

Northland School Division

2025-2028 Education Plan



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About the Northland School Division

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”

By the numbers



Over
1600
students



498 staff



18
schools

Other Key Facts

- NSD covers over 288,000 square kilometres.
- Over 90% of NSD students are First Nations and Métis.

Where Northland schools are located



Northland Online School



Northland
SCHOOL DIVISION

Northland School Division 2024-2027 Education Plan

Values

<p>Courage – Sohkeyihtamowin – Nētlēth 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.</p>	<p>Wisdom – Iyinisowin - Hūya To have a 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.</p>
<p>Humility – Tapahteyimowin - Ēdēnēschapile Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.</p>	<p>Truth – Tapewewin – Eltth’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.</p>
<p>Honesty - Kwayaskyesihcikewinihk – Wals’l zile To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.</p>	<p>Love - Sakeyih towin - Neghānestā Expression of love, intense feeling of deep affection. Love must be unconditional.</p>
<p>Respect - Pakakatisowin - Borilcha 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.</p>	

Plan Overview

Over the last two years, the Northland School Division has sought out community voices about the future of learning in our schools. The call from parents, community members, staff, and students was clear: We want to see school experiences that grow the connection between our schools and the lands upon which we learn. In short, we want schools reflecting who we are and where we come from.

This call aligns with the Truth and Reconciliation Commission's *Calls to Action*, which identify actions to dismantle the legacy of residential schools in Canada. Actions 62 and 63 specifically require educational authorities to develop curriculum and resources that address Aboriginal peoples in Canadian history, their contributions to Canada, Treaties, and the history and legacy of residential schools.

As shared by Ms. Debbie Mineault, NSD Director of First Nations, Metis and Inuit Education,

"Traditionally, First Nation peoples affirm their cultural and language connection every day with awe (praising Wahkohtowin (kinship). In our Cree worldview, seeing sky phenomena of a sundog in the morning is that sign between us when the Creator acknowledges enimiskotawihti - the fire that travels with sun- in our relationship. In Stoney Nakoda (Twoyoungmen) states that this blessed sighting is a symbolic sign of hope and purpose. As a renewed cultural tradition, I inserted our Education Plan symbolic as a spiritual sign of hope to this important work we lead. This bright line that radiates out of the sun to form a parhelion (sundog) and halos are of a spiritual sign. The upward line affirms our relationships with the Creator and our Elders (our traditional ancestors) connecting us to the downward line to our youth. The arc (halos) is the Creator who reminds us of the special connection he has with us."

Strengthening the connections between land and language will help us support every Northland student to thrive. The 2025-2028 Education Plan is designed for this purpose.

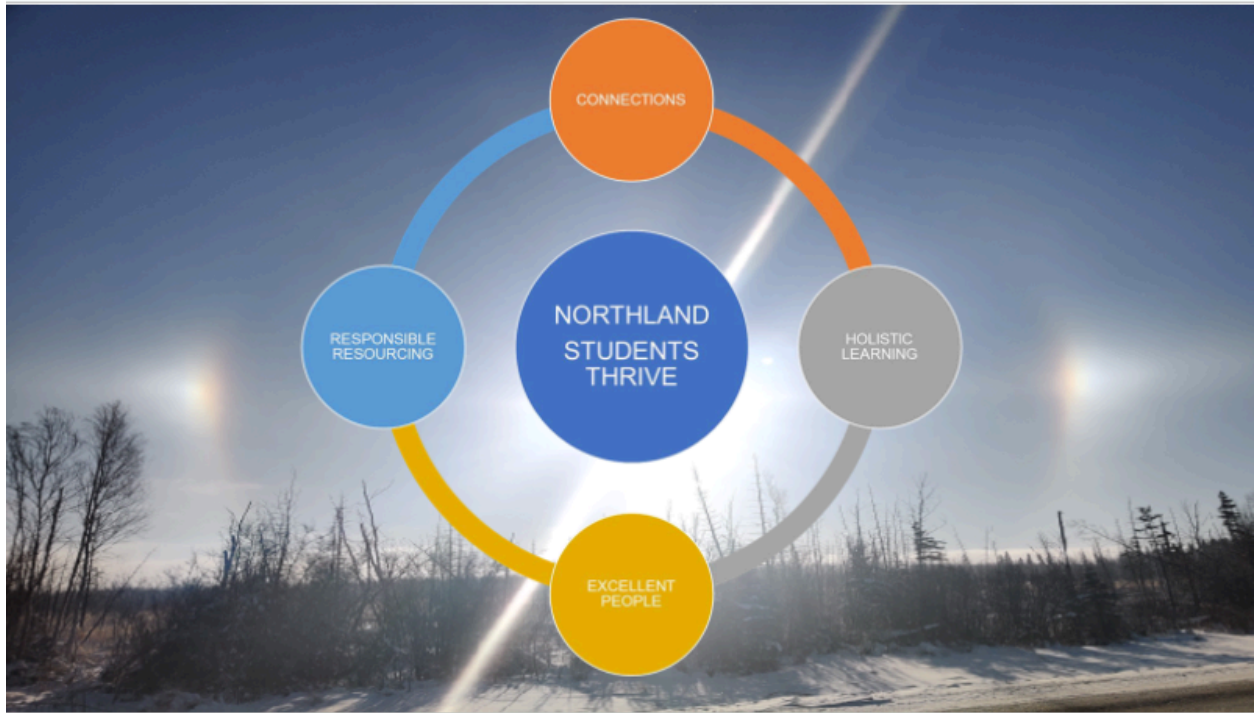


Image Credit: Director Debbie Mineault

Accountability Statement

Under the direction of the School Board / Board of Directors, the Education Plan for The Northland School Division commencing September 2025 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board or Charter Board 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 Northland School Division Board of Trustees reviewed and approved the 2025-2028 Education Plan on May 24, 2025.



Tanya Fayant
Board Chair



Cal Johnson
Superintendent of Schools/CEO

Refining the Education Plan



Student, parent, staff, community and Trustee perspectives inform the development of this Education Plan. In 2011, then Minister of Education Dave Hancock named a community-based team to provide strategic advice, direction, and leadership in securing community engagement in the Northland School Division. The work of the Northland Community Engagement Team's (NCET) laid out a clear framework for community engagement focused on supporting a “Kids First” approach to education planning.

During the 2024-25 school year, the administration of the Northland School Division engaged stakeholders in its most recent community engagement events and heard from each school in the division through the following avenues:

- 15 in-person engagement sessions and one virtual engagement where we heard the voices of 209 members of the Northland School Division family of stakeholders,
- 6 Sessions total (3 each) of the Superintendent’s Youth and Elders/Knowledge Keepers council.
- School-based communication sharing how every school strives to achieve the outcomes of the previous education plan,
- Alberta Education Assurance surveys,
- School-Based Leadership Meetings (principals, assistant principals),
- Central Office team members,
- The Board of Trustees Education Planning and Reporting Subcommittee, and
- The Senior Leadership Team.

For more information about the Northland School Division Community Engagement Framework information the Division’s approach to community engagement then and now, please visit <https://www.nsd61.ca/about-us>.



Business Plan Review and System Alignment

The Northland School Division Board of Trustees also access the following sources information to inform the education planning process:

- The [2025-2028 Alberta Education Business Plan](#),
 - NSD has reviewed and considered the current business plan to ensure alignment between provincial and local priorities.
- The most recent NSD Annual Education Results Report,
- Early Years Assessments (i.e. EYE, LeNS, CC3, RAN, etc.),
- Provincial achievement test and diploma examination achievement of standards for each of: English Language Arts; Mathematics; Sciences and Social Studies (when available),
- Division-wide survey events (i.e. OurSchool Surveys, Employee Satisfaction Surveys, etc.),
- Attendance rates,
- High school completion rates,
- Budget-Actual comparisons,
- Feedback collected from employees,
- Leadership development opportunities and feedback,
- Professional learning offerings, evaluations and feedback,
- Requests for support from schools and school-based leaders, and
- School-based education plans and reports

Stakeholder Engagement and the Assurance System

To ensure Northland parents, guardians, communities and education partners are informed and involved in developing plans, programs, and progress through ongoing and effective communication, the following are features of the division's assurance system:

- Each school works to establish a school council as per the School Council Regulation. Where establishment of a council according to the regulations does not occur, each school must establish a Principal's Advisory Committee as one avenue for members of the school community to give input to the principal on the school's Education Plan and Results.
- As per Section 12 of the *School Council Regulation*, the Board of Trustees of Northland School Division ensures that each School Council and/or Principal's Advisory Committee is invited to engage around and offer input to the school's Education Plan and Results annually.
- Each school develops a school-based Education Plan and Report. These documents are guided by the divisional Education Plan but the outcomes, strategies and measures are specific to local contexts and resources. Every school leader develops their school's plan in consultation with staff members, parents and guardians, and community stakeholders.

First Nations, Métis and Inuit Student Success

School authorities must include in their education plans, outcomes, measures and strategies that address:

- improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports; and
- the systemic education gap for self-identified First Nations, Métis, and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

The Northland School Division serves Indigenous communities throughout Alberta's north. As such, the outcomes, measures and strategies outlined in this plan are presented as those that are designed to address improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports as well as the systemic education gap. This plan is designed to respond to the voices of the Indigenous Elders, Knowledge Keepers, parents, guardians, staff members and students who have shared their voices with the Northland team.

Priority 1 - Connections Supporting Truth and Reconciliation

In each year of this plan, The Northland School Division students and staff members will increase and strengthen visible connections to land, Indigenous languages, school communities and collaborative partnerships.

Key Outcomes and Strategies	Key Measures
<p>Student learning and well-being are rooted in connections to the land, Indigenous languages, and the greater school community.</p> <ul style="list-style-type: none"> • Offer opportunities for ceremony in school for those who want to participate (smudging, etc.). • Establish a Land-Based Learning (LBL) Framework to guide school-based LBL connections to Alberta's Programs of Studies. For example: <ul style="list-style-type: none"> ◦ Seek opportunities for language and culture learning in high school. ◦ Plan land-based learning to reinforce the learning of history and culture. • Partner with every community to incorporate accurate local language signage in every school. • Maintain the Superintendent's Youth Council to build awareness of student needs and interests across the Division. <ul style="list-style-type: none"> ◦ Expand school leader involvement in collecting a wider sample of student voice in schools. • Maintain the Elder-in-Residence Program at each school to increase connections between the teachings of the Elders within the context of the modern classroom. <ul style="list-style-type: none"> ◦ Have an Elder come to the library one day a week for a class and teacher to visit. ◦ Identify community members to support hands-on learning 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> • Parental Involvement. • Satisfaction with Program Access (Supplemental). <p>Local Measures (Indigenous Language Revitalization and Student Well-being):</p> <ul style="list-style-type: none"> • List of activities that support the implementation of the Truth and Reconciliation Commission recommendations (as per Funding Manual). • Establish a Land-Based Learning (LBL) Framework to guide school-based LBL connections to Alberta's Programs of Studies. • Frequency of land-based activities offered at each school. • Demonstrations of student and staff knowledge or comfort related to land-based practices through surveys or qualitative feedback. • Number of school leaders completing regular student-voice collection events in schools. • Number of learning opportunities connecting Elders, Knowledge Keepers and Indigenous educators with NSD staff members.

<p>activities such as ribbon skirt making, fish scale art, carpentry, storytelling, and home economics.</p> <ul style="list-style-type: none"> • Maintain the local Elder Advisory Council to continue the work of decolonizing learning spaces. <ul style="list-style-type: none"> ○ Bring all relevant members together, including the executive team, central office leadership, trustees, elders, liaisons, and principals. ○ Bring school-based groups together (principal, elder, trustee, liaison) during local orientation week. • Maintain the appointment of a community liaison position in each school. • Maintain specific school-based commitments to the implementation of the Truth and Reconciliation Commission <i>Calls to Action</i>. 	
<p>Students are able to access language and cultural learning supporting their well-being.</p> <ul style="list-style-type: none"> • Partner with the University of Alberta to strengthen Indigenous language preservation and revitalization efforts. • Integrate Indigenous language learning in the learning space, potentially through locally-developed courses and materials. • Deepen community history and cultural education in the following ways: <ul style="list-style-type: none"> ○ Bring elders into the school for visiting and teaching staff about community-specific culture and history. ○ Include settlement councils and local government in planning related to teaching history and culture. ○ Organize a tour of the community to share history and information. ○ Plan field trips to historical sites (i.e. Batoche). 	

<ul style="list-style-type: none"> ○ Create dedicated times to incorporate history, potentially through methods such as a "This Day in History" feature on web pages and Facebook. ○ Invite elders to share the information and allow students to interview them. ○ Identify supportive, positive people to support activities and teachings. ○ During special events, celebrate local history and traditions through presentations of student learning and displays. 	
<p>Students have multiple pathways to high school completion including those made available through collaborative school-community partnerships.</p> <ul style="list-style-type: none"> ● Expand The Northland Online School's asynchronous high school course offerings to support adult learners in every community. ● Create a Partnership Database to support collegiate programming throughout the Division. 	<p>Local Measures (HSC):</p> <ul style="list-style-type: none"> ● Attendance rates (Divisional and school-level). ● Number of HS Credits Earned. <ul style="list-style-type: none"> ○ Number of highest-level (i.e. ELA 30-1) credits earned. ○ Number of secondary-level (i.e. ELA 30-2) credits earned. ● Number of HS courses completed. ● Number of HS diplomas awarded. ● Number of Certificates of HS Completion awarded. ● Survey student attitudes toward Diploma exam experience. ● Number of students registered in dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways.

Priority 2 - Holistic Learning

In each year of this plan, each child enrolled in a Northland School Division school will demonstrate excellent literacy and numeracy skills as well as a solid foundation in social-emotional skills.

Key Outcomes and Strategies	Key Measures
<p>Students are supported to experience improved achievement and well-being.</p> <ul style="list-style-type: none"> • Implement the student wellness framework developed in the 2024-25 school year. • Apply the Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level. • Integrate social-emotional learning (SEL) components into the curriculum and school environment, potentially drawing on principles like Wahkohtowin (interconnectedness) and teaching conflict resolution through dialogue/restorative practices. • Implement division-wide SEL programs like <i>Zones of Regulation</i>. • Appoint school-based Inclusive Learning lead teachers in every school to support timely student access to classroom supports. • Re-distribute availability of the Family Wellness Workers (FWW) to balance responses to student needs that exceed the capacity of the classroom supports. • Train required teachers and educational assistants in proper implementation of programming recommendations. • Train required teachers in the proper creation of Individualized Program Plans (IPPs). 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> • Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE). • Access to Supports and Services. • Student Learning Engagement. • Provincial Achievement Tests <ul style="list-style-type: none"> ◦ Acceptable. ◦ Excellence. • Diploma Examination <ul style="list-style-type: none"> ◦ Acceptable. ◦ Excellence. • FNMI High School Completion Rate. • Work Preparation (Supplemental). • Drop Out Rate (Supplemental). • Program of Studies (Supplemental). • 6-Year Transition Rate (Supplemental). • Diploma Examination Participation (Supplemental). <p>Local Measures (Student Wellbeing):</p> <ul style="list-style-type: none"> • Establishment of a Division committee to support Student Wellbeing Framework. • Number of staff training in SEL and restorative practices. • OurSCHOOL Survey results - Sense of Belonging. • Number of NSD School Exchanges completed by the end of 2028. <ul style="list-style-type: none"> ◦ Collect feedback from participating students and staff on the perceived benefits. • Ensure all required teachers and educational assistants receive training in proper implementation of programming recommendations. • Number of IPP-writing sessions offered.

<p>Assessment practices consider the whole child's experience in school.</p> <ul style="list-style-type: none"> • Maintain professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. • Establish an Assessment Framework focused on decolonizing student assessment and to guide consistent, authentic student assessment for all students. In service of this: <ul style="list-style-type: none"> ◦ Revise Administrative Procedure 360 - Student Evaluation to align with quality student assessment practices outlined by the literacy, numeracy and assessment frameworks. ◦ Partner with Alberta Assessment Consortium to offer teachers microcredentials in quality assessment practices. ◦ Reduce the difference between school-awarded grades and diploma examination grades. • Engage neighbouring school Divisions in a way to track the systemic success of Northland students who leave communities for high school (observing all legislated privacy requirements). 	<p>Local Measures (Instruction and Assessment):</p> <ul style="list-style-type: none"> • Establishment of a Division committee to support Assessment Framework development. • Number of teaching staff assessment microcredentials earned. • Required Early Years Assessment benchmarks and performance (EYE, LeNS, CC3, RAN, PAST, etc.). • Percentage difference between school-based grades and diploma examination grades <ul style="list-style-type: none"> ◦ Target - Reduce the difference to within +/- 5%. • Number of High School credits earned. <ul style="list-style-type: none"> ◦ Number of credits earned by Northland-community students attending high school in neighbouring school divisions.
<p>Students achieve excellence in literacy and numeracy.</p> <ul style="list-style-type: none"> • System-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices). <ul style="list-style-type: none"> ◦ In year 2, publish the results of the division framework committees and begin implementation. 	

NEW Students have access to a wide variety of engaging programming to support a breadth of experience.

- Increase access to and variety of extracurricular and/or co-curricular activities (both athletic and non-athletic):
 - e.g. Northland Games (Fall and Winter), adding hockey), arts (drama, beading, art workshops), cultural activities (culture camps), and hobby/academic clubs (chess, debate, homework support).
 - Offer activities at different times to increase student access (e.g., during lunch as opposed to after school).
- Develop school exchange programs to foster connections between different Northland communities and share cultural practices and local knowledge.
- Provide students with opportunities to gain practical skills and certifications relevant to future careers or life skills, such as Chainsaw Safety, First Aid, Food Safe, and exploring trades/health care aide pathways.
- Continue and enhance dual credit and CTS access (through collegiate program design).
- Organize engaging field trips that blend learning about history, science, culture, and nature with fun, interactive activities, exploring a range of destinations (i.e. Drumheller, Jasper, Métis Crossing, and local landscapes).
- Support applications to the Rutherford Scholarship for students meeting this program's eligibility requirements.

Local Measures (Program Variety):

- Number of professional learning events to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- Number and variety of extracurricular, co-curricular, field trip and exchange activities offered at each school.
- Number of CTS credits earned.
- Number of dual-credit options available across the Division.
- Student participation rates in these activities.
- Survey student satisfaction with available activities.
- Number of Rutherford Scholarship applications submitted.

Priority 3 - Excellent People Supporting Students

In each year of this plan, The Northland School Division will attract and retain invested staff members and empowered leaders by ensuring access to a range of lifelong learning opportunities, high quality resources, excellent teacher lodging, and comprehensive remuneration and benefits.

Key Outcomes and Strategies	Key Measures
<p>All staff members are supported to be well so they can in turn support our students effectively.</p> <ul style="list-style-type: none"> • School-based leaders offer new staff members orientation opportunities within the community. • Train staff members to access Alberta School Employee Benefit Program (ASEBP). • Train staff members in their responsibilities as per Board Policies and Administrative Procedures. • Build and enhance access to staff supports specific to well-being networks, employee benefits, and actions that enhance staff agency in a culture of well-being. • Enhance staff housing experience to ensure lodging is welcoming and responsive to staff member needs throughout the year. 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> • Education Quality. • Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE): <ul style="list-style-type: none"> ◦ Teacher Respondents. • Lifelong Learning (Supplemental). • School Improvement (Supplemental). • In-Service Jurisdiction Needs (Supplemental). <p>Local Measures (Staff Wellness):</p> <ul style="list-style-type: none"> • Percentage of staff accessing wellness/health accounts (as per ASEBP). • Survey non-certificated staff about WCRSLE questions in parallel with Alberta Education Assurance Surveys (Same questions, locally administered at the same time). • Establishment of staff/community orientation offerings. • Staff satisfaction surveys: <ul style="list-style-type: none"> ◦ General Satisfaction and ◦ Housing Satisfaction.

NSD staff members are invested, empowered and trained to support student and system success.

- Work with the Alberta Teachers Association (ATA) Local Attraction and Retention Committee to address emerging and ongoing staff needs.
- Support principals with a protocol for elder visits to schools and clear expectations around supporting the inclusion of elders in the school environment in the following ways:
 - Create a consistent information package/guiding document/toolkit for principals and teachers describing the expectation for bringing language and culture into the school.
 - Create guidelines for teachers on incorporating history and culture.
- Maintain Division-Wide professional learning days with focus on:
 - Collaborative Response Model Implementation.
 - Data Literacy.
 - Artificial Intelligence in Education.
 - Literacy and Numeracy Framework Implementation.
 - Authentic Student Assessment.
- Communicate Division commitment to access additional education and training (as outlined in [AP 444 - Tuition and Education Leave](#)).
- Support Education Assistants to access training.

Local Measures (Staff Investment, Empowerment and Training):

- Substantial evidence of collegial relations with ATA Local Committee members (ability to collegially address issues as they arise).
- Percentage of staff attendance in Division-Wide professional learning events.
- Number of staff members (annually) supported to access additional external education and training (as outlined in AP 444).
- Number of participants enrolled in Educational Assistant training opportunities.

Priority 4 - Responsible Resourcing

In each year of this plan, The Northland School Division will maintain the highest standards of equitable access to timely supports and school site infrastructure within a fiscally responsible framework.

Key Outcomes and Strategies	Key Measures
<p>NEW NSD takes action to address required improvements to capital infrastructure.</p> <ul style="list-style-type: none"> • Conduct needs assessment and plan for updating or improving school facilities and infrastructure, specifically mentioning playground equipment, larger gyms, dedicated cultural spaces, and potentially new schools. Include calm areas for students, access to library resources, water fountain/bottle filling station updates. • Develop a capital plan outlining proposed facility updates and new construction. <ul style="list-style-type: none"> ◦ Collect student and staff feedback on facility adequacy. 	<p>Provincial Measures/Requirements:</p> <ul style="list-style-type: none"> • Access to Support and Services: <ul style="list-style-type: none"> ◦ Parent Respondents. • Parental Involvement. • Budget-Actual Comparison: <ul style="list-style-type: none"> ◦ Target - Minimize variance from projected expenditures in any given year to within +/- 2%. • Audit results: <ul style="list-style-type: none"> ◦ Target - Complete alignment with required financial controls and reporting. <p>Local Measures (Capital Infrastructure):</p> <ul style="list-style-type: none"> • Number of infrastructure and/or capital projects completed. • Number of partnerships with external organizations supporting division programming. • Collect parent and student feedback on the quality and accessibility of these services/facilities.
<p>NSD optimizes available financial, human and physical resources to ensure equitable access to timely supports.</p> <ul style="list-style-type: none"> • Increase student attraction and retention efforts. • Petition Alberta Education to consider a letter of authority for traditional language speakers to teach. 	<p>Local Measures (System Optimization):</p> <ul style="list-style-type: none"> • Total grant funding received to support First Nations, Metis and Inuit student success (as per Funding Manual). • Number of Information/Educational Technology projects completed. • Number of formal agreements for shared resource use established. • Usage rates of shared resources.

<p>NSD identifies opportunities to partner with external entities that can offer specialized resources supportive of students' thriving.</p> <ul style="list-style-type: none"> • Establish and/or maintain partnerships with community agencies, post-secondary and industry in support of division programming. • Support Trustees to advocate for extra-agency/government support for infrastructure improvements where appropriate (based on results of the needs assessment). • Explore opportunities for shared use of resources with the community, such as land or facilities, potentially through formal agreements. • Maintain essential services like nutritious lunch programs and bus services as they were highlighted as valued supports. <ul style="list-style-type: none"> ○ Address concerns about consistent implementation (e.g., healthy options). • Apply system-wide processes for partnership management and review resource allocation formulas. 	<p>Local Measures (Partnership and Partnership):</p> <ul style="list-style-type: none"> • Number of advocacy efforts undertaken by the Board and Administration. <ul style="list-style-type: none"> ○ Track success in securing funding for new initiatives or infrastructure projects.
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Implementation Plan for 2025-2026 School Year

School authorities are responsible for reviewing information from system sources (like the Assurance surveys) and community sources (like the Youth and Elder councils as well as community engagements and local surveys) in order to identify areas for improvement, which, in turn, provide a basis for establishing priorities for the education plan.

Areas that are clearly identified as needing improvement, along with stakeholder input and provincial direction, are reflected in the outcomes and strategies in the education plan. The image below illustrates the planning and reporting cycle as it is designed to function:



Detail from The Funding Manual for School Authorities 2025-2026 School Year (p. 200).

With respect to the plan for implementation of strategies, the following table identifies the high-level plan for implementing the 2025-2026 strategies for supporting the outcomes. Please note, key measures are indicated above in line with the strategies outlined to impact desired changes

Timeline	Action(s)	Resources/Professional Learning
August to October 2025	<ul style="list-style-type: none"> • Building connections between staff members. • Building connections between school and community. • Sharing local data-informed education plans. • Establishing Youth and Elder council membership. • Mandatory early years provincial assessments. • Supporting teachers to implement new programs of study. • First reporting period of the year. 	<ul style="list-style-type: none"> • Professional learning in Truth and Reconciliation, building Wahkohtowin (interconnectedness), new PowerSchool functionality, Policy and Procedure use, and Data literacy for school leaders (including portions of Collaborative Response training). • Sessions supporting teachers implementing new programs of study. • Job aids for school leaders.
November 2025 to February 2026	<ul style="list-style-type: none"> • OurSchool, EYE and other local student assessments and survey implementation. • Alberta Education Assurance Survey implementation. • Ongoing training for staff members in implementing programs of study with a focus on Wahkohtowin throughout. • School-level community engagement events and virtual Y/EC. • Publish the 2024-2025 Annual Education Results Report (AERR). • Second reporting period of the year. 	<ul style="list-style-type: none"> • Data literacy training for staff-wide review of OurSchool and EYE student responses, as well as mandatory early-years assessment information. • Support for schools hosting community engagement events. • Support for virtual Y/EC council meetings.

March to May 2026	<ul style="list-style-type: none"> • Third meeting of Youth and Elders' Councils. • Review 2024-2025 AERR and community engagement information in preparation for Education Plan revision. • Education and Budget Planning for 2026-2027 school year. • Third reporting period of the year. • Enrollment projections and Demographic verification. 	<ul style="list-style-type: none"> • Collaborative Response support for schools contextualizing local data and revising local Education Plans. • Student Information System management training and implementation.
June to July 2026	<ul style="list-style-type: none"> • Year end processes • Final reporting period of the year. 	<ul style="list-style-type: none"> • System records management and schedules for the 2026-2027 school year.

Table: Implementation Plan for 2025-2026 School Year.

2025-2026 Budget

- The budget has been drafted to support the achievement of the four Education Plan goals. The financial management cycle also includes a budget update in November based on actual enrollment, staff deployment and emerging issues.
- Overall revenues and expenses are in line with this year, based on funding formula changes, cost increases and forecast enrollment.
- The break-even budget shows a planned shortfall of \$0.3M, which will be funded from operating reserves. 91% of staff are in schools.
- Finances will be tighter with enrollment changes, inflation and the decline in provincial stabilization funding.
- Key assumptions include the ongoing recruitment of required staff, maintaining the hot lunch program, transportation for all students, full-day kindergarten, provincial support for any negotiated teacher rate increases, steady contract tuition rates, moderate inflation (benefits, utilities, insurance), and minimal impact from local bargaining.
- Contingencies include enrollment fluctuation, inflation, fuel costs, potential labour action, and changes to key contracts.
- NSD will continue building and implementing technology improvements, including classroom resources to support student success.

	Final Budget 2025-26	Final Budget 2024-25	Final Budget 2023-24	Actual Results 2022-23
Revenues	\$ 58,941,791	\$ 57,079,451	\$ 56,448,962	\$ 62,518,330
Expenses	59,197,144	57,335,392	56,901,094	59,452,020
Surplus (Deficit)	\$ (255,353)	\$ (255,941)	\$ (452,132)	\$ 3,066,310
Enrolment	1,635 E	1,737 E	1,683 E	1,694

The Education Planning and Reporting Cycle includes budget development as a key step. After identifying areas for improvement, action items and developing and communicating the plan, preparing the budget ensures that resources are used to advance and meet the Education Plan's goals.

For more information click on the website link to view the 2025-2026 Annual Budget - <https://www.nsd61.ca/download/512924>.

Capital Plan

This link can be used to review the Northland School Division 2025-2028 Capital Plan. <https://www.nsd61.ca/download/512923>.

Appendix A - 2023-2024 Annual Education Results Report Performance Summary

2023-2024 Results by Assurance Framework Domain

The Northland School Division is committed to sharing results in a timely and transparent manner with all communities. This document is organized into five sections that align with the Alberta Education Assurance Framework Domains. As such, the information is organized as follows:

Domain	Required Alberta Education Assurance Measures (AEAMs)	Local Measures or Component(s)
Local & Societal Context	N/A - There are no provincial measures for this domain.	Attendance Data and High School Credits Earned
Student Growth & Achievement	Provincial Achievement Test (PAT) and Diploma Examinations High School Completion (3, 4 and 5 years) Citizenship Student Learning Engagement	Early Years Literacy and Numeracy Assessments
Teaching and Leading	Education Quality	Professional Learning, Supervision, and Evaluation
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Access to Supports and Services	Continuum of Supports and Services and OurSchool Survey Results
Governance	Parental Involvement	Financial statements, Accountability/Assurance System, and Stakeholder Engagement

Domain: Local and Societal Context

Local Measure: Attendance

The Northland School Division has developed a robust set of procedures to track and understand student attendance patterns. Our procedures are designed to support engagement with families of students who are absent from school and to build connections with those families so their children are able to engage.

The division has been working with the Auditor General's office and Alberta Education's Oversight committee over the past several years to develop and implement these procedures. Through our work together, the Oversight Committee has recommended other school divisions contact us about the work we have done, and we were able to share our work on Attendance, Engagement and High School Completion at last year's Attendance and Engagement Virtual Conference.

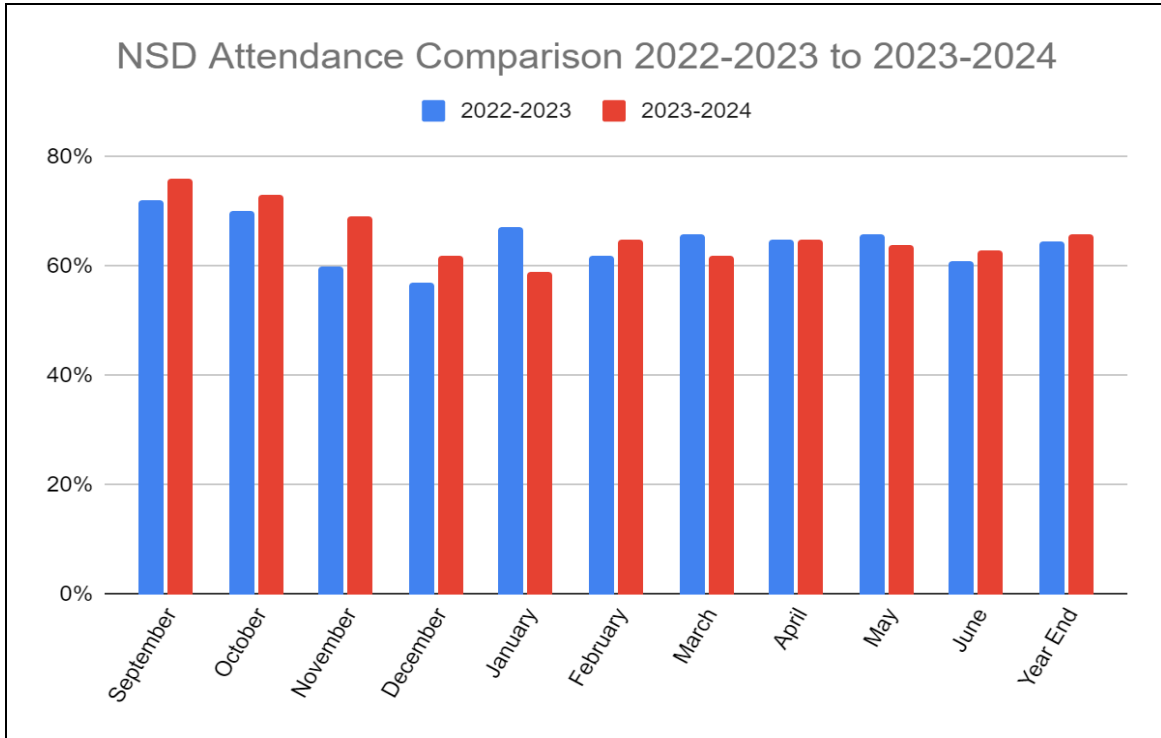
What We Noticed

Over the last year, we have noticed the following facts about student attendance across the Division:

- Overall division attendance increased 1% over the previous year.
- November 2023 showed a 9% increase in Division-wide attendance.
- 74% of schools showed an increase in attendance in the year between June 2023 to June 2024.

The tables below show monthly attendance rates from 2022-2024:

Month	2022-2023	2023-2024	Difference
September	72%	76%	4%
October	70%	73%	3%
November	60%	69%	9%
December	57%	62%	5%
January	67%	59%	-8%
February	62%	65%	3%
March	66%	62%	-4%
April	65%	65%	0%
May	66%	64%	-2%
June	61%	63%	2%
Year End	65%	66%	1%



Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) includes an outcome that the Division-wide student attendance rate remains above 80 percent this year. The plan also targets an increase of 1.5% in each successive year after 2025. The following strategies outlined in the new Education Plan are intended to support the realization of this outcome:

- Strengthening students' access to community programs and services during non-instructional hours,
- Assigning School-Community Liaison Workers within schools to support students to complete high school when they appear to disengage,
- Shifting to a Collaborative Response Model (CRM) to allow for data-driven interventions for students at risk of disengaging from school,
- Establishing administrative procedures guiding student intake to ensure timely assessment of learning needs,
- Offering summer course options for students requiring extra support to get back into school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions.

Local Measure: High School Credits Earned

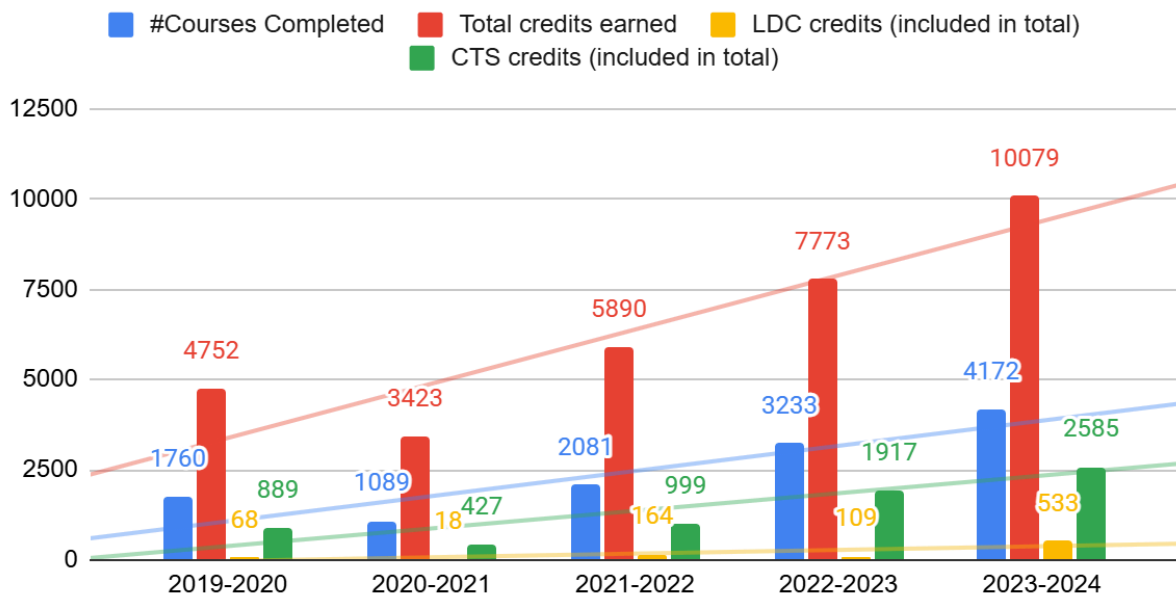
The percentage of Northland students completing high school within 3 Years of entering Grade 10 this year is **double the previous three-year average**. This significant improvement is believed to be the result not only of the efforts undertaken to get students to school, but also because of the following initiatives:

- **Career and Technology Studies (CTS) Weeks**
 - These dedicated study periods allow students to take deep dives into a wide range of career- and technology-specific short courses tailored to their personal interests. Students in every corner of the Division earn hundreds of high school credits over a relatively short period. These exceptional learning sprints increase both pathways to graduation student inspiration to explore meaningful careers.
- **Expanded Online School High School Offerings**
 - Physics 20/30 through Online school in an NSD cohort,
 - Forensics 25/35,
 - Technology CTS,
 - CALM cohort for all high school students in Division, and
 - Foods.
- **Expanding Locally Developed Course (LDC) Offerings**
 - Moved from fewer than 20 courses available to 88 courses this past school year.
- **Dual Credit options and partnerships**
 - MacEwan University,
 - Olds College, and
 - Northern Lakes College.

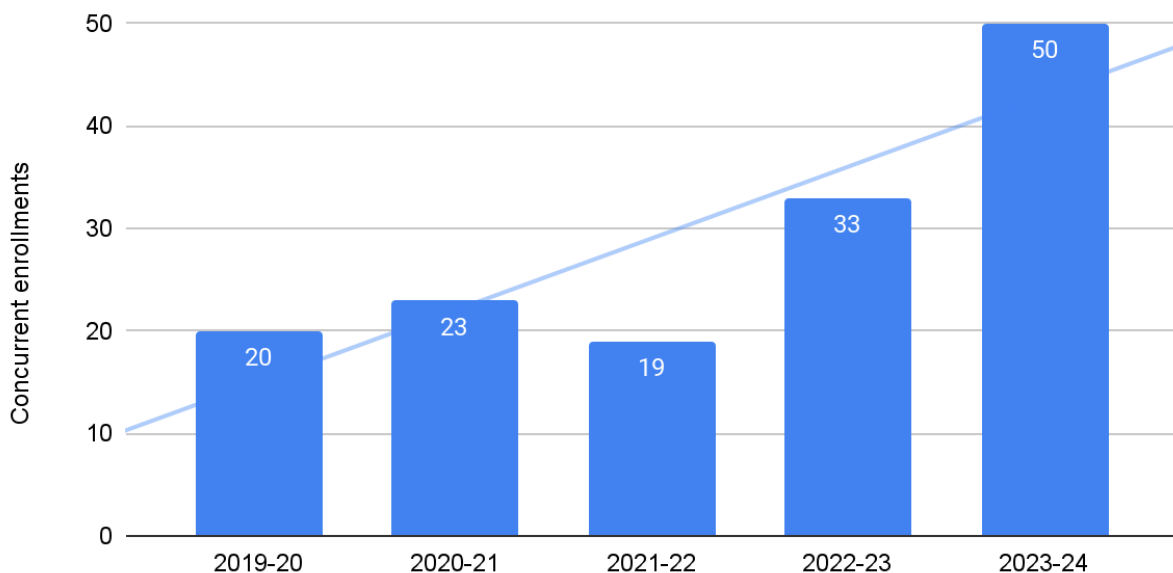
What We Measured

- Number of high school credits earned (2019-2024)
- Number of LD credits applied to student academic records
- Concurrent enrollments (NSD schools)

2019-2024 High School Courses Completed and Credits Awarded



Concurrent Enrollments (between High Schools, Career Pathways, and NOS starting in 2021-22)



What We Noticed

Students show up for hands-on, career-specific options, and opportunities to explore traditional cultural teachings on the land. In addition, we noticed that changing the ways we offered internal concurrent enrollment is correlated with credit completion. The 2019-2021 saw concurrent enrollments between the high schools and Career Pathways (CPS), with the majority coming from Bill Woodward School to Career Pathways. The Northland Online School (NOS) opened in 2021-2022. From that point on, one can see an increase in the number of credits completed. We are taking this as a measure of increased potential pathways to graduation.

Our Next Steps

It is important to maintain the momentum of increasing high school completion rates. [The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland families achieve high school graduation:

- Establishing and/or enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities (which may include Collegiate school models where feasible),
- Strengthen students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management, and
- Conducting a feasibility study regarding opportunities to establish Collegiate schools.

Domain: Student Growth and Achievement

Key Outcome

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

Grade 6 Provincial Achievement Tests (PATs)¹²

The following table show the previous 5 years' grade 6 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	140	125	161
Acceptable Standard %	n/a	n/a	28.6	27.2	27.3
Standard of Excellence %	n/a	n/a	1.4	3.2	1.2

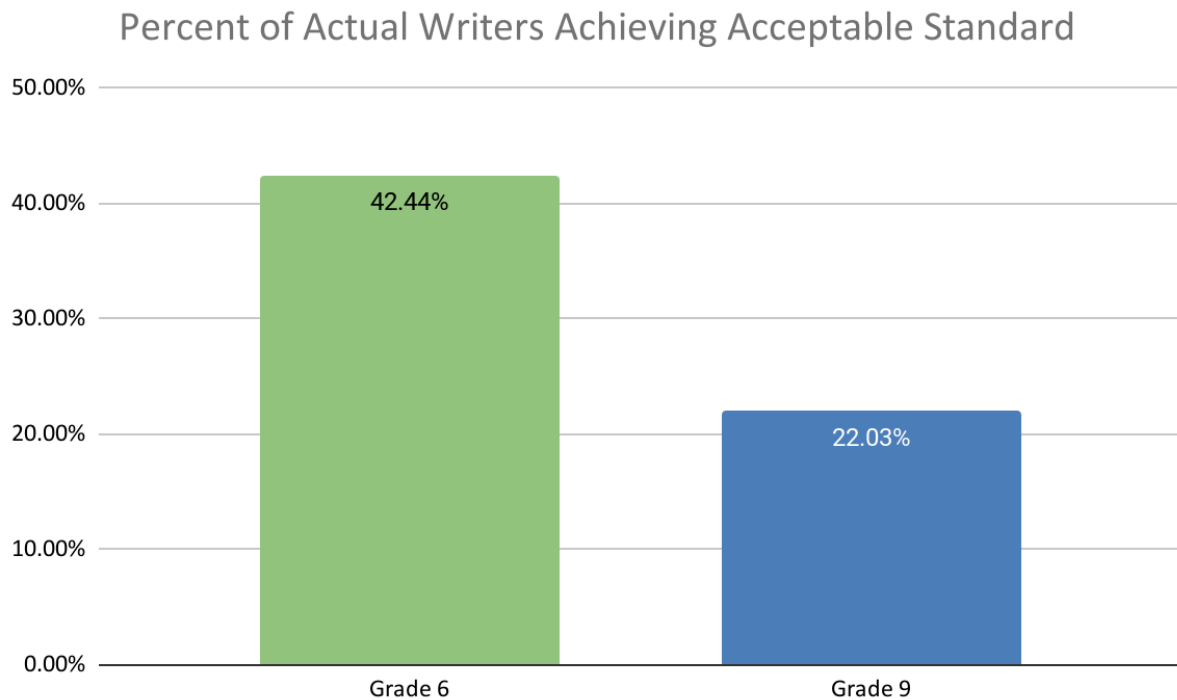
Grade 9 Provincial Achievement Tests (PATs)

The following table show the previous 5 years' Grade 9 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	102	94	116
Acceptable Standard %	n/a	n/a	13.8	12.0	11.2
Standard of Excellence %	n/a	n/a	0.5	0.5	0.0

¹ Grade 6 English language arts and literature and math provincial achievement tests were not administered in the 2023/2024 school year. Alberta Education instead offered field testing between April and June 2024. These optional field tests were meant to inform the development of future PATs for Grade 6 English language arts and literature and mathematics that align with the new curriculum in these subjects.

² To explore the detailed information overall and specific course results for all students in all categories (Overall, FNMI, and ESL), please see [Appendix B below](#).



- 42% of Grade 6 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
 - Grade 6 writers performed better in Science overall (47%) and have the greatest challenges in Social (38%).
- 22% of Grade 9 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
 - Grade 9 writers performed better in ELA overall (42%) and have the greatest challenges in Math (8%).
- 72% of enrolled Grade 6 writers actually wrote the exams.
- 52% of enrolled Grade 9 writers actually wrote the exams.

What We Noticed

- The number of Northland Students achieving either the Acceptable or Excellent standard in PATs is low compared to the rest of the province.
- The number of students writing both Grade 6 and Grade 9 PATs is higher than it has been in the last 5 years (where exams were being written):
 - In 2023-2024, 36 more Grade 6 students wrote PATs than the year previous.
 - In 2023-2024, 22 more Grade 9 students wrote PATs than the year previous.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address the relatively low performance in these two assessment events Northland will:

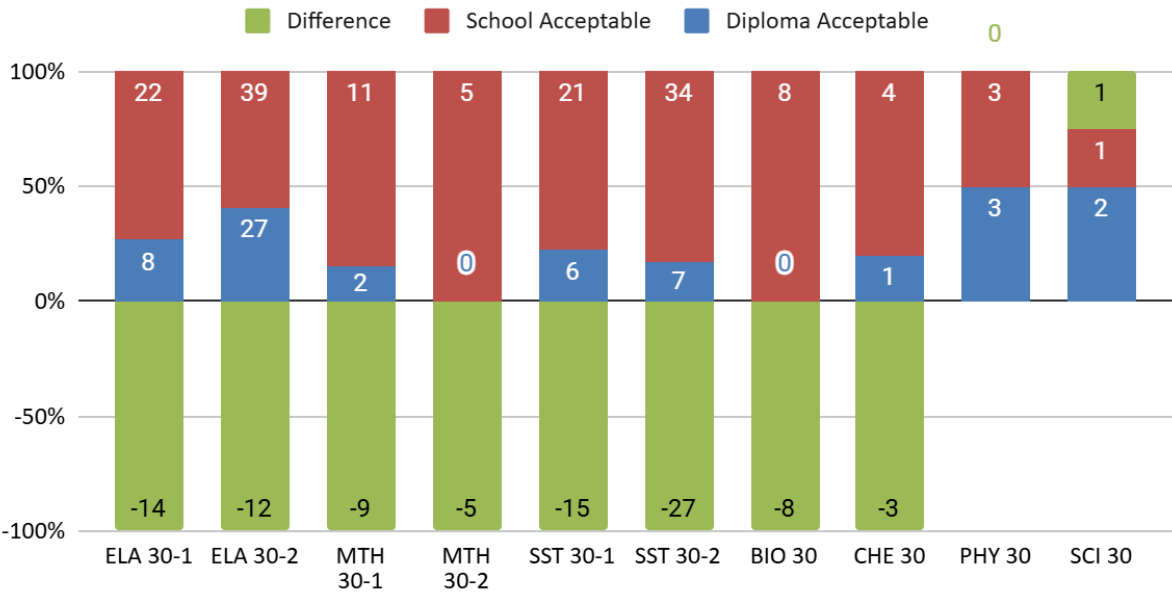
- Identify barriers to exam participation faced by students in writing cohorts,
- Establish attendance-driving events to support student engagement and performance during PAT assessment weeks,
- Support PAT-subject teachers to score the exams after writing to enable instructional remediation,
- Support PAT-subject teachers to use the Digital Assessment Platform (Vretta) in their exam preparation with students (including accessibility tools built into the platform), and
- Support teaching staff to design practice exam items in the style students will encounter when using Alberta Education's incoming Digital Assessment Platform.

Diploma Examination Results (DIPs)³

The following tables show the previous 5 years’ DIP performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	39	63	85
Acceptable Standard %	n/a	n/a	36.1	36.7	34.8
Standard of Excellence %	n/a	n/a	1.6	0.0	1.2

Number of Students Achieving Acceptable Performance (50%) on Diplomas VS School-Based Grades



What we Noticed

- This is the greatest number of diploma writers NSD has produced in the last 5 years.
- There is a significant discrepancy between the number of students who receive a passing school-based grade in a diploma course as well as a passing grade on diploma examinations.

³ To explore the detailed information overall and specific course results for all students in all Diploma Examinations, please see [Appendix B below](#).

Our Next Steps

While the increase in the number of students writing Diploma Exams is positive, we are concerned about the discrepancy between school-based and diploma exam grades. The following strategies intended to begin to address this issue and to reduce the gaps between school-based and diploma grades:

- Examining our assessment practices in high school to diminish the difference between school-based grades and diploma grades.
- Teaching students explicitly how to navigate and write provincial assessments in the Digital Assessment Platform (Vretta) they will be expected to use.

High School Completion (3, 4 and 5 years)

This measure shows the high school completion rate of students within three, four, and five years of entering Grade 10.

	Northland School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	100	26.2	106	10.0	100	12.6	92	21.1	85	29.0	Very Low	Improved Significantly	Acceptable
4 Year Completion	87	35.8	103	26.2	106	17.9	90	27.7	88	32.3	Very Low	Improved	Issue
5 Year Completion	90	25.4	84	44.7	101	31.0	92	17.1	88	31.8	Very Low	Maintained	Concern

What we Noticed

While the overall evaluation of this measure remains acceptable, NSD's increases in high school completion have exceeded pre-pandemic levels.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support holistic learning for all students in their learning journeys:

- Establishing a High School coordinator/counselor in each school that connects with the Director of High School Completion and Engagement (one block per week). These staff members will support students to identify and plan to achieve their graduation requirements,
- Maintaining a common high school with the option for any Northland student to access any Grade 10 - 12 program of study through The Northland Online School,
- Maintaining the Northland commitment to supporting the Community-Based Teacher Education program which helps members of our communities to become teachers in their own schools,
- Establishing/Enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities,
- Strengthening students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management,
- Continuation of high school/post-secondary dual-credit courses supporting pathways into careers identified as community needs (Educational Assistants, Healthcare aides, etc.), and
- Division-Wide Professional Learning Time. This approach is being used to build collective staff efficacy in assessment data analysis across the Division.

Student Learning Engagement

Student Learning Engagement was added as an provincial Education Assurance Measure during the 2020-2021 school year. This measure shows the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	603	83.5	870	81.3	872	82.3	665	81.0	n/a	Maintained	n/a
Parent	n/a	n/a	148	90.0	154	81.0	207	85.6	74	85.6	n/a	Maintained	n/a
Student	n/a	n/a	377	69.0	594	67.4	555	66.6	492	65.4	n/a	Maintained	n/a
Teacher	n/a	n/a	78	91.4	122	95.6	110	94.8	99	92.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level (within 3% of the Provincial average satisfaction for every respondent group).

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support ever-better student learning engagement:

- Maintaining our Division's monthly attendance and learning success meetings in every school to address engagement issues as early as possible,
- Deploying Learning Coaches to:
 - help teachers applying literacy and numeracy learning interventions for at-risk students,
 - apply flexible division-led teacher support for the implementation of new programs of study (Grades 4-6 ELA and Math, K-3 Science),
 - support First Nations and Métis Language and culture weaving into programs of study in every classroom,
- Adopting the Collaborative Response approach to reframe school-based collection and use of student data to monitor achievement and well-being for all students,
- Engaging veteran principals/consultants as at-elbow mentors supporting principals to engage in instructional leadership,
- Establishing system-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices), and
- Offer course options in summer for students requiring extra support to succeed.

Citizenship

Citizenship is the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	733	69.9	604	77.4	873	74.7	874	76.0	663	74.6	Intermediate	Maintained	Acceptable
Parent	172	70.4	148	80.6	155	72.8	206	75.5	74	77.0	High	Maintained	Good
Student	489	53.2	378	61.5	596	61.1	558	61.2	490	58.9	Low	Maintained	Issue
Teacher	72	86.0	78	90.1	122	90.3	110	91.2	99	87.7	Intermediate	Maintained	Acceptable

What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level. Specific respondent groups vary significantly in their satisfaction, for example:

- Parent satisfaction has improved while students themselves have decreased in their satisfaction in this measure.
- Teachers have slightly decreased in their level of satisfaction, though it is still high.

Upon closer examination of the detailed responses from students, we noticed the following:

- Students in Grades 4-6 indicated lowest agreement with the following statements:
 - “At school, do most students follow the rules,” - 49%
 - “At school, do most students respect each other,” - 50%
- Students in Grades 7-9 indicates lowest agreement with the following statements:
 - “At school, students follow the rules,” - 34%
 - “At school, students respect each other,” - 41%
- Students in Grades 10-12 also indicated the lowest amount of agreement with this statement:
 - “At school, students follow the rules,” - 49%

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address student beliefs that there is a low amount of respect for rules and/or peers. These strategies are intended to foster connections supporting Truth and Reconciliation (which is taken to be generally supportive of improved outcomes in terms of the Citizenship measure):

- Schools adopting Indigenous Language Signage,
- Establishing an Elder-in-Residence Program for each school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions, and
- Establishing an Elders/Knowledge Keepers Council to identify community members willing to work as knowledge keepers in Northland schools.

Local Component: Early Years Literacy & Numeracy Assessments

All school divisions in Alberta have conducted annual assessments literacy and numeracy skills as a way to measure the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters (i.e. Wildfires). The Northland School Division is implementing the Alberta Education approved Castles and Coltheart 3 (CC3) assessment for reading comprehension and department-designed assessments for numeracy. This table shows NSD results for the 2023-2024 school year:

NSD Early Years Literacy & Numeracy Assessment Results: 2023-2024						
	Total Students Assessed September 2023	Total Students at Risk by September 2023	Total Students at Risk by June 2024	Average Number of Months Behind After Initial Assessment	Average Number of Months Behind After Final Assessment	Average Number of Months Gained
Grade 1 CC3	95	44	22	5.5	6.3	-0.8
Grade 1 Numeracy	93	41	26	9.0	7.4	1.6
Grade 2 CC3 Overall	97	68	52	9.0	14.2	-5.2
Grade 2 Numeracy	113	55	42	10+ ⁴	8.3	1.7
Grade 3 CC3 Overall	74	41	32	16.9	21.1	-4.2
Grade 3 Numeracy	69	28	22	10+	8.5	1.5

⁴ 10+ Means the data show a regression of at least 10 months, or one school year.

What we Noticed

The data show the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters. Based on the results of the Early Years literacy and numeracy assessments, we noticed the following:

- The comprehensive work undertaken as part of the Math Minds project over the previous 3 years has supported positive numeracy outcomes for our early learners, and
- The regressions in literacy performance are greatest for students who were in Grade 3 in the last school year (current Grade 4 students). This cohort of Northland students appear to have been the most heavily impacted by the learning disruptions of the last 2-3 years.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address early years' literacy and numeracy results:

- Establishing comprehensive literacy and numeracy frameworks to guide reading, writing and numeracy teaching and assessment at every grade level across the Division,
- Enhancing system and school-based collection and use of student data to monitor achievement and well-being for all students,
- Maintaining teacher access to experts in numeracy instruction through the Math Minds project with the University of Calgary.
- Maintaining the following supportive resources for all NSD teachers:
 - access to literacy and numeracy specialists who serve as learning coaches to provide at-elbow support for classroom teachers. These division-wide supports offer teachers guidance and modeling of promising practices required to address the learning disruptions experienced by students in recent years,
 - access to adaptive assessment and intervention tools for literacy (MyLexia) and numeracy (Symphony Math). Teachers use these tools to identify individual student learning gaps and to apply targeted instructional interventions regularly, and
 - access to shared knowledge about current promising practices being used elsewhere in the Division.

Domain: Teaching and Leading

Key Outcome

Through excellent leadership practices, everyone feels welcome and valued.

Education Quality

Education Quality shows teacher, parent and student satisfaction with the overall quality of basic education. This year's results in this measure demonstrate:

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	734	81.0	605	83.2	873	82.3	876	83.6	670	80.9	Very Low	Declined	Concern
Parent	172	79.8	148	85.7	155	78.4	207	82.7	75	77.8	Intermediate	Maintained	Acceptable
Student	490	78.6	379	80.0	596	77.4	559	78.7	496	76.6	Very Low	Maintained	Concern
Teacher	72	84.7	78	83.7	122	91.1	110	89.3	99	88.3	Very Low	Maintained	Concern

What we Noticed

The declining satisfaction in this measure is a concern to The Northland School Division. Previous analyses have indicated NSD performance in this measure has increased steadily since 2019. Upon closer examination of the survey responses, we noticed the following:

- Parent respondents showed the greatest decline in satisfaction, specifically indicating the lowest agreement with the following statement:
 - “Your child finds school work challenging,” - 55% (a decline of 18% from the previous year).
 - “Your child is learning what they need to know,” - 77%
- There were also 132 fewer parent respondents this year than there were in the previous survey events.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to build connections between the school and community, with a focus on inviting the families of students to participate in and be aware of the learning going on in classrooms:

- Establishing an Indigenous Elders and Knowledge Keepers' Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students,
- Making community liaison workers available for all schools to grow connections between school and community, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.

Local Component: Teacher Growth, Supervision and Evaluation Procedure

NSD implements [Administrative Procedure 422](#) that specifies the local policy related to teacher growth, supervision and evaluation. This procedure applies to all teachers employed by NSD. The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland staff members in their efforts toward continuous improvement:

- Using multiple sources of Division data to drive awareness of key issues addressed in school-based professional learning,
- Training all staff to use properly use technologies required to deliver programming
- Communicate Division commitment to support staff members to earn Teaching, Leadership and Superintendent Leadership Quality Standards (TQS, LQS, and SLQS)
- Enhancing support for the development of Indigenous school and system leaders, and
- Co-developing a plan with the local Alberta Teachers Association to support the recruitment and retention of excellent staff members across the Division.

Domain: Learning Supports

Key Outcome

Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

This measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. The WCRSLE measure was added as an provincial Education Assurance Measure during the 2020-2021 school year.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	604	82.1	874	78.6	875	79.0	666	78.5	n/a	Maintained	n/a
Parent	n/a	n/a	148	83.7	155	75.8	207	79.1	74	81.8	n/a	Maintained	n/a
Student	n/a	n/a	378	68.8	597	67.1	558	63.5	493	63.2	n/a	Maintained	n/a
Teacher	n/a	n/a	78	93.7	122	92.8	110	94.4	99	90.5	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

Local Component: OurSchool Survey Results

NSD uses The Learning Bar's *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures.

This chart provides highlights based on data from 582 students in 16 **ELEMENTARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 4-6 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Experience bullying	47	30
Feel supported	66	63
Feel safe at school	50	62
Appreciate their teachers	76	80

This report provides highlights based on data from 349 students in 13 **SECONDARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 7-12 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Sense of Belonging	44	62
Feel supported	35	31
Appreciate their teachers	59	64

What we Noticed

Student satisfaction, feelings of safety, and mutual respectfulness are concerning. Upon closer examination of the provincial student survey responses, we noticed:

- Grade 4-6 students had the lowest agreement with the statement:
 - “At school, do most students respect each other,” - 50%
- Grade 7-9 students had the lowest agreement with the statements:
 - “At school, I feel like I belong,” - 46%
 - “At school, students care about each other,” - 46%
 - “Other students treat me well,” - 49% (18% decline from previous year)
- Grade 10-12 students had the lowest agreement with the statements:
 - “At school, students care about each other,” - 47%
- Teacher satisfaction shows the greatest single-year decline in this measure. Upon closer examination of the survey responses, we noticed:
 - All teachers had the lowest amount of agreement with the statement:
 - “Students at your school respect each other,” - 83%
- The results of the OurSchool survey reinforce the issues we notice in the provincial data.

Our Next Steps

It is important for NSD to take action to improve student and staff satisfaction with the welcoming, caring, respectfulness, and safety of their learning and working environments.

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to improve outcomes in these areas:

- Establishing a Division-wide committee to develop a student well-being framework,
- Shifting to a Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level,
- Enhancing system-wide support for certificated staff members to create and implement meaningful Individualized Program Plan (IPP) goals, supports, and accommodations.
- Supporting Northland staff members to become certified in the wide range of restorative practices used in a number of communities to ensure respectful conflict resolution, and
- Maintaining school-based activities to support welcoming, caring, respectful, and safe learning environments across the division, such as Pink Shirt Day, Anti-Bullying Campaigns, and Social-Emotional Learning (such as Zones of Regulation).

Access to Supports and Services

Access to Supports and Services shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This measure was added as a provincial Education Assurance Measure in 2020-2021.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	602	77.8	870	76.6	871	78.7	661	80.2	n/a	Improved	n/a
Parent	n/a	n/a	147	83.4	155	72.9	207	79.1	73	82.9	n/a	Improved	n/a
Student	n/a	n/a	378	72.9	593	71.7	554	70.3	489	72.4	n/a	Maintained	n/a
Teacher	n/a	n/a	77	77.2	122	85.1	110	86.6	99	85.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

What we Noticed

This year's overall satisfaction with access to supports and services is 2% higher than the previous 3-year average.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to drive towards ever-improving satisfaction with access to supports and services:

- Strengthening and refining the use of technology and tools to support effective operations and advance teaching practice,
- Applying the Collaborative Response Model to support data-driven conversations about how best to support students who are most at risk of disengaging from school,
- Maintaining access to the robust continuum of supports and services ranging from universal to individual.

Local Component: Continuum of Supports and Services

Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universalized supports are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom. In addition to these supports and services, more targeted interventions for students include:

- Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists.
- A Cross-Functional Team for student and staff support. Working as a team, centrally-dispatched professionals can be available to students or staff members in person and remotely to help students across the division be successful in their learning. These team members include:
- A Supervisor of Student Services to help manage any students whose needs require enhanced programming, and
- Pedagogical Supervisors to support teaching staff members applying differentiated and technology-supported instructional strategies.

Additional supports include:

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada support for breakfast and snack programs in 8 schools, with a plan to expand across the entire division.
- School bus transportation is available for all students to and from school, regardless of the distance they live from the school.

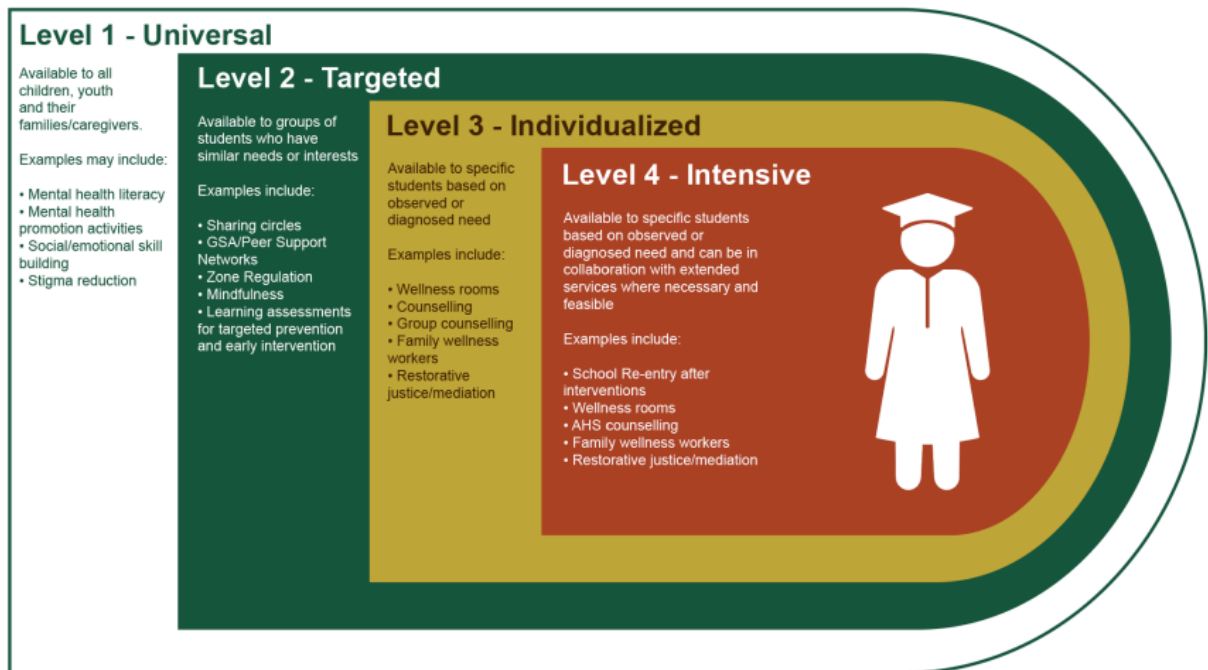


Illustration demonstrating the NSD continuum of supports and services available to our students.

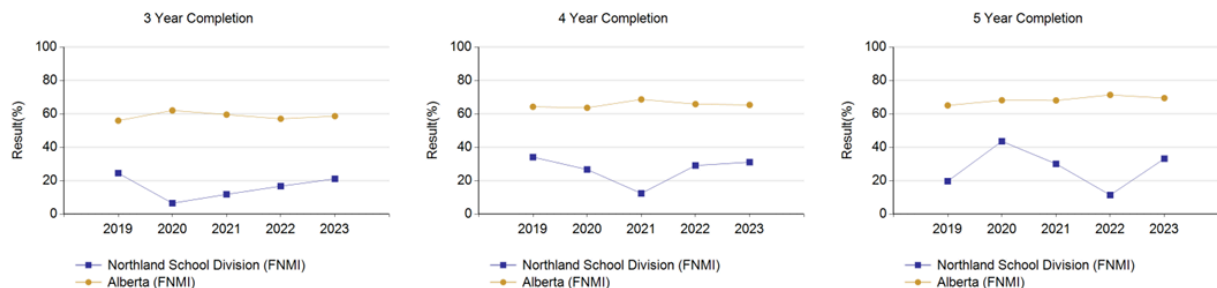
Local Component: First Nations, Métis and Inuit Student Success

All school authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

	Northland School Division (FNMI)												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	82	24.4	80	6.4	70	11.7	73	16.6	58	21.0	Very Low	Improved	Issue
4 Year Completion	64	34.0	74	26.6	68	12.3	67	29.0	72	31.0	Very Low	Improved	Issue
5 Year Completion	69	19.6	58	43.5	62	30.0	65	11.3	68	33.1	Very Low	Maintained	Concern

The graphs below illustrate the FNMI student high school completion rates within 3, 4 and 5 years of entering grade 10:



What we Noticed:

The NSD 3, 4, and 5 year High School Completion for First Nations, Métis and Inuit students has returned to pre-pandemic values.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support improved outcomes for First Nations, Métis and Inuit students:

- Increasing the Division-wide human resources dedicated to supporting schools to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students,
- Every school identifying a specific commitment to the implementation of the Truth and Reconciliation Commission Calls to Action,
- Providing professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students (specifically in the area of developing an awareness of Wahkohtowin, or the interconnectedness of relationships between people and the environment),
- Every school identifying a commitment to teach from the land,
- Every school identifying a commitment to infusing Indigenous language learning in the learning space,
- Schools adopting Indigenous Language Signage,
- Establishing the previously described Elder-in-Residence Program within each school, and
- Establishing an Education Service Agreement with Rupertsland Institute to co-develop enhancements that infuse Métis cultural elements within programs of study.

Domain: Governance

Parental Involvement

Parental Involvement is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	239	69.8	223	75.7	275	74.0	312	80.5	172	78.5	Intermediate	Maintained	Acceptable
Parent	167	67.7	146	80.1	154	70.3	202	78.4	73	82.5	Very High	Improved	Excellent
Teacher	72	72.0	77	71.3	121	77.7	110	82.7	99	74.4	Very Low	Declined	Concern

What we Noticed

Parental Involvement responses show an intriguing difference between parental and teacher satisfaction.

- While parental satisfaction is the highest it has been in five years, teacher satisfaction with parental involvement has declined by 9%.
- Upon closer examination of the teacher survey responses, we noticed the following:
 - All teachers have the lowest agreement that parents are:
 - "...involved in decisions about their children's overall education," - 59% (10% lower than the previous year)
 - "...involved in decisions about your school," - 70% (4% lower than the previous year)

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support the families of students to engage with the learning environment on a more regular basis:

- Greater efforts to invite parents, guardians, and extended family members to attend and participate in School Council and Principal Advisory Committees,
- Making Community Liaison Workers available for all schools to grow connections between school and community,
- Establishing an Indigenous Elders and Knowledge Keepers' Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.