The Palliser School Division

ANNUAL EDUCATION RESULTS REPORT 2018-2019 AND THREE-YEAR PLAN 2019-2022

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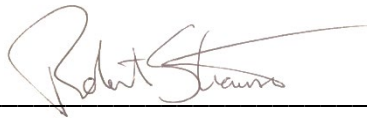
Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2019, for Palliser School Division was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 an Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

On December 17, 2019, the Board approved this combined Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan for 2019-2020, 2020-2021 and 2021-2022.

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Robert Strauss, Chair, Board of Trustees

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Dave Driscoll, Superintendent of Schools

Foundation Statements

Mission Statement

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

Vision

Palliser School Division 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.

A Profile of the School Authority

Palliser's geographical area stretches from Coaldale to Calgary, Alberta. As of fall 2019, the Division currently has 8,541   students, slightly up from the 2018-2019 enrolment numbers. Palliser serves students in ECS through Grade 12 in 51 schools, including 5 outreach programs, 2 alternative Low-German Mennonite programs, 11 alternative faith-based schools, 17 Hutterite colony schools, and an online school, Palliser Beyond Borders, and Palliser Alternative Outreach School in Calgary.   Ten of Palliser's alternative faith-based schools are located in the City of Calgary.

Palliser employs approximately 1,567 staff members in full-time, part-time and casual positions.

The Senior Leadership Team is using the *Leadership Quality Standards* as the foundational document to shape decision making for the division. As a result, our administrators and senior division leadership are working closely to pursue excellence in the following areas:

1. fostering effective relationships
2. modelling commitment to professional learning
3. embodying visionary leadership
4. leading a learning community
5. supporting the application of foundational knowledge of First Nations, Metis and Inuit
6. providing instructional leadership
7. developing leadership capacity
8. managing school operations and resources
9. understanding and responding to the larger societal context

Trends and Issues

Budget Challenges

Our current fiscal reality brings challenges while the Division looks for ways to manage decreased funding while continuing to support excellent student learning.

School Leadership

Palliser continues to build leadership capacity within our system by providing principals increased autonomy to lead their schools. Principals, with the support of Central Office Leadership, now have increased decision-making abilities including hiring staff, budget allocations and school goals/priorities. By moving to a more decentralized model, Palliser has aligned capacity building processes with the *Leadership Quality Standards*.
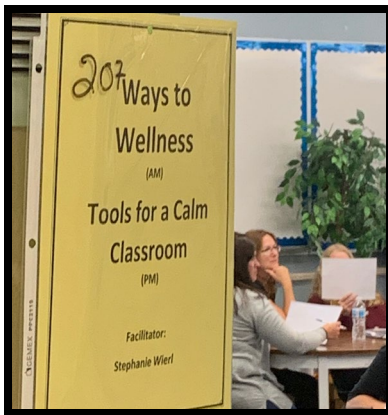
Wellness

There is a greater focus and commitment toward student and staff wellness. Palliser is becoming more intentional in our efforts with the implementation of a student wellness framework and has placed a system priority on mental health.

Literacy

Literacy continues to be a focus in Palliser across subjects. We intend to increase opportunities for students to engage in literacy learning that allows for student choice, authenticity, and shared literacy experiences.

Numeracy

Palliser has prioritized numeracy learning across subjects through our numeracy goal and subsequent framework.   Our focus on numeracy is to increase understanding aspects of numeracy across subjects, contexts, and strategies to increase student confidence and success.

Student Engagement

Palliser has developed a new Off Campus website that has streamlined the process for students seeking RAP, Work Experience, Green Certificate or Dual Credit opportunities. Palliser currently has 8 agreements in place with post-secondary schools and offers close to 30 different dual credit opportunities to our students

English Language Learners Students

The number of identified English language learner students is increasing significantly, now representing 37% of the student population. We continue to recognize the unique needs of English language learners in our system and provide specialized language support.

Student Achievement

A division-wide, high school report card has been developed that allows for increased parent engagement through a parent portal that provides a dashboard for student report cards. The shift toward summative and formative assessment practices will now take priority.

First Nations Metis and Inuit Education

Intentional focus on stronger and more intensified professional development for all staff. We continue to look at engagement and participation rates for all students. Early intervention supports being put into place to address literacy gaps.

Partnerships

Palliser continues to expand on external partnerships; RCSDs, AHS, FCSS, dual credit, health & wellness, Zone 6, neighbouring school divisions.

Inclusion

Palliser continues to build an environment of inclusion where diversity is celebrated and all students are supported in their learning endeavours.

Student Demographics

The trend within student populations within Palliser is seeing enrolment increases in certain schools, while other schools are in decline.

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Palliser School Division			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	Safe and Caring	91.0	91.4	91.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.9	80.3	80.0	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	92.2	92.0	91.3	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	3.6	3.2	3.3	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	79.9	82.8	82.1	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.3	82.7	82.6	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	29.8	29.1	28.6	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.9	81.6	83.4	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	19.4	21.9	21.2	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	57.8	57.6	58.5	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	74.8	73.9	75.0	64.8	63.4	62.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	65.0	64.1	64.5	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	89.5	86.3	87.2	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	85.9	86.0	86.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.7	85.6	85.6	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	84.1	81.8	81.9	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Palliser School Division (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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.7	3.7	5.4	4.8	5.6	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	88.9	72.7	72.7	56.6	53.3	52.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	56.2	67.3	63.9	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	7.5	13.5	8.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.6	74.2	81.0	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	11.5	12.9	14.0	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	44.4	36.4	36.4	24.6	24.4	22.3	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	70.0	50.0	50.0	37.1	35.9	34.0	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	45.2	52.2	34.2	33.0	32.8	*	*	*
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
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8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.9	82.5	82.7	82.7	82.3	83.9	High	Maintained	Good	83.0	83.5	84.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.9	29.0	27.8	29.1	29.8	28.9	Very High	Maintained	Excellent	30.0	31.0	31.0

Results

Palliser continues to outperform the Alberta provincial average in grade 6 and 9 PAT scores in both the acceptable and excellence categories. These results were maintained through:

- ❖ Emphasis on literacy across the curriculum
- ❖ Formation of teacher collaborative groups focusing on PAT preparation,
- ❖ continued support for our early intervention programs in speech and occupational therapy
- ❖ Principal empowerment in individualizing their school goals.

Strategies for Next Year
- ❖ Continue a collaborative direction to engage staff in extending and deepening division instructional strategies in numeracy and literacy.
- ❖ Continue to support elements of the Literacy Framework to ensure balanced literacy, disciplinary literacy, oral language, and digital literacy are central to the framework.
- ❖ Establish division working groups to identify researched-based strategies to develop student confidence and fluency in numeracy.
- ❖ Target oral language competency development with early learning and primary school educators.
- ❖ Establish professional learning collaborative groups to prioritize Numeracy learning across subjects.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.7	85.0	83.7	81.6	81.9	85.0	Intermediate	Maintained	Acceptable	82.0	82.5	83.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.8	21.5	20.3	21.9	19.4	23.0	High	Maintained	Good	20.0	20.5	21.0

Results

Palliser Regional Schools continues to perform well on these measures. These results were achieved through:

- ❖ Continued focus on improved student engagement
- ❖ Collaborative groups focused on designing engaging lesson plans
- ❖ The creation of two new high school programs for our Low German Mennonite (LGM) students.
- ❖ Creation of a Zone 6 shared Google Drive with concept based resources

Strategies for Coming Year

- ❖ Change instructional practice through continued implementation of high school redesign.
- ❖ Encourage student engagement through opportunities such as experiential learning week and a variety of off-campus programming.
- ❖ Build collective capacity of diploma exam item analysis practices through Ed Camp.
- ❖ Engage principals, vice-principals and teachers in professional learning in disciplinary literacy.
- ❖ Expand high school programing for our LGM communities.
- ❖ Encourage creative and engaging instructional teaching through design thinking professional learning for K-12 teachers.
- ❖ Continue to provide research-based professional learning opportunities in collaboration with school staff.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	84.0	84.8	78.7	82.8	79.9	83.8	High	Maintained	Good	82.0	82.5	83.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.3	58.1	59.6	57.6	57.8	58.6	High	Maintained	Good	60.0	61.0	62.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	3.1	3.7	3.2	3.6	2.9	High	Maintained	Good	3.6	3.4	3.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.3	64.2	65.2	64.1	65.0	65.1	High	Maintained	Good	65.0	66.0	67.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	76.1	74.9	73.9	74.8	76.0	High	Maintained	Good	75.0	76.0	76.0

Results

Palliser continues to perform very well on these measures as a result of our focus on
improving the programming offered at our schools and the commitment to supporting diverse
high school programming in our small high schools.

- ❖ Palliser schools were active in High School Redesign, emphasizing experiential, student-centred learning.
- ❖ Two new off campus coordinators were hired to increase student awareness of post-secondary options and increase access to off campus programs such as RAP, Green Certificate and Work Experience.
- ❖ The dual credit program was expanded to include 8 post-secondary partnerships and almost 30 dual credit courses.
- ❖ My BluePrint was purchased and teachers were engaged in training
- ❖ Community partnerships with organizations such as Career Transitions, The Iron Workers, Lethbridge College and various local businesses have provided greater opportunities for students to explore post - secondary options.

Strategies for Coming Year

- ❖ Support schools in identifying and using robust data-collection tools to establish baseline results for wellness, numeracy and literacy.
- ❖ Use baseline data to guide intervention and practices.
- ❖ Establish a culture of continuous improvement across all disciplines through collaborative and evidence based approaches.
- ❖ Engage and support teachers in designing responsive, rigorous and engaging learning tasks that ensure student engagement.
- ❖ Integrate My BluePrint into the personalized learning approach with high school students.
- ❖ Create a career and academic counselling program for grade 7 to 12.
- ❖ Continue to support completion of high school courses for our Low German Mennonite schools.
- ❖ Expand programming for Low German Mennonite and Hutterite students Green Certificate, RAP and work experience.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.6	87.1	86.9	86.0	85.9	88.3	Very High	Maintained	Excellent	87.0	88.0	89.0

Results

Palliser has maintained a very high achievement rate on this measure and continues to be above the provincial average. Although this graph shows a slight decline from previous years, the achievement is still in the very high category.

❖ Wellness Framework was developed; the Dimensions of Wellness and Comprehensive School Health Model were the overarching focus of the framework.

❖ The OurSCHOOL Survey was once again collected across Palliser to inform principals and increase student voice.

❖ Palliser facilitated a move towards a Zone 6 (Southern Alberta) Student Leadership conference. Six hundred students from across Southern Alberta participated, largely led by students from Palliser.

❖ Several wellness professional development activities were held with administrators.

❖ Wellness Committee was established and terms of reference developed.

Strategies

❖ Extend the use of data collection tools aimed at providing baseline data of school culture and student wellness.

❖ Roll out of the Wellness Framework.

❖ Create division Wellness Committee to steer future wellness plans and strategies.

❖ Provide mental health resources for teachers including Mental Health Literacy, the 4th R and Healthy Relationships Plus.

❖ Identify and create a bank of recommended resources to engage parents in mental health education.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.8	*	60.5	67.3	56.2	68.8	Very Low	Maintained	Concern	60.0	65.0	70.0
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).	12.5	*	2.6	13.5	7.5	14.5	Very Low	Maintained	Concern	10.0	15.0	20.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	87.9	74.2	84.6	76.5	Intermediate	Maintained	Acceptable	85.0	87.0	88.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	15.2	12.9	11.5	14.0	Low	Maintained	Issue	12.0	13.0	14.0

Results

Palliser continues to see poor results in both of these measures, even though we are above the provincial results. We continue to build the knowledge of our staff.

❖ Palliser continues to see a significant increase in self-declaration of Indigenous students in 2018-2019.
❖ Expanded division-wide analysis of overall achievement for student cohorts to better identify trends contributing to our results.
❖ Facilitated numerous learning opportunities for staff and students supporting reconciliation and collaboration with local elders and knowledge keepers at the school and division level.
❖ Scheduled Dr. Steve Van Bockern as the keynote speaker for our division wide Summit
❖ Supported administrators with Promising Practices in First Nations, Metis and Inuit Education.

Strategies for Next Year

❖ Dr. Steve Van Bockern to work with staff on Indigenous perspectives and trauma-informed practice.
❖ Supporting Grade 6 and 9 through professional development for teachers with oral language, disciplinary literacy, and reading and writing.
❖ Provide schools with supports to develop wrap-around academic and attendance support for students.
❖ Provide professional development support for staff related to the analysis of PAT and Diploma results for Indigenous students.
❖ Exploring land-based learning opportunities to increase student wellness and engagement.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	52.1	*	*	72.7	88.9	73.7	Very High	Maintained	Excellent	90.0	95.0	95.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	26.0	*	*	36.4	44.4	37.5	Intermediate	Maintained	Acceptable	50.0	550.0	60.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.4	4.0	4.4	2.7	0.0	2.4	Very High	Improved	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	68.8	42.6	45.2	*	46.2	*	*	*	50.0	55.0	60.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	*	50.0	70.0	60.5	High	Maintained	Good	75.0	80.0	85.0

Results

Palliser maintained or improved on these measures and these results were achieved through the continued focus on improved student engagement, collaborative groups focused on designing engaging lesson plans, and the professional learning targeting First Nations, Metis, and Inuit perspectives.

❖ Data from the 'OurSchool' surveys provided insight as to how to best understand underlying trends and to support all students, including our First Nations, Metis, and Inuit students.

❖ Collaborative repositories were developed and shared with staff to identify curricular and literary resources that support First Nations, Metis, and Inuit perspectives.

Strategies for Next Year

❖ Continued focus on student health, wellness, and leadership.

❖ Focus on comprehension-related literacy skills for students from Grades 7 to 12.

❖ Increase engagement with indigenous partners and division-sponsored opportunities to collaboratively support student success.

❖ Provide guidance on cultural protocols.

❖ Offer professional learning in partnership with external partners.

❖ Support teachers in the integration of the First Nations, Inuit and Metis perspectives across curricula.

❖ Support schools in identifying and using robust data collection tools to establish baseline results for wellness, numeracy and literacy.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	82.0	79.8	79.9	80.3	80.9	80.8	High	Maintained	Good	85.0	86.0	87.0

Results

Palliser Regional Schools continues to perform well in these measures. These results were achieved through:

- ❖ Expanding opportunities for students with off campus programming and experiential learning to 335 students.
- ❖ Taking a more collaborative approach to partner school divisions.
- ❖ Created a new Off Campus website to make accessing off-campus opportunities easier to access and to be more streamlined.
- ❖ Partnership with Thompson Books to use "Healthy Active Living 2.0" to increase student choice in Physical Education.

Strategies for Next Year

- ❖ Continue to expand and develop off campus programming.
- ❖ Extend partnerships with SAIT, the Calgary Board of Education and the Calgary Catholic School division to pilot an ICT coding course.
- ❖ Expand understanding of concept-based instruction.
- ❖ Establish teacher leads in schools to facilitate transition to concept based approach to teaching and learning.
- ❖ Create a division working group to develop CTF/CTS opportunities for students.
- ❖ Create a strategic plan to embed student competencies into off campus opportunities as per Alberta Education.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	92.1	91.2	91.6	91.4	91.0	N/A	Very High	Maintained	Excellent	92.0	92.5	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.5	90.5	91.5	92.0	92.2	93.0	Very High	Improved	Excellent	95.0	96.0	97.0
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.	88.3	88.9	86.3	86.3	89.5	N/A	Very High	Improved	Excellent	90.0	91.0	92.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	77.2	75.8	78.2	77.3	80.8	N/A	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.5	85.1	86.0	85.6	87.7	86.5	Very High	Improved	Excellent	89.0	90.0	90.0
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.	84.5	80.8	83.1	81.8	84.1	84.0	Very High	Improved Significantly	Excellent	86..0	87.0	88.0

Results

Palliser School Division continues to be above the Provincial average for these measures. Specifically:
- ❖ School leaders and teachers received professional learning in the Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS).
- ❖ Collaborative professional learning opportunities for support staff were expanded including a division-wide collaborative day and individual professional development days.
- ❖ Streamlined approach to threat assessments through collaboration with other RCSD partners in the Calgary area.
- ❖ Increased student voice through the OurSCHOOL survey.

Strategies for Next Year
- ❖ Extend staff understanding of growth mindset and concept based learning.
- ❖ Expand and clarify support areas for Family Connections Workers.
- ❖ Increase awareness and implement strategies supporting trauma informed practice.
- ❖ Extend student voice through continued use of Our School Survey data and creation of Superintendent's Student Advisory Council.
- ❖ Create student mentorship program to build relationships between older and younger students.
- ❖ Develop scope and sequence and resources to support digital citizenship.
- ❖ Strengthen and share trauma informed practices through professional learning opportunities. Develop scope and sequence for Alberta Education's student competencies.

Future Challenges

Palliser has considered the current situation within the province regarding the economic trends and have identified the following areas of potential challenges in the future:

- ❖ Uncertainty related to potential changes in the funding formula
- ❖ Reductions to budgets will reduce the amount of resources and support we offer.
- ❖ Continued growth of mental health concerns amongst our staff and students
- ❖ Uncertainty about the funding for dual credit programs with the anticipated reductions to funding at the college and university level.
- ❖ Budget constraints of partner organizations will negatively affect the services they provide us.
- ❖ Cost factors associated with maintaining older infrastructure.
- ❖ Balancing the desire to grow school populations in faith based schools and the impact of changes to the provincial funding framework.
- ❖ Increasing demand for high school programming in our LGM communities.
- ❖ Beginning interest in high school programming with our Hutterite communities.

## Summary of Financial Results, 2018-2019

Revenues	$98,762,874	
Provincial Government	$91,875,528	93.03%
Federal Government	$458,507	0.46%
Organizations & Individuals	$6,000,621	6.08%
External	$428,218	0.43%

2018-2019 Revenues

Organizations & Individuals 6.08%

Federal Government 0.46%

External 0.43%

Provincial Government 93.03%
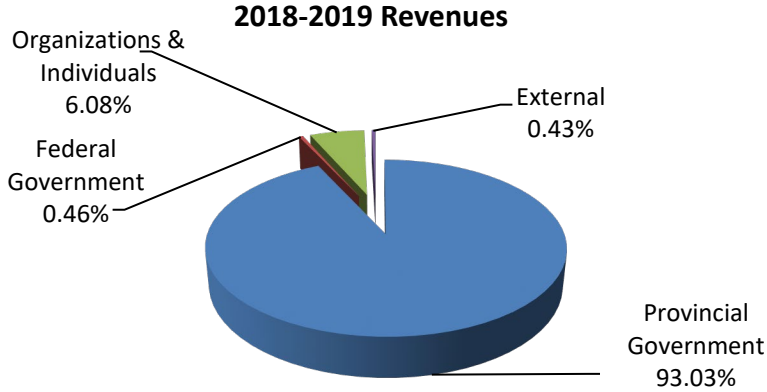
Expenditures by Department	$97,341,923	
Instruction - 1-12	$75,041,168	77.09%
Instruction - ECS	$3,957,610	4.07%
System-Based Administration	$3,189,951	3.28%
Maintenance	$10,551,935	10.84%
Transportation	$4,188,287	4.30%
External Services	$412,972	0.42%

Expenditures by Department, 2018-2019

System-Based Administration 3.28%

Maintenance 10.84%

Transportation 4.30%

External Services 0.42%

Instruction - ECS 4.07%

Instruction - 1-12 77.09%
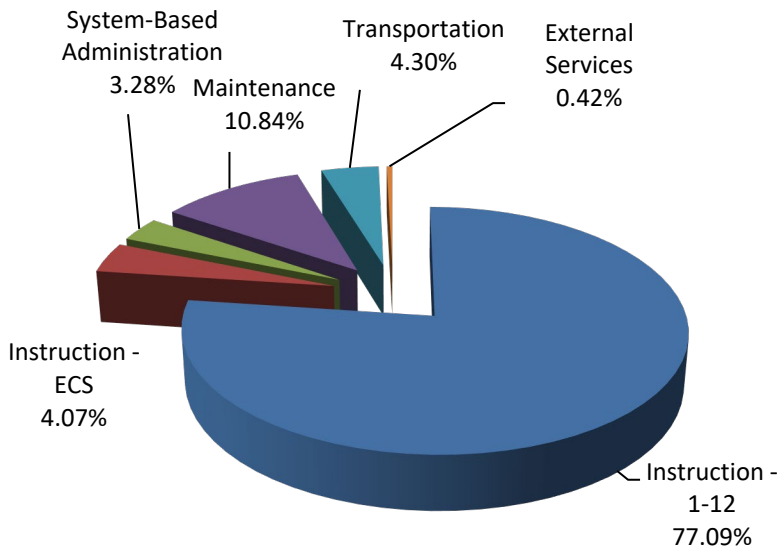
Expenditures by Object	$97,341,923	
Salaries & Benefits	$78,268,803	80.41%
Services & Supplies	$16,154,404	16.60%
All Capital and Debt	$2,918,716	3.00%

Expenditures by Object - 2018-2019

All Capital and
Debt
3.00%
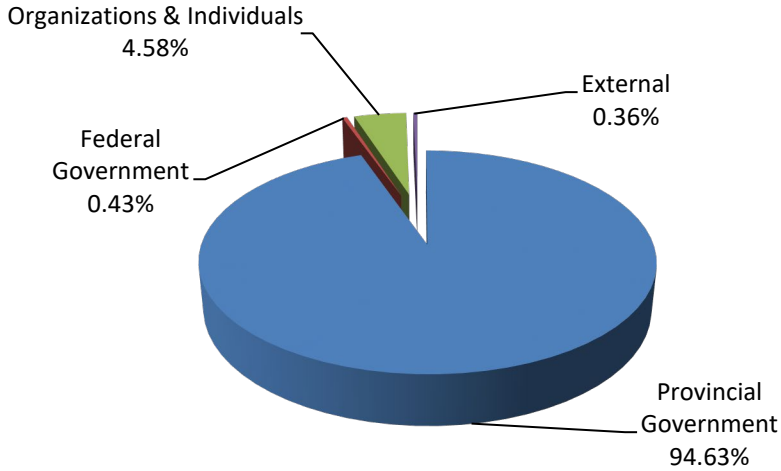
Services &
Supplies
16.60%

Salaries &
Benefits
80.41%
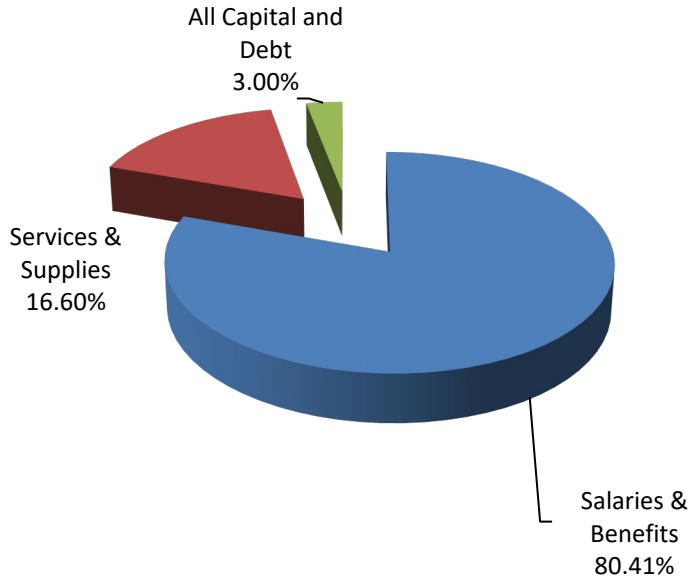
- ❖ For a copy of Palliser's Audited Financial Statement for the 2018-2019 school year, please visit the Trustees section of the Palliser website, under Planning and Reporting

- ❖ For a copy of Palliser's 2019-2020 budget visit the Trustees section of the Palliser website, under Planning and Reporting

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

- ❖ Financial information for the Ministry of Education for Alberta can be found **HERE**

- ❖ For information on school-generated funds and their use, please contact Secretary-Treasurer, Dexter Durfey at dexter.durfey@pallisersd.ab.ca
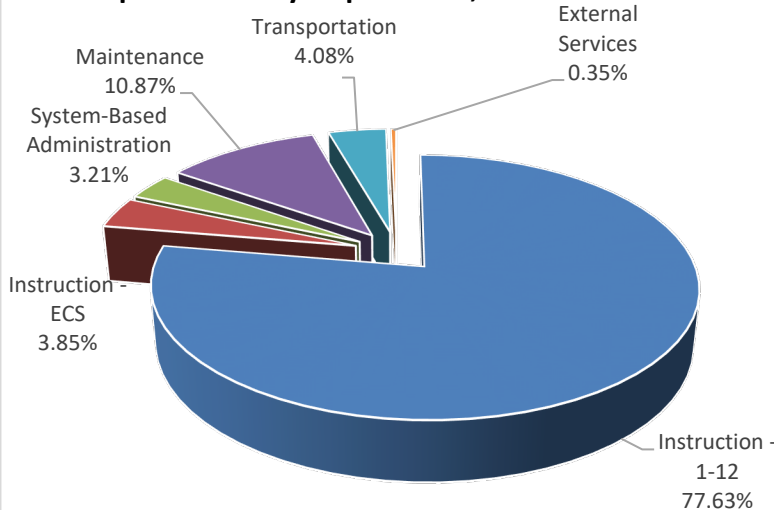
Budget Summary for 2019-2020

Revenues	$97,384,670	
Provincial Government	$92,156,972	94.63%
Federal Government	$417,000	0.43%
Organizations & Individuals	$4,464,785	4.58%
External	$345,913	0.36%

Revenues 2019-2020

Expenditures by Department	$97,648,670	
Instruction - 1-12	$75,805,586	77.63%
Instruction - ECS	$3,763,242	3.85%
System-Based Administration	$3,133,380	3.21%
Maintenance	$10,615,176	10.87%
Transportation	$3,985,373	4.08%
External Services	$345,913	0.35%

Expenditures by Department, 2019-2020

Expenditures by Object	$97,648,670	
Salaries & Benefits	$78,490,094	80.38%
Services & Supplies	$16,391,103	16.79%
All Capital and Debt	$2,767,473	2.83%

Expenditures by Object - 2019-2020
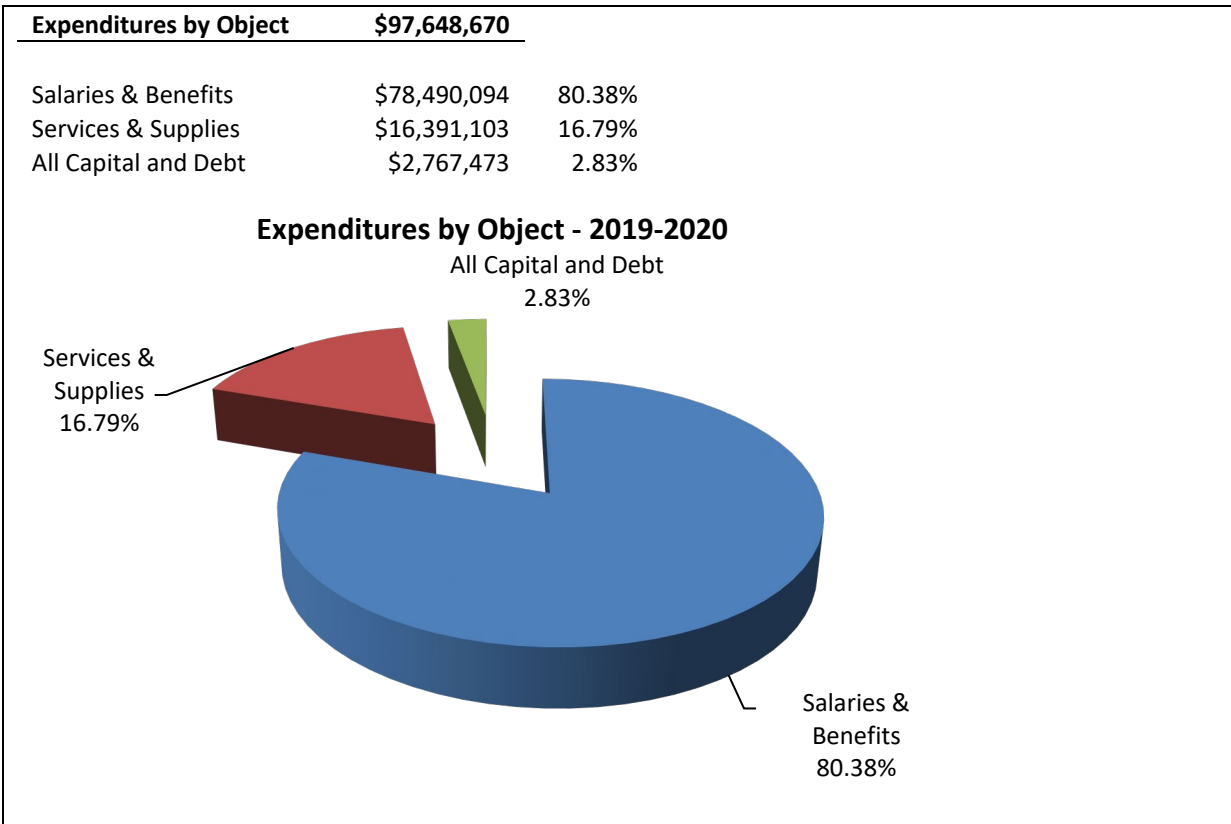
Facilities and Capital Plan

There has been a large amount of Infrastructure, Maintenance, Renewal (IMR) funding used to upgrade the exterior appearance of several schools including paving, landscaping and improved playground, sports fields, and perimeter fencing. Palliser intends to continue this work over the next several years to enhance the curb appeal of our buildings as showpieces in the communities.

Ferrari Westwood Babits Architects (FWBA) were contracted to provide a renewed three year and 10 year capital plan that reorders the capital priority list. The list in priority order is summarized below:

1. Coaldale Schools Solution
2. County Central High School
3. Coalhurst High School
4. Coalhurst Elementary
5. Sunnyside School

Over the last 12 months there have been several developments in the area of Capital Projects as summarized below:

❖ The Huntsville Replacement School has started. This project is slated for completion prior to the beginning of the 2020/2021 school year.

❖ Work on the capital priority project aptly named the "Coaldale Schools Solution" has also proceeded very well. The Town of Coaldale has provided a 20 acre parcel of land to house this new plant as well as they have committed to provide an additional $10 million dollars to build an attached Recreation Centre on the same property. In October of 2018 a Value Scoping Session was held in Coaldale with community leaders, ministry leaders, school board, town council and school leaders to consider the various alternatives. The session was well attended and the recommendations will be forwarded to Alberta Education and Infrastructure for consideration for approval of this project.

LINK TO CAPITAL PLAN

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.

❖ 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.

Timelines and Communication

❖ 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.

❖ 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. 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 8:00 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 2017-2018, 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 http://www.pallisersd.ab.ca/about-us/procedures/796.