

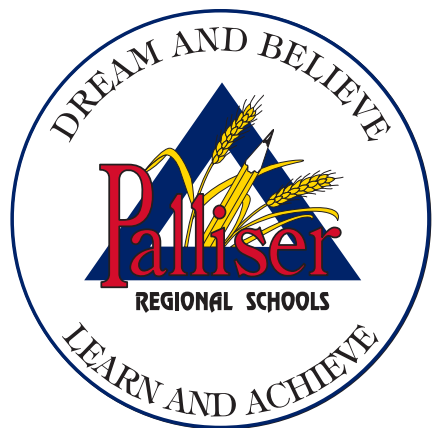
**Palliser Regional Schools**

# **Report to the Community**

Annual Education Results Report 2015-2016

& Three-Year Education Plan for 2016-2019

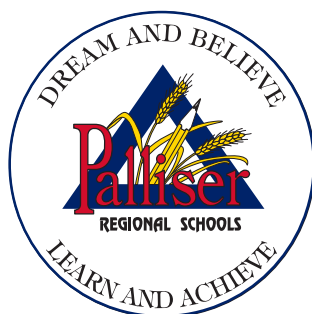
*Together Leading in Literacy*





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## Meet Your Board of Trustees

### 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 and became board chair in August 2016..



### Vice-Chair Debbie Laturnus

Debbie Laturnus 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. She was elected vice-chair in August 2016.



### Trustee Craig Whitehead, alternate vice-chair

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. He was named alternate vice-chair in August 2016, a new position created for succession planning purposes.



### Trustee 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.



### 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 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 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 2015/2016 school year and the Three-Year Education Plan for 2016–2019 on November 24, 2016.

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Original signed by Robert Strauss

Board Chair

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Original signed by Dr. Garry Andrews

Acting 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**

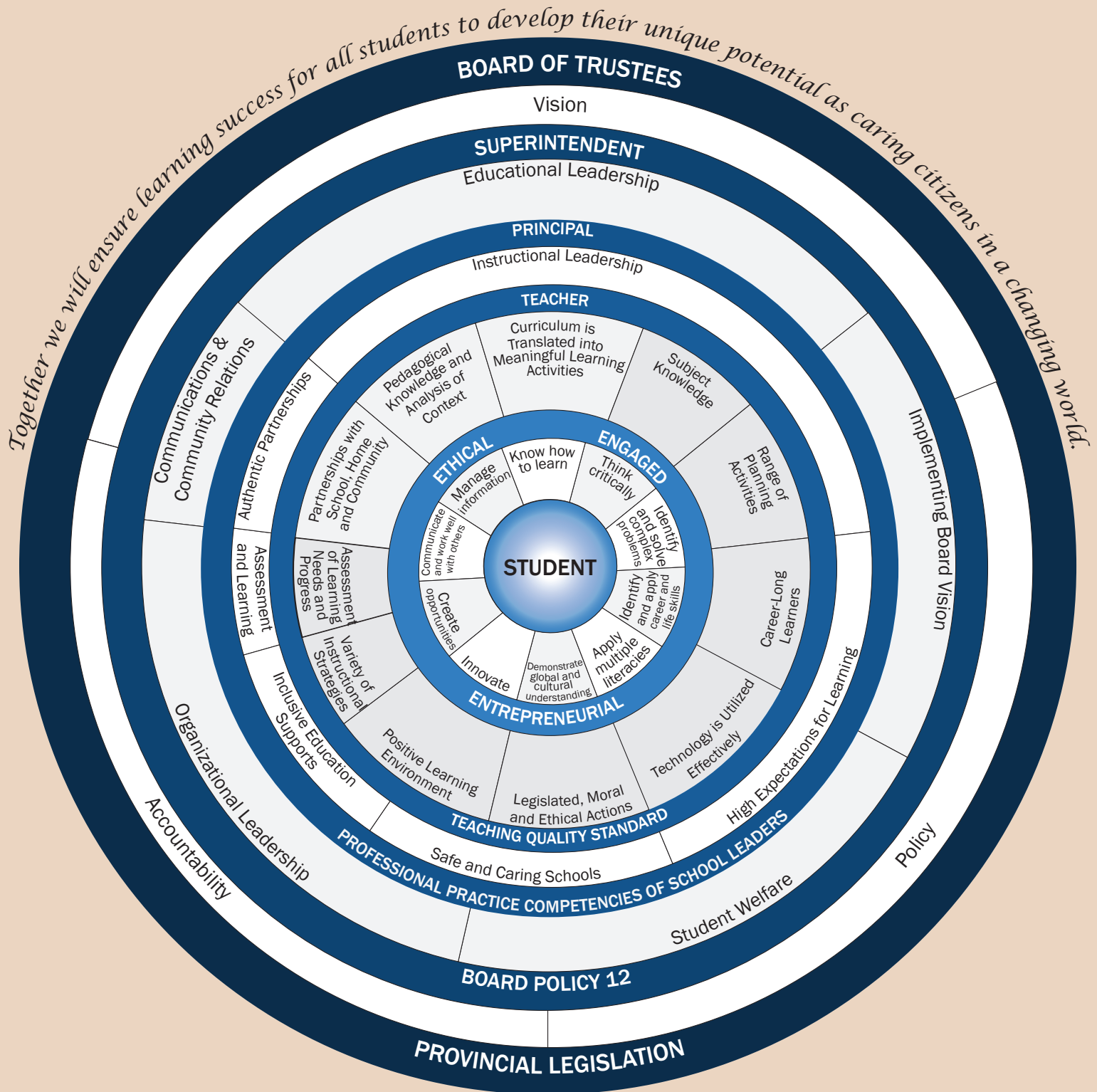
Palliser Regional Schools believes in the power of aligning goals so that every part of the system is working in tandem toward a common vision.

To that end, Palliser's goals for 2016-2019 echo the goals of Alberta Education.

1. Our students are successful.

2. The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.
3. Our system is inclusive.
4. We have excellent teachers, school and school authority leaders.
5. Our system is well governed and managed.

# 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 programs in Calgary.

In 2015-2016, Palliser opened a new school, Palliser Alternative Outreach School, to support our high school students in Calgary. This is the first of our programs in Calgary created by Palliser. The school is conveniently located near Calgary Islamic School Akram Jomaa Campus and Heritage Christian Academy.

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

Palliser employs about 1,500 individuals, including 578 certificated teaching staff and 497 non-certificated staff in full- or part-time roles (as of Fall 2016) and substitute and casual employees. They serve about 8,211 students.

For the 2016-2017 school year, Palliser has 15 community schools; 17 Hutterite colony schools; 10 faith-based alternative programs, nine of which are in Calgary; five outreach programs; 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, Vulcan and Palliser Alternative Outreach schools, offers online courses across the division and co-ordinates the international student program.

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

Uncertainty was a significant issue in Palliser Regional Schools in 2015-2016, leading up to and during the completion of an independent, organizational review of the division. That uncertainty included speculation about the review's findings and questions about personnel. The review is scheduled for completion Oct. 31, 2016, and it is anticipated that dealing with its findings and recommendations will have an impact on Palliser operations for the foreseeable future.

Despite the uncertainty, Palliser leadership and staff continued to focus on literacy as a key to success in school and in life. The division continues to develop teacher expertise in the teaching of reading and writing through focused professional development opportunities, sharing of best practices among school leaders at the Administrators' Association and among teachers through Palliser's collaborative, professional learning groups. In 2015-2016, a committee of Central Office and school leaders and teachers began exploring the teaching of writing. Out of that grew a grassroots effort, led by passionate teachers, to explore use of Units of Study, a resource developed by Lucy Calkins, to teach writing. Two schools will work together in 2016-2017 to pilot the resource in their schools.

The economic downturn is taking a toll on many families across Alberta, and that is having an impact on schools. Our staff are dealing with a rising level of need in schools for emotional and behavioural supports for students. Some students' most basic needs for shelter and food are not always met at home, and caring, passionate staff are providing support wherever possible. The division's outstanding team of Family School Liaison Counsellors, behaviour specialist, administrators, teachers and support staff continue to do an admirable job of caring for the whole student, well beyond their academic needs. Palliser continues to be concerned that the education system is doing its best to manage rising needs when a broader, co-ordinated approach involving health and other human services is required.

Palliser did not administer the Grade 3 Student

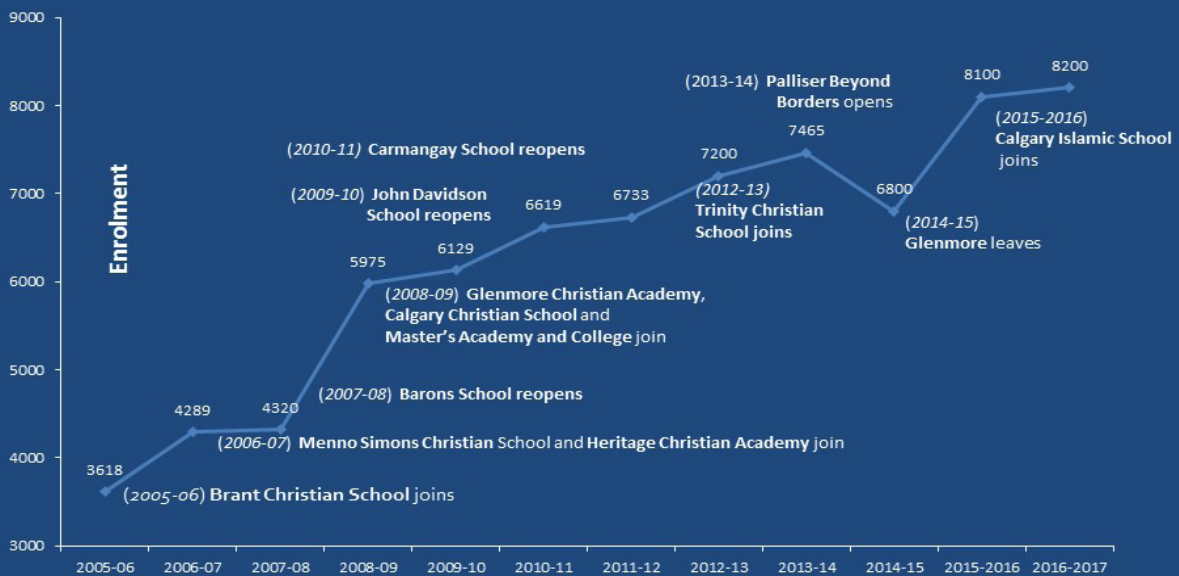
Learning Assessments (SLAs) in 2015-2016 and we continue to look forward to how this new assessment tool develops to support effective teaching and learning.

Given Palliser's track record incorporating faith-based alternative programs and students, we anticipate requests to consider other private schools interested in joining the public system. As has been Palliser's practice, we ask interested parties to go to their home board first to seek alternative program status.

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.

In 2015-2016, Palliser welcomed Calgary Islamic School Akram Jomaa and Omar Bin Al-Khattab campuses, adding 1,300 students to Palliser's family. The addition of CIS brought many outstanding learning opportunities for cross-cultural understanding for both students and staff. One issue has been addressing misconceptions about what joining the public school system means for a faith-based alternative program. While students now receive the full per-pupil grant from Alberta Education, these schools do not receive facilities or transportation funding that a regular public school would receive. These significant operating costs are covered through parent fees collected and administered by the society. Palliser participated in several parent meetings at the school to introduce families to the school division and provide updates on the new partnership and that work will continue.

# Palliser growth since 2005



Palliser's significant growth over the past decade has led to some growing pains that required significant changes to operational processes. In 2015-2016, full integration of new software for human resources, payroll and finance services occurred and work began on transitioning to a new student information system. While the move to a new HR, payroll and finance system was by Palliser's choice to better meet operational needs, the move to a new student information system was forced by a decision by the previous service provider. Overall, there was significant impact on all staff throughout 2015-2016 to learn and adapt to these new systems. All staff in Palliser were affected by these changes and they deserve congratulations for their successful adaptation. In light of these changes, Palliser has adopted a "no new initiatives" approach to the coming school year.

With so much in Palliser now attached to Internet-based services, including staff access to pay statements and T4s, there is a challenge for some employees who have difficulty accessing technology. This includes individuals who aren't comfortable using technology or have limited access to technology at their work location or at

home. This is a challenge for all of society as more agencies and organizations expect the public to be technologically savvy.

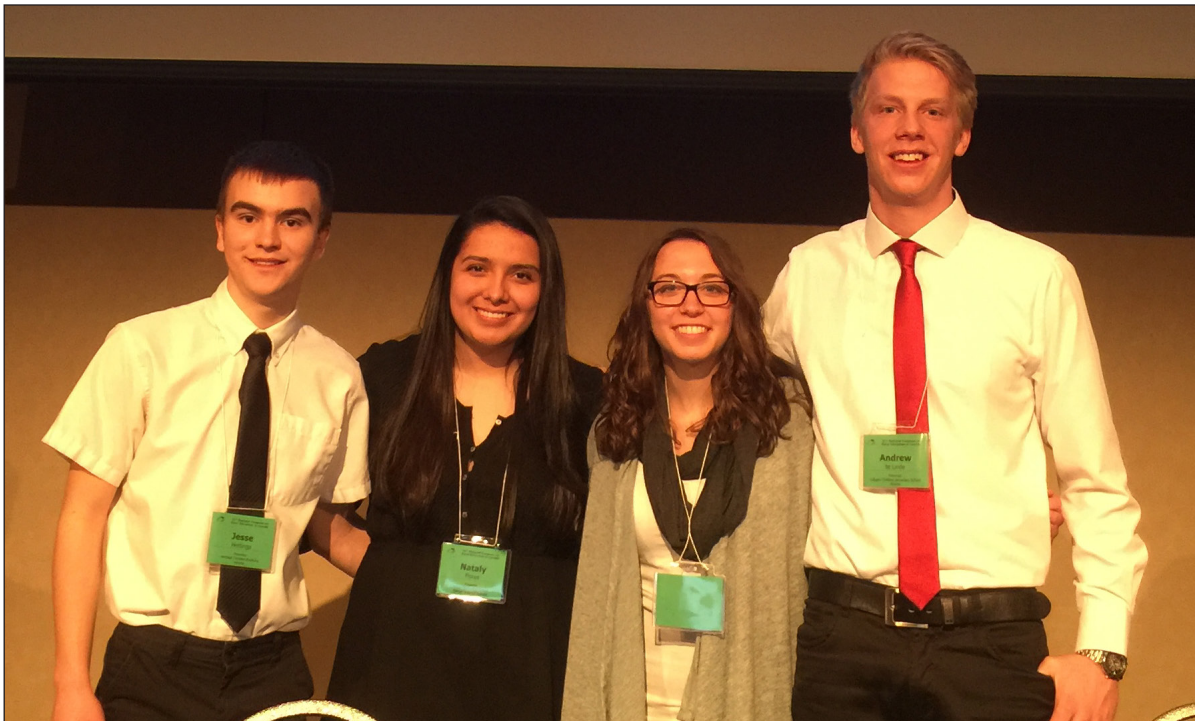
Palliser continues to take issue with an Alberta Education policy that eliminated all lease funding support to the division's schools in Calgary because they are outside the jurisdiction's traditional boundaries. In 2016-2017, Heritage Christian Academy and Menno Simons Christian School will receive no lease funding for the first time since joining Palliser in 2006. None of Palliser's other faith-based programs in Calgary received any lease funding. 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.

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.

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. Palliser supports a system that treats every student equitably.



Students from Palliser Regional Schools had an opportunity to present at the National Congress on Rural Education to trustees and administrators from across Canada. They shared their experiences as organizers and presenters at Palliser's student-led Discover U student leadership conference.

## Summary of Accomplishments 2015-2016

Despite the challenges and uncertainty of the past year, Palliser Regional Schools continued to deliver outstanding academic results in schools where students feel safe and respected. In surveys, 91% of parents, students and staff expressed satisfaction with the safe and caring atmosphere at their school and 90.5% of stakeholders expressed satisfaction with the quality of education Palliser students receive. Students continue to perform strongly in provincial exams, with 29% of Grade 6 and 9 students achieving the standard of excellence on the Provincial Achievement Tests. Results on diploma exams have been a concern in the last three years in Palliser, but it's encouraging that in 2015-2016 more than one in five students (21.4%) achieved the standard of excellence on their diploma exams.

Benchmark assessments of student reading, using the Fountas and Pinnell assessment tool, showed 76% of Grade 3 students were reading at or above grade level in Spring 2016. In Spring 2014, the first year of division-wide adoption of this assessment tool, only 53% of Grade 3 students were reading at or above grade level. This bodes well for Palliser's goal of ensuring 95% of Grade 3 students will be reading at or above grade level by Spring 2019. The Fountas and Pinnell data does not include Calgary Islamic School students who were new to the Palliser program in 2015-2016.

To support young readers, Palliser hired students through the Summer Temporary Employment Program to, among other things, support a summer reading program. What began as a pilot project at one school in Summer 2015 expanded to five schools in Summer 2016. Through fun activities and one-on-one reading time, students maintained their reading skills through the break, and many improved.

In 2015-2016, Palliser's student leadership work reached a new level, not only for Grade 7-12 students who attended a second annual student leadership conference, but for Grade 4-6 students who participated in their first such event. Both events featured sessions led by students on a broad



A summer reading program expanded to five schools in Summer 2016 with fun literacy-based activities for students over three weeks.

range of leadership and team-building topics. At each event, students had time to meet as school teams to discuss action plans for the coming year. Nearly 900 students had opportunity to participate in a Palliser student leadership event that encouraged ongoing work to improve their school, community or world.

Work continued to build multi-agency support for a Southern Alberta Children Advocacy Centre in Lethbridge/Medicine Hat. The concept, championed by Palliser and based on the successful Sheldon Kennedy Child Advocacy Centre in Calgary, was beginning to take flight in 2015-2016, with the committee hiring a co-ordinator who worked out of Palliser's Central Office. Palliser will continue to support this initiative as a partner on the planning committee.

Palliser's international student program continued to grow in 2015-2016 as part of a newly rebranded Palliser Beyond Borders. The division and the Bureau of Education from Guangzhou, the third largest city in China, signed a memorandum

of understanding in January 2016 with the intent of creating opportunities for student and teacher exchanges. Students from Brazil attended school in Coaldale and Picture Butte for the first time.

Palliser Beyond Borders also experienced significant growth in its online course completion. The number of credits earned through Palliser Beyond Borders doubled in 2015-2016 from 2014-2015, and the course completion rate was 94% though the year and including summer school. This is a significant accomplishment and positions our students well for online learning in post-secondary or in other aspects of their lives.

Palliser staff continued to share their expertise around the province and beyond. Examples include Palliser presentations on literacy, student leadership, communications and accountability processes at the Calgary Summit on Vulnerable Readers, the National Congress on Rural Education, and the Public School Boards' Association of Alberta.

The division introduced a new employee

recognition award at opening day August 2015. The Palliser Ambassador Award was presented to Dan Doerksen, the division's Low German Mennonite liaison worker. Doerksen works in schools across Palliser supporting students and their families. His efforts extend well beyond the school as he connects families to other community services and provides translation services in a range of settings.

Palliser teachers and administrators now have access to an automated dispatch system for substitute teachers which integrates the process from requesting an absence to finding a suitable replacement to ensuring the replacement is paid. Orientation sessions on the new system were offered to substitute teachers in Calgary and Lethbridge in 2015-2016.

A new online system for applying for Palliser jobs was also introduced in 2015-2016. Applicants can create a profile and upload their documents once for repeated use. They can also request email notifications of jobs suited to them.



Board Chair Colleen Deitz congratulates inaugural Palliser Ambassador Award winner Dan Doerksen at Opening Day Celebrations in August 2015. Doerksen is Palliser's Low German Mennonite Liaison Worker.

## October 2016 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	Acceptable	Safe and Caring	91.2	92.1	92.6	89.5	89.2	89.1	Very High	Declined Significantly	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	79.8	82.0	82.7	81.9	81.3	81.4	High	Declined Significantly	Issue
		Education Quality	90.5	92.5	92.9	90.1	89.5	89.5	Very High	Declined Significantly	Acceptable
		Drop Out Rate	3.1	2.6	2.5	3.2	3.5	3.5	High	Declined	Acceptable
		High School Completion Rate (3 yr)	84.8	84.0	84.1	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	82.5	80.9	82.8	73.6	72.9	73.4	High	Maintained	Good
		PAT: Excellence	29.0	28.9	27.8	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	88.0	89.0	89.5	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	21.4	18.9	19.4	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	58.1	60.3	60.5	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	76.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	64.2	67.3	67.2	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	88.9	88.3	88.9	82.6	82.0	81.1	Very High	Maintained	Excellent
Parental Involvement	Good	Citizenship	87.1	88.6	88.3	83.9	83.5	83.4	Very High	Declined	Good
		Parental Involvement	85.1	87.5	87.4	80.9	80.7	80.5	Very High	Declined	Good
Continuous Improvement	Acceptable	School Improvement	80.8	84.5	85.2	81.2	79.6	80.0	Very High	Declined Significantly	Acceptable

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Students and staff at Omar Bin Al-Khattab campus of Calgary Islamic School held a special prayer for rain in support of Fort McMurray, which was devastated by a wildfire in May 2016. Students and staff across Palliser mobilized to offer what help they could to the fire relief effort.

## October 2016 Accountability Pillar Summary — FNMI

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26 (FNMI)			Alberta (FNMI)			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	4.0	9.4	5.5	6.1	7.0	7.2	High	Maintained	Good
		High School Completion Rate (3 yr)	*	52.1	54.9	50.2	47.7	46.4	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	68.8	68.8	52.4	52.1	52.8	*	*	*
		PAT: Excellence	*	12.5	12.5	6.3	6.5	6.2	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	81.3	78.2	78.3	77.3	*	*	*
		Diploma: Excellence	*	*	6.3	10.0	9.5	9.4	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	26.0	38.0	20.7	21.0	20.4	*	*	*
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	31.9	n/a	n/a	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	68.8	*	n/a	33.5	33.0	33.3	Very High	n/a	n/a

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Students at Milo Community School work in a Social Studies class. About a third of students at Milo are students from Siksika First Nation, attending Palliser as part of a longstanding partnership between the band and the division. Other members of Siksika attend Arrowwood Community School.

## What's Measured and How

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 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
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)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.6	83.7	84.7	80.9	82.5		High	Maintained	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.8	27.9	26.7	28.9	29.0		Very High	Maintained	Excellent			

### Our results

Our Grade 6 and 9 students continue to earn outstanding marks on their Provincial Achievement Tests. Highlights include:

- 92.2% of students achieved the acceptable standard in Grade 6 English Language Arts, compared to 82.9% provincially. Nearly 35% of Grade 6 students achieved the standard of excellence.
- 86.6% of Grade 6 Science students in Palliser achieved the acceptable standard, compared to 78% provincially; 38.3% of Palliser students achieved the standard of excellence, compared to 27.1% provincially.

- 82.9% of Palliser students achieved the acceptable standard in Grade 6 Math with 25.4% achieving the standard of excellence. That compares to 72.2% and 14%, respectively, across Alberta.

Palliser continues to believe literacy is the foundation for success in all subject areas and at all grades and work continues to support student literacy as long as they attend school in the division.

Palliser's Academic Wrap-Around approach to support struggling or gifted students worked with the classroom teachers of 147 students in 2015-2016, offering individualized strategies for supporting the student's learning style.

### Strategies

A focus on ensuring early learners are school-ready and Palliser's assessment-driven approach to instruction are key long-term strategies for ongoing academic success at all grades.



Students at Sunnyside School take part in science activities during a visit by Scientists in Schools. The program has unveiled new programs at the rural school because students are so well behaved the presenters can focus entirely on the presentation, rather than behaviour management.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.5	88.4	90.1	89.0	88.0		High	Maintained	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	26.5	19.3	19.9	18.9	21.4		High	Maintained	Good			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	83.4	82.9	85.4	84.0	84.8		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	2.6	2.2	2.6	3.1		High	Declined	Acceptable			
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.3	67.6	66.8	67.3	64.2		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	76.1		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.8	60.7	55.2	60.3	58.1		High	Maintained	Good			

## Our results

A decline in high school diploma exam remarks remains a concern in Palliser. While all of our high schools encourage a safe and caring environment to encourage students to stay in school, and our teachers offer individualized support and attention to each student, we have not seen those

foundational efforts translating in these results. Academic wrap-around efforts for struggling students, literacy supports specific to high school students and use of technology to support student engagement are available and being used in high schools.

## Strategies

In addition to excellent work by teachers in the classroom, an effort is being made across Palliser to encourage regular attendance. In some schools, student attendance is an issue. Palliser administrators are encouraged to begin interventions at least by the time a student has been absent 15% of the time. Coupled with this,

principals have been encouraged to make a personal phone call to any high school student not returning to school in Fall 2016. This could help us gain a better sense of why some students are leaving. In addition, this demonstration of caring for the individual may help encourage a return to school by students at high risk of dropping out.

### Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.0	87.5	88.9	88.6	87.1		Very High	Declined	Good			
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.	87.0	87.5	90.8	88.3	88.9		Very High	Maintained	Excellent			

### Our results

Whether called student leadership, citizenship or character education, the development of students with strength of character has been a priority in Palliser for years. In 2009, Palliser organized the first character education conference in Canada. Every school identifies one of its annual goals related to the fostering of safe and caring schools. The form may differ from school to school, but the outcomes are the same. Students are encouraged to be solid citizens who are respectful, inclusive, helpful and honest. They learn to take responsibility, to demonstrate empathy and to problem solve. Leader in Me, the FISH! philosophy, an Early Years International Baccalaureate

program are all examples of approaches aimed at developing strong citizens connected to the broader community.

In addition to individual school programs, in 2015-2016 Palliser organized its second annual student leadership conference for Grades 7-12 and a first-ever elementary leadership conference for Grades 4-6. Students are learning from and inspiring each other, then focusing their efforts in their own schools and communities. Palliser believes these leadership efforts combined with literacy will give our students their best chance of success in school and in life.

### Strategies

The expansion of student leadership work into elementary grades will continue as a long-term strategy to foster a generation of strong leaders with the kind of work ethic, commitment and problem-

solving mindsets that can create success in all walks of life. Palliser believes all individuals can lead in their own way and the division seeks to encourage and acknowledge the leadership in all its forms.

## Outcome Two: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.9	62.5	*	68.8	*	70	*	*	*			
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).	14.3	10.4	*	12.5	*	15	*	*	*			
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	*	*	*			

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Our results

According to results from Alberta Education, Palliser had fewer than six First Nations students writing Grade 6 or Grade 9 Provincial Achievement Tests. Palliser's own records indicate we had 14 First Nations students in Grade 9 alone writing these

tests. Further review is required to determine why the data from the department is not aligning with the data collected by the division. The targets for First Nations student achievement remain the same in 2016 as for 2015.

### Strategies

School-by-school enrolment data will be analyzed to determine the level of under-reporting of First Nations students. Aside from students living on Siksika First Nation and attending schools in Milo or Arrowwood under the terms of a tuition agreement, many other schools in Palliser have First Nations students in attendance but their parents/guardians may choose not to self-declare on registration forms. In addition to identifying the scope of under-reporting, Palliser will be reviewing wording on its registration forms to determine if new wording might encourage self-declaration.

Palliser hopes in 2016-2017 to reach

agreement with Siksika First Nation for funding and collaboration on the hiring of a First Nations Liaison Worker to connect with families on reserve. Both schools, with their Siksika connection, continue to celebrate cultural diversity throughout the school year.

Palliser invested in graphic novels featuring First Nations culture and characters for use in schools to support literacy.

The division encourages schools to engage in cultural activities to raise awareness and appreciation of First Nations culture.

**Outcome Two:** *The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	58.1	62.5	50.0	52.1	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	4.0	3.2	9.4	4.0		High	Maintained	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	68.8		Very High	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	43.6	50.0	16.7	26.0	*		*	*	*			

## Our results

More than half of Palliser's First Nations students attend school in Milo and Arrowwood. Both schools only go to Grade 9. The tuition agreement with Siksika First Nation does not support any students from the nation attending

high school in Palliser. First Nations numbers in high school are relatively small so it can be difficult to identify trends affecting these results which can swing wildly from year to year due to the small sample size.

## Strategies

An analysis of students who self-identify as First Nations will include a review of attendance and achievement which may lead to specific strategies for this small population of students.

Palliser believes its literacy focus and

individualized approach to instruction will support success for First Nations students. A culture of safe, caring and inclusive schools also creates a foundation for success for First Nations and all students.

## Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	92.2	92.2	93.5	92.1	91.2		Very High	Declined Significantly	Acceptable			

### Our results

Palliser has managed to maintain a very high satisfaction rate among stakeholders who agree that students are safe at school, treated fairly by adults and are learning respect for others. The results reflect a long-term and unwavering emphasis on safe and caring environments as a necessary foundation for learning. Consistent application of discipline at school through a process that respects the dignity of both parties in a conflict, intervention when troubling or threatening behaviour occurs and training on how to deal and diffuse behavioural issues all contribute to safe spaces. Palliser's work in

leadership, documented in an earlier section, also are critical to maintaining and fostering respectful environments. Students are regularly experiencing the benefits of caring for one another.

The 2015-2016 school year was the first full year with Palliser employing a full-time behaviour specialist. She worked with teachers to support about 130 students to address behaviour issues. Ongoing training with teachers and support staff to recognize what triggers outbursts and diffuse them before they happen continues annually.

### Strategies

Palliser will stay the course of emphasizing safe and caring learning environments through focused and measurable school goal development, safety initiatives and student leadership efforts.

In 2016-2017, professional development in the area of self-regulation is planned to address behaviour issues affecting the classroom and individual students.

## Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	81.6	83.0	83.3	82.0	79.8		High	Declined Significantly	Issue			

### Our results

Maintaining a broad program of studies is always a challenge in small schools, but Palliser continues to employ innovative strategies for supporting a range of programs in its schools. In 2015-2016, Palliser introduced additional itinerant teachers to support music and art programs in small schools in Vulcan County. One of two mobile Career and Technology Studies (CTS) trailers was located at Calgary Islamic School Akram Jomaa Campus for the first time, giving high school students there an opportunity to experience welding, construction and other trades. An

itinerant art teacher continues to travel to Hutterite Colony schools to provide an innovative solution to the work needs of colony teachers who often are the lone teacher in the school.

The opening of a Palliser Alternative Outreach School in Calgary, the first program in that city started by Palliser, gives our high school students opportunities to learn at their own pace or create more flexibility in their high school timetables. The new outreach opened in second semester of 2015-2016.

### Strategies

The two Calgary Islamic School campuses will be added to Palliser's network with access to reliable and fast Internet in 2016-2017. This will improve student and staff access to the Internet, as well as introducing security measures to the schools' networks. This is in keeping with a "walled garden" approach to technology which introduces younger students to digital connectivity in a closed environment and gradually gives students more access and freedom once they understand how to navigate safely.

Palliser's teachers are growing increasingly

comfortable with Google Apps for Education with a teachers using Google Classroom as a tool for collaboration and timely sharing of feedback. These tools of collaboration are becoming the norm in post-secondary education and workplaces and Palliser students will have ample opportunity to experience working in a cloud-based environment at their schools.

In 2016-2017, Palliser will continue to encourage wellness through a network of wellness champions in each school.

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	83.4	85.4	85.9	84.5	80.8		Very High	Declined Significantly	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.3	87.1	87.4	87.5	85.1		Very High	Declined	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.9	92.6	93.7	92.5	90.5		Very High	Declined Significantly	Acceptable			

### Our results

Uncertainty in Palliser and questions about its leadership in 2015-2016 likely impacted satisfaction rates in this category.

The division encourages its principals to respond to local needs and to work closely with school council and other stakeholders to make the school the best it can be. Each school in Palliser is unique in its reflection of the community it serves.

In response to feedback from stakeholders at a May 2015 Community Conversation, the board planned to convene two gatherings of school council chairs in 2015-2016. The first, in November 2015, brought together council chairs at three locations in Palliser, joined by videoconference. The second, in June 2016, was cancelled due to scheduling conflicts that made it difficult for parents to attend. A survey of administrators and council chairs indicated an interest in holding school council professional development, which

was tentatively scheduled in Fall 2016.

In addition to surveys conducted by Alberta Education, Palliser invites staff, students and parents/guardians to participate in the school review process. In 2015-2016, four school reviews were conducted with all students, parents and staff given the opportunity to participate in an online survey about their school. In addition, focus groups with students, support staff and parents were held, and teachers were individually interviewed. More than 130 parents participated in focus group discussions. Nearly 600 parents/guardians participated in surveys, and for the first time in school review history, one school managed to encourage 100% participation by parents/guardians.

This year, the board and administration took strides to invite public input on the development of Policy 17: Safe and Caring Learning Environments.

### Strategies

Palliser has adopted a “no new initiative” approach for 2016-2017 to give staff and administration opportunity to focus on honing use of tools the division already has and strengthening relationships with stakeholders.

The board has identified comprehensive policy

review as a priority in the coming year.

The completion of the independent, organizational review by Oct. 31, 2016 is expected to provide recommendations for improving governance and management of Palliser. Strategies will be developed based on review findings.

## Summary of Financial Results

Palliser's revenue exceeded expenses for the 2015-2016 school year.

### Key financial information as at Aug. 31, 2016:

- Annual operating surplus — \$280,633
- Palliser increased its capital reserve by \$39,000, primarily tied to the sale of buses and equipment.
- Drew on operating reserves — \$46,000 for school resources.

Palliser has an accumulated surplus of \$10.1 million. Of that, \$5.1 million is investment in capital assets, including Palliser's school buses, vehicles and Central Office building. Another \$559,000 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 to enrolment or other contingencies. The contingency fund would cover about nine operating days for the division. In addition, there are approximately \$400,000 in unrestricted funds.

For a copy of Palliser's Audited Financial Statement for the 2015-2016 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>

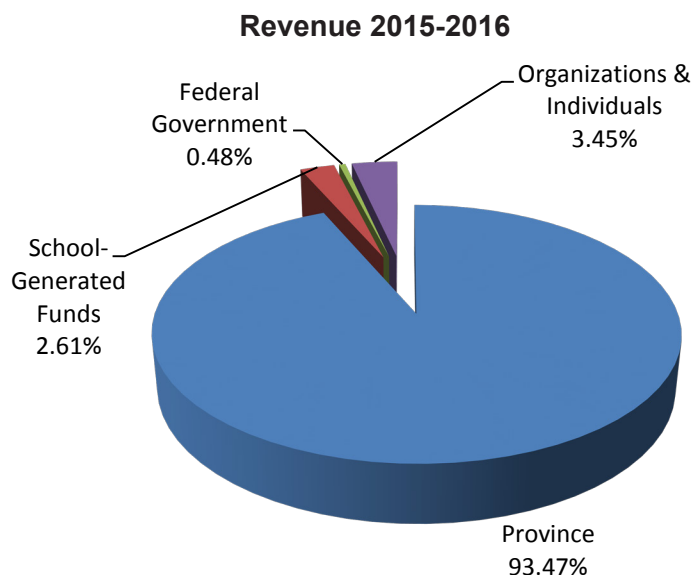
Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

Audited financial statements for all jurisdictions are posted on Alberta Education's website at <https://education.alberta.ca/financial-statements/school-jurisdictions/>

Total Revenue 2015-2016	\$93,788,107	
Province	\$87,664,428	93.47%
School-Generated Funds	\$2,444,453	2.61%
Federal Government	\$445,561	0.48%
Organizations & Individuals	\$3,233,665	3.45%

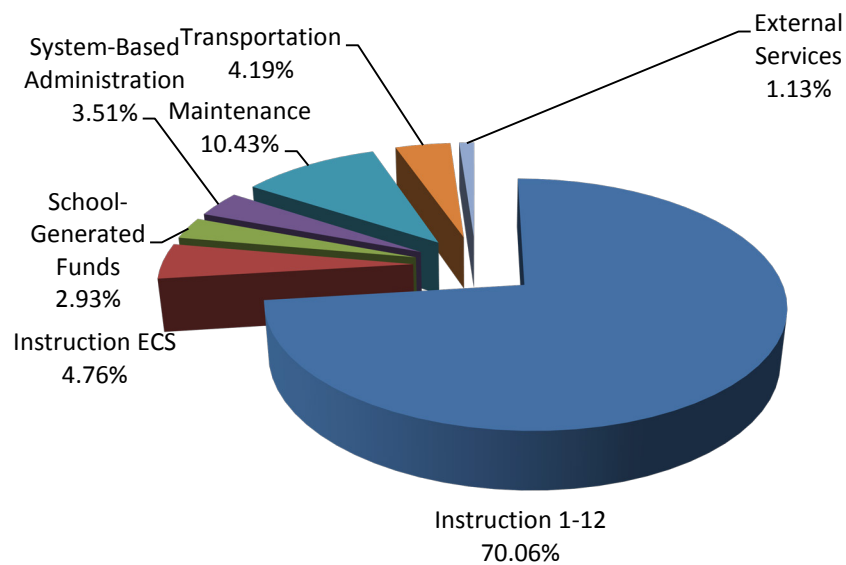
\*Percentages may not equal 100% due to rounding.

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).

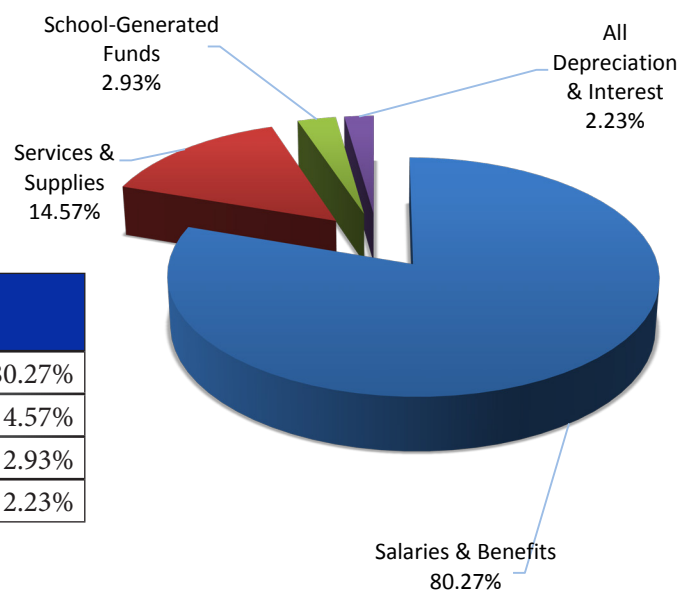


Expenditures by Department 2015-2016	\$93,507,474	
Instruction Grades 1-12	\$68,314,524	73.06%
Instruction ECS	\$4,451,785	4.76%
School-Generated Funds	\$2,736,623	2.93%
System-Based Administration	\$3,278,370	3.51%
Maintenance	\$9,754,896	10.43%
Transportation	\$3,913,289	4.18%
External Services	\$1,057,988	1.13%

**Expenditures by Department 2015-2016**



**Expenditures by Object 2015-2016**



Expenditures by Object 2015-2016	\$93,507,474	
Salaries & Benefits	\$75,060,288	80.27%
Services & Supplies	\$13,621,718	14.57%
School-Generated Funds	\$2,736,623	2.93%
All Depreciation & Interest	\$2,088,845	2.23%

## Fall Budget Summary for 2016-2017 School Year

The Board of Trustees approved a balanced budget for 2016-2017. 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 grid increments earned by staff.

Benefit rates have been kept the same as in 2015-2016.

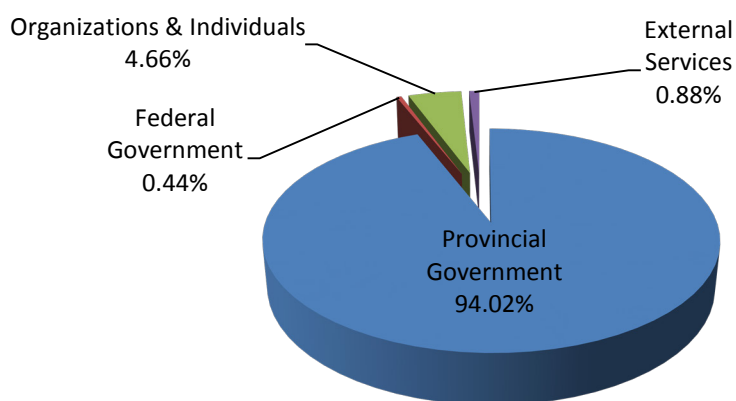
Average teacher salary cost is \$107,000, including benefits.

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.

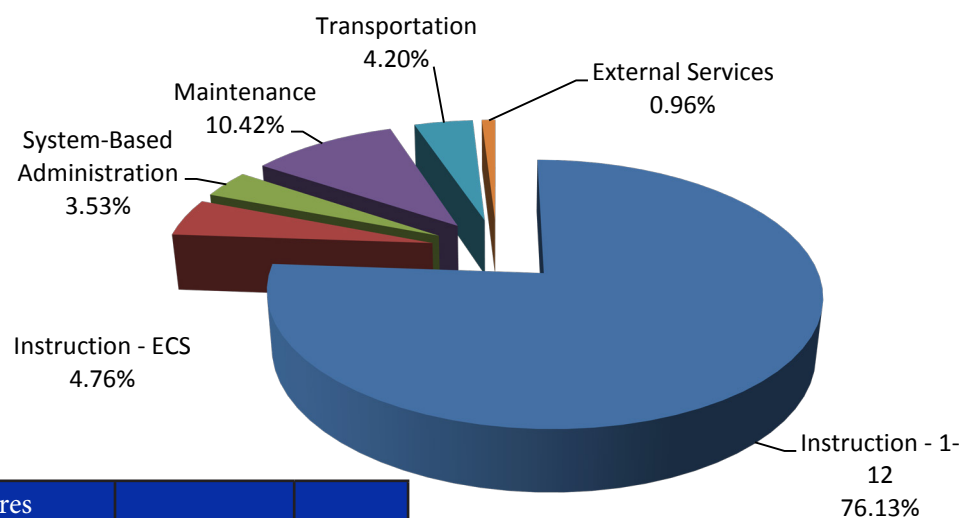
Budgeted Revenues 2016,-2017		
Provincial Government	\$87,942,900	94.02%
Federal Government	\$408,600	0.44%
Organizations & Individuals	\$4,362,630	4.66%
External Services	\$825,000	0.88%

### Budgeted Revenues 2016-2017



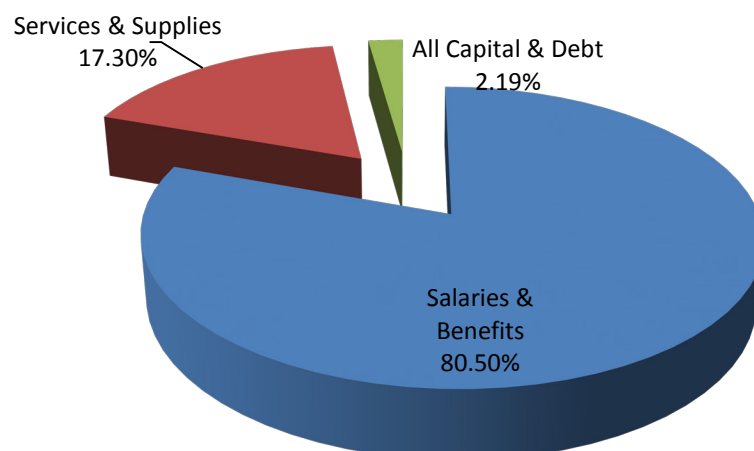
Budgeted Expenditures 2016-2017 by Department	\$93,539,130	
Instruction Grade 1-12	\$71,214,130	76.13%
Instruction ECS	\$4,450,000	4.76%
System-Based Administration	\$3,300,000	3.53%
Maintenance	\$9,750,000	10.42%
Transportation	\$3,925,000	4.20%
External Services	\$900,000	0.96%

**Budgeted Expenditures by Department 2016-2017**



Budgeted Expenditures 2016-2017 by Object	\$93,539,130	
Salaries & Benefits	\$75,300,800	80.50%
Services & Supplies	\$16,186,830	17.30%
All Capital & Debt	\$2,051,500	2.19%

**Budgeted Expenditures by Object 2016-2017**



## Capital and Facilities Projects

Palliser completed \$1.24 million of work in Palliser-owned buildings using Infrastructure Maintenance and Renewal funding. Major projects included:

- New fire alarm system and gym upgrades at Barons School;
- Video surveillance upgrade, exterior storage and beginning construction on a new bus loop for off-street student loading and unloading at Coalhurst Elementary School;
- New fire alarm, flooring replacement in the woodworking shop and new security camera system at County Central High School;
- New flooring in elementary classrooms and lighting upgrades in all classrooms at John Davidson School;
- New stair lift, sound panels and refinished floor in the gymnasium, new blinds in upper level classrooms and upgraded video surveillance system at Kate Andrews High School;
- Carpeting in office area of R.I. Baker Middle School;

- and window replacements throughout and new library shelves at Sunnyside School.

Work continued on Noble Central School modernization to improve access for students and staff with mobility issues. The \$8.5-million project is scheduled for completion by August 2017.

Palliser had applied for two new modular classrooms for Coalhurst Elementary School in 2015-2016. This request was unsuccessful. Palliser intends to apply again in 2016-2017.

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

1. Huntsville School Mini Modernization
2. Barons School Mini Modernization
3. Kate Andrews High School Modernization
4. Coalhurst High School Modernization

For a summary of Palliser's Three-Year Capital Plan for the 2016-2017 school year to 2018-2019 school year, please visit the Facilities Services section of the Palliser website at <http://www.pallisersd.ab.ca/services/facility-services>. For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.



Palliser Facilities Services staff built classrooms in the gym to accommodate the first phase of modernization work.

## Palliser Class Size

The class size information that follows reflects staffing in Palliser in November 2016 for the 2016-2017 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, 2016-2017

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Arrowwood Community School	18.7	25.0	16.0	21.0	23.0	23.3	23.7	26.0	19.0			
Barons School	18.0	15.4	16.2	19.0	18.7	25.0						
Brant Christian School	13.0	9.0	11.5	17.0	17.0	20.5	20.0	16.0	17.7		2.5	32.0
Calgary Christian High School							21.6	22.9	24.3	21.9	21.9	21.1
Calgary Christian School	19.2	21.5	20.5	22.3	21.4	24.0						
Calgary Islamic School, Akram Jomaa Campus		21.1	21.5		23.2	23.3		24.1	24.2		18.8	15.4
Calgary Islamic School, Omar Bin Al-Khattab Campus		20.2	21.3		20.8	20.1		15.5	15.3			
Champion School	18.5	15.0	12.9	21.5	18.2	19.5	14.7	22.0	12.0			
Coalhurst Elementary School	21.4	17.6	20.4	21.8	22.6	20.2						
Coalhurst High School							24.6	26.4	20.7	17.5	17.4	21.4
County Central High School							18.0	20.4	18.6	20.0	22.1	21.0
Dorothy Dalglish School	16.0	16.7	17.5	26.0	21.0	18.9						
Heritage Christian Academy	19.6	20.7	19.1	23.9	24.8	23.5	24.6	24.9	25.8	19.1	21.5	19.3
Huntsville School	16.3	17.2	19.7	21.0	19.0	25.0	28.0	29.0	21.0			
Jennie Emery Elementary School	18.0	18.8	19.9	22.3	25.0	25.5						
John Davidson School Program	17.0	18.5	20.0	25.5	17.5	22.0	14.0	19.0	25.0			
Kate Andrews High School							18.5	27.2	17.4	19.9	22.1	21.4
Master's Academy	21.3	21.7	21.7	22.1	22.8	22.8						
Master's College							19.0	21.0	21.1	14.5	15.8	14.1
Menno Simons Christian School	19.5	19.0	19.8	22.7	22.7	22.3	21.7	23.0	22.7			
Milo Community School	13.0	15.0	17.0	19.0	13.0	17.0	26.0	21.0	20.0			
Noble Central School	14.0	22.0	16.3	18.3	19.0	20.5	21.7	18.3	16.0	14.4	12.5	19.0
Picture Butte High School							25.3	22.8	25.5	18.3	17.6	16.3
R. I. Baker Middle School				22.7	22.4	24.0	24.1	24.0	25.4			
Sunnyside School	17.3	19.1	18.5	23.0	24.5	18.0						
Trinity Christian School	21.3	21.8	21.1	20.5	21.6	22.0	19.5	20.7	19.5			
Vulcan Prairieview Elementary School	19.5	17.8	16.2	17.8	19.8	22.0						
Total for Jurisdiction 2255	17.9	18.5	19.0	21.4	20.9	21.5	21.2	22.2	20.2	17.9	18.5	19.2

#### 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, 2016-2017

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Arrowwood Community School	19.5	25.0	16.0	21.8	22.6	24.1	24.0	26.0	19.5			
Barons School	17.9	15.4	16.2	19.0	18.7	25.0						
Brant Christian School	13.1	9.2	12.1	17.6	16.2	20.2	20.0	13.2	18.8	18.0	10.1	21.9
Calgary Christian High School							21.6	21.7	23.1	19.9	17.9	16.9
Calgary Christian School	19.2	21.5	20.6	22.2	21.4	24.0						
Calgary Islamic School, Akram Jomaa Campus		21.2	21.5		23.2	23.3		24.2	24.2	0.0	18.0	17.6
Calgary Islamic School, Omar Bin Al-Khattab Campus		20.5	21.3		21.7	20.2		15.5	15.5			
Champion School	18.5	15.0	14.4	21.5	19.6	20.6	16.7	19.3	17.0			
Coalhurst Elementary School	21.4	17.6	20.5	21.8	22.6	20.1						
Coalhurst High School							22.6	23.9	20.3	15.7	16.7	17.9
County Central High School							18.5	20.4	19.2	18.0	21.3	18.5
Dorothy Dalgliesh School	19.2	18.8	19.0	26.0	23.2	20.3						
Heritage Christian Academy	20.5	20.9	21.5	23.9	24.8	24.6	22.2	24.4	23.0	20.3	21.4	18.7
Huntsville School	16.0	18.3	19.7	20.5	18.7	25.0	26.9	29.0	20.7			
Jennie Emery Elementary School	18.0	18.8	19.9	22.3	25.0	25.5						
John Davidson School Program	16.8	18.6	20.0	25.5	17.5	22.0	14.0	19.0	25.0			
Kate Andrews High School							19.9	24.0	18.8	18.8	21.1	20.3
Master's Academy	21.3	21.7	21.7	22.1	22.7	22.8						
Master's College							20.2	21.1	18.3	17.1	15.5	16.3
Menno Simons Christian School	19.5	19.1	20.9	22.7	22.7	23.0	21.6	23.1	21.1			
Milo Community School	13.0	15.0	15.8	19.0	13.0	19.5	26.0	21.0	22.5			
Noble Central School	16.0	22.0	17.3	20.3	19.0	21.9	21.4	18.3	18.0	13.5	15.3	19.8
Picture Butte High School							24.0	22.5	22.6	18.1	19.1	16.8
R. I. Baker Middle School				22.7	22.4	19.9	24.1	24.0	21.4			
Sunnyside School	17.3	19.6	18.7	23.0	25.5	18.0						
Trinity Christian School	21.3	21.7	21.1	20.5	21.7	21.9	18.6	19.2	18.1			
Vulcan Prairieview Elementary School	19.5	18.3	16.3	18.5	19.5	22.5						
Total for Jurisdiction 2255	19.1	19.8	20.1	21.8	21.8	22.2	21.2	22.1	20.8	18.5	18.9	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

### 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. In 2015-2016, the board held a Gathering of School Councils at sites in Calgary, Vulcan and Lethbridge where council chairs were encouraged to share best practices and discuss educational issues. A second gathering in June was cancelled due to scheduling conflicts.

Parents/guardians are a key stakeholder group that is consulted in depth during school reviews. In 2015-2016, four school reviews were conducted. As part of those reviews, 133 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. In 2015-2016, 596 parents/guardians provided input through these surveys.

In 2016-2017, four schools are slated for review:

- Dorothy Dalglish School, Picture Butte;
- Picture Butte High School;
- Palliser Beyond Borders;
- and Hutterite Colony Schools.

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 [XXXXXXX LINK TO COME](#). 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 2015-2016,

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).



Palliser's music teachers organized a gathering of bands and choirs in Vulcan. For most students, performing with musicians from across Palliser will be the largest collective music experience of their lives.



Above, Palliser bus drivers participated in a "bus rodeo," a test of safety knowledge and driving skill.

At left, two students from Jennie Emery Elementary School serves as masters of ceremonies for the first elementary student leadership conference. Keynote speaker was Olympian Georgette Read.