



**2018-2021**

Three Year Education Plan and  
Annual Education Results Report 2018-2019

**GOLDEN HILLS SCHOOL DIVISION**

*Powering Hope and Possibilities*

# Annual Education Results Report



Each and every year, Golden Hills strives to improve its schools and learning environments to create valuable educational opportunities for its students. To do this, the Division engages in constant conversation with students, parents, teachers and community member about what worked and what didn't, which changes were beneficial and which areas need improvement. These invaluable pieces of information play a critical role in the construction of the education plans, which ultimately outline the strategies and approaches we take to provide each of our students with a quality and well-rounded education.



The 2017-18 academic year has been no exception to years of growth and improvement for the Division. According to our \_\_\_ survey... <positive results>.

We invite the public to read our Annual Education Results Report (AERR) for the 2017-18 school year, as well as our 2018-2021 Three-Year Education Plan, which will outline how we will continue to inspire confident, connected, caring citizens of the world.

# Board of Trustees



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Ward 4  
Strathmore

We want every one of our schools to be the first choice for parents and students in their communities. Our staff has worked hard to provide innovative, caring and creative learning environments across all our schools. We are proud of the work and we are also very proud of our hard working and dedicated schools.

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## About Our Division

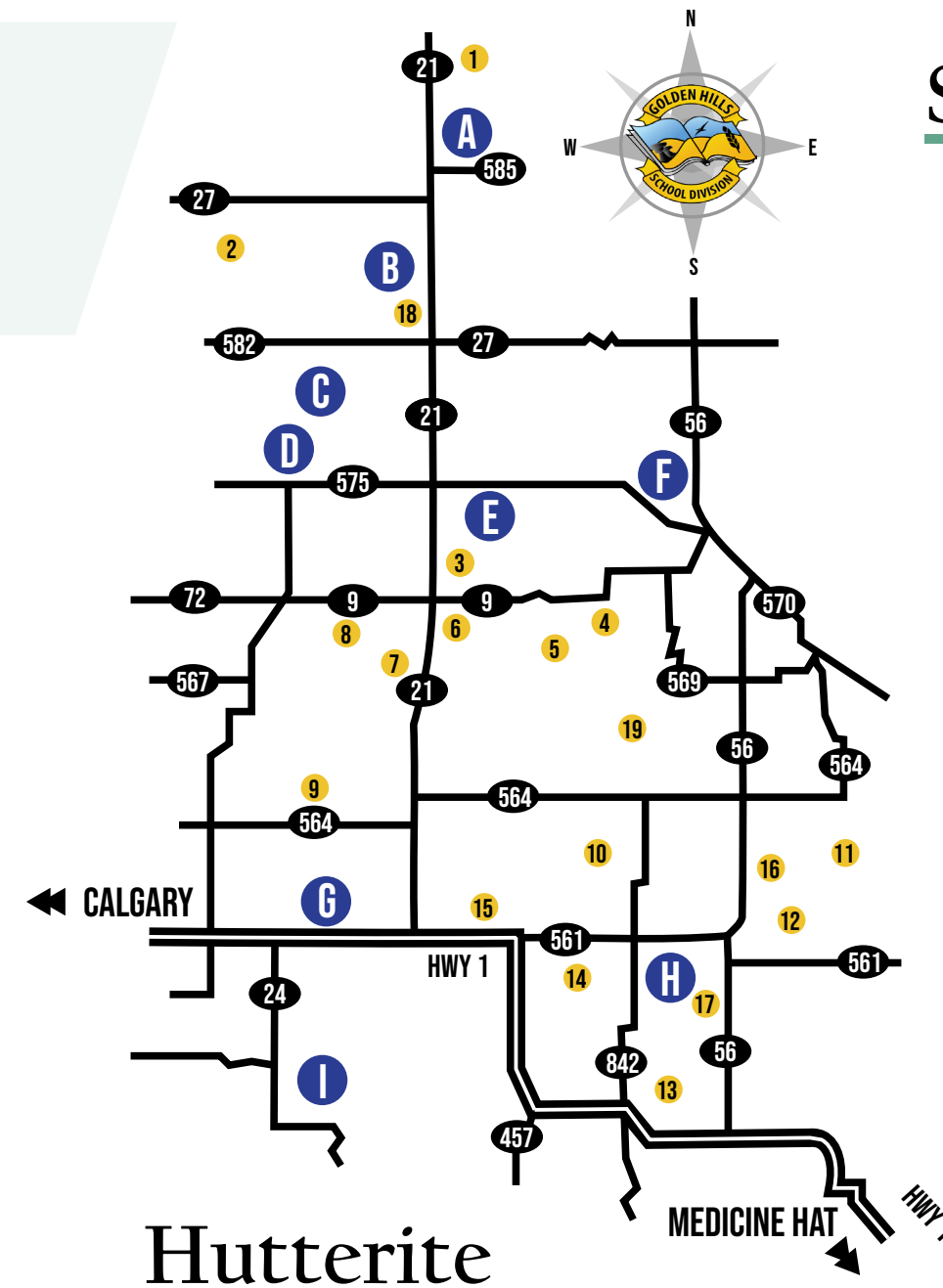
Golden Hills School Division is one of the largest employers in rural mid-Eastern Alberta. The Division employs approximately 900 people, including bus drivers, maintenance workers, support staff, caretakers, teachers and others. We are all dedicated to supporting student learning in the classroom.

We value our diverse environments and the communities we are part of that are rich with culture and educational opportunities.

## Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for Golden Hills School Division were prepared under the direction of the Board in accordance with its responsibilities under the School 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 the 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 2017/2018 school year and the Three-Year Education Plan for 2018-2021 on November 27, 2018.

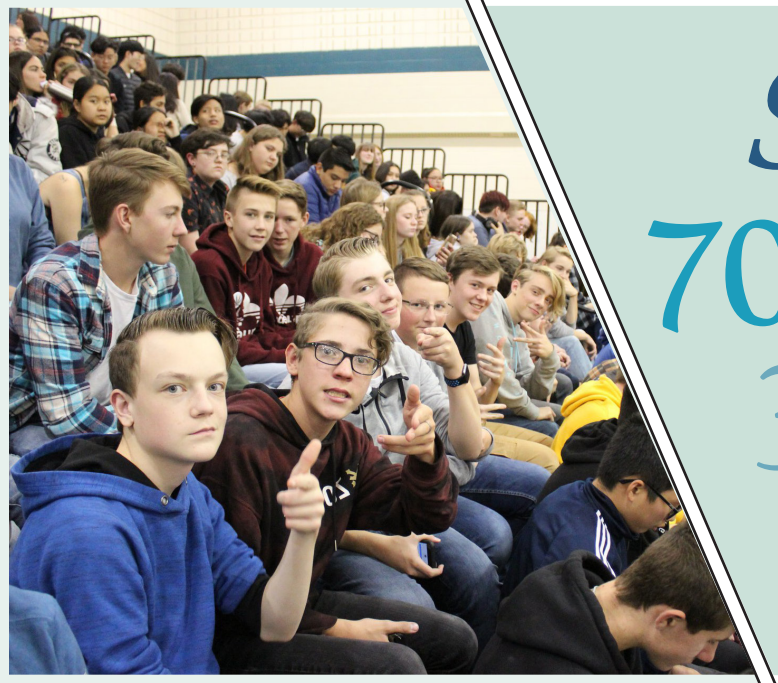


## Hutterite

- |                                      |  |  |
|--------------------------------------|--|--|
| 1 Huxley Colony<br>Huxley            | 7 Stahlville Colony<br>Hines           | 14 Twin Creeks Colony<br>Twin Creeks         |
| 2 Torrington Colony<br>Valley View   | 8 Sandhills Colony<br>Sandhills        | 15 Wheatland Colony<br>Glenrose              |
| 3 Britestone Colony<br>Britestone    | 9 Mountainview Colony<br>Mountainview  | 16 Wintering Hills Colony<br>Wintering Hills |
| 4 Hillview Colony<br>Rosebud Creek   | 10 Standard Colony<br>Poplar Row       | 17 Green Acres Colony<br>Green Acres         |
| 5 Rosebud Colony<br>Sayre            | 11 Ridgeland Colony<br>Crawling Valley | 18 Three Hills Colony<br>Three Hills         |
| 6 Springvale Colony<br>Rosebud River | 12 Sunshine Colony<br>Rising Sun       | 19 Midwest Colony<br>Country Hills           |
|                                      | 13 Cluny Colony<br>Towers              |  |

## Schools

- A** Trochu  
Trochu Valley
- B** Three Hills  
Prairie Christian Academy  
Three Hills
- C** Linden  
Dr. Elliott
- D** Acme  
Acme
- E** Carbon  
Carbon
- F** Drumheller  
Drumheller Outreach  
Drumheller Valley Secondary  
Greentree Elementary
- G** Strathmore  
École Brentwood Elementary  
Crowther Memorial Junior High  
George Freeman  
Golden Hills Learning Academy  
Strathmore High  
Strathmore Storefront  
Trinity Christian Academy  
Westmount  
Wheatland Elementary
- H** Wheatland Crossing  
Wheatland Crossing
- I** Carseland  
Carseland



*Students*  
**7000** Kindergarten to Grade 12  
**300** International  
**155** Siksika First Nation



# Programming in Golden Hills

Golden Hills School Division is proud to offer outstanding programs and school choices for students and parents, by providing a variety of program options. By using an innovative approach to student instruction and student engagement, we complement our excellent academic preparation with valuable opportunities in areas such as...

## 1. Foundational Skills

Literacy, Numeracy and Technology \* Early Literacy Intervention \* Leveled Literacy Intervention \* Early Numeracy Intervention

## 2. Critical Skills

Creativity \* Communication \* Citizenship \* Critical Thinking \* Collaboration

## 3. Science & Technology

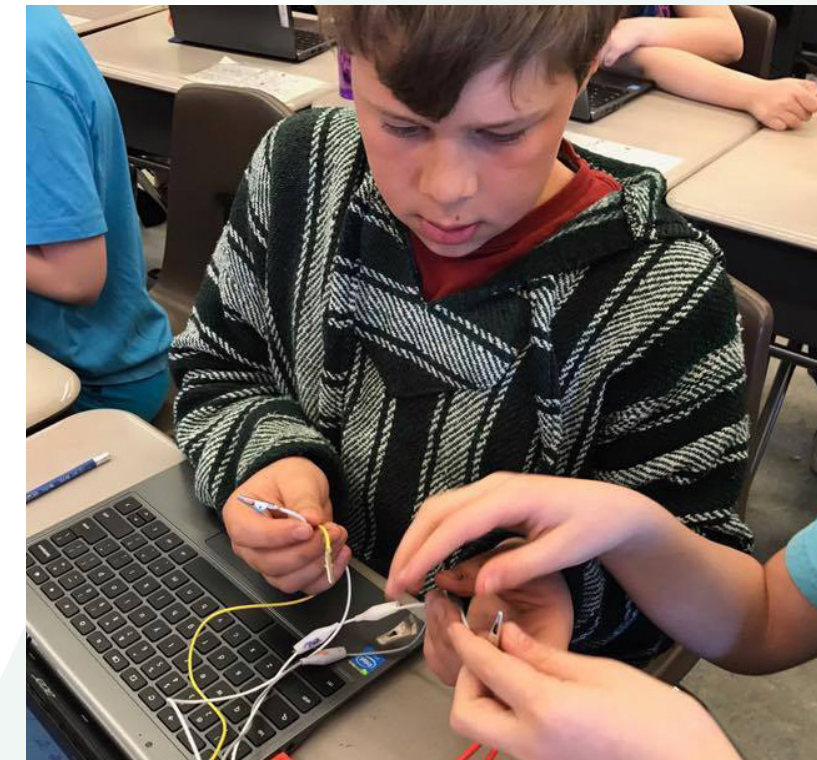
STEAM/STEM \* Media \* Computer Programming \* Robotics \* 3D Design

## 4. Arts

Fine Arts \* Theatre

## 5. Languages

English as a Second Language \* French Immersion \* Second Languages



## 6. Athletics

Outstanding athletics facilities support our athletes and promote a healthy lifestyle. Facilities include the Hockey Rink, the Soccer/Baseball Field, and the Strathmore Motor Sportsplex.

## 7. Career Advancement

Registered Apprenticeship Programming \* Counselling \* Post-Secondary and Work Partnerships

## 8. Student and Family Support

Early Childhood Services at 4 of our elementary schools \* Family School Community Resource Programs \* Learning Support Programs \*

## 9. Specialized Programs

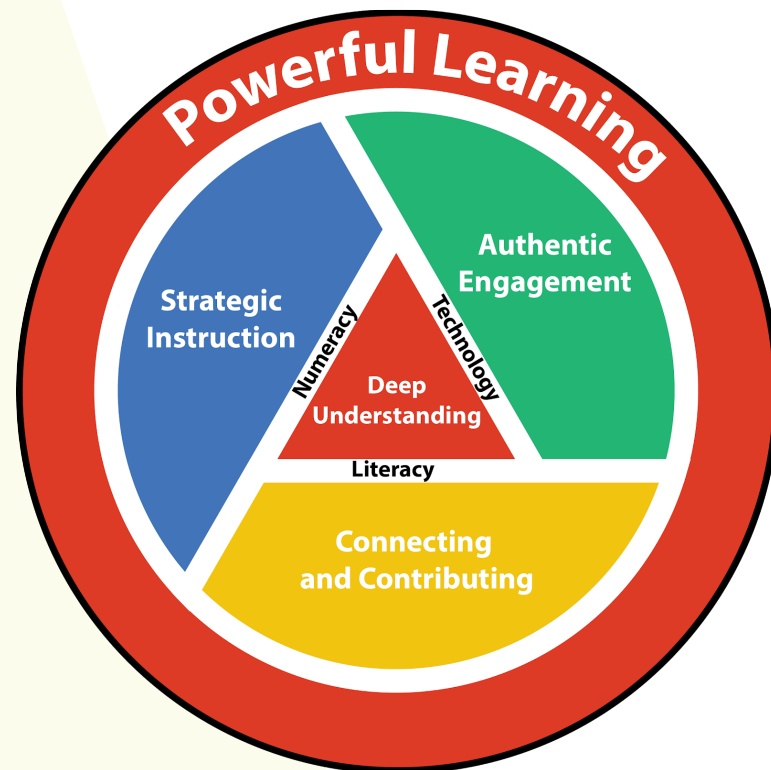
Advanced Placement \* Honours Program \* Student Leadership Development \* Dual Credit Programs \*



# Our Vision for Student Success

Our students and their learning are our utmost priorities. For years, students have been asked to memorize and repeat information. In our world today, this is no longer enough. Students who use their critical thinking skills and those who develop a deep understanding while learning are the ones who are the most engaged and the ones who retain the information the best. Not only are these students the owners of their own learning, but they are also able to think critically, communicate effectively, apply their learning to the greater context as a global citizen, think creatively, and connect and collaborate.

These students are engaging in Powerful Learning: an evidence-based framework of learning and teaching that focusses on the method of content delivery, the degree of connection and the culture of the learning environment. Every day, our teachers and staff work to support and intentionally maximize learning for each and every student. By incorporating Powerful Learning into our classrooms, Golden Hills has and will continue to power hope and possibilities, nurturing the leaders of tomorrow.



# Combined 2017 Accountability Pillar Overall Summary (Oct. 2018)

| Measure Category   | Measure                                    | GHSD           |                      |                   | Alberta        |                      |                   | Measure Evaluation |                        |            |
|--|--|----------------|----------------------|-------------------|----------------|----------------------|-------------------|--------------------|------------------------|------------|
|  |  | Current Result | Previous Year Result | Previous 3 Yr Avg | Current Result | Previous Year Result | Previous 3 Yr Avg | Achievement        | Improvement            | Overall    |
| Safe and Caring Schools  | Safe and Caring                            | 90.6           | 91.2                 | 90.8              | 89.0           | 89.5                 | 89.4              | Very High          | Maintained             | Very High  |
| Student Learning Opportunities                                 | Program of Studies                         | 79.0           | 81.1                 | 79.5              | 81.8           | 81.9                 | 81.7              | High               | Maintained             | Good       |
|  | Education Quality                          | 92.0           | 92.4                 | 91.7              | 90.0           | 90.1                 | 89.9              | Very High          | Maintained             | Excellent  |
|  | Drop Out Rate                              | 3.0            | 3.4                  | 3.4               | 2.3            | 3.0                  | 3.3               | High               | Maintained             | Good       |
|  | High School Completion Rate (3 Yr)         | 74.1           | 74.4                 | 74.7              | 78.0           | 78.0                 | 77.0              | High               | Maintained             | Good       |
| Student Learning Achievement (K-9)                             | PAT: Acceptable                            | 71.5           | 71.1                 | 72.2              | 73.6           | 73.4                 | 73.3              | Intermediate       | Maintained             | Acceptable |
|  | PAT: Excellence                            | 14.3           | 16.3                 | 15.7              | 19.9           | 19.5                 | 19.2              | Intermediate       | Maintained             | Acceptable |
| Student Learning Achievement (Gr. 10-12)                       | Diploma: Acceptable                        | 75.8           | 80.5                 | 79.6              | 83.7           | 83.0                 | 83.0              | Low                | Declined               | Issue      |
|  | Diploma: Excellence                        | 15.4           | 17.5                 | 16.1              | 24.2           | 22.2                 | 21.7              | Intermediate       | Maintained             | Acceptable |
|  | Diploma Exam Participation Rate (4+ Exams) | 44.4           | 40.8                 | 42.2              | 55.7           | 54.9                 | 54.7              | Intermediate       | Maintained             | Acceptable |
|  | Rutherford Scholarship Eligibility Rate    | 68.2           | 64.2                 | 61.6              | 63.4           | 62.3                 | 61.5              | N/A                | Improved Significantly | N/A        |
| Preparation for Life-long Learning, World of Work, Citizenship | Transition Rate (6 Yr)                     | 50.7           | 48.4                 | 49.3              | 58.7           | 57.9                 | 59.0              | Intermediate       | Maintained             | Acceptable |
|  | Work Preparation                           | 85.1           | 82.3                 | 83.4              | 82.4           | 82.7                 | 82.4              | High               | Maintained             | Good       |
|  | Citizenship                                | 85.6           | 86.0                 | 84.9              | 83.0           | 83.7                 | 83.7              | Very High          | Maintained             | Excellent  |
| Parental Involvement   | Parental Involvement                       | 81.6           | 84.4                 | 81.4              | 81.2           | 81.2                 | 81.0              | High               | Maintained             | High       |
| Continuous Improvement   | School Improvement                         | 83.0           | 88.0                 | 85.7              | 80.3           | 81.4                 | 80.7              | Very High          | Declined Significantly | Acceptable |

N/A

# Combined 2017 Accountability Pillar FNMI Summary

| Measure Category   | Measure                                    | GHSD           |                      |                   | Alberta        |                      |                   | Measure Evaluation |             |            |
|--|--|----------------|----------------------|-------------------|----------------|----------------------|-------------------|--------------------|-------------|------------|
|  |  | Current Result | Previous Year Result | Previous 3 Yr Avg | Current Result | Previous Year Result | Previous 3 Yr Avg | Achievement        | Improvement | Overall    |
| Safe and Caring Schools  | Safe and Caring                            |                |                      |                   |                |                      |                   |                    |             |            |
| Student Learning Opportunities                                 | Program of Studies                         |                |                      |                   |                |                      |                   |                    |             |            |
|  | Education Quality                          |                |                      |                   |                |                      |                   |                    |             |            |
|  | Drop Out Rate                              | 2.1            | 9.9                  | 4.6               | 4.8            | 5.8                  | 6.3               | Very High          | Maintained  | Excellent  |
|  | High School Completion Rate (3 Yr)         | 63.5           | 60.0                 | 49.8              | 53.3           | 53.7                 | 50.5              | Intermediate       | Maintained  | Acceptable |
| Student Learning Achievement (K-9)                             | PAT: Acceptable                            | 54.1           | 51.3                 | 59.9              | 51.7           | 51.7                 | 52.0              | Very Low           | Maintained  | Concern    |
|  | PAT: Excellence                            | 5.8            | 4.5                  | 9.1               | 6.6            | 6.7                  | 6.5               | Very Low           | Maintained  | Concern    |
| Student Learning Achievement (Gr. 10-12)                       | Diploma: Acceptable                        | 67.1           | 74.4                 | 71.4              | 77.1           | 77.1                 | 76.6              | Very Low           | Maintained  | Concern    |
|  | Diploma: Excellence                        | 7.6            | 9.3                  | 5.5               | 11.0           | 10.7                 | 10.3              | Very Low           | Maintained  | Concern    |
|  | Diploma Exam Participation Rate (4+ Exams) | 33.3           | 33.3                 | 27.3              | 24.4           | 21.8                 | 21.2              | Low                | Maintained  | Issue      |
|  | Rutherford Scholarship Eligibility Rate    | 48.4           | 47.4                 | 37.3              | 35.9           | 34.2                 | 33.0              | N/A                | Maintained  | N/A        |
| Preparation for Life-long Learning, World of Work, Citizenship | Transition Rate (6 Yr)                     | 51.1           | 38.9                 | 35.0              | 33.0           | 31.8                 | 32.8              | Intermediate       | Improved    | Good       |
|  | Work Preparation                           |                |                      |                   |                |                      |                   |                    |             |            |
|  | Citizenship                                |                |                      |                   |                |                      |                   |                    |             |            |
| Parental Involvement   | Parental Involvement                       |                |                      |                   |                |                      |                   |                    |             |            |
| Continuous Improvement   | School Improvement                         |                |                      |                   |                |                      |                   |                    |             |            |

N/A

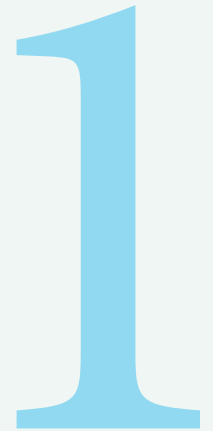
# Goals: Desired Outcomes

## Every student is successful.

| Performance Measure                                   |                        | Results (%) |      |      |      |      | Target | Evaluation   |             |            | Target |      |      |
|---|------------------------|-------------|------|------|------|------|--------|--------------|-------------|------------|--------|------|------|
|   |                        | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement  | Improvement | Overall    | 2019   | 2020 | 2021 |
| Overall percentage of students in Gr. 6 and 9         |                        |             |      |      |      |      |        |              |             |            |        |      |      |
| Provincial Achievement Tests (Overall Cohort Results) | Acceptable Standard    | 67.2        | 72.9 | 72.7 | 71.1 | 71.5 |        | Intermediate | Maintained  | Acceptable |        |      |      |
|   | Standard of Excellence | 13.4        | 15.8 | 15.1 | 16.3 | 14.3 |        | Intermediate | Maintained  | Acceptable |        |      |      |
| Diploma Examinations (Overall Results)                | Acceptable Standard    | 77.4        | 78.0 | 80.3 | 80.5 | 75.8 |        | Low          | Declined    | Issue      |        |      |      |
|   | Standard of Excellence | 15.3        | 14.4 | 16.5 | 17.5 | 15.4 |        | Intermediate | Maintained  | Acceptable |        |      |      |

| Performance Measure   | Results (%) |      |      |      |      | Target | Evaluation  |             |           | Target |      |      |
|---|-------------|------|------|------|------|--------|-------------|-------------|-----------|--------|------|------|
|   | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall   | 2019   | 2020 | 2021 |
| Percentage of teachers, parents and teachers who are <b>satisfied that students model the characteristics of active citizenship.</b>                                  | 84.3        | 84.7 | 84.0 | 86.0 | 85.6 |        | Very High   | Maintained  | Excellent |        |      |      |
| Percentage of teachers and parents who agree that students <b>are taught attitudes and behaviours that will make them successful at work when they finish school.</b> | 82.4        | 82.5 | 85.5 | 82.3 | 85.1 |        | High        | Maintained  | Good      |        |      |      |

| Performance Measure   | Results (%) |      |      |      |      | Target | Evaluation   |                        |            | Target |      |      |
|---|-------------|------|------|------|------|--------|--------------|------------------------|------------|--------|------|------|
|   | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement  | Improvement            | Overall    | 2019   | 2020 | 2021 |
| <b>High School Completion Rate:</b> Percentage of students who completed high school within three years of entering Grade 10. | 67.6        | 77.6 | 72.1 | 74.4 | 74.1 |        | High         | Maintained             | Good       |        |      |      |
| <b>Drop Out Rate:</b> Annual Dropout rate of students aged 14-18.   | 3.4         | 3.8  | 3.1  | 3.4  | 3.0  |        | High         | Maintained             | Good       |        |      |      |
| High school to post-secondary <b>transition rate</b> of students within 6 years of entering Grade 10.                         | 52.7        | 48.5 | 50.9 | 48.4 | 50.7 |        | Intermediate | Maintained             | Acceptable |        |      |      |
| Percentage of Grade 12 students eligible for a <b>Rutherford Scholarship.</b>   | n/a         | n/a  | 59.0 | 64.2 | 68.2 |        |              | Improved Significantly |            |        |      |      |
| Percentage of students writing <b>four or more diploma exams</b> within 3 years of entering Grade 10.                         | 45.6        | 42.9 | 42.8 | 40.8 | 44.4 |        | Intermediate | Maintained             | Acceptable |        |      |      |





## OUR STRATEGIES

### Foundational Skill Development:

- Literacy and Numeracy foundational frameworks for instruction in all schools
- Kindergarten boost
- Early Literacy Intervention
- Early Numeracy Intervention
- Leveled literacy programming

### Specific supports for exceptional and vulnerable learners:

- First Nations, Metis and Inuit
- Special needs learners
- Gifted learners
- LGBTQ learners
- Outreach programs

### Partnerships:

Strong partnerships allow our schools and our school system to better deliver programming to the individual students who require it. Partnerships within our local communities and with the broader global community provide the programming options and supports our students needs for dual credit, career connections, apprenticeship programming, supports for vulnerable and exceptional learners:

- School health partners
- Child and Family Services
- Community Services
- Regional Collaborative Services Delivery
- Alberta Health Services
- Post Secondary partnerships; Olds College, Lakeland College, Red Deer College, Bow Valley College
- Local small businesses
- Siksila First Nation

### Support for our teachers:

- Instructional coaches for group and individual support in the classroom
- District collaborative groups to support all teachers
- Proposal based innovation funding to schools and teacher groups
- School administration classroom supervision and support



# First Nations, Metis and Inuit students are successful.

| Performance Measure   |                        | Results (%) |      |      |      |      | Target | Evaluation  |             |         | Target |      |      |
|---|------------------------|-------------|------|------|------|------|--------|-------------|-------------|---------|--------|------|------|
|   |                        | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall | 2019   | 2020 | 2021 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 | Acceptable Standard    | 60.9        | 66.4 | 62.2 | 51.3 | 54.1 |        | Very Low    | Maintained  | Concern |        |      |      |
|   | Standard of Excellence | 4.7         | 13.3 | 9.6  | 4.5  | 5.8  |        | Very Low    | Maintained  | Concern |        |      |      |
| Provincial Achievement Tests (Overall Cohort Results)                 | Acceptable Standard    | 81.3        | 70.7 | 69.0 | 74.4 | 67.1 |        | Very Low    | Maintained  | Concern |        |      |      |
|   | Standard of Excellence | 12.5        | 0.0  | 7.1  | 9.3  | 7.6  |        | Very Low    | Maintained  | Concern |        |      |      |

| Performance Measure   |  | Results (%) |      |      |      |      | Target | Evaluation   |             |            | Target |      |      |
|---|--|-------------|------|------|------|------|--------|--------------|-------------|------------|--------|------|------|
|   |  | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement  | Improvement | Overall    | 2019   | 2020 | 2021 |
| High School Completion Rate                                 |  | 42.3        | 44.5 | 44.9 | 60.0 | 63.5 |        | Intermediate | Maintained  | Acceptable |        |      |      |
| Drop Out Rate   |  | 4.3         | 2.5  | 1.4  | 9.9  | 2.1  |        | Very High    | Maintained  | Excellent  |        |      |      |
| High school to post-secondary transition rate               |  | 23.5        | 40.8 | 25.4 | 38.9 | 51.1 |        | Intermediate | Improved    | Good       |        |      |      |
| Eligible for a Rutherford Scholarship.                      |  | n/a         | n/a  | 27.3 | 47.4 | 48.4 |        |              | Maintained  |            |        |      |      |
| 4 or more diploma exams within 3 years of entering Grade 10 |  | 21.1        | 14.8 | 33.7 | 33.3 | 33.3 |        | Low          | Maintained  | Issue      |        |      |      |

- Eliminate the achievement gap with First Nations, Metis, Inuit and non-First Nations, Metis, Inuit students
- District focus group to implement best practices across the system
- Foundational skills development and support in:
  - Early Numeracy Intervention
  - Early Literacy Intervention
  - Social-Emotional Programs
- Integration of First Nations culture across schools
- Blackfoot language instruction
- Cultural events, pow wows, music, dance, field trips, and guest speakers
- First Nations clubs
- Strengthen relationships and build partnership with Siksika First Nation
- Targeted personalized strategies for individualized supports for graduates
- Supporting teachers and leaders through professional development opportunities including sharing promising practices and increasing foundational knowledge about first Nations, Metis and Inuit.
- Continue having our Native Liaison workers enrich the educational experiences of all of our students and support the students and families of Siksika Nation.



# Alberta's Education System is inclusive.

| Performance Measure  | Results (%) |      |      |      |      | Target | Evaluation  |             |           | Target |      |      |
|--|-------------|------|------|------|------|--------|-------------|-------------|-----------|--------|------|------|
|  | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall   | 2019   | 2020 | 2021 |
| 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. | 90.3        | 90.2 | 90.9 | 91.2 | 90.6 |        | Very High   | Maintained  | Excellent |        |      |      |

## OUR STRATEGIES

- Provide safe, caring and inclusive environments for all students in every classroom and school
- Review, and revise as necessary, all joint use agreements with all towns, villages, municipalities to provide optimum opportunity for students and community to access facilities for learning, recreation and cultural activities
- Work towards OH&S Certificate of Recognition
- Ensure all schools have locally developed plans to support safe and caring environments and anti-bullying strategies
- Provide multiple teams for education support with specialized areas of expertise focusing on teacher, students and parent supports
- Ensure all schools have processes to maintain effective school discipline.
- Ensure all schools have emergency preparedness plans in place
- Promote a culture of acceptance and belonging to reduce cyber bullying and promote appreciation of diversity
- Provide risk/threat training and risk/threat assessment as needed
- Continue Comprehensive School Health Projects
- Support implementation of self-regulation and mental health programs in elementary and secondary schools
- Assistive technologies
- Professional development to support teachers working with students with mental health, self regulatory, and behavioural challenges
- Instructional coaching support for differentiated instruction and social/emotional /behaviour support

# Alberta has quality teaching and school leadership.

| Performance Measure  | Results (%) |      |      |      |      | Target | Evaluation  |             |         | Target |      |      |
|--|-------------|------|------|------|------|--------|-------------|-------------|---------|--------|------|------|
|  | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall | 2019   | 2020 | 2021 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 81.2        | 77.9 | 79.6 | 81.1 | 79.0 |        | High        | Maintained  | Good    |        |      |      |

## OUR STRATEGIES

Programming that meets the needs of our communities:

- Look for opportunities for community and business partnership, enhanced school programming, career connections and Registered Apprenticeship programs for students
- Support Advanced Placement (AP) and other learning opportunities
- Enhance and add CTS programming opportunities and develop CTS facilities.
- Continue to develop the online Learning Commons and other Blended learning frameworks to provide students with on-line and collaborative learning opportunities
- Support the programming of high school that enhances personalization of learning and student engagement
- Integration of technology across grade and subject levels



High Quality teaching and school leadership:

- Confirm satisfaction of education quality, and understanding of high yield assessment and instructional practices to promote optimal levels of student learning
- Continue district calendar to support collaborative, job embedded professional development focused on student achievement and support of teachers
- Continue development of the on-line Learning Commons to support collaborative planning and sharing spaces
- School Administrators prioritize time in classrooms to provide strong supervision and support for teachers
- Orientation and Mentorship programs for new administrators and teachers
- Leadership development training for formal and informal school leaders
- Regular school team leadership support meetings
- Invest in the professional learning of school based leaders to support strong instructional practice
- Expand collaboration tools for teachers and students (e.g., videoconferencing, sharing through portal access, cloud computing and sharing, Google docs)
- Employ consistently, the evidence-based model for evaluating and coaching professional practice based on the Teaching Quality Practice Standards (e.g. Teaching Evaluation Model of Charlotte Danielson et al.)
- Articulate and support a division-wide plan for professional development that focuses on achieving the goals and priorities identified in the Education Plan

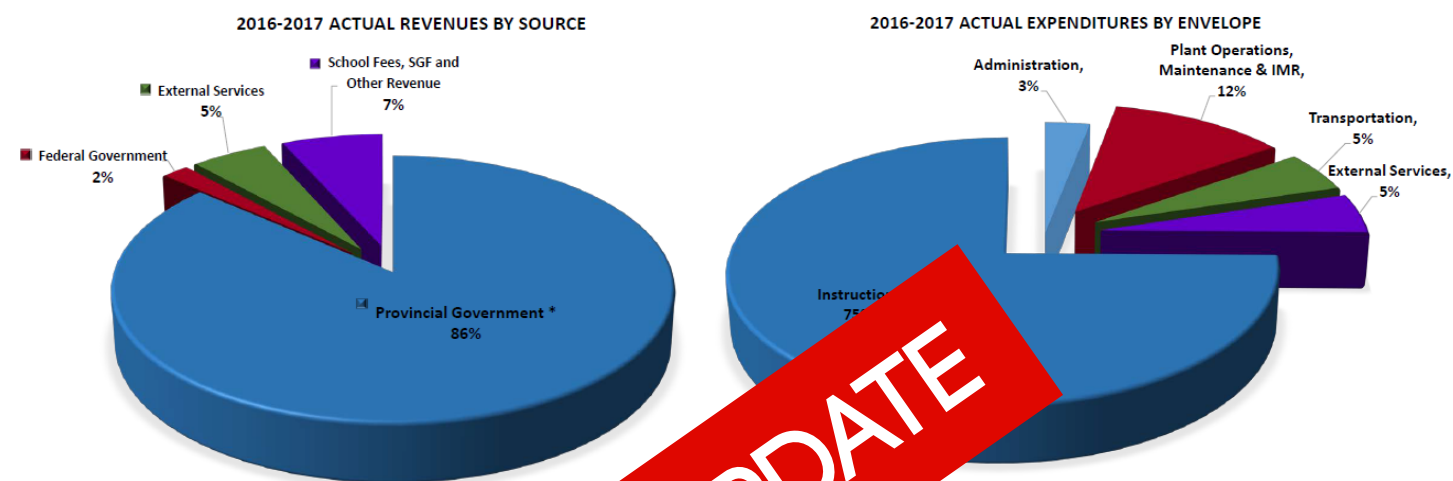
# Alberta's Education System is governed effectively.

| Performance Measure   | Results (%) |      |      |      |      | Target | Evaluation  |                                     |                 | Target |      |      |
|---|-------------|------|------|------|------|--------|-------------|-------------------------------------|-----------------|--------|------|------|
|   | 2014        | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Im-prove-ment                       | Overall         | 2019   | 2020 | 2021 |
| Indicate that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 83.5        | 82.8 | 86.3 | 88.0 | 83.0 |        | Very High   | De-<br>clined<br>Signifi-<br>cantly | Accept-<br>able |        |      |      |
| Are satisfied with parental involvement in decisions about their child's education.                                 | 80.2        | 79.4 | 80.3 | 84.4 | 81.6 |        | High        | Main-<br>tained                     | Good            |        |      |      |
| Are satisfied with the overall quality of basic education.  | 91.3        | 90.7 | 92.1 | 92.4 | 92.0 |        | Very High   | Main-<br>tained                     | Excel-<br>lent  |        |      |      |

- Continue to develop district and school Social Media Strategies to allow easy and immediate information sharing and feedback
- Update and communicate the Human Resource Services action plan to include value-added opportunities (e.g. retirement and investment seminars)
- Plan stakeholder engagement opportunities at the school and system levels to build a collaborative, consultative culture that supports shared governance
- Ensure all schools establish a School Council to provide, at least, input into the Education Plan and school budget, and receive the Annual Education Results Report.
- Post division's and all schools' improvement plans and results reports to website and/ or provide links to school websites
- Develop system leadership capacity through CASS, a partnership with CRC, and local initiatives to positively impact student learning
- Improve facilities through the Capital Plan
- Maintain open communication with parents regarding Reporting Student Achievement (i.e., develop reporting processes based on outcomes in the program of studies and best practice that is consistent with assessment for learning)
- Continue opportunities for stakeholder engagement
- Recognize staff through regular news from Human Resource Services, long service/retirement recognition, orientation, and instructional coach support and collaboration
- Maximize opportunities to improve business procedures and to improve site-based management and decision-making

## BUDGETS AND FINANCIAL INFORMATION

### SUMMARY OF FINANCIAL RESULTS

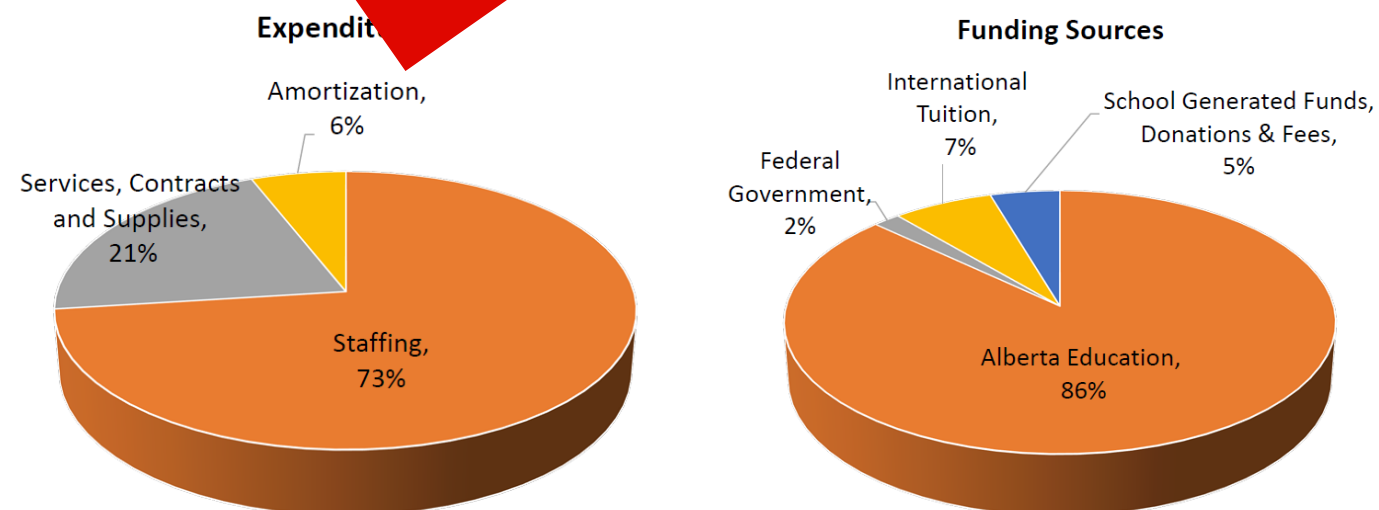


### SUMMARY

- 86% of our revenue comes from the provincial government.
- Provincial funding for Transportation and Plant Operations and maintenance rates has not increased for a number of years. As a result we continue to have deficits in both these areas.
- GHSD spends 3% of its total operating expenses on administration, well below the 3.6% limit allowed and therefore we are able to direct more resources to classrooms.
- Reserves – Collins Barrow Calgary LLP (Auditor General) has identified local challenges and funding volatility coupled with a large amount of work in process and minimal capital reserves, Golden Hill's operating reserves are low.

### BUDGET

### SUMMARY



### LEARN MORE

For additional financial information, please review our

Audited Financial Statements

<http://www.ghsd75.ca/view.php?action=documents&id=603>

This includes more specific information as well as school generated funds.

GHSD Budget Documents

<http://www.ghsd75.ca/view.php?action=documents&id=605>

For more information about Finance or Budget please contact T. Sabir, Secretary-Treasurer at (403)-934-5121 (Ext 2017) or at [t.sabir@ghsd75.ca](mailto:t.sabir@ghsd75.ca)

# Facilities and Capital Plans

Our Facilities Department works very hard to keep our students safe in our schools. To see our Board's detailed capital plan, please refer to [March 2017 Board Agenda](#).

## Wheatland Crossing School

K-12 School for East Wheatland School. Opened May 2017. State-of-the-art facility. Serves the Hussar, Gleichen, Rockyford, Standard communities in addition to the broader areas of east Wheatland county.



## Strathmore Motor Sportsplex

Integrated with the George Freeman School. Expected to open \_\_\_\_\_.

Made possible by the partnership between Golden Hills School Division, the Town of Strathmore and Wheatland County. In addition to being available for Golden Hills schools, will be made available to the greater community of Strathmore and area.



## George Freeman School

New K-9 school in Strathmore. Completed in September 2018. Joined with the Strathmore Motor Sportsplex.

## HIGHLIGHTS OF THE ANNUAL CAPITAL PLAN SUBMISSION

### Facility and Capital Plan

In March 2017, the Board of Trustees was tasked with determining the 2017-2018 Capital Plan submission to Alberta Education. The annual submission includes the Board's priorities for new schools and priorities for modernization.

#### The priorities submitted to Alberta Education for the Capital Plan include:

- Purchase of new facility for Golden Hills Learning Academy and Strathmore Storefront School
- Wheatland Crossing School – completed summer 2017

#### Modular Classrooms:

Golden Hills School Division has requested additional modular classrooms to accommodate student growth at Prairie Christian Academy, Strathmore High School, Community Christian Academy and Wheatland Crossing School.

#### School Modernization priorities:

- Acme School in Acme
- Westmount School in Strathmore
- Greentree School in Drumheller (installed 1 modular (installed 1 modular 2016))

In October 2014, Alberta Education funded a new 500 student K-9 school in Strathmore. To date, funding has been received for the school and construction on the Recreation Facility part of the school began. This is a partnership with Golden Hills, Town of Strathmore and Wheatland County.

**NEED UPDATE**

APPENDIX A – [GHSD SYSTEM IMPROVEMENT: POWERFUL LEARNING](#)

APPENDIX B – [GOLDEN HILLS EARLY LITERACY FRAMEWORK](#)

APPENDIX C – [GOLDEN HILLS EARLY NUMERACY FRAMEWORK](#)

APPENDIX D – [FIRST NATION, METIS, INUIT SERVICES STRATEGIC ACTION PLAN](#)

APPENDIX E – [SPECIAL/INCLUSIVE EDUCATION MONITORING REPORT](#)

The following is from the Public Interest Commissioner website and is based on section 32 of Public Interest Disclosure (Whistleblower Protection) Act:  
Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2016-17 school year.

**NEED UPDATE**

#### NOTE:

2016-2019 Three Year Education Plan and 2015-2016 AERR– are located at <http://www.ghsd75.ca/view.php?action=documents&id=527>

Class Sizes as Reported by Alberta Education for the 2016/2017 School year – are located at <https://education.alberta.ca/class-size/averages/>