

"Our students love to come to school in Northland"

**2019-2022 Three Year Plan
& 2018-2019 Annual
Education Results Report**



NORTHLAND SCHOOL DIVISION NO.61

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Message from the Board Chair

Tansi, Edlánat'e, Hello,

It is our pleasure to present the combined 2019-2022 Three Education Plan and the 2018-2019 Annual Education Results Report (3YP/AERR) for The Northland School Division (NSD). The 3YP/AERR highlights significant accomplishments made during the 2018-2019 school year and NSD's priorities. On September 12th and 13th, the trustees participated in a Board Retreat. During the retreat, we reviewed and discussed priorities listed in the 2018-2021 Three Year Plan & 2017-2018 Annual Education Results Report.

After reviewing the previous priorities, we worked on narrowing down the priorities. The key themes arising during the exercise include:

- Morale: Foster a positive environment for students, staff, and communities.
- Relationships: Parental involvement, community support, and partnerships.
- Student Success: Focus on literacy and numeracy
- Financial Practices

The Northland School Division Strategic Plan for Board Priorities 2019-2020 helps to address the key themes identified by the trustees.

| Excellence in Leadership | Excellence in Relationships | Excellence in Learning | Excellence in Financial Practices |
|--|---|--|--|
| Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued. | Priority 2: Actively develop and purposefully work to maintain healthy relationships. | Priority 3: Students achieve their potential in literacy and numeracy. | Priority 4: Northland has a balanced budget for 2020-2021. |

The Board acknowledges there is still work to be done to ensure our school communities are fully supportive and engaged in education; as we know meaningful parent involvement is critical to supporting student success. On behalf of the Board of Trustees of The Northland School Division, we extend our appreciation to the heartbeat of the jurisdiction; the students, staff, parents, Elders and community members. With this plan, we celebrate the successes and work together to make improvements that ensure our students love to come to school in Northland.

Sincerely,



Robin Guild
Board Chair
The Northland School Division

Message from the Acting Superintendent

Tansi, Edlánat'e, Welcome to The Northland School Division combined 2019-2022 3YP and the 2018-2019 AERR. We are pleased to share the many accomplishments NSD enjoyed in 2018-2019. The accomplishments include an increase in the number of students completing high school and a 2.2% improvement in our overall student attendance. The success students achieved is a reflection of the efforts made by staff, parents and community members.

As we move forward, NSD will continue to focus on:

- Leveraging the technology infrastructure we have in place to support student learning and professional learning for staff.
- Student Attendance: Increase student attendance by 1.5% to a target of 82.4% in 2019-2020.
- Community Involvement: Ensure families are actively and meaningfully involved in their children's education.
- Indigenous language and culture: Students are able to learn their local language Cree or Dene and staff, with support from Elders, Knowledge Keepers, community members, organize land-based learning that is connected to the curriculum.
- Literacy: Increase the number of students reading at grade level by 10%
- Numeracy: A plan is in place to help students understand mathematical concepts.

In addition, these areas of focus will align with the above-mentioned "The Northland School Division Strategic Plan for Board Priorities 2019-2020". Congratulations students on accomplishments achieved in 2018-2019. Let's strive for more success stories in 2019-2020 and beyond. Schools, parents, and communities working together will ensure that our students are successful in their pursuits in education and in their future endeavours.

Thank you staff, parents and community members for your efforts and involvement.

Sincerely,



Acting Superintendent of Schools
The Northland School Division

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Northland School Division were 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 plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on November 22, 2019.

Foundational Statements

Commitment:

To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

Vision:

“Our students love to come to school in Northland”

Values – Seven Sacred Teachings:

Courage – Sohkeyihtamowin – Nēt’ēth

To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.

Wisdom – Iyinisowin - Hūya

To have deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.

Humility – Tapahteyimowin - Ēdēnēschapile

Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.

Truth – Tapewewin – E’tth’iyati

The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.

Honesty - Kwayaskyesihcikewinihk – Wa’ſ’I zile

To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.

Love - Sakeyihtowin - Neghānestā

Expression of love, intense feeling of deep affection. Love must be unconditional.

Respect - Pakakatisowin - Bori’cha

The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.

A Profile of the School Authority

| Trustee | Ward | Schools | Grades |
|-----------------------------|---------|---|----------|
| Maddy Daniels, Trustee | Ward 1 | Paddle Prairie School | K-12 |
| Cathy Wanyandie, Trustee | Ward 2 | Susa Creek School | K-8 |
| Randy Anderson, Trustee | Ward 3 | Bishop Routhier School | K-6 |
| | | Gift Lake School | K-9 |
| Jesse Lamouche, Trustee | Ward 4 | Grouard Northland School | K-9 |
| | | Hillview School | K- 6 |
| Louis Cardinal, Trustee | Ward 5 | Kateri School - Transferred to KTCEA Aug. 31, 2018 | K-12 |
| | | Little Buffalo School Transferred to KTCEA Aug. 31, 2018 | K-12 |
| | | Peerless Lake School - Transferred to KTCEA Aug. 31, 2018 | K-12 |
| Silas Yellowknee, Trustee | Ward 6 | Career Pathways | Outreach |
| | | Pelican Mountain School | K-6 |
| | | Mistassiniy School | 7-12 |
| Robin Guild, Board Chair | Ward 7 | Chipewyan Lake School | K-9 |
| | | St. Theresa School | K-6 |
| Loretta Gladue, Trustee | Ward 8 | Calling Lake School | K-12 |
| | | Calling Lake Outreach | Outreach |
| Helen Rubi Shirley, Trustee | Ward 9 | Athabasca Delta Community School | K-12 |
| Jules Nokohoo, Vice- Chair | Ward 10 | Anzac Community School | K-4 |
| | | Bill Woodward School | 4-9 |
| | | Conklin Community School | K-9 |
| | | Fort McKay School | K-9 |
| | | Father R. Perin School | K-9 |
| Karen Telford, Trustee | Ward 11 | Elizabeth Community School | K-8 |
| | | J.F. Dion School | K-6 |

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 except any lands contained in any other school division or any First Nation.

Senior Administration

Nancy Spencer-Poitras, Acting Superintendent of Schools

Dermod Madden, Associate Superintendent, Area 1

Tim Stensland, Associate Superintendent, Area 3

Wesley Oginski, Associate Superintendent of Human Resources

Trudy Rasmuson, Secretary-Treasurer

Trends and Issues

Student Achievement Analysis

Student achievement results for the most part remain flat. Trend analysis shows that with respect to Provincial Achievement Tests for Grades 6 and 9, little movement in those results either in a positive or negative aspect is evident. The effects of wildfires on the results remains unknown, but again most achievement results align with data from the last five years. Similarly, Diploma Exam results remain at levels below where they need to be. Strategies are in place to address this issue, but the wildfires that impacted the division last spring have obscured the degree to which these remedies may be taking hold.

Indigenous Language and Culture

In NSD, educators and Indigenous Language Instructors, with support from Elders and community members, weave Indigenous language and culture and land-based learning into the curriculum. This work aligns with the Board's priorities and to help NSD students become strong in identity, healthy and successful.

Housing

The Housing Department is preparing a new plan which deals with all the options available to address housing in NSD. We have been in discussions with the Government of Alberta and with other organizations to figure out a sustainable model for housing in NSD. Housing plays a large role in recruiting and retaining staff.

Student Enrolment

Over the last two years, student enrolment has stabilized. 2019-2020 enrolment is almost identical to last years - 1,998 in 2019-2020 versus 1,992 in 2018-2019. The percentage of federal students remains steady at about 33%. With that being said, the student population in a lot of NSD schools is small. The smaller schools do not generate the same revenue larger schools would.

Flexible Learning Program

On February 1, 2017, Northland School Division in partnership with Career Pathways School launched the *Flexible Learning Program*. Since its inception, the program has provided an alternative for students who want to complete high school in their home communities. Before NSD offered the *Flexible Learning Program*, students who attended schools without a high school program, had to leave home to graduate. On February 1, 2017, we started with six students and now we have 78 enrolled. That means more students will graduate as NSD students.

Finalizing Outstanding Transfers

On May 24, 2018, the Board of Trustees approved the closure of the Kindergarten to Grade 12 instructional program at Dr. Mary Jackson School, effective August 31, 2018. Since then, NSD has been working to transfer the building, the land, housing and the lagoon. We will be posting a Request for Proposals and asking community groups to outline their plans for the assets. NSD is also working with the provincial government to transfer Peerless Lake School and Kateri School (Trout Lake) to Kee Tas Kee Now Tribal Council Education Authority (KTCEA).

Maintenance

NSD is working on improving school facilities across the jurisdiction. In 2018-2019, consultants from Edmonton Public Schools reviewed all NSD facilities. A report was presented to the Board of Trustees and the Government of Alberta.

Summary of Accomplishments

NSD seeing positive Attendance Improvement results



NSD's Attendance Improvement Initiative demonstrated positive results in its first year of implementation. Overall, attendance improved by 2.2% for 2018 - 2019 school year. Our target was to increase attendance by 2% so we are excited to see developments over time.

NSD celebrate overall High School Completion improvement



Dropout rates showed improvement this year and it is hoped that this positive development will continue. The degree to which this improvement has been impacted by NSD's Attendance Improvement Initiative is not known at this time as we only have one year's data upon which to draw, but we suspect that there may be a correlation there that when tracked over time will continue to show positive results.

Graduation Rates also showed improvement in 2018 - 2019, and again the degree to which these numbers may be influenced by the Attendance Improvement Initiative is unknown at this time. However, It is our hope that over time, a correlation can be established between the rates and improved attendance. The impact of wildfires and the writing of Diploma Examinations is also not known, but we do know that a wide variance exists between school awarded marks and achievement outcomes on the exams. With some students not writing and receiving their final grade from school generated marks only, and given the relatively small sample sizes of our graduation potential cohorts across the division, the wildfires may have played a part in the improvement. Only results over time will show whether this may be the case or not.

Dropout rate and high school completion rate for First Nations, Metis and Inuit students showed improvement (1.6% and 16.8% respectively). These improvements mirror those experienced by non-First Nations, Metis and Inuit students as well.

Wildfire Update



Due to wildfires, the 2018-2019 school year ended earlier than expected for NSD schools located in Paddle Prairie, Wabasca-Desmarais, Sandy Lake and Chipewyan Lake. During a time of crisis, NSD provided regular communication to students, staff, parents and community members on its website, on Facebook, and on Twitter. On the NSD website, a question and answer page was developed to assist students, staff, parents and community members impacted by the wildfires <https://tinyurl.com/y2qkf3jk>. The

Occupational Health and Safety Manager organized regular debriefs with the Acting Superintendent of Schools, the Division Facility Manager, the Division Housing Construction Foreman and the Communications Coordinator to ensure the division was communicating the most up to date information about the wildfires, counseling support for staff and families impacted by the wildfires, school closure notices and inspection timelines for schools and housing impacted by the wildfires.

Healthy Active School Symposium - Winter Wonderland



On February 28, 2019, NSD hosted its 2nd Annual Healthy Active School Symposium (HASS) with support from Ever Active Schools and Alberta Health Services. The event promotes healthy eating, active living, and mental wellbeing. It also empowers students to contribute towards creating healthier school communities. The sessions for the 2019 HASS included Pow Wow Demonstration, Metis Jigging, Guided Snowshoe, Traditional Games, Outdoor Food Preparation, AMA Youth Run Club, Winter Survival, and Snow Science. Over 50 students from NSD and High Prairie School

Division attended HASS at the Boreal Centre for Bird Conservation near Slave Lake.



A nationwide topic was tackled during a division-wide professional development (PD) for NSD staff. On Wednesday, February 13, 2019, over 340 NSD staff participated in a workshop about poverty with Dr. Ruby Payne. The workshop is based on Dr. Payne's book *A Framework for Understanding Poverty*. On March 14, 2019, staff participated in a division-wide PD in their local schools. At each school, staff identified what the school is doing now to support Dr. Ruby Payne's message and produced a list of actions to align with her message.

Professional Development for Indigenous Language Instructors



Once again in 2018-2019, our First Nations, Métis and Inuit team organized professional development workshops for NSD and Kee Tas Kee Now Tribal Council Education Authority (KTCEA) Indigenous Language Instructors. The purpose of providing professional learning to the Indigenous Language Instructors is to ensure they meet curriculum requirements, have opportunities to enhance their peer and community connections, and to offer them innovative ways to bring unified approaches to language, culture and heritage into

the classroom.

Topics for Indigenous Language Instructors Professional Development Workshops

- Continuous Planning
- Assessment Tools
- Classroom Management

- Second Language Learning Modernizations (i.e. Technology)

In 2017-2018, the instructors started learning how to use Google Tools for Education to enhance classroom instruction and collaboration with students and staff. Last year, they focused on utilizing Google Slides and Screencasify. The instructors learned how they can use Google Slides to visually show the translation of words from English to Cree or Dene and Screencasify so students can hear the word in Cree or Dene.

Bill Woodward School piloting a Land-based Learning course



Imagine being able to learn how to live off the land? Bill Woodward School in Anzac, one of the 20 schools in NSD, piloted a locally developed land-based learning course in 2018-2019. The pilot, funded by Syncrude, ConocoPhillips, CNOOC, and Inner Diesel Ltd. was developed by the school with support from Elders, Traditional Teachings and Actua; a national charity engaging youth about science, technology, engineering and mathematics (STEM). To bring this course to life, students and staff moved outside the classroom walls to experience an authentic on the land learning adventure in late October. The land-based

learning camps saw participants living in trapper tents with stoves, learning survival skills and understanding how to connect the knowledge to the curriculum <https://tinyurl.com/y2dxk6hf>.

NSD students celebrate making a difference at WE Day Alberta



Once again in multi-coloured t-shirts, "Team Northland" celebrated accomplishments and left inspired while attending WE Day Alberta for the third year in a row. The event took place at Rogers Place in Edmonton for the first time. In previous years, WE Day Alberta was located at the Scotiabank Saddledome in Calgary. Out of the estimated 16,000 students in attendance, over 170 NSD students from Anzac, Calling Lake, Elizabeth Métis Settlement, Fishing Lake Métis Settlement, Fort Chipewyan, Grouard and Wabasca-Desmarais earned tickets by performing generous acts.

NSD hosted Numeracy Nights in 2018-2019



NSD hosted family Math/Numeracy Nights. At each event, central office staff in attendance shared the division's focus on numeracy and organized hands-on math activities.

Northland School Division Strategic Plan for Board Priorities 2019-2020

| Excellence in Leadership | Excellence in Relationships | Excellence in Learning | Excellence in Financial Practices |
|--|---|--|--|
| <p>Priority 1:</p> <p>Through excellent leadership practices by everyone, feels welcome and valued.</p> | <p>Priority 2:</p> <p>Actively develop and purposefully work to maintain healthy relationships.</p> | <p>Priority 3:</p> <p>Students achieve their potential in literacy and numeracy.</p> | <p>Priority 4:</p> <p>Northland has a balanced budget for 2020-2021.</p> |
| <p>Goal 1:</p> <p>Everyone models & practice excellence in servant leadership and customer service</p> | <p>Goal 1:</p> <p>Actively work to improve relationships by intentionally reaching out through a number of different communication platforms, including face-to-face.</p> | <p>Goal 1:</p> <p>Strengthen and celebrate the belief in the ability and skills of students and staff.</p> | <p>Goal 1:</p> <p>Research and implement creative strategies to reduce expenditures.</p> |
| <p>Goal 2:</p> <p>Advocate to improve housing conditions for Northland educators.</p> | <p>Goal 2:</p> <p>Actively communicate the importance of parental and community involvement.</p> | <p>Goal 2:</p> <p>The Northland learning community will use consistent literacy and numeracy teaching practices to support the growth of educators and inspire students to reach their potential in literacy and numeracy.</p> | <p>Goal 2:</p> <p>Research and implement creative strategies to increase revenues.</p> |
| | | <p>Goal 3:</p> <p>Ensure consistency in literacy and numeracy strategies across the division to enable seamless transitions between grades, schools, divisions and strengthen student independence.</p> | |

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
Authority: 1280 The Northland School Division

| Measure Category | Measure | Northland 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 | 80.8 | 80.2 | 80.5 | 89.0 | 89.0 | 89.3 | Low | Maintained | Issue |
| Student Learning Opportunities | Program of Studies | 64.4 | 63.7 | 63.6 | 82.2 | 81.8 | 81.9 | Very Low | Maintained | Concern |
| | Education Quality | 80.3 | 82.3 | 80.6 | 90.2 | 90.0 | 90.1 | Very Low | Maintained | Concern |
| | Drop Out Rate | 9.3 | 10.8 | 11.9 | 2.6 | 2.3 | 2.9 | Low | Improved | Acceptable |
| | High School Completion Rate (3 yr) | 31.1 | 14.6 | 13.0 | 79.1 | 78.0 | 77.5 | Very Low | Improved Significantly | Acceptable |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 24.9 | 24.2 | 24.2 | 73.8 | 73.6 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | 1.3 | 1.2 | 1.5 | 20.6 | 19.9 | 19.6 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 51.9 | 29.9 | 32.7 | 83.6 | 83.7 | 83.1 | n/a | n/a | n/a |
| | Diploma: Excellence | 0.0 | 0.9 | 0.9 | 24.0 | 24.2 | 22.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | 9.6 | 4.6 | 4.0 | 56.3 | 55.7 | 55.1 | Very Low | Improved | Issue |
| | Rutherford Scholarship Eligibility Rate | 38.8 | 34.0 | 33.9 | 64.8 | 63.4 | 62.2 | Very Low | Maintained | Concern |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 8.1 | 11.7 | 13.7 | 59.0 | 58.7 | 58.7 | Very Low | Declined | Concern |
| | Work Preparation | 74.4 | 79.3 | 76.1 | 83.0 | 82.4 | 82.6 | Intermediate | Maintained | Acceptable |
| | Citizenship | 68.8 | 71.7 | 70.8 | 82.9 | 83.0 | 83.5 | Low | Maintained | Issue |
| Parental Involvement | Parental Involvement | 74.2 | 75.9 | 73.8 | 81.3 | 81.2 | 81.1 | Low | Maintained | Issue |
| Continuous Improvement | School Improvement | 68.7 | 72.5 | 72.9 | 81.0 | 80.3 | 81.0 | Low | Declined Significantly | Concern |

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019
Authority: 1280 The Northland School Division (FNMI)

| Measure Category | Measure | Northland 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 | 9.0 | 10.6 | 11.3 | 5.4 | 4.8 | 5.6 | Low | Improved | Acceptable |
| | High School Completion Rate (3 yr) | 29.6 | 12.8 | 11.1 | 56.6 | 53.3 | 52.4 | Very Low | Improved Significantly | Acceptable |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 22.9 | 21.7 | 21.9 | 54.0 | 51.7 | 51.9 | n/a | n/a | n/a |
| | PAT: Excellence | 1.0 | 0.2 | 0.6 | 7.4 | 6.6 | 6.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 51.3 | 27.0 | 29.0 | 77.2 | 77.1 | 76.7 | n/a | n/a | n/a |
| | Diploma: Excellence | 0.0 | 1.1 | 0.6 | 11.4 | 11.0 | 10.6 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | 7.8 | 3.2 | 2.8 | 24.6 | 24.4 | 22.3 | Very Low | Improved | Issue |
| | Rutherford Scholarship Eligibility Rate | 33.3 | 31.4 | 31.1 | 37.1 | 35.9 | 34.0 | Very Low | Maintained | Concern |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 5.5 | 8.5 | 12.7 | 34.2 | 33.0 | 32.8 | Very Low | Declined | Concern |
| | 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 |

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 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). | 28.2 | 22.9 | 24.3 | 24.2 | 24.9 | 30 | n/a | n/a | n/a | 30 | 35 | 40 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 1.9 | 0.8 | 1.7 | 1.2 | 1.3 | 5 | n/a | n/a | n/a | 5 | 10 | 15 |

Priority: Excellence in Learning

Goal:

- To improve Provincial Achievement Tests performance outcomes for students who attained the acceptable level for Grade 6 and 9 by 5.8% to 30%.*

Strategies:

- Continue to work with schools and staff to build their capacities to analyze and interpret data for planning and assessment purposes;
- Use regional data dives on October professional development days so every teacher gains confidence in working with data;
- Continue to build students' foundational vocabulary by means of word walls that focus on specialized test vocabulary;
- Build students' reading comprehension skills by adopting a division wide implementation of SMARTLearning processes with Susan Close;
- Integrate technology into student learning;
- Involve parents in the schools through a variety of opportunities;
- Continue to infuse land-based learning with connections to the curricular outcomes.
- Work with community partners such as Alberta Health and First Nations, Metis and Inuit communities to share and access resources to foster positive learning environments in NSD schools.

*Results are inconclusive as we had six schools unable to write PAT's because of the wildfires last May and June.

*The sample size does not include all students in the division who were eligible to write PAT's.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 38.0 | 42.4 | 35.5 | 29.9 | 51.9 | 45 | n/a | n/a | n/a | 55 | 60 | 65 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 0.8 | 0.0 | 0.9 | 0.9 | 0.0 | 0.00 | n/a | n/a | n/a | 5 | 10 | 15 |

Priority: Excellence in Learning

Goal:

- To improve the number of students who achieve the acceptable standard on Diploma Examinations.

Strategies:

- Work with teachers to help them create assessment measures that are reliable so that the difference in achievement levels between school generated and Diploma achievement measures is narrowed.
- Continue with in depth item analysis on Diploma Exams so that teachers can understand weighting and clarify where they may need to adjust their teaching and assessment practices.
- Enhance teacher professional learning through technology.
- Continue to embed the culture of safe, caring and welcoming schools through NSD's Policy 19 and the Alberta Education Act, Section 32.
- Enhance student learning through technology.
- Increase land-based learning opportunities that have curricular outcomes.
- Continue to investigate other opportunities for student learning ie/dual credit, High School Redesign.
- Increase awareness of High School Redesign through discussions with Principals and Associate Superintendents.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|------------------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | 13.4 | 13.1 | 11.3 | 14.6 | 31.1 | 25 | Very Low | Improved Significantly | Acceptable | 30 | 35 | 40 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 4.2 | 3.4 | 2.6 | 4.6 | 9.6 | 10 | Very Low | Improved | Issue | 11 | 12 | 15 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 14.2 | 11.9 | 12.9 | 10.8 | 9.3 | 9 | Low | Improved | Acceptable | 9 | 8 | 7 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 8.6 | 13.7 | 15.6 | 11.7 | 8.1 | 10 | Very Low | Declined | Concern | 20 | 25 | 30 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | 27.0 | 40.8 | 34.0 | 38.8 | 40 | Very Low | Maintained | Concern | 40 | 42 | 44 |

Priority: Excellence in Learning

Goal:

To continue to improve the growing positive trend with respect to annual dropout rates and high school completion rates.

Strategies:

- Involve community in schools.
- To expand course options to graduation eligible students in order to engage them in their schooling and have them complete it.
- Work with teachers to refine instructional practices that keep students engaged where their learning is concerned.
- Celebrate successful course completion by students.
- Continue to implement and embed My Blueprint as a way for students to plan for post-secondary career options available to them.
- Celebrate positive student characteristics of active citizenship.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 68.5 | 70.7 | 70.1 | 71.7 | 68.8 | 75 | Low | Maintained | Issue | 80 | 82 | 83 |

Priority: Excellence in Relationships

Goal To continue to promote understanding of student achievement in terms of how each student knows and views his or her world.

Strategies

- Partner with agencies and agents such as Elders, the RCMP and Alberta Health to actively teach and promote prosocial behaviour and active citizenship.
- Encourage parental involvement in schools.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 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). | 27.3 | 22.5 | 22.1 | 21.7 | 22.9 | 30 | n/a | n/a | n/a | 30 | 35 | 40 |
| 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). | 1.3 | 0.5 | 0.9 | 0.2 | 1.0 | 5 | n/a | n/a | n/a | 5 | 10 | 10 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | 36.9 | 39.7 | 31.0 | 27.0 | 51.3 | 50 | n/a | n/a | n/a | 55 | 60 | 65 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | 0.0 | 0.0 | 0.0 | 1.1 | 0.0 | 3 | n/a | n/a | n/a | 5 | 7 | 8 |

Priority: Excellence in Learning

Goal:

- While achievement levels for First Nations, Metis and Inuit students are not where we want them to be, this year's data has been affected by the wildfires in NSD last May and June. We want to maintain and improve the current results but predicting what those changes may look like are difficult to determine without a complete data set.

Strategies:

- Continue to work with teachers to embed the understanding that infusing First Nations, Metis and Inuit perspectives and world views into curricular offerings is not an add-on but an integral component of helping students see their culture and ways of knowing reflected in what they learn at school.
- Continue to offer and expand on the land-based learning experiences for all students.
- Continue support for Indigenous Language Programs as a way to support inclusion as well as

emotional health of First Nations, Metis and Inuit students.

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. | 13.0 | 11.2 | 9.4 | 12.8 | 29.6 | 30 | Very Low | Improved Significantly | Acceptable | 35 | 40 | 45 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 4.0 | 2.4 | 3.1 | 3.2 | 7.8 | 7 | Very Low | Improved | Issue | 7 | 8 | 9 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 13.8 | 11.0 | 12.3 | 10.6 | 9.0 | 8 | Low | Improved | Acceptable | 7 | 6 | 5 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | 6.8 | 13.3 | 16.2 | 8.5 | 5.5 | 7 | Very Low | Declined | Concern | 10 | 12 | 14 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | 25.7 | 36.4 | 31.4 | 33.3 | 34 | Very Low | Maintained | Concern | 35 | 37 | 40 |

Priority: Excellence in Learning

Goal:

- Continue to improve and sustain student First Nations, Metis and Inuit performance on Diploma Exams in 2019 – 2020.

Strategies:

- Engage in teaching strategies that improve students reading comprehension across curricular

disciplines. Data analysis has shown that students' foundational vocabulary is lower than it should be and this negatively affects their ability to understand what is required of them when answering items on Diploma Exams.

- Continue to infuse Indigenous ways of knowing and being across the curriculum so that they can see their culture reflected in their studies.
- Increase engagement of students through a variety of course offerings.

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 | | 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. | 63.2 | 64.8 | 62.2 | 63.7 | 64.4 | 75 | Very Low | Maintained | Concern | 80 | 80 | 85 |

Priority: Excellence in Learning

Goal:

- To enhance and expand the educational programming that NSD students have access to leverage technology to connect students to the world.

Strategies:

- Continue to investigate dual credit opportunities
- Develop partnerships in community and with other organizations to facilitate opportunities in a broad program of studies
- Increase integration of technology into classrooms
- Celebrate student successes for course completion at the school level.
- Utilizing electronic medium such as video conferencing, Flex Learning and the like, teachers can expand their classrooms beyond the walls of their respective schools.
- Establish booths at Career Fairs across the division to promote the NSD brand and promote programs offered in the division that provide students a variety of paths to post-secondary schooling options including the trades and academics.
- Work with Alberta Health and health and wellness workers to implement healthy schools programs and support intra and extra-mural programs that promote healthy life choices for students.
- Enhance professional development for teachers through the use of technology.

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. | 79.6 | 81.7 | 79.5 | 80.2 | 80.8 | 82 | Low | Maintained | Issue | 83 | 84 | 85 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 80.7 | 79.5 | 79.9 | 82.3 | 80.3 | 82 | Very Low | Maintained | Concern | 84 | 85 | 86 |
| 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. | 76.2 | 76.9 | 72.0 | 79.3 | 74.4 | 77 | Intermediate | Maintained | Acceptable | 80 | 82 | 84 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i> | 61.9 | 58.7 | 52.2 | 62.2 | 56.4 | 60 | n/a | n/a | n/a | 62 | 65 | 66 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 73.2 | 74.5 | 70.9 | 75.9 | 74.2 | 75 | Low | Maintained | Issue | 77 | 80 | 82 |

| | | | | | | | | | | | | |
|--|------|------|------|------|------|----|-----|------------------------|---------|----|----|----|
| 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. | 72.3 | 74.0 | 72.3 | 72.5 | 68.7 | 70 | Low | Declined Significantly | Concern | 73 | 75 | 77 |
|--|------|------|------|------|------|----|-----|------------------------|---------|----|----|----|

Priority: Excellence in Learning, Excellence in Leadership, Excellence in Relationships

Goal:

- To increase parental involvement in decisions about their child's education.

Strategies:

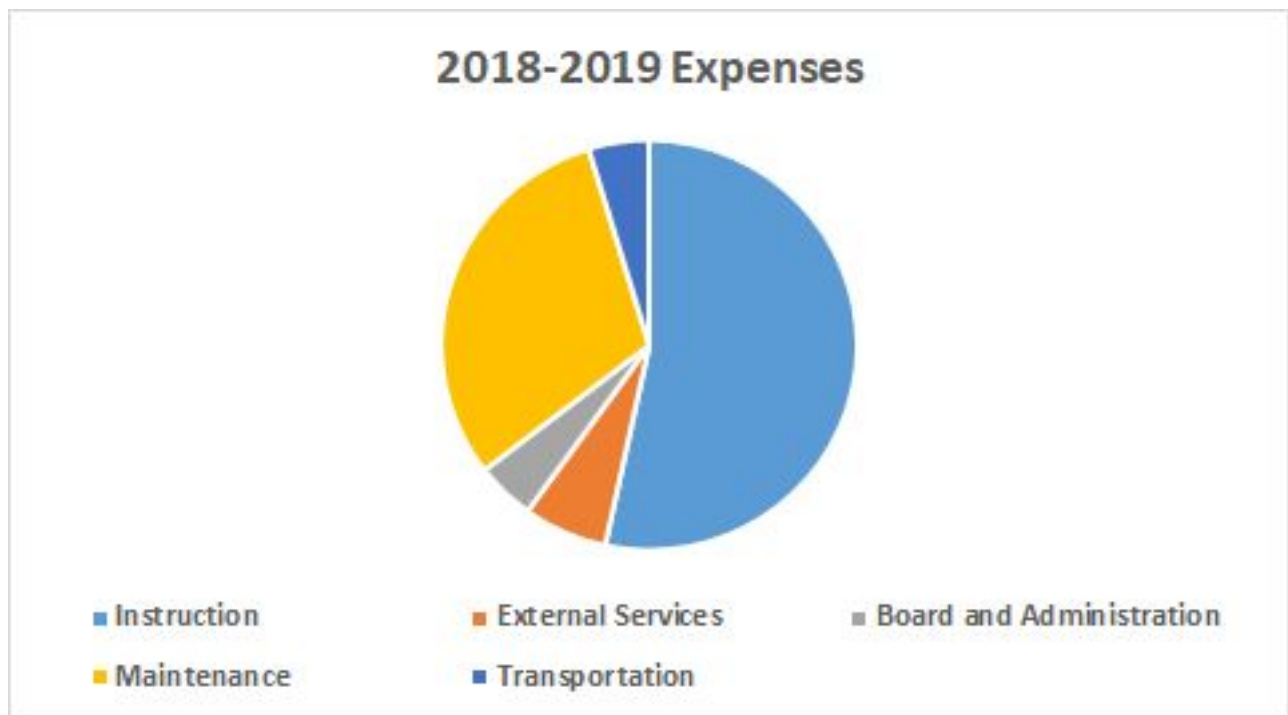
- Invite parents and community members into the school to celebrate students and to participate in learning opportunities.
- Create opportunities for parents to be involved in the schools.
- Involve parents in the School Councils.

Summary of Financial Results

Overview of 2018-2019

Total revenue for 2018-2019 is similar to budget, with the exception of \$12 million in wildfire insurance proceeds. Federal revenue fell in 2018-2019 in comparison to 2017-2018, due to the transfer of three schools to Kee Tas Kee Now Education Authority.

Total expenses were slightly higher than budgeted, due to the increase in facilities and housing maintenance costs. Older schools and housing units require more repairs, and the division is finding these costs a challenge in the face of limited POM funding.

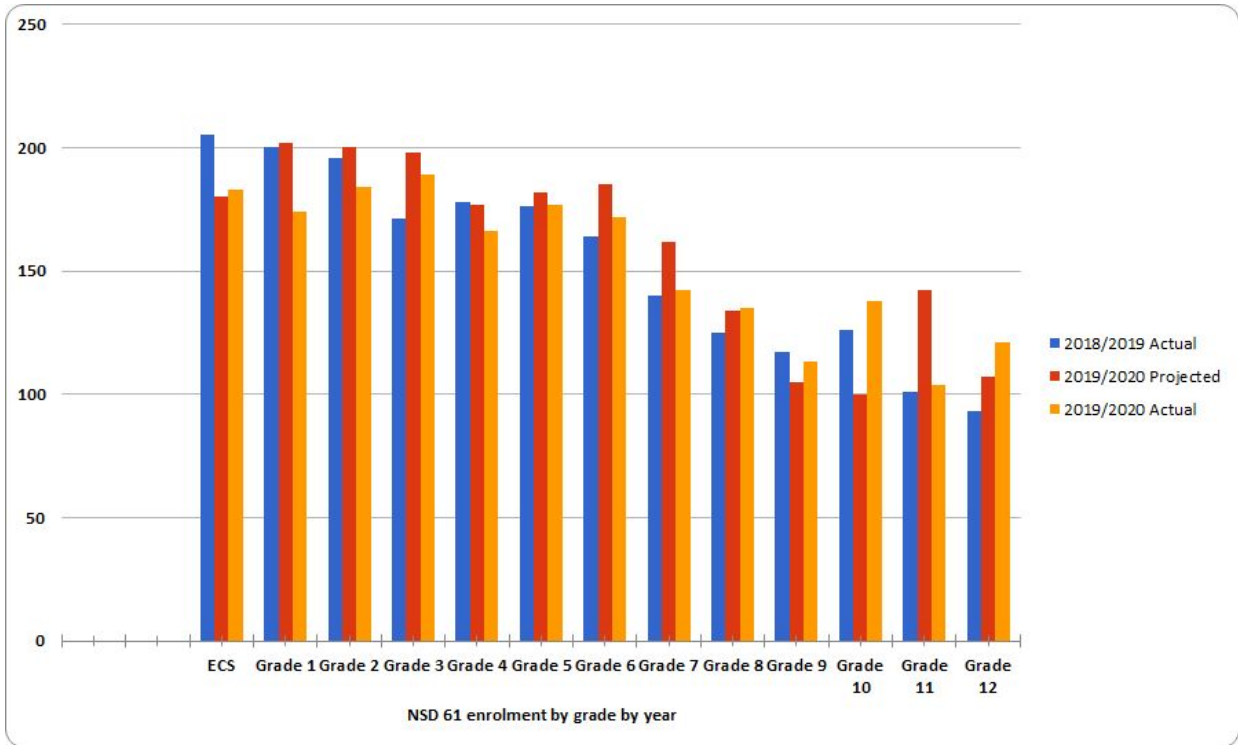


Reserves are remaining steady, and are being used to fund operating deficits. It is the intention of the division to balance the 2020-2021 budget, and begin to use the reserves to fund capital projects in the future.

Budget 2019-2020

Enrolment

2019-2020 enrolment is almost identical to last years - 1,998 in 2019-2020 versus 1,992 in 2018-2019. The percentage of federal students remains steady at about 33%.

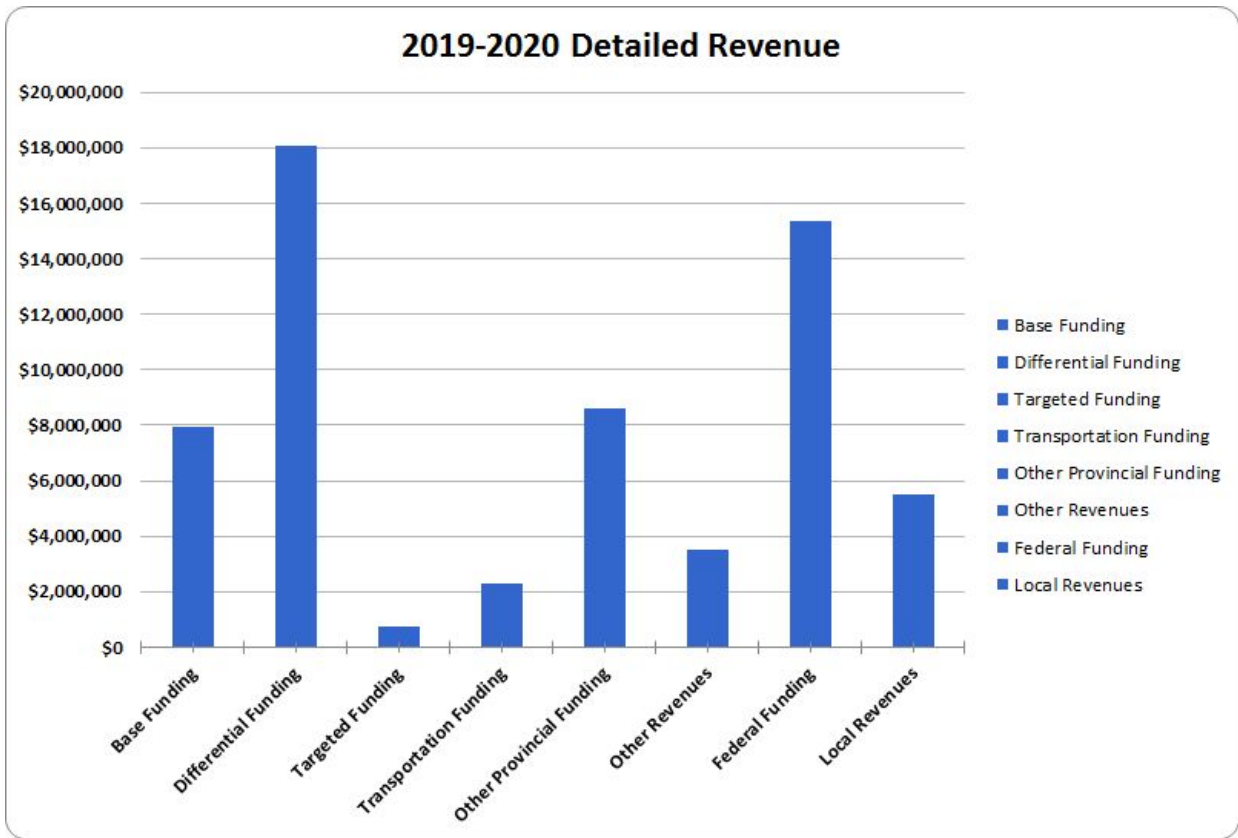


Overview

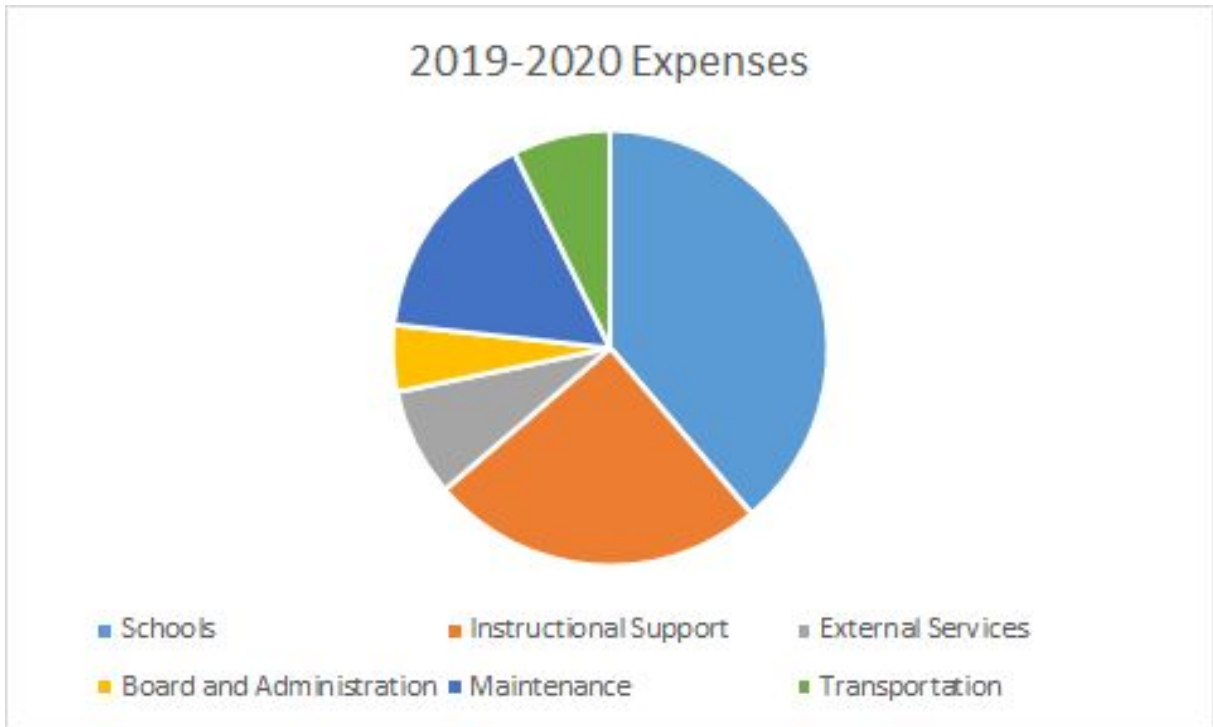
The Fall budget started out with a deficit of \$5.2 million, consisting of a Spring budget deficit of \$1.2 million, a decrease in revenue due to a change in projected enrolment of \$2.5 million and a decrease in provincial revenue of \$1.5 million. The deficit was reduced by cutting non-school expenses by \$2.5 million and school expenses by \$1 million. The balance will be covered by reserves. The bulk of the cuts will come from a reduction in housing and maintenance costs (\$0.9 million), general travel (\$1 million) and school expenses (\$1 million), with any staff cuts coming from attrition.

Revenue

Revenue levels remain close to those in 2018-2019, due to stable enrolment.



Expenses



Budgeted expenses are less than the 2018-2019 results, due to the cost of the wildfires (\$12 million) . Changes from the spring budget include reductions to:

FNMI \$115,000
Computer systems \$172,540
Business Services \$70,000
Substitute teachers \$100,000
New teacher orientation \$80,000
General travel \$1,000,000
Maintenance \$500,000
Schools - general reduction \$1,000,000
OH&S \$86,000
Housing \$400,000
HR \$57,035

Schools

Staffing - Funding to schools will be reduced by \$1 million, with any staffing reductions being made by attrition. The budget had staffing levels at a PTR of 12.92, so that calculation will rise slightly as a result of the changes.

Three schools are up for a viability review - Pelican Mountain, Hillview School and Susa Creek School, which, if closed, will result in operational savings for the 2020-2021 school year.

Central Services

Central Services reduced \$2.5 million in expenses. Any vacant positions will not be filled, and general operating expenses will be reduced. Facilities and housing maintenance and repair budgets were cut heavily, to realize the savings, with an understanding that the 2020-2021 budget will have to be reduced in other areas, so that those two departments do not defer maintenance longer than one year.

Insurance costs have added an additional burden to the budget - increasing from about \$450,000 to over \$1.2 million.

Capital Reserves and Capital Projects

The balance under unrestricted capital represents all surpluses and deficits of years past, as well as accounting for school generated funds and amortization.

It is a common practise to move funds into either Operating Reserves, when they are earmarked for operations projects or to fund deficit years, or to Capital Reserves when funds are earmarked for capital projects or purchases.

However, due to the fact that the division will be funding the 2019-2020 deficit with the surplus, and the uncertainty, at this point, of what the 2020-2021 budget may look like, the surplus funds will remain in unrestricted surplus, in order to provide as much flexibility as possible for funding.

Capital projects have been reduced significantly this year over past years to reflect only those projects or purchases that must be completed, due to the funding of the deficit. It is critical that the division present a balanced budget, with no year-end deficits, as reserves for projects and operating contingencies need to be maintained.

Links

School Generated Funds:

<https://www.nsd61.ca/download/223216>

Audited financial statements

<https://www.nsd61.ca/download/223208>

2019-2020 budget

<https://www.nsd61.ca/download/223784>

Capital Plan:

<https://www.nsd61.ca/download/192703>

Provincial rollup of jurisdiction AFT information:

<https://education.alberta.ca/financial-statements/about-the-documents/>

Parental Involvement

Parental involvement in a child's education is one of the top six identifiers that contribute to learning. They are the first role models and teachers for their children. Parents are encouraged to be in the schools assisting teachers, sharing a story, skill, cooking, or being a part of a field trip. Schools, parents, and communities working together will ensure that our students are successful in their pursuits in education and in their future endeavours.

Timelines and Communication

Copies will be sent to each Board member, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: www.nsd61.ca

AERR Summary:

To view a summary of the report click the following link: <https://www.nsd61.ca/download/226588>

Whistleblower Protection

AERR-PIDA Report 2018-2019

The Northland School Division Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

- The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:
- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide and annual report:

Chief Officer's Annual Report

32(1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.

(2) The report under subsection (1) must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

(3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2018-2019 school year, Northland School Division has had:

- 0 disclosures and
- 0 investigations.