety-four per cent of Palliser teachers who responded to a survey said they felt collaboration days positively impacted their teaching practices related to literacy.

Palliser's Central Office literacy team continues to offer reading assessment training to new staff and administrators. In 2014-2015, 70 administrators and teachers were trained.

About 120 Palliser teachers and administrators attended a conference on vulnerable readers in Calgary to learn how to support struggling readers.

The Teacher Induction Program in Palliser offers three years of support to teachers new to the profession. In Year 1, teachers focus on foundations



This County Central High student had her artwork featured on Palliser's annual Christmas card.

of teaching including planning, classroom management, literacy and assessment. Teachers are also paired with an experienced mentor. The Year 2 focus continues the focus and refines teaching based on the experience they've gained. Year 3 is refining self, with teachers taking Seven Habits of Highly Successful People training. The three-year support program is well received by new teachers as Palliser recruits them to the division.

The Administrators Induction and Mentorship Program provides two years of support to new principals and vice-principals.

Palliser's annual evaluation processes focus on growth. In 2014-2015, Central Office staff conducted nearly 200 evaluations of teachers and support staff. The process provides critical feedback on areas of strength and growth.

Palliser held its first Choir Day in 2014-2015, giving choirs from across the division an opportunity to perform for one another and perform together for two songs. The day was a celebration of the growth in choir programs in the division.

Palliser's mobile Career and Technologies Studies Trailer was set up in Calgary for the first time in 2014-2015, giving students at Heritage Christian Academy opportunity to explore trades training.

Palliser's Board of Trustees featured a work of student art on its annual Christmas greeting card for the first time in 2014-2015, starting a new tradition to showcase student work in this way. A video about the student artist was produced as part of the celebration of her efforts.

Feedback from teachers who have participated in the Academic Wrap Around process has been highly positive. One teacher with 25 years of experience outside Palliser said "it was the first time I've had a team of educational specialists sit down with me to discuss the individual learning needs of one (or in this case, two) children. That in itself is impressive. . . The meeting was quick efficient and thorough. As a means of academic support, I have not experienced anything close to it before."

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## Strategies

Palliser's lead teacher cohort will return in 2015-2016 for teachers interested in taking on leadership roles. Professors from the University of Lethbridge and University of Calgary are participating in delivery of the program and teachers can earn doctorate level credit for their work.

School leaders in Palliser are focused on supporting teachers through instructional supervision and regular feedback. Additional professional development time has been structured into the regular Palliser Administrators' Association meetings for 2015-2016 to give school leaders more opportunity to work and learn together.

In 2015-2016, the Administrators Induction and Mentorship program for new principals and vice-principals held its first meeting in August. This was designed to give new leaders a strong start to the new school year.

Development of a day of professional development for acting principals is planned to

ensure they're prepared to fill the role in their principal's absence.

In 2015-2016, Palliser introduced itinerant teachers of arts and music who share their expertise with students at schools in Milo, Arrowwood, Vulcan, Champion and Carmangay.

The mobile CTS trailer is expected to be moved to one of the Calgary Islamic School campuses in Fall 2015 to give students there access to trades training for the first time.

Videoconference classes between Picture Butte and Nobleford, and Calgary Christian Secondary to Brant Christian School are increasing options available to students in the small high schools.

Palliser's wraparound teams (academic, collaborative practice, technology and principal) are all aimed at supporting individual classroom teacher and principals to grow as teaching professionals by providing specific strategies or other tools to meet student needs.



Palliser continues to employ a full-time technology integration specialist to work with individual teachers or entire school staffs to introduce technology solutions to enhance collaboration and instruction. We're seeing increased use of Google Classroom for sharing information and collaboration between students and teachers. This is part of Palliser's ongoing evolution to Google tools.

Based on a recommendation from Palliser's C2 committee on teacher workload and efficacy,

two of the division's four collaboration days will be held using videoconference technology so teachers can reduce travel time and still work in teams from three regional locations.

Palliser collected feedback from Grade 3 teachers and administrators who administered the Student Learning Assessments in 2013-2014 (limited pilot project) and 2014-2015 (divisionwide). As a result of the feedback, Palliser made the decision to opt out of administer the SLAs in 2015-2016.



One of the collaboration groups shared their team's work with a song as well as sharing a number of online links to valuable resources related to literacy.



## Desired Outcome Three: Alberta's education system is governed effectively.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.9	87.3	87.1	87.4	87.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2	92.9	92.6	93.7	92.5		Very High	Maintained	Excellent			

### Our results

Palliser school leaders and Central Office administrators work very hard to communicate with parents and guardians and encourage participation in school activities, particularly school council. The Board of Trustees feels strongly that school councils are one of the best ways for parents to influence school decision-making. Trustees attend school council meetings regularly, sharing information and answering questions. Often, they'll seek support from Central Office administration to help answer questions or provide information related to school operations. The Board continues to sponsor every school council's membership in the Alberta School Councils' Association.

The Board of Trustees organized a division-wide stakeholders meeting in Spring 2015, following up on a successful gathering in 2012. About 200 students, parents, school council representatives and others attended for an afternoon of idea sharing. The feedback from this event was overwhelmingly positive. The board also held four regional stakeholder meetings to talk about Palliser and take questions from the public.

As part of Palliser's school review process, parents, students, support staff and teachers are engaged through surveys as well as face-to-face interviews or focus groups. In 2014-2015, four school reviews were held. More than 60 parents attended focus group meetings, and nearly 550 participated in the surveys.

Palliser staff created three videos to demonstrate what literacy instruction looks like in Palliser. One video shows a reading assessment

in progress. Another visits a classroom where responsive teaching is using information from the assessment to tailor instruction to the individual students. A third video follows the academic wraparound team as its members work with classroom and learning support teachers at a school and meets with the student to introduce a mobile device and specific apps tailored to her learning strengths. The video series was highlighted in Palliser's second annual report on literacy called "Leadership in Literacy," issued in June 2015 and distributed widely by mail and email.

Palliser's collaborative efforts have extended outside the division. Palliser is leading an effort to create a multi-agency response for children and youth who have been victims of sexual abuse. It's hoped a child advocacy centre to serve the region south of Calgary will be the result.

Palliser's expanding use of the wrap around model is focused on supporting classroom teachers and helping them grow as educational professionals through collaboration with others. In the coming year, this model will be expanded to teams working with principals and focused on technology in schools.

Palliser's certified trainers continue to share their expertise with others in areas such as Leader in Me and Violent Threat Risk Assessment with colleagues from other jurisdictions receiving training.

As part of the literacy focus, Palliser's literacy coach continues to offer parent workshops organized by the school.

## Strategies

The Board of Trustees plans to convene a gathering of school council chairs in Fall 2015. The recommendation emerged from A Community Conversation 2015, a gathering of stakeholders from across Palliser. One of the suggestions out of the table discussions was a meeting of school councils to share some of the great work happening at individual schools.

The Board of Trustees has also identified its own community outreach and political advocacy as a priority for the year ahead.

The second annual Palliser Student Leadership Conference is another way the division is encouraging engagement and collaboration with student leaders from different schools working together to plan the event and lead the breakout

sessions.

In light of opting out of the Grade 3 Student Learning Assessments (SLA), Palliser is investigating the creation of its own assessment tool. The assessment tool would help guide instruction to ensure it meets student needs.

Palliser continues to focus on meaningful school goals and measurable progress to ensure quality education at its schools and ongoing improvement.

In 2015-2016, an analysis will be conducted in of Palliser schools' report card processes, interim reports and other tools for communicating student learning to parents. It's expected this analysis will help us identify research-based best practices for sharing student learning with parents.

***Specific Outcome: Students and communities have access to safe and healthy learning environments.***

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.4	92.2	92.2	93.5	92.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.5	83.4	85.4	85.9	84.5		Very High	Maintained	Excellent			

## Our results

The safe, caring and respectful environments found in Palliser's schools are a particular area of strength, owing much to the division's long-standing practice of requiring every school to identify one goal a year that is targeted at improving the school culture. It is the philosophy of Palliser that work to ensure safe and caring schools is never done and can always be improved.

Palliser's approach to inclusive education also shows in these results. Students with special needs are included in the classroom as much as possible with necessary supports and the use of differentiated instruction to meet individual learning needs. Learning support teachers work with the classroom teacher to support them in classrooms with a wide diversity of learning needs and styles. Educational assistants are allocated based on the needs of the individual student and work to support the classroom teacher. By having the classroom teacher assume responsibility for all learners in the classroom, Palliser has experienced improvement in the achievement of students with even the most severe needs. Supports for classroom teachers include a behaviour support specialist, a position made full-time in January 2015, speech language pathologists and others with expertise. The inclusion of learners in the classroom gives students exposure to people with a wide range of abilities, giving opportunities to develop empathy and appreciation.

Even though the behaviour support specialist

was part-time for half of 2014-2015, she worked with 71 students across the division, and attended 21 collaborative practice meetings to share her expertise with classroom teachers.

Palliser's Think of Us on the Bus safety campaign completed a third year in 2014-2015. Palliser bus drivers reported 53 red-light fly-bys (motorists passing buses stopped with their red lights flashing and stop arm extended. This is down from 56 the previous year, and compares to 77 in 2012-2013, the first year of the campaign. Palliser continues to enjoy an outstanding relationship with enforcement agencies who are helping to drive home the safety message around the division's 60 buses.

Palliser continues renewal of its school bus fleet, committing resources annually to additional camera systems that can record conditions inside and outside the bus. The camera systems have proven effective in identifying motorists who put Palliser drivers and students at risk by passing the bus when stopped with its red lights flashing and its stop arm extended. The cameras also contribute to a culture of accountability for drivers and students. About a third of the fleet now is camera-equipped.

Palliser's team of Family School Liaison Counsellors deliver outstanding support to students and families in crisis, dealing with mental health or general issues of well being. They served more than 700 students in 2014-2015, delivered about

200 presentations to schools and intervened to investigate worrisome or threatening behaviours. The team along with Central Office administrators supported Palliser students and staff in cases of sudden deaths in the community.

Division staff provided SIVA (Supporting Individuals Through Valued Attachments) training to bus drivers for the first time in 2014-2015 and offers ongoing training for staff who work with students who have potential for volatile behaviours. Staff create WISE plans for students who need them. WISE refers to Working Interactive Safety Evaluations. The plans are developed by staff who work with these students on a daily basis. They know what might trigger volatile behaviour and how to diffuse an escalation in behaviour.

Palliser continues to require criminal record checks from all new employees and requires employees to inform the Human Resources department of any change to that record as a condition of employment. In 2014-2015, an audit was conducted at four schools of their processes for volunteers working with students. The audit identified best practices to ensure volunteers are properly vetted to protect students.

The division successfully mobilized

community and outside agencies to support staff and students when they experienced traumatic events. This work will continue to ensure support for communities following trauma.

The Facility Services department prioritizes its work to ensure issues that could impact health and safety are addressed promptly. Major projects funded through the division's Infrastructure Maintenance and Renewal funding included converting the Barons School heating system from steam to hot water and adding a second boiler; completing a security system at Carmangay Outreach School; upgrading building control systems at Coalhurst High School; boiler system and asbestos removal from John Davidson School, roof repair at Picture Butte High School and roof replacement at Sunnyside School.

The division is fully compliant with required inspections including fire extinguishers, fire alarms and fire suppression and boilers.

As an extension of the division's needs-based budgeting, Palliser reviewed caretaker requirements at its schools to ensure efficient deployment of human resources in this area.

A day of professional development was provided for Palliser caretakers.



Palliser joined other school jurisdictions, law enforcement and human service agencies at a ceremony to renew their commitment to the Southwest Alberta Regional Violence Threat Risk Assessment Protocol. By working together, agencies can share information to better support individuals who may be in crisis.



Rodent issues at Barons, Nobleford, Champion and Carmangay are under control. The holes left by Richardson ground squirrels (gophers) created a safety issue for students playing on hole-pocked fields and yards.

Air quality assessments were conducted at three schools.

Safety reviews of all Palliser-owned schools were conducted to ensure compliance with Occupational Health and Safety recommendations from a 2013 review. Fully compliance was found.

Use of Palliser's online safety training and tracking system completed its first full year in 2014-2015 with high compliance by staff to complete required occupational health and safety training. The system is also being used to remind caretakers of required tasks and to track required safety processes such as fire and lockdown drills. This year, Palliser staff produced an in-house training video on building safety and security systems. The video is now part of the online system's training program.

Palliser Associate Superintendent Education Services Pat Rivard is a leader in Violence Threat Risk Assessment. His work in this area was acknowledged with an award presented by Kevin Cameron, an internationally recognized leader in assessing threat, intervening and dealing with

the aftermath of trauma. Rivard and Director of Learning Laurie Wilson are certified trainers who continue to train Palliser staff and colleagues from other jurisdictions on how to assess threats or worrisome behaviours. In 2014-2015, the division conducted about 80 threat assessments.

Palliser is a partner in three Regional Collaborative Service Delivery (RCSD) organizations created to provide seamless support to students cross the division who have severe and complex needs. Palliser's Facility Services department received nearly 1,470 new work order requests in 2014-2015, addressing and closing 97 per cent of them.

During the summer break, Palliser offered social media training to its staff and colleagues from other school jurisdictions at no cost. The training uses social media tools to help identify potential threats.

With support of a grant and a wellness co-ordinator, each school identified a wellness champion who led health and wellness efforts at the school level. The projects had to be sustainable over time to outlast the wellness grant. In addition, a wellness coach worked specifically with schools in Arrowwood and Milo to support and build resiliency among First Nations students who were affected by the 2013 flood. The initiatives there were open to all students, not only First Nations.

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## Strategies

The new school year will be Palliser's first full year with a full-time behaviour support specialist working with teachers and students across the division from early learning through Grade 12.

In response to growing demand for support from Palliser's team of Family School Liaison Counsellors, the division is reviewing how the existing team of nine is deployed and looking for ways to add to counselling resources to the division. The division is also applying for other grants to help support student needs with mental health and

wellness. In 2015-2016, Grade 9 and 10 teachers will be trained as "Go To Educators" by experts in mental health and behaviours. The training focuses on information and research about mental health. The training is to help teachers recognize students who need health with issues of mental health. The training focused on the types of teachers who already have a high level of trust with students, the kind of teachers students go to when they need help with an issue.

Also on Monday, our Grade 9 and 10 teachers

were in Vulcan for “Go To Educator” training, led by Andrew Baxter, our Calgary and area regional collaborative service delivery (RCSD) mental health therapist, and Palliser’s behaviour specialist Karen Braun. This session gave teachers information about mental health and mental health research and how to best help students dealing with issues.

One key initiative in 2015-2016 will be a second annual Student Leadership Conference. Through leadership and character development, Palliser students contribute to positive school cultures that are respectful to all students.

The division will conduct a third review of Palliser-owned sites in 2017. The initial review, looking at sites from an Occupational Health and Safety point of view, was held in 2013. A follow-up was completed in 2014-2015 to ensure compliance with recommendations identified in the original report.

The division will add to its inventory of camera systems for its school buses.

In addition to physical safety on site, Palliser’s

Technology Services department has identified digital citizenship and online safety as a priority in its work moving forward.

The 2015-2016 Think of Us on the Bus campaign of student safety assemblies will include a discussion of bullying behaviours on the bus, as well as building awareness among drivers about intervening when disrespect occurs.

The division will be providing targeted professional development for educational assistants who work with students with specific behavioural challenges in 2015-2016.

One school is piloting an app on student mobile devices that encourages students to report hurtful online texts or photos and help stop their dissemination. The pilot started in late spring 2014 and will continue through 2015-2016.

A third Central Office administrator will be certified as a trainer in Violent Threat Risk Assessment (VTRA) in 2015-2016 to support ongoing training in this area.



A football program launched at Heritage Christian Academy in 2014-2015.

## Desired Outcome Four: First Nations, Metis and Inuit students are successful

*Specific Outcome: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.5	92.9	62.5	*	68.8	70	Low	Declined	Issue			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.0	14.3	10.4	*	12.5	15	Low	Maintained	Issue			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	81.3	*	85	*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	6.3	*	10	*	*	*			

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	58.0	*	60.8	65	Low	Maintained	Issue			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	1.7	4.5	0.0	3.7	3.6	High	Maintained	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	66.7	*	37.5	40	Very Low	Declined	Concern			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	43.5	*	30.4	35	Very Low	Maintained	Concern			

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Our results

Palliser has a very small number of First Nations students. Aside from a very few students who self-identify as First Nations, Palliser's aboriginal students attend school in Arrowwood and Milo and reside on Siksika First Nation. Palliser's tuition agreement with Siksika caps enrolment at just 47 students. The division has had to turn away some students whose families would like to access Palliser programs. Unfortunately, the tuition agreement does not fund any Siksika students to attend high school in Palliser. With very few First Nations students in Grade 6 and 9, the sample for achievement results is very small. With

such a small sample, the results can swing wildly from one year to the next. In other recent years, the division's FNMI results have been outstanding. As it does at all schools, the division's principals will be analyzing FNMI student results to identify trends or areas for improving instruction.

The floods of June 2013 were devastating for parts of Siksika First Nation, and the impact was still being felt in 2014-2015. The bridge linking Siksika to Arrowwood did not reopen until November 2014. Many families were displaced by the flood and the emotional impact on many families was significant and long lasting.

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## Strategies

Palliser continues to believe its ongoing work to ensure literacy of all students will elevate all students, including First Nations. Assessment for learning practices, responsive teaching, supports for student's individual health, behaviour and learning needs support learning for all students, including our Siksika students.

All schools are encouraged to acknowledge the special cultural significance of our First Nations peoples. This cultural awareness is especially apparent in Arrowwood and Milo.

Palliser continues to advocate for equitable investment in First Nations education. Tuition for First Nations students being educated off reserve can vary widely with each board negotiating separately with each First Nation. The Board of Trustees believes a better system would see Alberta Education fund all students equitably and negotiate directly with Indigenous and Northern Affairs Canada for compensation. Not



Students at Milo Community School celebrate Pink Shirt Day, an anti-bullying campaign.

only would such a system provide more equitable treatment for First Nations students, it would save individual school boards the time and resources required to negotiate separate tuition agreements. FNMI students with special needs are also funded federally to a lesser degree than non-aboriginal students in Alberta. This is a disservice to our First Nations students.



## Summary of Financial Results for the 2014-2015 School Year

Palliser's revenue exceeded expenses for the 2014-2015 school year.

### Key financial information as at Aug. 31, 2015

- Annual Operating Deficit — \$341,070
- Palliser drew down its capital reserve by \$365,000 primarily to pay for a software upgrade.
- Contribution to Operating Reserves — \$0

Palliser has an accumulated surplus of \$9 million. Of that, \$4.1 million is investment in capital assets, including Palliser's school buses, vehicles and Central Office building. Another \$775,000 is school surpluses from board-allocated funds, to be used for school purchases. About \$3.3 million is set aside for a fiscal stability reserve to cushion the division from changes in enrolment or other contingencies. The contingency fund would

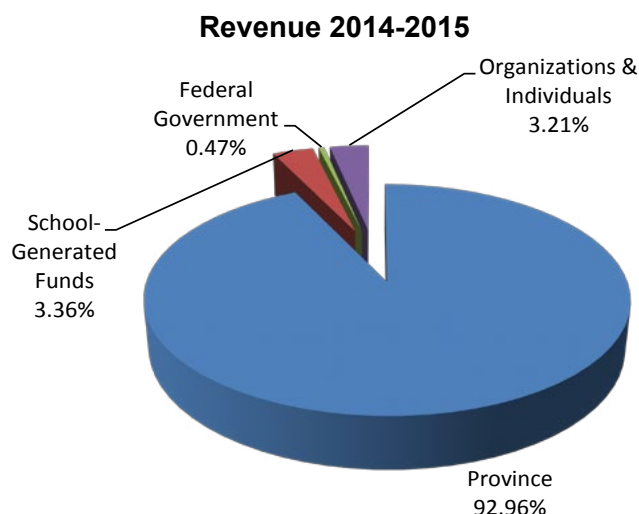
cover about nine operating days for the division.

For a copy of Palliser's Audited Financial Statements for the 2014-2015 school year, please visit the Trustees section of the Palliser website, under Planning and Reporting, at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

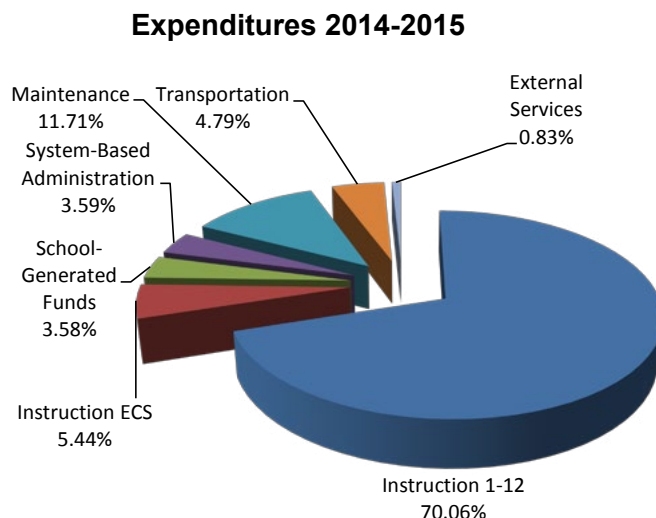
Audited financial statements for all jurisdictions are posted on Alberta Education's website at <http://education.alberta.ca/admin/funding/audited.aspx>.

Total Revenue 2014-2015	\$80,701,146	
Province	\$75,021,438	92.96%
School-Generated Funds	\$2,715,400	3.36%
Federal Government	\$376,445	0.47%
Organizations & Individuals	\$2,587,863	3.21%



For information on school generated funds and their use please contact Secretary-Treasurer Wayne Braun at [wayne.braun@pallisersd.ab.ca](mailto:wayne.braun@pallisersd.ab.ca).

Expenditures by Department 2014-2015	\$81,042,216	
Instruction Grades 1-12	\$56,781,104	70.06%
Instruction ECS	\$4,407,191	5.44%
School-Generated Funds	\$2,902,659	3.58%
System-Based Administration	\$2,911,193	3.59%
Maintenance	\$9,487,035	11.71%
Transportation	\$3,882,081	4.79%
External Services	\$670,953	0.83%



Expenditures by Object 2014-2015	\$81,042,216	
Salaries & Benefits	\$63,746,523	78.66%
Services & Supplies	\$12,278,438	15.15%
School-Generated Funds	\$2,902,659	3.58%
All Depreciation & Interest	\$2,114,596	2.61%

## Fall Budget Summary for 2015-2016 School Year

The Board of Trustees approved a balanced budget for 2015-2016. A needs-based budgeting approach was used for all departments and schools. Under this budget approach, needs are identified and funded from the total revenue received at the division level.

### Budget Assumptions:

Salaries have been increased to reflect the two per cent provincial framework agreement and the one-per-cent lump sum.

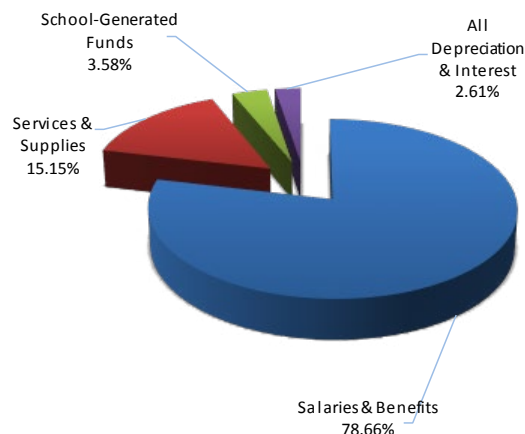
Benefit rates have been reduced by 0.2 per cent to reflect reduced rates from ASEBP.

Average teacher salary cost is \$97,507. This does not include benefits.

The budget summary is available on Palliser's website in the Trustees, Planning and Reporting Section at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

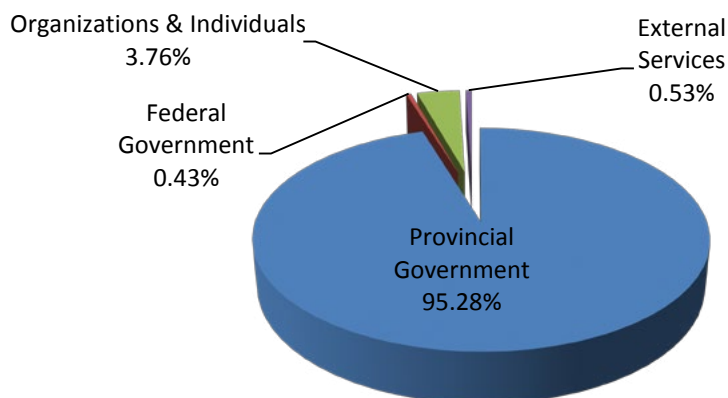
For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

### Expenditures by Object 2014-2015



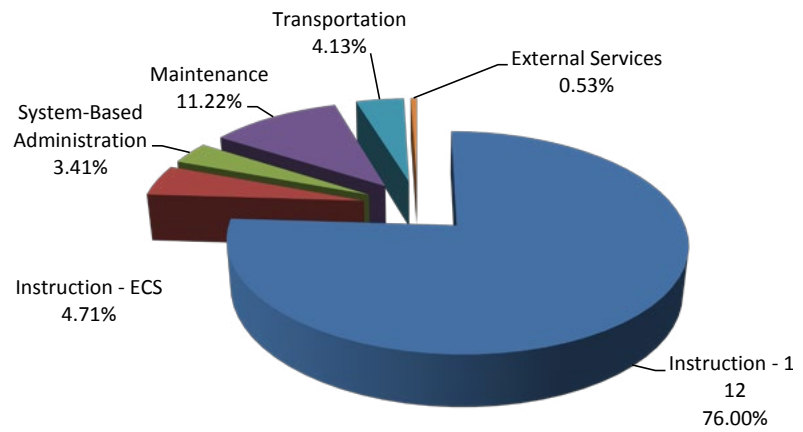
Budgeted Revenues 2015-2016	\$92,355,037	
Provincial Government	\$87,995,484	95.28%
Federal Government	\$397,000	0.43%
Organizations & Individuals	\$3,468,853	3.76%
External Services	\$493,700	0.53%

### Expenditures by Object 2015-2016



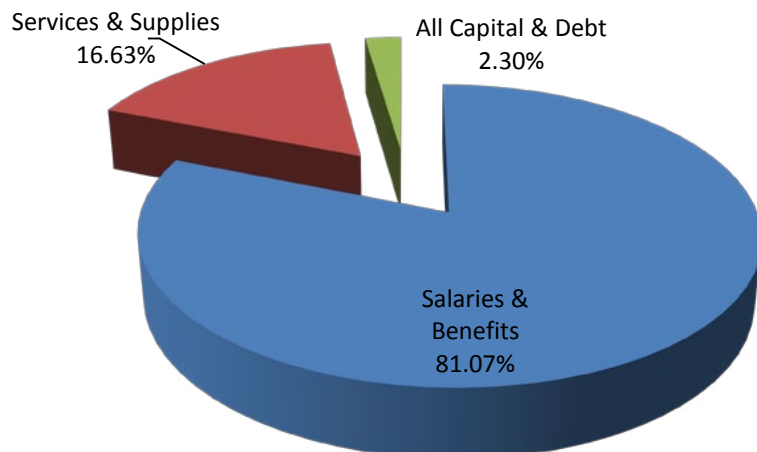
Budgeted Expenditures 2015-2016 by Department	\$92,335,037	
Instruction Grade 1-12	\$70,190,237	76.00%
Instruction ECS	\$4,348,500	4.71%
System-Based Administration	\$3,149,000	3.41%
Maintenance	\$10,363,700	11.22%
Transportation	\$3,809,900	4.13%
External Services	\$493,700	0.53%

**Budgeted Expenditure by Department 2015-2016**



Budgeted Expenditures 2015-2016 by Object	\$92,355,037	
Salaries & Benefits	\$74,875,137	81.07%
Services & Supplies	\$15,354,500	16.63%
All Capital & Debt	\$2,125,400	2.30%

**Budgeted Expenditures by Object 2015-2016**



## Capital and Facilities Projects

Palliser completed \$1.21 million of work in Palliser-owned buildings using Infrastructure Maintenance and Renewal funding. Major projects included boiler replacement at Barons School and John Davidson School, Coaldale, and roof replacement at Sunnyside School.

Palliser's lone modernization project in 2014-2015 was Noble Central School, a close to \$9-million project which will make the school accessible to anyone with a mobility issue. The project is expected to go to tender in late November 2015. Construction is expected to begin in January 2016. Completion is expected in August 2017. During the construction, students will be decanted in the school's gymnasium and the community centre.

Palliser had applied for two new modular classrooms each Barons School and one for Coalhurst Elementary School in 2014-2015. That request was unsuccessful. Palliser will apply again

in 2015-2016.

Palliser's capital plan consists of five projects for modernization or addition. In priority order they are:

1. Huntsville School Mini Modernization
2. Barons/Carmangay
3. Coalhurst High School Mini Modernization
4. Kate Andrews High School Modernization
5. Champion School Gym Update

For a summary of Palliser's Three-Year Capital Plan for the 2015-2016 school year to 2017-2018 school year, please visit the Facilities Services section of the Palliser website at <http://www.pallisersd.ab.ca/services/facility-services>. For a hard copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.



Students at Coalhurst Elementary School have the opportunity to work at a bank, helping their peers make deposits, thanks to the opening of a Junior ATB branch.



## Palliser Class Size

The class size information that follows reflects staffing in Palliser in November 2015 for the 2015-2016 school year. Class size reports are also posted at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>.

The charts also includes class size information for the two previous years. Class size information for core subjects at Palliser schools, excludes high school outreach programs, Palliser's online school and colony schools.

The suggested provincial guidelines for class size are:

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

Palliser strives to maintain class sizes within these provincial guidelines in support of both our students and our teachers.

### Class Size, Core Subjects Only, 2015-2016

	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Arrowwood Community School	15.0	18.7	25.0	21.0	21.0	23.0	20.0	23.7	26.0			
Barons School	19.2	18.0	15.4	17.3	19.0	18.7						
Brant Christian School	13.5	13.0	9.0	20.0	17.0	17.0	16.0	20.0	16.0	6.0		2.5
Calgary Christian High School							22.8	21.6	22.9	22.6	21.9	21.9
Calgary Christian School	19.9	19.2	21.5	20.9	22.3	21.4						
Calgary Islamic Private School			21.1			23.2			24.1			18.8
Calgary Islamic School (Franklin Campus)			20.2			20.8			15.5			
Champion School	23.0	18.5	15.0	19.0	21.5	18.2	19.0	14.7	22.0			
Coalhurst Elementary School	21.6	21.4	17.6	19.6	21.8	22.6						
Coalhurst High School							24.1	24.6	26.4	16.4	17.5	17.4
County Central High School							19.8	18.0	20.4	21.5	20.0	22.1
Dorothy Dalglish School	20.2	16.0	16.7	18.5	26.0	21.0						
Glenmore Christian Academy Elementary	20.0			24.0								
Heritage Christian Academy	19.3	19.6	20.7	23.3	23.9	24.8	19.7	24.6	24.9	19.3	19.1	21.5
Huntsville School	15.7	16.3	17.2	20.5	21.0	19.0	22.0	28.0	29.0			
Jennie Emery Elementary School	18.2	18.0	17.8	23.0	22.3	25.0						
John Davidson School Program	18.3	17.0	18.1	22.0	25.5	17.5	15.0	14.0	19.0			
Kate Andrews High School							22.1	18.5	27.2	19.0	19.9	22.1
Master's Academy	20.5	21.3	21.7	22.3	22.1	22.8						
Master's College							20.3	19.0	21.0	15.6	14.5	15.8
Menno Simons Christian School	19.5	19.5	19.0	22.3	22.7	22.7	22.5	21.7	23.0			
Milo School	13.8	13.0	15.0	17.3	19.0	13.0	18.6	26.0	21.0			
Noble Central School	12.8	14.0	22.0	20.7	18.3	19.0	18.7	21.7	18.3	16.4	14.4	12.5
Picture Butte High School							23.5	25.3	22.8	15.7	18.3	17.6
R. I. Baker Middle School				22.0	22.7	22.4	25.0	24.1	24.0			
Sunnyside School	16.2	17.3	19.1	19.0	23.0	24.5						
Trinity Christian School	21.1	21.3	21.8	19.2	20.5	21.3	21.2	19.5	20.7			
Vulcan Prairieview Elementary School	21.8	19.5	17.8	19.7	17.8	19.8						
Total for Jurisdiction 2255	18.5	17.9	18.2	20.3	21.4	20.9	20.8	21.2	22.2	17.9	17.9	18.5

#### Note:

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

#### Note:

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

## Class Size, All Subjects, 2015-2016

	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Arrowwood Community School	15.3	19.5	25.0	19.8	21.8	22.6	18.5	24.0	26.0			
Barons School	19.4	17.9	15.4	17.3	19.0	18.7						
Brant Christian School	13.5	13.1	9.2	19.9	17.6	16.2	15.0	20.0	13.2	14.0	18.0	10.1
Calgary Christian High School							23.6	21.6	21.7	18.3	19.9	17.9
Calgary Christian School	20.1	19.2	21.5	20.6	22.2	21.4						
Calgary Islamic Private School			21.2			23.2			24.2	0.0		18.0
Calgary Islamic School (Franklin Campus)			20.5			21.7			15.5			
Champion School	23.0	18.5	15.0	19.0	21.5	19.6	16.6	16.7	19.3			
Coalhurst Elementary School	21.6	21.4	17.6	21.3	21.8	22.6						
Coalhurst High School							22.0	22.6	23.9	16.9	15.7	16.7
County Central High School							20.0	18.5	20.4	20.8	18.0	21.3
Dorothy Dalglish School	21.1	19.2	18.8	20.4	26.0	23.2						
Glenmore Christian Academy Elementary	20.0			23.9								
Heritage Christian Academy	20.6	20.5	20.9	23.3	23.9	24.8	21.6	22.2	24.4	21.2	20.3	21.7
Huntsville School	15.7	16.0	18.3	20.5	20.5	18.7	22.0	26.9	29.0			
Jennie Emery Elementary School	18.2	18.0	17.8	23.0	22.3	25.0						
John Davidson School Program	18.3	16.8	18.0	22.0	25.5	17.5	15.0	14.0	19.0			
Kate Andrews High School							20.0	19.9	24.0	18.2	18.8	21.1
Master's Academy	20.5	21.3	21.7	22.3	22.1	22.7						
Master's College							18.9	20.2	21.1	14.5	17.1	15.5
Menno Simons Christian School	19.5	19.5	18.9	22.3	22.7	22.7	22.7	21.6	23.1			
Milo School	14.0	13.0	15.0	19.3	19.0	13.0	21.8	26.0	21.0			
Noble Central School	12.8	16.0	22.0	20.7	20.3	19.0	19.7	21.4	18.3	15.4	13.5	15.3
Picture Butte High School				9.0			22.0	24.0	22.5	16.3	18.1	19.1
R. I. Baker Middle School				22.0	22.7	22.4	25.0	24.1	24.0			
Sunnyside School	17.3	17.3	19.6	19.0	23.0	25.5						
Trinity Christian School	21.1	21.3	21.7	19.0	20.5	21.7	18.8	18.6	19.2			
Vulcan Prairieview Elementary School	21.8	19.5	18.3	19.7	18.5	19.5						
Total for Jurisdiction 2255	19.5	19.1	19.5	21.2	21.8	21.8	20.8	21.2	22.1	18.3	18.5	18.9

### Note:

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

### Note:

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

## Parental Involvement

Palliser Regional Schools encourages parental and community involvement in all schools. Consultation with parents/guardians through school councils is ingrained in Palliser Administrative Procedures, including [Administrative Procedure 102](#) Three Year School Education Plan which states school plans and results must be prepared by the principal in collaboration with staff, school council, and where appropriate, students.

Palliser trustees are committed to working with school councils, and they regularly attend school council meetings across the division. Senior administrative staff also attend school council meetings to address or listen to school specific issues or to share information.

Parents/guardians are a key stakeholder group that is consulted in depth during school reviews. In 2014-2015, four school reviews were conducted. As part of those reviews, 66 parents/guardians attended focus group sessions where they could talk face-to-face with the superintendent or designate about their school. In addition, all parents/guardians are invited to provide feedback through online surveys. More than 540 parents/guardians provided input through these surveys in 2014-2015. When language or technology present a challenge

with use of the online survey, Palliser staff made other arrangements to ensure families could access the survey in other ways, whether on paper or with help from a translator.

In 2015-2016, four schools are slated for review:

- Kate Andrews High School, Coaldale
- Menno Simons Christian School, Calgary
- Calgary Islamic School, Akram Jomaa Campus
- Calgary Islamic School, Omar Bin Al-Khattab Campus

Palliser continues to use its website and social media to engage stakeholders as well. The public can connect with Palliser on Twitter ([@PalliserSchools](#)) and Facebook (<https://www.facebook.com/PalliserRegionalSchools>). Palliser's website allows the public to comment on news stories, as another way to connect and offer feedback. Palliser also invites the public to subscribe to a weekly email newsletter offering links to new content on the division website and online information from other groups, including Alberta Education. To subscribe, please visit our homepage at [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca).

## Learn More

Palliser Regional Schools encourages our families and community partners to maintain an active interest in the operation of Palliser and our schools, whether through participation in school council or other methods. Palliser information is shared publicly through our website, including Board of Trustee agendas, minutes and highlights packages. As well, dozens of stories and photos about happenings in the division and our schools are regularly posted in the "News" section of our homepage at [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca).

The Board of Trustees holds regular meetings monthly, except for July. These meetings are open to the public. Meetings are held at Palliser Education Centre in Lethbridge.

This Annual Education Results Report and Three-Year Education Plan is posted on Palliser's website and can be downloaded as a PDF at <http://www.pallisersd.ab.ca/download/38522>.

Previous year's reports and plans are also posted online and can be accessed by visiting the About Us ➔ Documents section of our website. Paper copies are available by calling Central Office.

Palliser Central Office is located in Lethbridge at #101 3305 18 Avenue North. The office is open from 8:15 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 1-877-667-1234.

## Whistleblower Protection

In keeping with Alberta's Public Interest Disclosure (Whistleblower Protection) Act and Palliser's [Administrative Procedure 407](#), Public Interest Disclosure Act (Whistleblower Protection), the Associate Superintendent Human Resources is the division's designated officer. In 2014-2015,

he received no disclosures of wrongdoing and, therefore, he commenced no investigations.

Palliser's administrative procedure can be found online using the hyperlink above or by visiting [www.pallisersd.ab.ca/about-us/procedures/796](http://www.pallisersd.ab.ca/about-us/procedures/796).