



The Palliser School Division

2021-2022 Education Results Report

January 10, 2023



PRESENTED TO
The Board of Trustees of
The Palliser School Division

2021-2022 AERR

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Accountability Statement

The Education Plan for Palliser School Division for the four years commencing Sept. 1, 2021, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Division has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021-2025 on May 25, 2021.



Lorelei Bexte, Chair, Board of Trustees



Dave Driscoll, Superintendent of Schools

Our Commitment

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.

Current Context and The Continued Shift to Assurance Within Palliser School Division

The Palliser School Division's 2021-2025 Education Plan outlined the priorities for the system as it aligned with the Alberta Education Assurance Framework found in the Funding Manual for School Authorities 2022-2023 School Year. The Assurance Framework provides the structure for building and enhancing public trust and confidence in the education system. Through the guiding principles, domains, and processes the education system demonstrates that it is meeting the needs of students and that students are successful. This year's Annual Education Results Report (AERR) looks a little different as it no longer contains the Education Plan and corresponding strategies which are now created in the spring. This change allows for more focused collaboration among stakeholders during the planning cycle and during the data analysis of both local and provincial measures.

Trends and Issues

Education Quality

We are seeing a downward trend in the perceived relevance of the content covered in core subjects as identified by students in grades 7 to 12 throughout the system.



Parent Involvement

Over the past two years we have noted a decline in parental involvement as reported by parents. With regard to Parent-Teacher conferences, participation actually increased in some cases and in some levels, due to the option for parents to access the staff through video conferencing tools. However, overall, particularly at the elementary level, participation had declined. With our schools' reinstatement of face-to-face events, such as Open Houses and Welcome Back BBQs, parent volunteering opportunities, and other school-led community activities that were paused during the pandemic, we anticipate that this trend will reverse moving forward.

Learning Gap Identification and Supports

As with all schools in Alberta, Palliser School Division has been challenged by the ever-changing situations related to the impact of COVID-19. We continue to assess and support students affected most during the pandemic.

Mental Health & Wellness

We continue to see a rise in the demand for mental health needs. We have collected feedback from our communities and in response to the increased demands, have increased staffing to both our Family School Liaison Counsellor team as well as our Family Connection Worker team. School-based wellness teams have been formalized to create a vision of wellness at each site. These three complementary teams work strategically to support wellness for staff, students, and their families. Our focus has been on raising awareness of the supports available and through increased staff professional learning opportunities with a wellness focus.



First Nations Metis & Inuit Education

Palliser continues our increased focus on professional development for all staff related to First Nations, Metis, and Inuit content and perspectives. We continue to look at engagement and participation rates for all students and focus on early intervention support to address the literacy needs of young learners.

Literacy & Numeracy

Our focus on Literacy and Numeracy across all subjects continues and we are seeing the measurable impacts that COVID-19 has had on students. Much emphasis has been placed on the identification of the learning gaps so that teachers can provide the needed support. We will continue to create opportunities for students to engage in literacy and numeracy learning that allow for student choice, authenticity, and shared learning experiences.

English Language Learners Students

The number of identified English language learner students is increasing significantly, now representing 39% of the student population. We continue to recognize the unique needs of English language learners in our system and provide specialized language support. Palliser continues to build an environment of inclusion where diversity is celebrated and all students are supported in their learning endeavours. The recent changes to the support services available through Alberta Health Services are limiting access to specialized services in some of our schools in the Bow River and Calgary regions.

Zone 6 Collaboration - Career Pathways

Palliser has taken the lead on creating partnerships with local industry and Lethbridge College to create career pathways for students. In January 2023, students from 6 school divisions will be doing an Introduction to the Trades course as their first career pathway.

Curriculum Implementation

Palliser Directors visited every school site to gather feedback from teachers and discuss the implementation process. The implementation cycle was planned through a curriculum advisory made up of teachers and administrators. This supported the understanding of the changes for each new subject curriculum and provided opportunities at the school and division level to collaboratively



plan for implementation. Additionally, Palliser worked with Southern Alberta Professional Development Consortium (SAPDC) and offered teachers collaborative curriculum professional development sessions.

Addressing the Continued need for Mental Health Supports

During the 2021-2022 school year, all schools were given the opportunity to select and purchase Social Emotional Learning resources for their students. Schools are therefore now equipped with resources such as Second Step, PATHS, 4th R, etc. Palliser recognizes the importance of capacity building in supporting students with their mental health. Additional training opportunities were offered in Mental Health Literacy, 4th R, Healthy Relationships Plus, Go To Educator, and Comprehensive School Threat Assessment Guidelines (CSTAG). Administrators, classroom teachers, and Learning Support teachers had the opportunity to participate throughout the school year.

Results for 2021-2022



The following results reflect the first year of our revised plan and highlight the accomplishments and initiatives designed to help students in their pursuit of living a healthy life and engaging in both literacy and numeracy in their daily lives.

Palliser School Division is proud of the progress we have made in destigmatizing the concept of mental health. Our continued emphasis on the importance and promotion of student well-being with students, parents, and school staff served the students well during the pandemic.

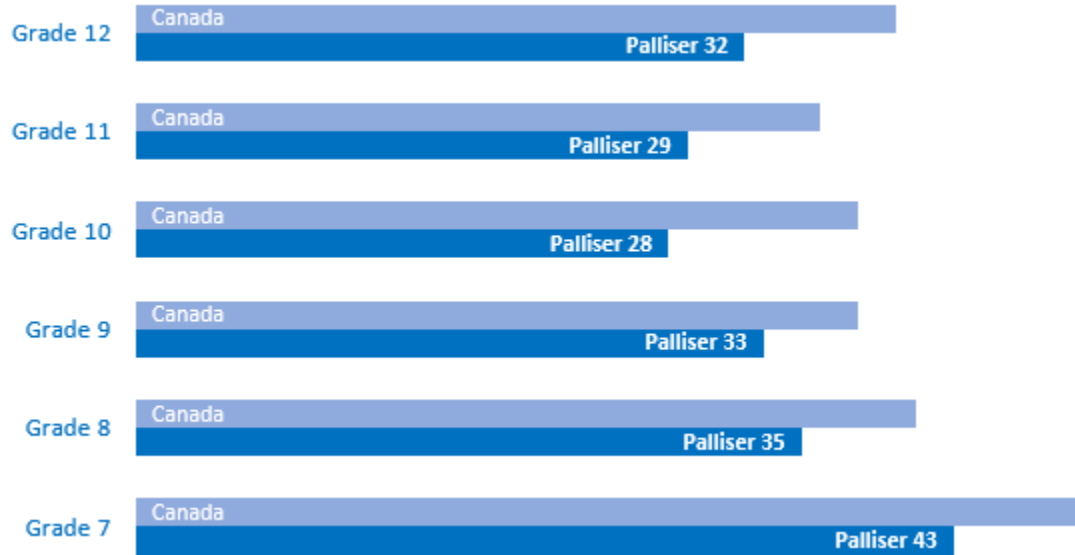
Advancements have been made in the areas of literacy and numeracy and the Directors of Learning have worked closely with the school principals, teachers, and support staff to ensure that they have the tools and resources they need to support the students within each unique school setting.

This report provides our stakeholders with the summary of Palliser School Division's results from the 2021-2022 school year. We use multiple sources for the data in this report. Some are collected locally and identified as PSD (Palliser School Division) while other information is provided by Alberta Education and identified as ABED.

Student Growth and Achievement Domain

Goal 1: Wellness

PSD: Percentage of students who are interested and motivated from “OurSCHOOL” surveys.



These measures continue to be an issue and priority for Palliser. These measures have remained consistent, but they are still low and need to be a priority. Palliser will continue to emphasize student programming that provides meaningful ways to engage in their learning.

PSD: Student exit interviews

Dual credit (as a strategy for engagement) has a positive impact on students' wellness as it creates excitement for potential post-secondary opportunities, giving students a deeper sense of purpose. It also allows students to make decisions about their future from a more informed perspective.

"I enjoyed the dual credit experience and I am happy it showed me that I am actually not interested in pursuing a future in that field."
"Was a great experience and I wish I would have taken the animal science dual credit in semester one as well!"

"I took a Sports Management dual credit course last year and I really enjoyed learning about it and it made me more confident in my decision to go into a sports-related field."



ABED: Citizenship



Although Palliser continues to outperform the provincial levels according to parents, students and teachers we see the decline over time as a concern in this area and this requires further analysis and focus moving forward.

ABED: Student Engagement



Overall stakeholder satisfaction in this area is aligned with the provincial results. We do, however, see the student-reported results as an area of concern. We continue to implement strategies to improve student engagement. This focus could account for the slight increase in Palliser results over last year (68.8% to 69.2%) while the provincial results declined from 85.6% to 71.3%.

Goal 2: Literacy

ABED: Overall percentage of students who achieve the acceptable standard and standard of excellence on provincial achievement tests and diploma exams.

Provincial Achievement Tests	ACCEPTABLE						EXCELLENCE					
	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI **	Prov. FNMI	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI **	Prov. FNMI
Grade 6												
LA	91.5	89.8	85.5	86.3	90.0	76.0	34.1	22.3	26.6	17.9	10.0	9.6
Math	74.8	75.0	69.1	72.9	47.4	51.6	18.0	14.8	15.1	14.6	0.0	4.7
Science	82.5	83.4	75.0	79.8	61.1	65.0	32.6	27.7	19.9	23.2	0.0	12.4
Social	79.7	79.3	69.2	76.1	60.9	60.3	31.8	23.6	20.0	19.9	8.7	9.4
Grade 9												
LA	86.1	85.4	81.2	77.4	53.3	71.9	20.6	15.8	12.0	8.7	0.0	5.3
Math	70.7	63.7	64.7	56.7	15.4	37.8	29.2	20.1	25.5	15.6	0.0	5.8
Science	84.5	82.1	77.0	73.8	60.0	65.3	37.5	27.3	25.7	18.1	0.0	11.3
Social	76.6	72.8	72.9	64.7	35.3	48.0	24.9	20.6	23.9	15.0	0.0	5.7

Notes

1. ## indicates situations where the data is unavailable due to fewer than 6 students participating.
2. PAT results are based on the number of students participating and do not include students who were absent/excused.

Palliser students demonstrated performance above provincial levels in Provincial Achievement Tests (PATs) that measure areas of literacy. Students performed above provincial levels in English Language Arts and Social Studies. Students demonstrated similar achievement to provincial levels at the acceptable standards in Mathematics and Science, and Palliser students demonstrated performance above provincial levels at the standard of excellence in both of these subjects.

Although Palliser's results in Grade 6 and Grade 9 PATs have declined in some areas compared with previous years due to learning loss over the pandemic, Palliser students have continued a multi-year trend of performance exceeding provincial levels.

Diploma Exams	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI **	Prov. FNMI	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI **	Prov. FNMI
English Language Arts 30-1	81.1	78.8	81.8	55.5	##	##	9.5	9.4	12.1	2.6	##	##
English Language Arts 30-2	82.1	80.8	100.0	63.9	##	##	14.3	12.3	0.0	3.7	##	##
Social Studies 30-1	80.3	81.5	70.6	68.7	##	##	18.4	15.8	5.9	9.0	##	##
Social Studies 30-2	81.3	72.5	85.3	55.6	##	##	21.3	13.2	55.6	7.1	##	##
Pure Mathematics 30	##	##	##	##	##	##	##	##	##	##	##	##
Applied Mathematics 30	##	##	##	##	##	##	##	##	##	##	##	##
Mathematics 30-1	38.9	63.6	19.5	52.2	##	##	6.7	23.0	2.4	19.2	##	##
Mathematics 30-2	58.5	61.5	##	##	##	##	9.8	11.8	##	##	##	##
Biology 30	65.8	74.3	64.3	61.0	##	##	16.1	25.2	10.7	18.0	##	##
Chemistry 30	78.8	77.1	58.3	67.9	##	##	28.0	31.1	8.3	23.5	##	##
Physics 30	76.3	78.5	61.1	22.2	##	##	27.6	34.6	63.1	26.4	##	##
Science 30	##	75.7	##	##	##	##	##	17.2	##	##	##	##
Francais 30-1	n/a	n/a	##	##	n/a	##	##	##	##	##	##	##
French Language Arts 30	n/a	n/a	n/a	##	n/a	##	##	##	n/a	##	##	##

Notes

1. ## indicates situations where the data is unavailable due to fewer than 6 students participating.
2. DIP results are based on the overall number of students enrolled and include students who were absent/excused.

Palliser students have demonstrated performance above provincial levels in most Diploma Examinations that measure areas of literacy, particularly English Language Arts. Students demonstrated similar achievement to provincial level at the acceptable standards in Social Studies 30-1, and Palliser students demonstrated performance above provincial levels at the standard of excellence in both Social Studies diploma examinations.

PSD: Percentage of students/ELL*/FNMI students who achieve grade level standards on reading assessments**

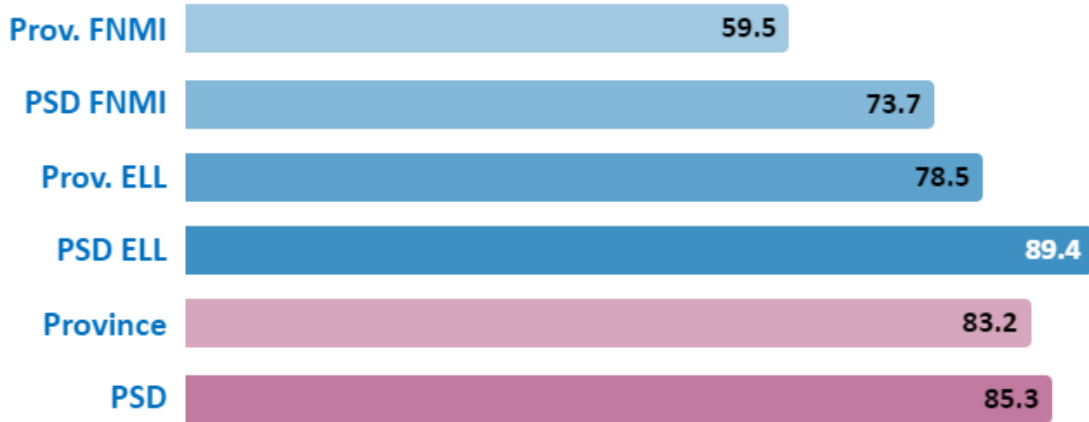


* English Language Learners (ELL)

Palliser schools utilized various benchmark reading assessments throughout the school year to support continuous student improvement. We supported a variety of professional learning opportunities related to literacy assessment and interventions. From an analysis of benchmarked reading results using Fountas and Pinnell Benchmark Assessment System, reading acquisition continues to be a strength in Palliser with 76% of students meeting grade level expectations. Although we continue to excel in supporting reading assessment and intervention, we are committed to increasing the numbers of English Language Learners and First Nations, Metis, and Inuit students who meet grade level reading expectations. English Language Learners continue to demonstrate growth in reading related skills. Aggregated results for First Nations, Metis, and Inuit students were not included in the analysis, as results of fewer than 20 students were available. We arranged a series of professional learning opportunities for staff specifically for literacy and numeracy assessments and interventions this academic year.

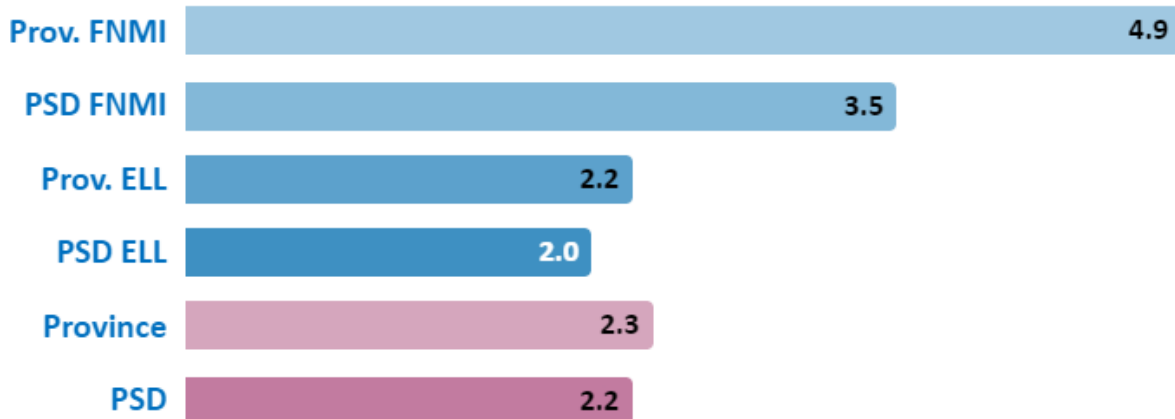


ABED: High School Completion Rate of students/FNMI who Complete Within Three Years of Entering Grade 10



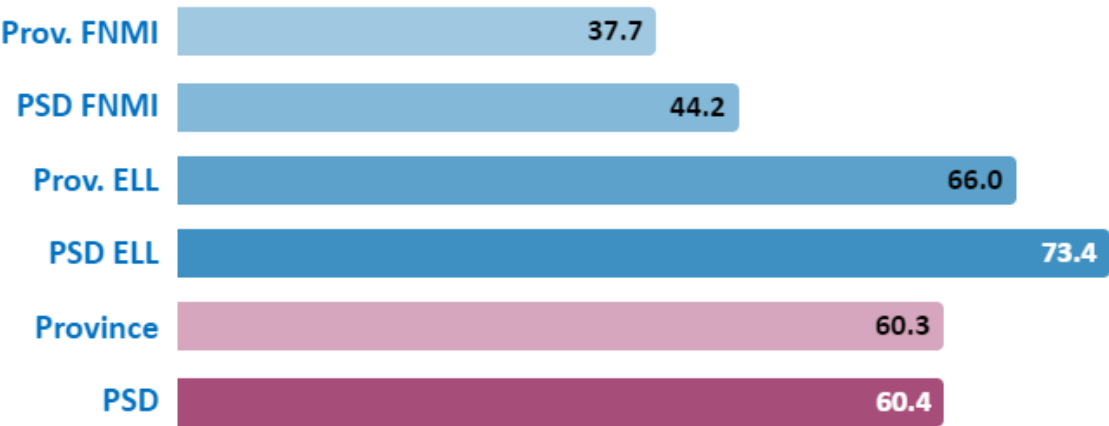
Palliser continues to have very strong high school completion rates when compared to the provincial average with the exception of First Nations, Metis, and Inuit students where Palliser surpasses the province by 14%. The fact that our graduation rates for First Nations, Metis, and Inuit students are now exceeding that of the province is evidence that our interventions in this area may be having a positive impact and we will continue to watch these measures carefully.

ABED: Annual Drop-Out Rate of Students/ELL/FNMI Students Aged 14-18



The drop-out rates for students within Palliser are generally consistent each year and are aligned with the provincial results. The annual dropout rates for our First Nations, Inuit and Metis students has maintained over the past few years and are significantly below the province. We attribute this success in part to our efforts in raising the staff awareness and integrating First Nations, Metis and Inuit perspective into the instructional practices within the schools.

ABED: High School to Post-Secondary Transition Rate of Students/ELL/FNMI Within Six Years of Entering High School



Palliser remains committed to increasing the number of students that transition into a post-secondary institution. The rate of Palliser First Nations, Metis, and Inuit students transitioning to post-secondary institutions is well above the provincial average for Alberta and suggests our strategies are having a positive impact.



Goal 3: Numeracy

ABED: Overall percentage of students who achieve the acceptable standard and standard of excellence on provincial achievement tests and diploma exams.

Provincial Achievement Tests	ACCEPTABLE						EXCELLENCE					
	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI* *	Prov. FNMI	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI* *	Prov. FNMI
Grade 6												
LA	91.5	89.8	85.5	86.3	90.0	76.0	34.1	22.3	26.6	17.9	10.0	9.6
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Social	79.7	79.3	69.2	76.1	60.9	60.3	31.8	23.6	20.0	19.9	8.7	9.4
Grade 9												
LA	86.1	85.4	81.2	77.4	53.3	71.9	20.6	15.8	12.0	8.7	0.0	5.3
Math	70.7	63.7	64.7	56.7	15.4	37.8	29.2	20.1	25.5	15.6	0.0	5.8
Science	84.5	82.1	77.0	73.8	60.0	65.3	37.5	27.3	25.7	18.1	0.0	11.3
Social	76.6	72.8	72.9	64.7	35.3	48.0	24.9	20.6	23.9	15.0	0.0	5.7

Notes

1. ## indicates situations where the data is unavailable due to fewer than 6 students participating.
2. PAT results are based on the number of students participating and do not include students who were absent/excused.

In regards to numeracy, students demonstrated similar achievement to provincial levels at the acceptable standards in Mathematics and Science, and Palliser students demonstrated performance above provincial levels at the standard of excellence in both of these subjects.

Diploma Exams	ACCEPTABLE						EXCELLENCE					
	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI **	Prov. FNMI	PSD	Prov.	PSD ELL *	Prov. ELL *	PSD FNMI* *	Prov. FNMI
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Social Studies 30-2	81.3	72.5	85.3	55.6	##	##	21.3	13.2	55.6	7.1	##	##
Pure Mathematics 30	##	##	##	##	##	##	##	##	##	##	##	##
Applied Mathematics 30	##	##	##	##	##	##	##	##	##	##	##	##
Mathematics 30-1	38.9	63.6	19.5	52.2	##	##	6.7	23.0	2.4	19.2	##	##
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Biology 30	65.8	74.3	64.3	61.0	##	##	16.1	25.2	10.7	18.0	##	##
Chemistry 30	78.8	77.1	58.3	67.9	##	##	28.0	31.1	8.3	23.5	##	##
Physics 30	76.3	78.5	61.1	22.2	##	##	27.6	34.6	63.1	26.4	##	##

Science 30	##	75.7	##	##	##	##	##	17.2	##	##	##	##
Francais 30-1	n/a	n/a	##	##	n/a	##	##	##	##	##	##	##
French Language Arts 30	n/a	n/a	n/a	##	n/a	##	##	##	n/a	##	##	##

Notes

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3. DIP results are based on the overall number of students enrolled and include students who were absent/excused.

The Diploma Examination results for Mathematics are an area of concern for us and require further investigation, as they are below provincial levels and are discrepant from the multi-year trend of performance in Mathematics 30-1 and 30-2.

Teaching and Leading Domain

Goal 1: Wellness

ABED: Education Quality



Palliser School division is outperforming the provincial measures in education quality with respect to the perceptions of both parents and teachers, however, we are underperforming the provincial measure when we consider the students' perceptions. Continued exploration into the causes of this is required and is reflected in our strategies for the coming year.

Goal 2: Literacy

PSD: Expectations for Success from "OurSCHOOL" surveys.



Students were asked to rate teachers' expectations for academic success out of 10 in the "OurSchool" student surveys. Results have remained consistent each year in terms of students' perceptions of teachers' expectations for academic success. The gap in grades 7, 9, 10, and 11 when compared to the national results requires further investigation.

Goal 3: Numeracy

PSD: Palliser students increased financial knowledge by 150%

Palliser Schools continues its work with Enriched Academy to improve financial literacy for students. Between August 2021 and August 2022, 585 students enrolled in Enriched Academy. The user satisfaction rating of those who completed the course was 81%, and the overall knowledge level increase was 150% when it came to personal finance.

Learning and Supports Domain

Goal 1: Wellness

ABED: Welcoming, Caring, Respectful and Safe Learning Environments



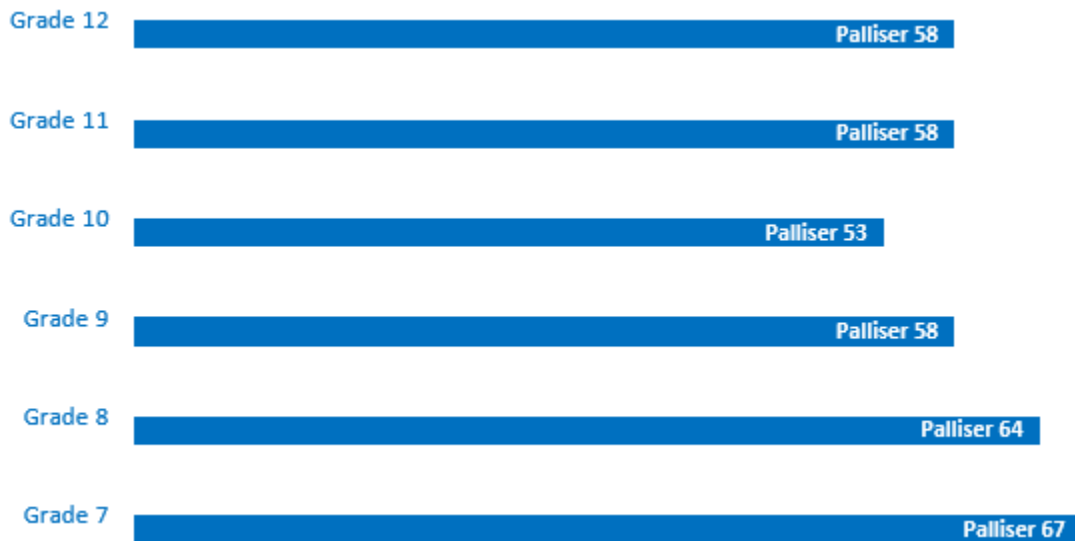
Palliser's results in this measure are very positive and slightly above the provincial measure according to all groups. We are pleased that our stakeholders recognize our commitment to providing our students with a welcoming, caring, respectful and safe learning environment.

ABED: Access to Support services



Parents and teachers expressed high levels of satisfaction regarding the access to support services provided. Palliser parents reported higher satisfaction rates than the provincial average. Further to these results our Family School Liaison Counsellors reported meeting with over 3000 students and referred over 100 students for additional support services. This data will serve as our baseline as we investigate the support service needs of our students further.

PSD: Percentage of Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task from “OurSCHOOL” surveys.



From these results, self regulation or self management has been identified as an area of focus as it is an integral skill in social/emotional development. Staff provide explicit instruction and skill building related to self regulation with the belief that students will more effectively manage emotions and behaviours leading to increased positive wellness.

PSD: Mental health literacy project for elementary schools

Work was completed on developing the mental health literacy project with a provincial committee. Palliser did not pilot the Elementary Mental Health Literacy curriculum in the spring of 2022 due to a lack of ability for schools to take on more initiatives. Palliser expanded the SEL resources we have in our schools and offered to purchase programming for our schools (PATHS, Second Step, 4th R, etc.)

PSD: Percentage of students who report a positive learning environment from “OurSCHOOL” surveys.



Students were asked to rate a positive learning climate of the classroom out of 10 in the “OurSCHOOL” student surveys. Generally in alignment with the national averages for the grade 7 through 9 students but the grade 10 results require further investigation as to why our numbers are below the national averages.

PSD: 87% of Schools are using Social Emotional Learning (SEL) Resources.

We are very proud of the fact that 87% of our schools have committed to using these resources to support explicit teaching and learning of the Social Emotional Curriculum. These resources support school staff in teaching students lifelong skills that support their development both socially and emotionally. More information about social emotional learning can be found here (<https://casel.org/fundamentals-of-sel/>)



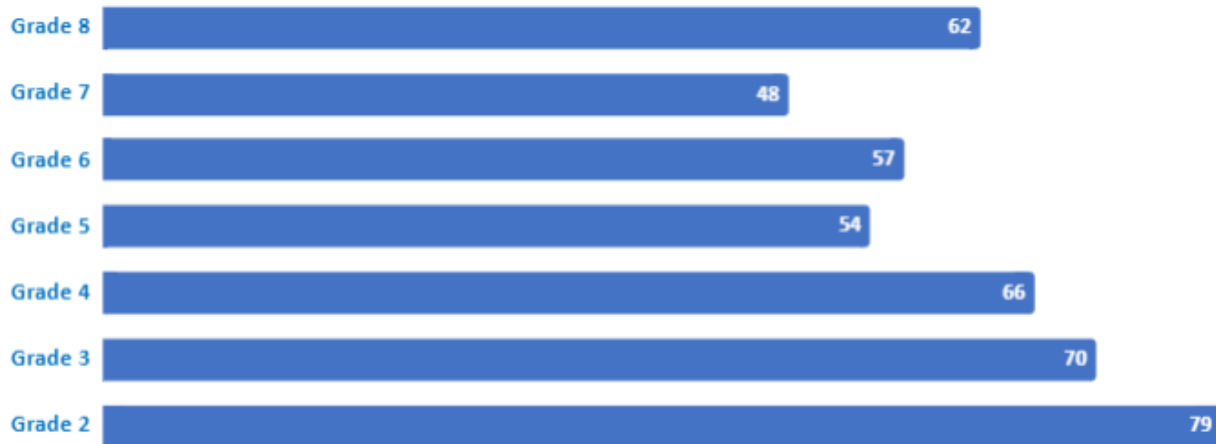
Goal 2: Literacy

PSD: Learning commons pilot project emphasizing a welcoming and inclusive environment implemented in 5 schools.

Palliser expanded the Learning Commons Facilitator (LCF)/Career Counseling program to include all 13 Palliser High Schools for 2021-2022. Palliser became more intentional with professional development to educate LCFs on programming such as My BluePrint, My Pass and ALIS. Students indicate that they receive more attention in terms of post-secondary options and the environment has changed in the Learning Commons. When students were asked, “what do you enjoy about your Learning Commons as it is now?”, they indicated they “love the peacefulness and comfort I feel while working in the Learning Commons. Our Learning Commons facilitator welcomed us with excitement and love and makes us feel comfortable in the workspace.”

Goal 3: Numeracy

PSD: Average grade-level percentage of students on the MIPI*



* Math Intervention Programming Instrument

Palliser schools utilized numeracy assessments throughout the school year to guide student interventions. We supported a variety of professional learning opportunities related to numeracy and Mathematics during division-wide professional learning days. The Math Intervention Programming Instrument (MIPI) was utilized to assess 737 students, many of whom were deemed in need of intervention. From an analysis of student achievement gathered through the MIPI in Grades 2 to 6, student achievement related to statistics and probability was strong while achievement in number sense is in need of further improvement. From Grades 7 to 9, student achievement related to statistics and probability was strong while achievement in shape and space is in need of improvement.

Governance Domain

ABED: Student Engagement



With the student feedback collected through the Superintendent's Leadership Council, Palliser has begun to focus on issues identified by our high school students. We have developed a Transition to Post Secondary course to ease the burden of leaving high school to attend post

secondary institutions or enter the world of work. We have expanded the use of the Enriched Academy resources to increase financial literacy in our middle/high school students. Beyond that, we continue to emphasize student leadership programs, with the majority of the programming being offered online. Palliser was once again instrumental in creating a Southern Alberta Leadership conference in May that was attended in person by many of our students.



ABED: Parent Involvement



Palliser is exceeding the provincial average in both parent and teacher perceptions of this measure. We have seen this measure decline significantly and believe this is in response to the restrictive measure in place last year as a result of the pandemic response. We are working closely with our school communities to support the reconnection with the parent group.

PSD: An overwhelming majority of parents feel their children are included and are treated fairly at school from Assurance surveys.

From the survey, we learned that 91% of parents felt their children were safe and treated fairly at school. We do continue to work with the communities to better understand the reasons parents are reporting concerns in this area.



Local and Societal Context Domain

PSD: Making Connections Worker Program Expansion

The Palliser Making Connections Worker (MCW) Program continues to have a significant impact on the communities they serve. In the 21-22 school year, the MCW program expanded from four staff to 5.0 full time staff serving the majority of schools across Palliser School Division. The vision of the Making Connections Program is to have families, schools, and the community working together to strengthen the relationship between the students and their families. This increases the resiliency and success of all children.

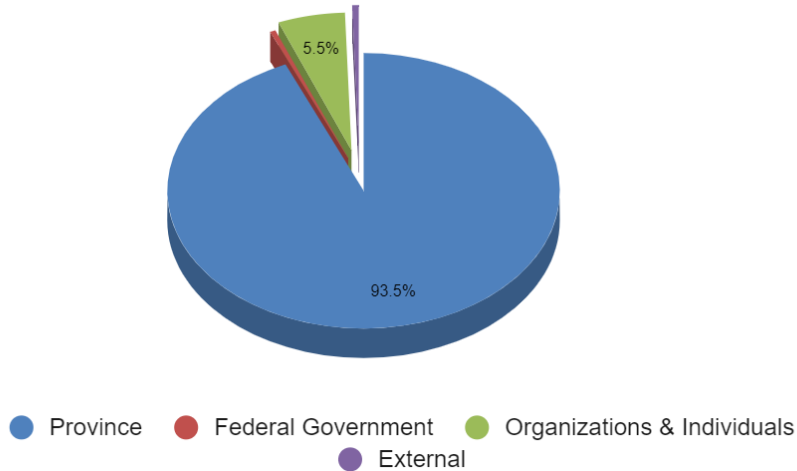
- The program has positively supported families through
- 919 parent connections
- 610 community agency connections
- 1156 mental health presentations and or student group work
- \$50,000 in successful grant applications in support of sensory and nutrition



2021-2022 Actual Financial Summary

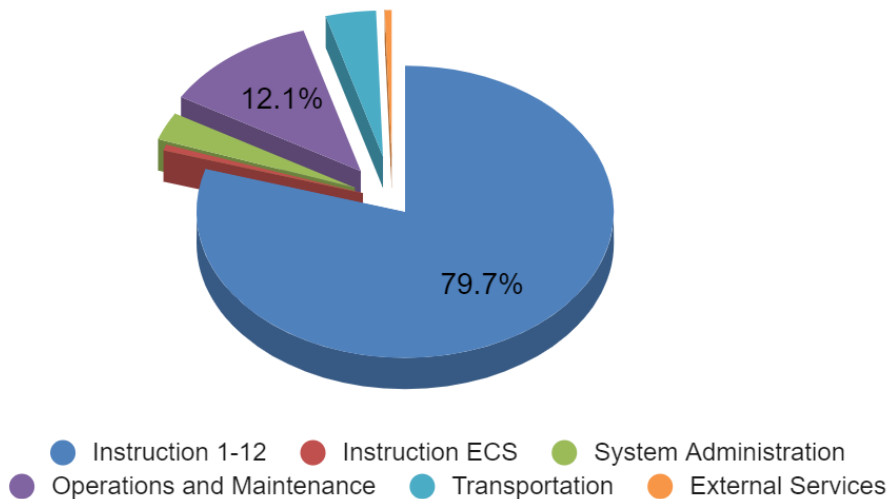
REVENUE	Amount	% of Total
Province	\$96,817,312	93.49%
Federal Government	\$465,977	0.45%
Organizations & Individuals	\$5,723,296	5.53%
External	\$552,079	0.53%
Totals	\$103,558,664	100.00%

Revenues 2021-2022



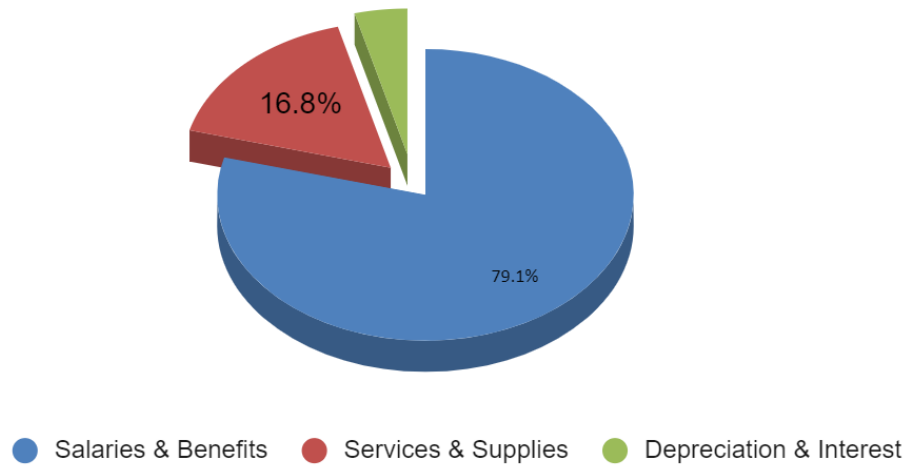
Expenditures by Department	Amount	% of Total
Instruction 1-12	\$82,811,216	79.73%
Instruction ECS	\$681,245	0.66%
System Administration	\$3,200,376	3.08%
Operations and Maintenance	\$12,569,407	12.10%
Transportation	\$4,045,341	3.90%
External Services	\$552,079	0.53%
	\$103,859,664	100.00%

Expenditures 2021-2022



Expenditures by Object	\$103,859,664	
Salaries & Benefits	\$82,197,987	79.14%
Services & Supplies	\$17,417,998	16.77%
Depreciation & Interest	\$4,243,679	4.09%
	\$103,859,664	100.00%

Expenditures by Object 2021-2022



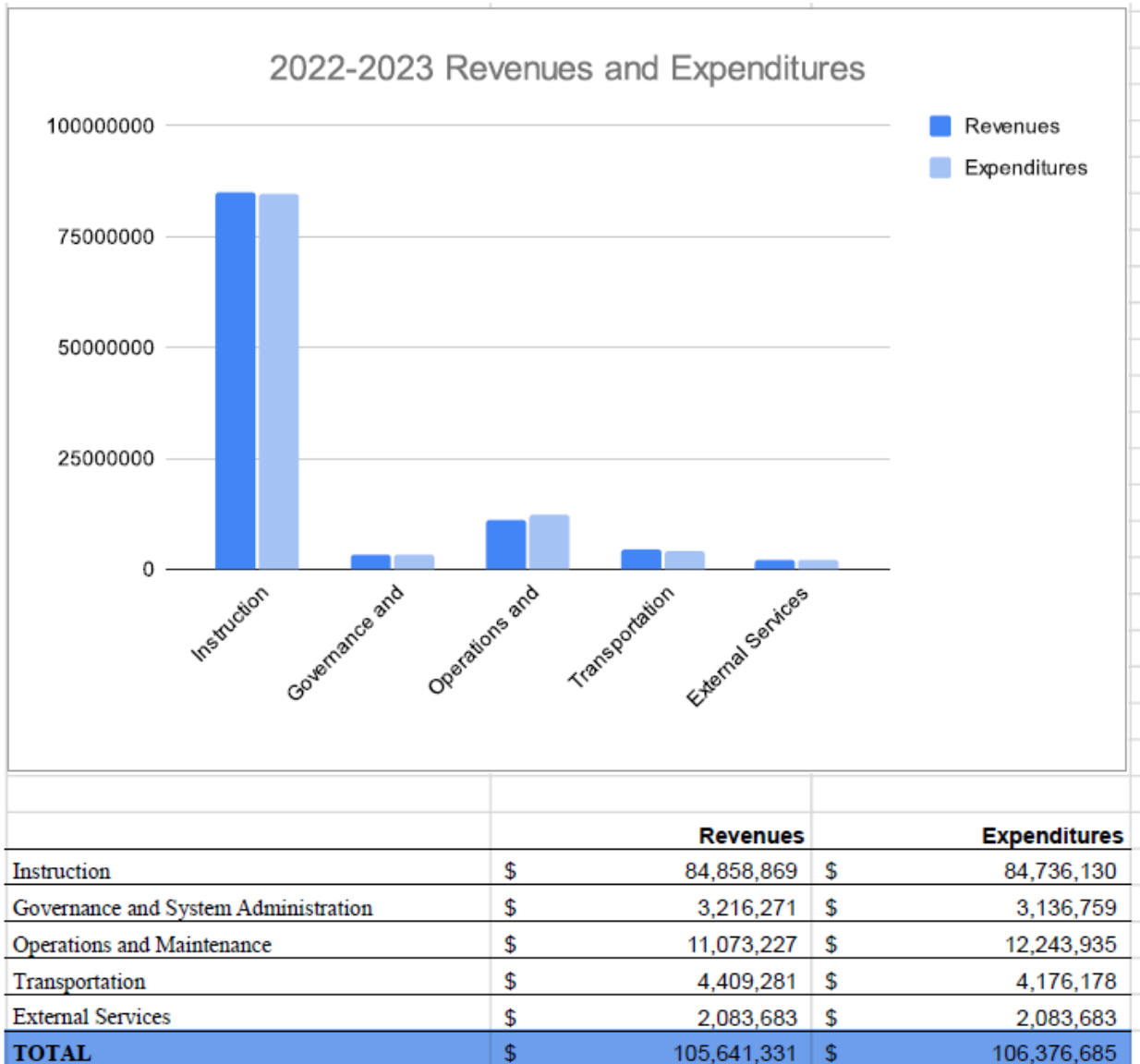
2022-2023 Budget

Budget Principles May 24, 2022

Palliser School Division is committed to providing the best education it can afford students. Staffing accounts for approximately 80% of the total budget.

Palliser School Divisions' annual budget is driven by the goals and strategies of its Four Year Plan while addressing the operational needs of the jurisdiction. Recognizing that the superintendent will demonstrate fiscal responsibility by continuing to pursue efficient and effective services, the Board of Trustees has identified the following key priorities to guide the 2022-2023 budget.

- direct classroom funding to maximize student success;
- providing school-based supports for students with complex needs;
- wellness supports; and
- literacy and numeracy skill development.



Revenues and Expenses

For a copy of Palliser's Audited Financial Statement for the 2021-2022 school year, please visit the Trustees section of the Palliser website, under [Planning and Reporting](#).

For a copy of Palliser's 2022-2023 budget visit the Trustees section of the Palliser website, under [Planning and Reporting](#).

Paper copies are available by contacting the 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.

Facilities and Capital Plan

In developing the 3-Year Capital Planning Priorities, the Core Values, Vision, Mission, and Guiding Principles of Palliser School Division have led the decision-making process. The priorities developed through this process are envisioned to improve the sustainability of facility operations and maintenance and to advance the capability and diversity of programming available to students. With historical and current data, three main priorities have been



developed. Consultation has led to the development of priority scenarios for the Coalhurst High School, the County Central High School, and Sunny Side School.

Coalhurst High School Modernization or Replacement

Given Coalhurst's proximity to West Lethbridge, several Coalhurst high school students leave to attend Chinook High School because the newer facility provides more learning options to students. Palliser School Division would like to modernize or replace the Coalhurst High School to keep students within their community.

County Central High School Modernization or Replacement

Located in the town of Vulcan, County Central High School acts as a central hub for the community. It shares the same site as the town community center and in part forms the community's recreational hub. The high school has a "body works fitness" facility which is open to the public. The school lacks natural sunlight and has poor ventilation. The low utilization rate can be addressed with modernization or replacement as it will provide the opportunity to right-size the facility and reduce operation and maintenance costs.

Sunnyside School

Located on the outskirts of Lethbridge, Sunnyside Elementary School was constructed in 1952 and received an addition in 1953. Despite lacking programmatic features found in new schools, lacking natural sunlight, and adequate ventilation, the school is very popular. Utilization rates are predicted to increase to 112% in ten years.

[LINK TO CAPITAL PLAN](#)



Infrastructure, Maintenance and Renewal Projects

The Barons, Carmanagy , Champion and Arrowwood parking lots were paved. New office and washroom reconfiguration at Barons School were completed this summer. Dorothy Dalglish School and Huntsville School have had the fields sodded and seeded. Construction of the new school in Coaldale has begun.

Stakeholder Engagement

Palliser School Division central office departments continued to work with schools and communities to develop and implement programming that was responsive to the identified needs within each community. The data and feedback collected was used to enhance the learning opportunities for all students. The process of collecting data and input used in updating the 2021-2025 Education plan was based on several perspectives and data sources collected throughout the 2021-2022 school year. Input was gathered from:

- School Education plans (staff, parents and school councils)
- Staff and student surveys
- Admin Association meetings (principal and vice principals)
- Learning services team meetings
- Superintendents Leadership team

Furthermore, consultation with parents/guardians through school councils is outlined 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 continued to use its website and social media to engage stakeholders as well. The public connected with Palliser on Twitter (@PalliserSchools), Instagram (palliserschools) and Facebook (<https://www.facebook.com/PalliserRegionalSchools>).

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.

Total web and social media reach for 2021-2022

Webpage Views	Twitter Impressions	Facebook Reach	Instagram Reach
1,026,696	61,126	35,081	2,800

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. 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.

Future Challenges

Palliser has considered the current situation within the province with regard to the learning gaps we are seeing as well as the overall health and wellness of our communities and has identified the following areas of potential challenges in the future:

- The increasing cost factors and reductions to budgets are negatively impacting the resources and support we offer to students.
- The disruption to schooling over the past two years has caused significant growth of mental health concerns amongst our staff and students.
- Increasing the enrolment of Low German Mennonite students continues to be a priority, however, there are still challenges with completion rates in that student population resulting in lower completion rates overall
- The learning gaps that continue to be identified as face to face learning returns to pre-pandemic format.
- The implementation of curricular changes continues to be an added area of focus.

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 2021-2022, she received no disclosures of wrongdoing and, therefore, she commenced no investigations.

Palliser's administrative procedure can be found online using the hyperlink above or by visiting [Procedures | Palliser School Division](#)

