

Peace Wapiti School Division #76



Three Year Education Plan and Annual Education Results Report

2011-2014

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Introduction

The Peace Wapiti School Division No. 76 Combined Three Year Education Plan and Annual Education Results Report establish the goals and priorities of the school system for the years 2011 to 2014. The purpose of the Three Year Education Plan and Annual Education Results Report is:

- to establish priorities and directions that the school board and central administrators will use in guiding the programs and activities of the school system.
- to provide benchmarks to measure the extent to which the school system is achieving its goals and employing its strategies.
- to provide school administrators, teachers and support staff goals and objectives to work toward in improving and enhancing the educational opportunity for students.
- to inform the parents and community of the priorities and directions of the school board.
- to meet the requirements of the Minister of Education through providing an annual report of the plans of the jurisdiction.

This plan reflects last year's plan, but also incorporates additional input of the school board, central administration, principals, teachers, students and parents. It identifies the issues and concerns of the school system, establishes priorities, and contributes to the goals and strategies which will help to address these issues and priorities. In addition, the following procedures and documents contribute to the planning process:

- Annual meeting with the School Councils to discuss District plans, successes and challenges.
- School three year education plans, technology plans, Information Communication Technology (ICT) implementation plans, and annual results reports that reflect local plans, directions, and achievements and provide input to the system.
- The [Alberta Initiative for School Improvement \(AIS\) projects](#) approved by the Board following significant consultation with all the stakeholders.
- The Board's Capital Plan and long range Facilities Plan.

Accountability Statement

The Annual Education Results Report for the 2010/2011 school year and the Education Plan for the three years commencing September 1, 2011 for Peace Wapiti School Division No. 76 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability 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 Education Plan to improve student learning and results.

Mission Statement

“Educating Today for Success Tomorrow”

Mandate

The Peace Wapiti School Division No. 76 is responsible for the provision (and maintenance) of an educational environment that enables all students to achieve their potential to become productive members of a changing society.

Beliefs

In the Peace Wapiti School Division we believe:

- All students should have access to an appropriate, quality education.
- Educational excellence will be achieved by providing the best opportunity for all students to succeed.
- Education must provide students with the basic skills necessary for their personal success.
- Education should be a stimulating, motivating, enjoyable and continuing experience.
- Students should have the opportunity to learn in a safe and positive environment.
- Students have a shared responsibility for their own learning and their behavior.
- Education should provide students with the opportunity to develop individual strengths and special talents.
- Parents are responsible for providing a home environment conducive to the development and education of their children.
- Parents play a major role in the development and education of their children and bear responsibility for their behavior.
- A quality education will only result from a partnership among parents, students, teachers, support staff and community.
- School Division staff have a responsibility to model being self-reliant, responsible, caring and contributing members of society.
- The continuing professional growth of staff is essential to provide quality education and is a shared responsibility of staff and the Division.

Vision

All students in the Peace Wapiti School Division will receive the best possible education we can provide, to ensure that they become responsible and productive members of our society.

Peace Wapiti School Division is adapting and will continue to adapt in response to the changes in our environment. We will continue to incorporate relevant technologies into our curricula and into our management practices so that all our employees will be able to function effectively and efficiently by optimally using the expanding technologies in their teaching and operating practices.

Our identified goals indicate a commitment to all our students. They will be aware of their own responsibilities for both their behaviors and their learning, in a setting in which only the highest standards and expectations are acceptable. These expectations have been communicated to both our student and our parent communities.

Our goals for Peace Wapiti School Division also reflect our commitment to providing equitable services in all our schools. Recognizing the diversity of the communities we serve, we will ensure that all our schools have the resources to deliver a high quality, appropriate program to all our students, including those with special needs.

We are committed to achieving greater involvement in the governance and operation of Peace Wapiti School Division. Our goals reflect this commitment. We hope to involve all our stakeholders in meaningful, two-way communication and we will solicit timely, serious and relevant input as we allocate our resources and conduct the business of the school system. Results of student performance will be communicated to our stakeholders.

Our Division employs talented and professional teachers. We will continue to ensure that their performance is exemplary and provide them with every opportunity to enhance and enrich their teaching skills and knowledge, to best serve the students of our Board.

Parental Involvement

- Within Peace Wapiti School Division, opportunities for parental involvement in the planning of our improvement plans include: Highlights from the District Three Year Plan are shared at one of the General School Council Meetings.
- School Councils Review School Three Year Plans.
- Representatives from all PWSO schools were included in the AISI planning.
- District Three Year Plan is posted on our webpage.
- Budget Priorities were set using input obtained at the General School Councils Meeting

Timelines and Communication

This plan is communicated to the parents and public through the following:

1. School Councils
2. Online through the [PWSO website](#)
3. The Council of School Councils that meet twice each year
4. Public board meetings
5. Information disseminated through schools (For information on school results reports, contact the school principal)
6. Peace Wapiti newspaper "Spotlight"

Each school is expected to involve its School Council in the preparation of its individual School Improvement Plan. These are generally brought to School Council meetings for discussion and approval.

Highlights

We are proud of the innovative and collaborative capital projects that have been completed and are underway in Peace Wapiti School Division such as:

LaGlace Radar Signs

Peace Wapiti School Division, along with Alberta Education, the County of Grande Prairie and the Alberta Traffic Safety Fund have partnered to do a year-long study on the use of radar signs as a traffic calming device in school zones. The radar sign was installed and a \$27,000 study was conducted. This study has been extended into the 2011-12 school year. Like many small rural schools in Alberta, LaGlace School is located beside a provincial highway and has been investigating ways to increase driver awareness of its school zone. One way is the use of radar signs to flash the drivers' speed as they enter the school zone. However, such a device must be approved by the province before being located along a provincial highway. Part of this approval process is the year-long pilot of the sign at LaGlace. Within the province of Alberta, this LaGlace study is unique and will impact the use of radar signs along Alberta provincial highways.

Hythe Regional School Portables

Peace Wapiti School Division is appreciative of the support from Horse Lake First Nation for the two modulars at Hythe Regional School. The growth in enrolment at Hythe Regional School resulted in utilization rates exceeding 85%. The addition of the portables has meant that starting in the fall of 2011; Hythe will have the space needed to meet class size guidelines.

Sale of Hythe Regional Junior High School

Peace Wapiti School Division has sold the old Hythe Regional Junior High School facility to a group representing the Hythe community. This transfer will allow the facility to continue to serve both students of Hythe Regional School, by allowing access to a second gym, and the Hythe community in general well into the future.

Staffing for 2011-12

As a result of the additional funding to Peace Wapiti School Division announced by the government on October 13, 2011, the following enhancements to staffing occurred:

With an investment of \$400,000, additional teaching staff equal to four FTE, were distributed between eight different schools within Peace Wapiti. This resulted in the elimination in the core subjects of Language Arts, Mathematics, Science and Social Studies, of classes of 30 or more students in combined grade groupings or single grade in grades 4-9.

With an investment of \$100,000 an additional four FTE of additional Educational Assistant time has been allocated throughout the system. Almost \$250,000 was returned to site budgets which had been used to cushion the impact of staffing cuts as a result of the spring budget. Almost \$100,000 of this has been used by sites to purchase additional staff. The remaining 25% is allocated to AISI and Peace Wapiti is working on plans to increase teacher professional development within our Numeracy and Literacy projects to support continued improvements in professional practice. Sixteen of 22 schools have seen a direct and immediate impact on staffing.

Special Programs

Peace Wapiti has been involved in Early Childhood Mapping and is looking forward to the Community Mapping project. All our students with severe/moderate disabilities have programs offered in their community school, with one exception. All the students who have received Program Unit Funding (PUF) in our district are in playschool/community programs or in programs in their neighbourhood school. This year, staff from the Special Education Branch visited to discuss the roles of the two 'Learning Coaches' in our district. We received positive feedback on how our 'coaches' support students and school staff.

French Language Resource Centre (FLRC)

We are the host Board for this thirteen member collaboration that has grown over the past four years to include seven school divisions in our area as well as the local Canadian Parents for French Organization, the Association Canadienne Française de l'Alberta, Grande Prairie Regional College (GPRC), Peace Library System, Grande Prairie Public Library and the Northwest Regional Learning Consortium. The Resource Centre was created specifically to enhance our capacity to support French Language instruction in our schools. Through this program our students, parents and teachers now have access to over 12,000 French Language resources through our Public Library system. Teachers have enhanced professional development opportunities and access to specialized courses through Grande Prairie Regional College. Special funding has been set aside through the Centre to support student travel experiences (\$300/student), student DELF/DALF assessment and accreditation, the development of online resources, one-to-one support for classroom teachers and to provide \$1400 per teacher each year for professional development enrichment. The FLRC is integral in supporting Peace Wapiti School Division's commitment to implementation of French as a Second Language (FSL) for grades 4-9. This "distributed" model has proven to be a promising template for other regions across the province and country and the Centre is called upon regularly to share project successes.

Moodle Project

Peace Wapiti School Division is playing a leadership role across the province in our implementation of Moodle as a collaborative tool for teachers and as a Learning Management System supporting student access. Moodle is a platform that allows for the hosting and sharing of resources for teachers and as a place for students to access resources and interact using Web 2.0 tools. Our teachers have hosted over 20 sessions in the past two years supporting teachers in neighbouring school divisions with the introduction of Moodle to their Divisions and classrooms. Our Moodle presence currently hosts resources for teachers from five different Zone One School Divisions and for the Northwest Regional Learning Consortium. Our teachers play a leadership role in the organization and hosting of the Provincial Moodle Symposium and the provincial Moodle Moot.

Leadership in the Development of Online Resources

Peace Wapiti School Division has played a leadership role in the development of several online courses for use across the province. We have supported the writing and/or reviewing of Math 7, Math 8, Math 10C, Math 20-1, Math 30-1, Physics 20/30, Biology 30 and French 10. This has been an excellent opportunity for collaboration in the creation of some significant Distributed Learning (DL) resources. We currently host the "*Learn AnyWare*" preview site which allows School Divisions from across Alberta to view online courses while in the development stage. We

are also currently collaborating with other Divisions in the creation of a “*Teach AnyWare*” site that provides PD for teachers on how to use DL course material in their classes.

Leadership in the use of Online Professional Development

Peace Wapiti School Division is using online professional development to a significant advantage in overcoming the barriers of distance and time in our geographically challenged Division. Elluminate, Moodle, and to a lesser extent, video conferencing, have been used extensively to host meetings, provide PD and create opportunities for collaboration. Our Collaboration Site is used intensively by teachers to collaborate in the development of common assessment, common AISI project supports and the sharing of resources related to new curriculum implementation.

Flexibility Funding Implementation at Peace Wapiti Academy

Q: What’s right with education today?

A: The High School Flexibility Enhancement Pilot Project!

What an incredible opportunity ... the ability to rework the time allocation in the instructional day to meet the individual needs of each student – put the ownership in the hands of the students. Without the removal of the 25 hours of face-to-face instruction requirement, the ownership for students to make choices about WHERE and HOW they spend their learning time is impossible. The 21st Century learner does not require 25 hours of face-to-face instruction to learn, they require adequate access to information, mentorship, modeling and application. It is too generalized to assume that all students learn at the same pace. Each student needs the flexibility to move in and out of their areas of need or interest without having to go out of their way to get it done. Ease of movement and the opportunity for each student to ask for what they want is highly important to allowing the students to believe that individual student responsibility is valued. We need to create opportunities for the students to recognize that professional teachers can “let go” and LET THEM. The removal of the 25 hours of face-to-face instruction is crucial to allowing optimal use of the time students spend in school. Students at Peace Wapiti Academy will be given the opportunity to make the best use of their learning time through the Flexibility Project. The project allows students choice in how to meet their educational needs. Some of the plans for next year include:

1. Tutorials, self-directed CTS and other projects, access to online education courses, ADLC courses, extension of cores through project collaboration;
2. Academic Recovery will be offered to students who struggle to meet the course outcomes in the “regularly scheduled” time frame – extension between semesters;
3. Implementation of Academic and Individual Mentor (AIM teacher) for every student;
4. Delivery of classroom instruction with a renewed focus on project based learning to enhance critical thinking and self-directedness.

The goal is to give students the opportunity to individualize their own learning and make their own decisions in regards to the areas of most need or interest. This will enhance the achievement and engagement of students. The High School Flexibility Enhancement Project allows students to deepen their understanding, broaden their learning opportunities, individualize their goals and benefit from meeting these goals.

Robert W. Zahara Daycare

PWSD has partnered with the community of Sexsmith and Child and Family Services Authority (CFSA) to develop a playschool/daycare on Robert W. Zahara school grounds. The child care opened this September and is ran by a private vendor. It offers both daycare and before and after school care. This project builds on a partnership with CFSA to establish daycare, playschools, and before and after school care in PWSD communities. This partnership has already brought child care services to Wembley, Savanna, and Clairmont.

Aboriginal Job Shadowing Program

The goals of this summer work experience program is to support students in gaining an understanding and appreciation for responsibilities and duties of specified occupations and to provide exposure to employment/career prospects with the intent to keep the youth motivated to finish school. FNMI students are selected from across northern Alberta. The selected students live at the Grande Prairie Regional College and attend a summer program at the college which consists of a week of classroom training and six weeks of job shadowing. Students receive a training allowance of \$400 per week. PWSD has partnered with GPRC and local businesses to provide teacher supervisors so that the work experience will be eligible for high school credit.

Tri-District PD

Peace Wapiti School Division has partnered with local school districts and Northwest Regional Learning Consortium (NRLC) to provide three Tri-District PD days. These days will serve over 800 teachers and provide improved PD support to specialty areas such as Cosmetology and Shop classes. In addition a partnership with GPRC on these days has provided the opportunity for our Educational Assistants to develop their understanding by completing diploma level course work.

Approval of Secondary Ed. Program

Peace Wapiti School Division in partnership with Grande Prairie Regional College and Workforce Planning has arranged for the pilot of a Secondary Teacher Training Program. This program will start in September 2012.

Northern Alberta Bursary

Peace Wapiti School Division continues to honor its partnerships with the Northern Alberta Development Council and over the last two years we have hired five of the Northern Alberta Bursary Recipients.

IMR Funding

Peace Wapiti School Division appreciates the Infrastructure Maintenance Renewal (IMR) funding of just over \$4 million that has been received over the past four years. IMR funding allows us to complete significant projects within our division and maintain our schools appropriately. We are particularly appreciative that we have been able to be environmentally conscious by implementing energy efficient mechanical upgrades. Peace Wapiti has also been able to maintain its facilities most effectively by being able to continue to life-cycle our roofing systems throughout the Division. About one-third of the IMR funding has been used for these projects - \$200,000 for the energy efficient upgrades and \$800,000 for the re-roofing projects. The Division has also been able to add R-Value to a number of schools by insulating and metal cladding exteriors and continues to do so.

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Peace Wapiti School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.2	87.2	85.4	88.1	87.6	86.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	78.5	79.0	77.7	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	87.0	87.5	86.6	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		Drop Out Rate	3.4	4.5	4.7	4.2	4.3	4.7	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.2	71.3	70.7	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	76.0	76.8	75.0	79.3	79.1	78.0	Low	Maintained	Issue
		PAT: Excellence	11.0	11.8	11.4	19.6	19.4	18.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	72.7	77.2	76.5	82.6	83.4	84.0	Very Low	Declined	Concern
		Diploma: Excellence	9.5	9.2	9.8	18.7	19.0	18.9	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	40.7	41.5	42.9	54.9	53.5	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	50.5	49.6	48.3	59.6	56.9	57.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	53.0	52.0	53.6	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	80.5	78.1	77.6	80.1	79.9	79.8	High	Improved	Good
		Citizenship	81.4	80.5	76.9	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	79.8	79.6	78.9	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	80.5	80.0	77.7	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Peace Wapiti School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	7.6	6.3	5.2	10.4	11.2	11.3	Low	Declined	Issue
		High School Completion Rate (3 yr)	54.9	55.4	57.8	38.2	34.1	34.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	54.7	62.8	60.4	58.1	59.1	56.5	Very Low	Maintained	Concern
		PAT: Excellence	5.1	6.4	6.5	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	71.8	72.0	73.5	77.7	76.3	76.8	Very Low	Maintained	Concern
		Diploma: Excellence	5.6	3.7	9.7	7.4	8.7	9.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	26.7	18.5	27.2	19.1	16.7	16.6	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	42.3	40.0	38.1	32.1	27.5	27.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	40.5	46.2	36.8	31.2	33.9	31.8	Low	Maintained	Issue

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Comment

The colours in the Measurement Evaluation column reflect the success of PWSD FNMI students compared to the standards set for the provincial student population as a whole. Our FNMI students do better than the provincial norm for FNMI students on 5 out of 9 measures. The colours reflect the need to improve results for FNMI students in PWSD and Alberta.

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 Three Year Education Plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.1	73.8	74.5	76.8	76.0	77	Low	Maintained	Issue	77	78	79
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.0	10.2	12.1	11.8	11.0	12.5	Low	Maintained	Issue	12	13	14

Strategies

- Provide inservicing and support services for Moodle and Smart Boards.
- Provide opportunities for integrated classroom enrichment and personalization of learning through access to online resources.
- Support our teachers' involvement in the development of Alberta Education curriculum and assessment.
- Align school improvement plan strategies related to Achievement Test and Diploma Exam achievement with AISI projects where possible.
- Partner with ATA on a teacher mentorship program. This program will include 22 new teachers and 20 mentor teachers.
- The jurisdiction is involved in a pilot project with Alberta Education and Alberta Children and Youth Services to provide a coordinated approach to the provision of specialized services for preschool children with severe disabilities. (Program Unit Funding/Family Support for Children with Disabilities Specialized Services Pilot).
- Work with Northwest Learning Consortium support to establish Tri-District PD days and the Professional Learning Committee (PLC) to support specialist groups. A new School Calendar has been established which will embed three full PD days. These PD days will allow teachers to focus on improving the learning environment for children without missing valuable classroom time. PWSD has partnered with the Northwest Regional Learning Consortium and two other Districts to organize these PD opportunities.

Additional strategies implemented to address areas identified as "Issues"

- Individual schools are required to review and address achievement test exam results as applicable in their School Improvement Plans.
- Division 1-2 Math Provincial Achievement Test (PAT) results are being addressed through individual School Division's AISI projects. The Curriculum Coordinator with lead teachers from various schools, are focusing on two overarching strategies – Understanding by Design and Assessment for Learning. Their specific intent is to improve results by using comprehensive strategies with a focus on critical comprehension and aiding students in developing an awareness of when to use "fix it" strategies. This Learning Community of teachers meets five times during the course of the year and uses Moodle online collaboration to stay connected throughout the year.
- Division 3 Math PLC will be established to review PAT results and promote best practice for teaching by modeling lessons. The Numeracy Division 3 group will be working on forming a strong core of teachers

that will be focusing on integrating comparison and assessment in their teaching strategies. This focus is based on *Marzano's Meta-Analysis of Instructional Strategies: What Works in the Classroom*. The Core Group will be used to establish a cohesive unit that would develop a bank of exemplars for the Division 3 teachers in Peace Wapiti.

- In Division 1 and 2 Literacy, Professional Learning Community activities will focus on the implementation of a Comprehensive Literacy Program. This implementation involves just over 100 Division 1-3 teachers and will focus on implementing the key elements of an Effective Literacy Program.
- Strategies to increase the number of students who achieve in the Excellence Category on the Provincial Achievement Tests.
- Pilot of Team Destination Imagination at Teepee Creek School.
- Differentiated Instruction offered by AISI.
- Increase availability of Learning Coaches to all schools by increasing Learning Coach time by 0.5 FTE and pilot a restructuring of the Early Literacy Program within several schools through the Capacity Building Grant.

Comment

The percent of students in Grade 3 Language Arts and Math, who Met Standard, are within provincial results. AISI PLC's have offered an opportunity for teachers to share best practice. The PLC for Math Division 3 is reviewing these results. Reviewing ways of enhancing instruction was put in place last year and while the improvement is good news, it is too soon to identify as a trend. The results for Social 9 have dropped significantly since the new curriculum has been introduced and we are finding supports for Social teachers to address this issue. The majority of the AISI supports have been directed to the elementary grades to enhance learning. In addition, supports are provided to Division 3 Math.

	2008	2009	2010	2011
English Language Arts 3	74.6	83.5	82	83.9
Mathematics 3	76.2	80.7	84.2	77

	2008	2009	2010	2011
English Language Arts 6	76.1	79.9	81	78.5
Mathematics 6	NA	NA	NA NA-Curriculum change	69
Science 6	71.3	67.4	79	75.7
Social 6	NA-new Curriculum	NA-new Curriculum	63.7	71

	2008	2009	2010	2011
English Language Arts 9	76.7	74	74.9	74.9
Mathematics 9	64.6	56.5	49.4	54.3
Science 9	70.5	69.1	69	67.2
Social 9	NA-new Curriculum	NA-new Curriculum	58.2	55.8

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

² Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

Outcome: *Students achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 Three Year Education Plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates continue to be similar to provincial rates with minimal variation from year to year (low of 68.2, high of 71.5)*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.1	75.3	76.8	77.2	72.7	78	Very Low	Declined	Concern	75	76	77
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.1	11.3	8.9	9.2	9.5	10	Very Low	Maintained	Concern	10.5	11	11.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	70.8	71.5	69.4	71.3	68.2	72	Intermediate	Maintained	Acceptable	71	72	73
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.6	4.9	4.7	4.5	3.4	4.45	High	Improved Significantly	Good	3.4	3.2	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.0	53.9	54.8	52.0	53.0	53	Intermediate	Maintained	Acceptable	54	55	56
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	49.9	45.7	49.6	49.6	50.5	50.5	Intermediate	Maintained	Acceptable	51	52	53
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.2	43.2	43.8	41.5	40.7	42	Low	Maintained	Issue	43	44	45

Comment on Results

High school completion rates continue to be similar to the province. We have seen some improvement in the number of students who qualify for Rutherford Scholarships. There has been a steady decline in the number of students writing four or more Diploma Exams. This has been discussed with school principals and we are hoping to reverse the trend. Decline in the percentage of students passing Diploma Exams is a CONCERN. This decline appears to be a result of:

1. A decline in Math 30P of almost 9% - this follows three years of improving results – requires monitoring, but not a significant concern given positive overall trend.
2. A decline in Chemistry 30 of over 7% - this is an area of developing concern – results since introduction of new curriculum have never matched results under old curriculum.
3. Continued low results in Biology 30 where PWSD is consistently about 15% below the province. This will be a focus for improvement in 2011-12.

Strategies

Provide inservicing and support services for Moodle and Smart Boards.

- Provide opportunities for integrated classroom enrichment and personalization of learning through access to online resources.
- Support our teachers' involvement in the development of Alberta Education curriculum and assessment.
- Align school improvement plan strategies related to Achievement Test and Diploma Exam achievement with AISI projects where possible.
- Work with the Northwest Learning Consortium to support presentations on improving student learning at District Inservice days.
- Support principals' understanding of curriculum, instruction, and assessment by including AISI presentations at each Administrators Meeting.

Increasing Completion Rate Strategies

- Operate a Summer Work Experience Program.
- Offer an Outreach Program at the high school level in Spirit River to serve the north part of the school system.
- Monitor the Alternative Education Program – the practice of contacting students who have left school without graduating and present education options to at-risk students and their parents.
- Evaluate off-campus programs and expand programs to include all high schools.
- Partner with GPRC and other local districts to provide grade 12 students with access to post-secondary programming.
- FNMI Liaison workers are to focus on developing positive relationships with at risk students.
- Pilot the High School Flexibility Enhancement Project at Peace Wapiti Academy.
- Schools below the jurisdiction average required to address High School Completion in their School Improvement Plans.
- Partner with Next Generation and EnCana to offer Gas Plant Operators Certificate through the high schools.

The Board has undertaken a public engagement process through the semi-annual Council of School Council Meetings to engage parents and administrators in discussions around improving high school completion rates. One of the areas identified as a potential barrier to high school completion was the transient nature of a portion of the student population. We knew from previous work at the zone and provincial level that 'movers' tended to complete at a rate significantly below 'non-movers'. PWSD data for the period 2007-2010 was examined to identify the frequency of 'movers' within the system and distribution between our high schools, differences in completion rates between 'movers and non-movers' in PWSD, and to identify any school(s) that appeared to have greater success getting 'movers' to completion and share best practices. It appears that the overall 'mover' rate in the province is between 9 and 11% (see HIGH SCHOOL COMPLETION LONGITUDINAL STUDY AB ED 2009); therefore, the significantly higher percentage (approximately 15%) of 'movers' within PWSD would likely have a significant negative impact on our completion rates as compared to the province. The sharing of information will inform individual School Improvement Plans where applicable.

Lowering Drop Out Rate Strategies

- Operate Institutional school.
- Operate Outreach school.
- Peace Academy of Virtual Education support for John Howard Society "Tabonno" Outreach Students.
- Maintain assistance and provide direction to parents and students enrolled in alternative programs and PAVE.
- Offer professional development to counselors to assist with identifying at-risk students.
- Investigate best practice in technology to enhance student engagement, achievement and completion rates.
- Provide Outreach support to students who have left the traditional school system.
- Partner at a regional level with Child and Family Services Authority (CFSA) and other Districts to implement a Success in School Plan for Children and Youth in Care Agreement.
- Point people are designated at each school to coordinate with CFSA.

Improving Transition Rates Strategies

- Promote the Registered Apprenticeship Program.
- Partner with Immigration and Employment to expand career counseling services.

- Partner with Grande Prairie Regional College to provide access to university level courses to high school students.
- Support video-conferencing between Grande Prairie Regional College and school classrooms on specific topics.
- Support community access to adult education.
- Model life-long learning in our schools by supporting adult learning opportunities – Mighty Peace Teachers Convention, Northwest Regional Learning Consortium Computer Lab.
- Meet with GPRC representatives to identify ways to enhance transition of PWSD students to GPRC.
- Support the use of student owned technology in our schools to encourage student ownership of enhanced learning opportunities.
- Support student use of individualized online enrichment resources and connection with online learning as a life-long learning tool.
- Meet with representatives from Persons with Developmental Disabilities (PDD) and Assured Income for the Severely Handicapped (AISH) to ensure students graduating have the appropriate requirements for access to adult services.

Increasing Rutherford Scholarship Strategies and increasing number of students who wrote four or more diplomas

- Several schools have introduced Science 20 and 30 into their school offerings and this may have increased the number of students writing three or more diploma exams. These efforts to increase the number of students taking Biology 30 may be responsible for the low level of students passing the Biology 30 diploma exam.
- This has been identified as an area of concern to schools – the primary issue is the low number of students in PWSD who take either Math 30P or Math 30A (across the province approximately 68% of students take a 30 level Math Program, while in PWSD it is approximately 55%). Change in Math curriculum and pathways may have an influence on this area.

Additional strategies implemented to address areas identified as “Concern”

- Individual schools are required to review and address Achievement Test and Diploma Exam results as applicable in their School Improvement Plans.
- PLC in High School Sciences established to provide opportunities to high school teachers to develop their understanding of Best practice. While all three Sciences are of concern the focus in the first year was Physics. Planned expansion to include Chemistry and Biology was impacted by cuts to AISI programming and logistically could not be re-implemented with new funding in October.
- PWSD will create a PLC for Biology 30 to address generally low percentage of students achieving at the acceptable level on the diploma exam. This PLC will be led by teachers with excellent results and will involve exam analysis to identify areas where our students generally perform below the provincial level. Teachers will meet to discuss instructional strategies in each area, led by the teacher/teachers with the best results in each area. Substitute time will be provided centrally to facilitate these meetings and resource support will be available to meet identified needs.
- AISI support allowed for the formation of a learning community built around Division 4 Social Studies. The primary goal of this PLC was to identify and implement the most promising instructional strategies. Measuring success was data driven. Full details of the AISI focus are provided in another section of this document. This program has ended as a result of cuts to AISI funding and logistically could not be re-implemented with new funding in October.
- Text-to-speech software (Read, Write Gold) has been made available and has been used as an approved accommodation for Provincial Achievement Tests (PATs) and Diploma Exams.
- Pure Math 30 Diploma exam results were being addressed through the School Division’s AISI Curriculum Coordinator and a Community of senior high Math teachers. Under the umbrella of “Social Constructivism” they have been versed in the areas of Differentiation, Project Based Learning, and Assessment for Learning. Their face-to-face meetings, periodically established at eight times per year, are enhanced by the utilization of the Moodle site as a collaboration tool for in-between meetings. They have developed common unit, pre-assessment, and ‘welcome-back’ tests, and have created modules using Backward Design teaching strategies for each focus unit at all senior high levels, shared Best practices among teachers, and produced authentic assignments to address assessment for learning. This program has ended as a result of cuts to AISI funding and while the decision to return funding in the fall was appreciated it logistically could not be re-implemented with new funding in October.
- The District has established an On Your Mark Program to provide extra tutoring to students who are writing Diplomas. This program supplies tutorial support for students who are writing Diploma Exams.
- A new School Calendar has been established which will embed three full PD days. These PD days will allow teachers to focus on improving the learning environment for children without missing valuable classroom time. PWSD has partnered with the Northwest Regional Learning Consortium and other local districts in organizing these PD opportunities.

- To attempt to deal with the impact of funding cuts, especially those in AISI, a new model of subject driven high school PLCs has been incorporated into the three District PD days and schools have committed to two common school-based PD days as well to provide on-going job-embedded professional development opportunities to Division 4 teachers.
- Implementation of a personalized “gifted” program for PWSD students in grades 4-12 offered through PAVE, focusing on enrichment through personalized project based inquiry.

Comment

Over the last three years Social Studies Diploma exam results have been addressed through the School Division’s AISI Project. Lead teachers from Divisions 3 and 4 (Jr. and Sr. High) developed a plan, the objective of which is to improve student achievement in Social Studies by using research based strategies to enhance teaching practice. These PLCs look like they are on the right track as they have increased Social Studies 33 Diploma ‘met standard’ by 5.6% (75.3 to 80.9%) and ‘met excellence’ by 3.0%. Results for the first year of Social Studies 30-2 are positive with PWSD 86% exceeding the province 85% in the number of students who ‘met standard’. At the level of ‘excellence’, PWSD dropped from 10.4% in 2008-09 to 8.6% in 2009-10; however, the drop across the province was more pronounced with a decline from 20.2% in 2008-09 to 13.7% in 2009-10. Results in 2010-11 in Social studies 30-2 declined to 81.5 % achieving at ‘acceptable level’; however, this is still higher than the Social Studies 33 results from 2006-2009. Results in Social Studies 30 have been less consistent; however, results for the three years 2007-2009 are between 3.7 % and 7.4% higher than the results for the 2005-2006 school year. Results for both years in Social Studies 30-1 were consistent with previous year results in Social Studies 30 with the decline in those meeting the ‘standard of excellence’ mirroring the overall provincial decline. In Division 4, twelve to fifteen teachers from high schools in the Division met five or six times throughout the year. During these meetings teachers were reviewing the curriculum and studying ways to improve student source interpretation. The focus was on the full implementation of the new curriculum and the impact of the curriculum on the style and content of the Diploma examinations. The results from the first two years of the new exams appear to indicate that the work of our staff through the AISI project has been successful in ensuring a smooth transition to the new curriculum.

Pure Math 30 and Applied Math 30 Diploma Exam results are being addressed through the School Division’s AISI Division 4 Numeracy Project. The focus in Division 4 is on the use of project based learning combined with assessment for learning and differentiated instruction. Like Social Studies the Math PLC has demonstrated significant increases in our Diploma scores. As of June 2010, the percentage of PWSD students’ meeting acceptable standard’ on the Pure Math 30 Diploma exam has increased 18.9% in four years (from 53.9 to 72.8). The 2010-11 results in Pure Math 30 represent a decline in results to 63.9% which is disappointing given the three years of steady improvement; however, the result is still the second best in the last five years. Given the continuity in staffing within this area across PWSD over the past year, it is believed that this slippage was a result of a weaker cohort of students. Results will need to be monitored. As of June 2009, the percentage of PWSD students ‘meeting acceptable standard’ on the Applied Math 30 Diploma Exam increased by 12.3% in three years (from 64.2 to 76.5). Those achieving at the ‘standard of excellence’ has more than doubled from 3.2% to 6.9% over the same time period. The 2009-11 years show declines in Applied Mathematics 30; however, with a cohort of less than 100 in this subject, results are difficult to judge on a year to year basis; however, continued work and monitoring is necessary as this represents two years of decline after three years of improving results.

Sciences are a concern and the implementation of new curricula in Physics and Chemistry provides a further complication, but also an opportunity to build our staffs’ skills around the new program. A model similar to that used in Mathematics was implemented with the focus in the first year being Physics. Unfortunately, this program was terminated after one year as a result of cuts in AISI funding. Restoring the program part way through the year is simply not feasible. Physics results declined in 2009-10 over 2008-09 essentially mirroring the provincial decline in both ‘met standards’ and ‘excellence’. The small improvement in 2010-11 compared to 2009-10 again mirrored the provincial results. Chemistry 30 results continue to be a concern; however, results have improved (56.9% to 64.4% ‘meeting standard’) in the second year of the curriculum implementation; this exceeded the improvement in the province. The decline in our results in 2010-11 was greater than the decline in provincial results and as a result Chemistry 30 remains an area of concern. It should be noted that the number writing was significantly lower as the January exam was written on a day when busses did not run due to inclement weather; almost the entire first semester Chemistry class at our two largest high schools did not write the Diploma Exam.

In the area of ‘excellence’ in Chemistry 30 provincial results were relatively consistent (increasing from 27.7 to 29.9) whereas PWSD saw a greater increase (10.3 to 18.5), again closing the gap unfortunately the 2010-11 results, again with much smaller numbers writing, saw the ‘excellence’ drop back to 10% from the 18% in 2009-10. Biology 30 is the area of greatest concern and will be the next focus of the Science PLC. A teacher with one of the best results in PWSD has been asked to analyze the 2010-11 results and lead the PLC in Biology. Support for resources and substitute time for Biology teachers to meet and review results and share successful instructional

strategies has been provided. On a positive note, the participation in Biology 30 by PWSD students in both 2009-10 and 2010-11 was at an all-time high and is very similar to provincial participation levels.

English 30-1 and 30-2 continue to be a relative strength for PWSD with results on both exams being consistently being plus/minus 2% of provincial results.

Our overall 'Diploma Acceptable' for the 2010-2011 school year was 72.7% as compared to our previous three year average of 76.5%. This represents a disappointing decline especially in light of previous slow, but steady improvement. The decline is primarily a result of continued poor results in Biology and declines in Pure Math 30 (after three years of improvements) and Chemistry 30 (after an improvement in 2009-2010). The Chemistry results may be influenced by the much smaller cohort writing the exam because of bus cancellations, while we believe that the decline in Pure Math 30 represents a unique student cohort. Subsequently the primary focus for 2011-12 will be to address the chronic issues in Biology 30 results.

Outcome: Students are prepared for the 21st century

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 Three Year Education Plan:

- Students model the characteristics of active citizenship
- Students are well prepared for employment

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.5	74.7	75.6	80.5	81.4	81	Very High	Improved Significantly	Excellent	82	83	84
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.6	76.6	78.1	78.1	80.5	78.5	High	Improved	Good	81	82	83

Comment on Results

These results speak to the good work that our schools are doing to prepare our students to be active contributing citizens.

Citizenship Strategies

- Support anti-bullying and drug awareness programs.
- Provide learning opportunities that help build responsible citizens.
- Recognize and celebrate citizenship type activities and accomplishments.
- Publicize terminology related to citizenship in the Alberta Education surveys.
- Support the development of student leadership groups such as *Rotary Interact*.
- Partner with Rotary for presentations by Eva Ollsen-Concentration Camp Survivor.

Successful at Work Strategies

- Offer students leaving our schools an opportunity to earn required credits through alternate programs.
- Monitor Alternative Education Programs and present educational options to at-risk students and their parents.
- Operate a Summer Work Experience Program.
- Operate the Outreach Program in Spirit River at the high school level.
- Provide support for Career Fairs.
- Promote the Registered Apprenticeship Program.
- Support Skills Canada Competition.
- Partner with EnCana to provide Career Path opportunities in the Oil Field- Power Engineering Fourth Class and Gas Field Operator.
- Encourage the use of Careers the Next Generation online.
- Support Green Certificate Program completion.
- Encourage student exploration of Peace Wapiti Academy Entrepreneurship Program.
- Partner with GPRC Workforce Planning in the Aboriginal Student Job Shadowing Program.
- Pilot High School Flexibility at Peace Wapiti Academy and work to expand the Flexibility Project to Beaverlodge Regional High School and Sexsmith Secondary School.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 Three Year Education Plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		2011	Achievement	Improvement	Overall	2012	2013
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.	73.6	76.5	77.6	79.0	78.5	79	High	Maintained	Good	79.5	80.5	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.2	86.1	86.3	87.5	87.0	87.5	Intermediate	Maintained	Acceptable	88.5	89.5	90.5
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.	83.3	84.0	85.0	87.2	88.2	87	Very High	Improved Significantly	Excellent	88	89	90

Comment on Results

While we have done well in meeting expectations regarding a broad program of studies, this is an area we need to continue to explore. The new technology may provide the opportunity for more self-directed learning for students and PWSD will continue to look at how we can leverage this technology for our students.

Program of Studies

- Support English as a Second Language (ESL) Programming where applicable.
- Expand access to French and Cree Language Programming.
- Use video-conferencing for course delivery and enhancement.
- Provide opportunities for students to access alternate course delivery through the Flexibility Funding Project.
- Partner with GPRC and other local districts to provide grade 12 students with access to post-secondary programming.
- Explore a partnership with GPRC to allow our students to explore courses such as Automotive and Daycare at the high school and post-secondary level.
- Host the thirteen member French Language Resource Centre collaboration to enhance French Language supports.
- Work with Grande Prairie Careers the Next Generation to offer a Field Production Operator pathway to students.
- Work with Grande Prairie Careers the Next Generation to offer additional Registered Apprenticeship Program (RAP) opportunities to our students.

Quality of Basic Education

Comment

The percent who are satisfied with the overall quality of education in Peace Wapiti School Division surpasses the provincial result.

Strategies

- Partner with GPRC to offer Educational Assistant training programs during Tri-District PD Days.
- Coordinate services for students with special needs among neighboring school districts, Alberta Health Services, Child and Family Services Authority and other agencies.
- Maintain guidance and counseling programs through inter-agency collaborations, and hiring and training of appropriate staff.
- Partner with local Districts and community funding to offer a Reading University Summer Program to reluctant grade 3 readers .
- Early Childhood Mapping Community Coalitions being organized. Focus will be on programs prior to Kindergarten.
- Partner with the Alberta Teacher Association (ATA) Local and Provincial levels to offer a mentorship program for new Teachers.
- Partner with Northwest Regional Learning Consortium, Grande Prairie Public School District and Grande Prairie Catholic School District to offer Tri-District PD days.

Safe and Caring

Comment

It is worth noting that as of 2010 the percent of students who feel safe at schools now exceeds the provincial average.

Strategies

- Provide support for safe and caring school programs.
- Promote programs through school newsletters, media, and websites.
- Provide support for schools with low rating to improve their results.
- Provide direction with a district-wide Anti Bullying Policy.
- Extend the Alberta Transportation Study on the impact of Radar Signs on School Zone Awareness-extend the study into the fall.
- Partner with Child and Family Services to use underutilized schools to supply facility space for playschools.
- Medic Alert Program to ECS-Grade 8 students.
- Sign up our schools for the Heart Safe Program (program helps us maintain AEDs).
- Promote the High School First Responder Program in our schools.
- Support the RCMP School Resource Officer program at Peace Wapiti Academy and Harry Balfour School.
- Provide web based Information to parents and teachers on the safe use of the internet. Provide parents access to software which restricts student access to inappropriate internet sites.
- Peer awareness workshops are being presented to targeted classrooms with students who have severe disabilities.
- Partner with FCSS to offer 'Kids in the Know Program'.
- Partner with Rotary to offer Eva Ollsen Presentations.
- Continue an active involvement with the Program Unit Funding (PUF)/Family Support for Children with Disabilities (FSCD) Pilot in order to provide ECS students with severe disabilities an educational program that is parallel to any home programs.
- Partner with CFSA, in the Success in Schools Program, in order to collaborate and provide more timely and sensitive Information to schools regarding students in the care of the Child and Family Services Authority.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 Three Year Education Plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.2	76.0	81.1	79.6	79.8	79	High	Maintained	Good	80	81	82
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.4	75.2	77.7	80.0	80.5	80.5	Very High	Improved Significantly	Excellent	81.5	82.5	83.5

Comment on Results

Peace Wapiti School Division continues to produce high levels of satisfaction in this area.

Parent Involvement Strategies

- Provide information on student achievement to all stakeholders through annual division and school results reports.
- In conjunction with schools, pursue means to enhance public relations and keep stakeholders informed of major events and education issues by implementing a Community Engagement Manual to be used by the trustees. This year's focus will be on High School Completion.
- Review current Spotlight paper with a goal of enhancing communication with parents and move from a paper Spotlight to an online model.
- Maintain cooperative relationships with business and community groups. Join Grande Prairie and District Chamber of Commerce in its efforts to lobby provincial government; have representation of the Grande Prairie Area Careers the Next Generation Advisory Committee promote school councils participation through covering membership fees through the Home and School Association.
- Enhance the delivery of programs and services in partnership with Family and Community Support Services, French as a Second Language, Student Health Program, Child and Family Services Authority, Alberta Health - Addictions, RCMP, and John Howard Society.
- Expand online communication with parents through Power School, Moodle and SharePoint.
- Promote parent engagement in AISI Projects.
- Board members and Central Office send representation to meetings of local municipalities.
- Continue with the Positive Parenting Program Pilot. Peace Wapiti has access to staff trained to provide ten-week group sessions as well as Family Oriented Programming Sessions to families who have a Program Unit Funded child enrolled in an ECS Program. Peace Wapiti is collaborating with Grande Prairie Public's Positive Parenting Program (PPP) staff to offer programming to parents in the region and is expanding the number of schools they will provide service to this fall.
- Develop an outcomes based district report card for Divisions 2 and 3.

Improved or Stayed the Same Strategies

- Seek stakeholder input into policy development and the planning process at the school division and school levels.
- Communicate funding concerns to stakeholders.
- Work with the Northwest Learning Consortium to fulfill our staffs' professional development needs.
- Communicate AISI Best practices to stakeholders.
- Lobby the government on matters that impact the quality of educational services in our classroom.
- Celebrate accomplishments.
- Meet twice a year with all school councils.
- Realign Speech Language Pathologist (SLP) services to provide a single source of speech language services at each School. Currently schools can be dealing with three or more SLPs depending on the service provider.
- Encourage frequent communication between schools and their parents (Healthy Interactions).

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Key learning outcomes for FNMI students improve

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	56.2	56.2	61.9	55.4	54.9	56	Very Low	Maintained	Concern	56	57	58
Drop Out Rate - annual dropout rate of students aged 14 to 18	11.1	4.3	4.9	6.3	7.6	6.2	Low	Declined	Issue	7	6.5	6
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	17.5	46.9	46.2	40.5	46	Low	Maintained	Issue	42	43	44
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	40.0	26.8	47.5	40.0	42.3	40	Very Low	Maintained	Concern	43	44	46
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	33.7	23.2	40.0	18.5	26.7	20	Very Low	Maintained	Concern	27	28	29

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.5	56.7	61.5	62.8	54.7	63	Very Low	Maintained	Concern	55	58	60
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.4	6.3	6.8	6.4	5.1	6.5	Very Low	Maintained	Concern	5.5	6.5	7.5
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.5	72.1	76.6	72.0	71.8	73.5	Very Low	Maintained	Concern	73	74	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.7	14.7	10.6	3.7	5.6	9.5	Very Low	Maintained	Concern	6	6.5	7

First Nations, Métis and Inuit Program (FNMI)

Strategies

The Peace Wapiti School Division Board and staff, including the FNMI liaison workers have embraced the Alberta Education FNMI Project Policy Framework goals:

- FNMI students' achievement is increased as measured by standardized goals;
- Barriers preventing learner's success are identified and removed by the school community;
- Schools have an environment that is respectful of and appreciates FNMI cultures, history, and world view;
- Parents of FNMI students are involved in the community and perceive the school as inviting and engaging to the parents.

Specific initiatives planned for the next three years include:

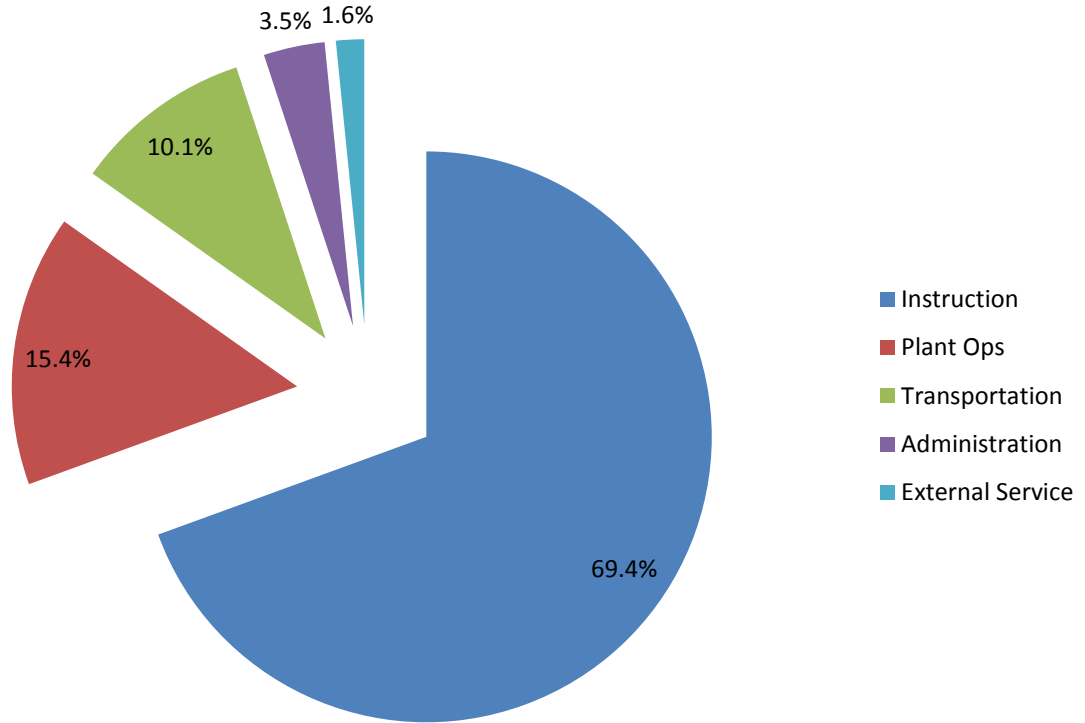
- Co-host the Provincial FNMI Conference in Grande Prairie in 2012.
- Co-host the Mamawitiwin Conference in Slave Lake, 2011.
- Registration of FNMI students in the Bold Eagle Program (Canadian Armed Forces), 2012.
- Sponsor one FNMI employee to complete a degree in the Community Based (FNMI Teacher Education Program).
- Support for FNMI Leadership and FNMI Liaisons in 18 of our schools.
- To initiate a FNMI Awareness P.D. Day for PWSD Staff at Liaison supported schools.
- FNMI-National Aboriginal Day celebrations at various schools.
- Awarding the annual FNMI Scholarship of \$1000 to an FNMI student who graduates from Peace Wapiti School Division and is enrolled in a recognized post-secondary institution.
- Emphasize positive role modeling for our students through our Guest Speaker Program.
- Partner with Grande Prairie Regional College in the Aboriginal Student Job Shadowing Program.
- Work with Horse Lake Reserve and Western Cree to develop a community based group to support improving attendance and achievement of Horse Lake student attending PWSD schools.
- Establish professional development collaboration with neighboring Divisions to support Liaison networking and growth of capacity to support students.
- Provide personalized supports for students experiencing attendance problems at Hythe Regional School.
- Assess INACs Review of PWSD Special Programs to determine if there are other directions for improvement

Peace Wapiti School Division is committed to enhancing the well-being and educational opportunities of FNMI students. A number of FNMI initiatives have been started to improve educational opportunities for FNMI students. Some of these initiatives include increasing FNMI content in the school libraries and classrooms, continued support through FNMI liaison workers, positive role model guest speakers such as Ashley Callingbull (Miss Canada International 2010), Jed Roberts, Jason Chamakese, Lindsay Willier & James Jones, Lorne Cardinal, David Bouchard, Derric Starlight and Reggie Leach, and development of the FNMI pamphlet. The purpose of these initiatives is to improve the success of FNMI learners attending Peace Wapiti School Division schools by increasing attendance, school retention until graduation, and improved performance on provincial achievement tests and diploma examinations.

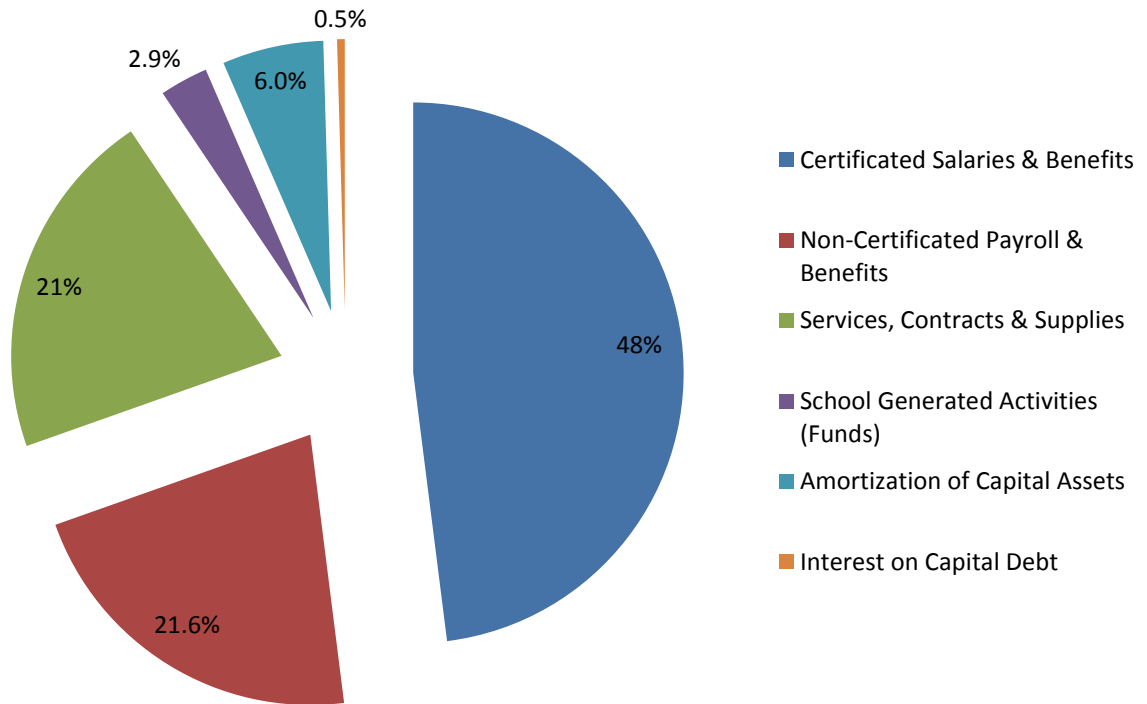
Additional Strategies	
1. Administrative Structures	<ul style="list-style-type: none"> • FNMI Education Coordinator. • Eight FNMI Liaison Workers (five have post-secondary education). • Support for FNMI Teacher Education. • Support FNMI Liaison involvement in Goal Three Planning. • Establish professional development collaboration with neighbouring Divisions to support Liaison networking and growth of capacity to support students. • INAC review of PWSD Special Programs.
2. Individual Supports to Students	<ul style="list-style-type: none"> • 18 of 23 schools are covered by FNMI Liaison Workers. • Two FNMI Teacher Assistants direct support. • FNMI Scholarship.
3. Parent and Community Engagement	<ul style="list-style-type: none"> • Encourage and support parent participation in FNMI Parent and Community Workshop Sessions. • FNMI Liaison worker home visits. • Attend Horse Lake First Nation and Kelly Lake Métis Settlement functions.
4. Cultural Programs	<ul style="list-style-type: none"> • Drum making. • Aboriginal Arts classes. • Elders' visits. • Aboriginal guest speakers.
5. Curriculum Support	<ul style="list-style-type: none"> • Teaching Assistants directly supporting program. • FNMI Awareness PD for PWSD staff. • Provide personalized supports for students experiencing attendance problems at Hythe Regional School. • Numerous class presentations on Residential Schools by the FNMI Coordinator.
6. Literacy Programming	<ul style="list-style-type: none"> • Teaching Assistant supports.
7. Language Programming	<ul style="list-style-type: none"> • Cree at Hythe Elementary and Hythe Jr. High (Grade 7). • Elders' visits.
8. Resources	<ul style="list-style-type: none"> • Cree software to support Cree language program. • Increase the amount of FNMI content in libraries.
9. Celebrating Success	<ul style="list-style-type: none"> • Recognition of graduating FNMI students at the National Aboriginal Day Celebration sponsored through various FNMI organizations in the City of Grande Prairie, June 26, 2011. • PWSD Spotlight magazine. • Local area news coverage. • FNMI pamphlet. • Develop an FNMI Display Board in Central Office. • Enhance the FNMI site on the Peace Wapiti School Division website. • FNMI-National Aboriginal Day celebrations at various schools. • Promote FNMI PD for Board Trustees and Central Office.

Summary of Financial Results

SUMMARY OF FINANCIAL RESULTS 2010-2011 PEACE WAPITI PUBLIC SCHOOL DIVISION NO. 76 EXPENDITURES BY BLOCK 2010/2011



PEACE WAPITI SCHOOL DIVISION NO. 76 TOTAL EXPENDITURES BY TYPE 2010/2011



PEACE WAPITI PUBLIC SCHOOL DIVISION NO. 76

SUMMARY BY BLOCK

BUDGET

Activity	Budgeted Revenue	Budgeted Expense	Net Surplus (Deficit)
Instruction	\$ 46,849,503	\$ 46,849,503	\$ -
Administration	\$ 2,663,990	\$ 2,663,990	\$ -
External Service	\$ 1,021,000	\$ 1,021,000	\$ -
Transportation	\$ 6,578,750	\$ 6,736,150	\$ (157,400)
Plant Operation	\$ 9,445,638	\$ 9,445,638	\$ -
Total	\$ 66,558,881	\$ 66,716,281	\$ (157,400)

ACTUAL

Activity	Actual Revenue	Actual Expense	Net Surplus (Deficit)
Instruction	\$ 48,877,332	\$ 47,884,769	\$ 992,563
Administration	\$ 2,450,855	\$ 2,450,855	\$ -
External Service	\$ 1,092,180	\$ 1,092,180	\$ -
Transportation	\$ 6,476,413	\$ 6,683,496	\$ (207,083)
Plant Operation	\$ 10,362,752	\$ 10,278,226	\$ 84,526
Total	\$ 69,259,532	\$ 68,389,526	\$ 870,006

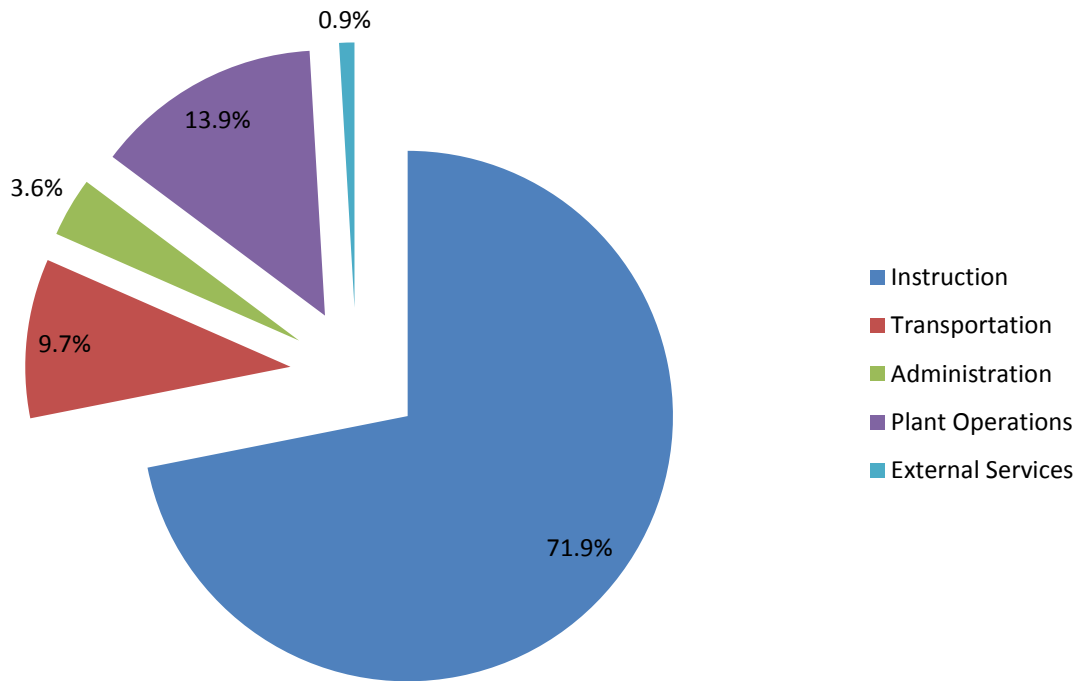
NET ASSETS	At August 31	
	2011	2010
Unrestricted net assets	\$ 222,501	\$ 419,725
Operating Reserves	\$ 2,347,406	\$ 1,168,504
Accumulated Operating Surplus (Deficit)	\$ 2,569,907	\$ 1,588,229
Investment in capital assets	\$ 9,887,462	\$ 10,376,562
Capital Reserves	\$ 4,683,096	\$ 4,305,668
Total Capital Funds	\$ 14,570,558	\$ 14,682,230
Total Net Assets	\$ 17,140,465	\$ 16,270,459

Detailed information regarding the 2010-2011 financial results and school generated funds can be found at:

- [Audited Financial Statements 2010-2011](#)
- [Unaudited Schedules to the Financial Statements 2010-2011](#)
- <http://education.alberta.ca/admin/funding/audited.aspx>
- Or contact Ralph Paquin, Secretary Treasurer, Peace Wapiti School Division

Budget Summary

BUDGETED BLOCK ALLOCATION 2011 - 2012



Guiding Principles the Board Uses in Financial Planning

Peace Wapiti School Division’s approach to resource allocation is collaborative and central. School administrators are involved in establishing staff allocation models that are recommended to the Board for approval. The model for management is discussed at least every second year with the full administrative council having input.

The major activity areas are still essentially “blocked” with department heads responsible for the activities in their area and the basic premise is that related grant funds should be sufficient to operate those areas. Further, these activity centers are expected to maintain their own operating and capital reserves arising out of operating surplus and deficits.

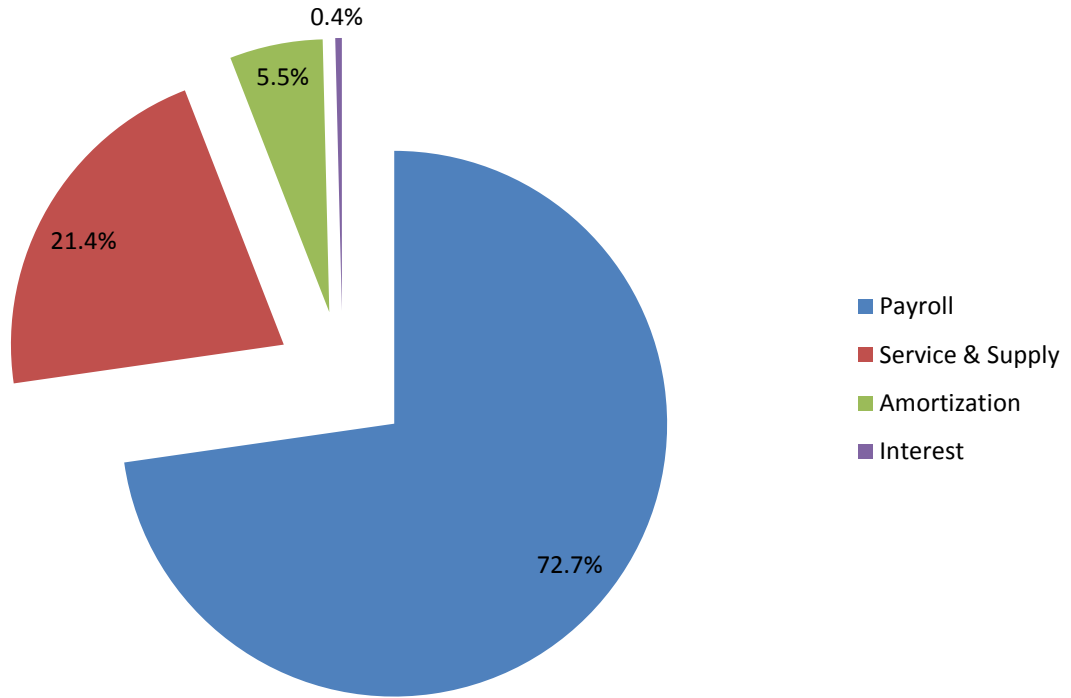
Instruction also has activity areas including school site budgets that individuals are responsible and accountable for, to ensure site flexibility.

Budgeting includes a process for examining the environment, identifying issues and setting up goals and projects. After that discussion, resources are allocated.

The budget priority is putting well qualified teachers in front of children. The best student outcomes result from the most skilled teachers.

Transparency for financial accountability is required.

BUDGETED EXPENDITURES 2011 - 2012



2011 – 2012 Summary

	Revenue	Expenditures	NET	Expenditures as % of TOTAL	Students Supported	\$ Support per Student
Instruction	\$51,584,467	\$51,584,467	\$ (0)	71.9%	5525	\$ 9,337
Transportation	\$ 6,842,100	\$ 6,965,170	\$ (123,070)	9.7%	3791	\$ 1,837
Administration	\$ 2,597,636	\$ 2,597,636	\$ -	3.6%	5525	\$ 470
Plant Operations	\$ 9,947,127	\$ 9,947,127	\$ -	13.9%	5205	\$ 1,911
External Service	\$ 665,000	\$ 665,000	\$ -	0.9%		
TOTAL	\$71,636,330	\$71,759,400	\$ (123,070)		5525	\$ 12,988

Additional Budget information can be found at:

- [2011 Fall Budget Update 2011-2012](#)
- [District Budget 2011-2012](#)

BUDGET HIGHLIGHTS

- Resources have been allocated to schools so each school has the resources to attain class size guidelines.
- Focus on providing resources for PD plan and expand learning communities PD to ensure PWSD has well qualified staff.
- Transportation continues to be underfunded related to the distance component of the funding and a significant reduction in ridership related to the general decline in secondary students.
- Leadership development is an additional focus for PD activities.

Significant Business and Financial Risks

- Reorganization of staffing levels to support class size expectations created significant issues with small school programs that are now looking at triple and quadruple grade splits and an increasing financial support for certificated staff in small schools by necessity.
- The minimal staff requirement for small high school program delivery needs increases levels of financial support as the enrolment in these programs declines.
- Transportation operations continue to be a drain on all operations and reserves.
- Ability to hire spare bus drivers continues to be difficult.
- Ability to manage timing of contract work continues to be an issue.
- Uncertainty of provincial funding makes it difficult to plan.

2010-2011 Capital and Facilities Projects

- The modernization of two stand alone modular units at Robert W. Zahara School to convert them to a child care centre was completed. Daycare, playschool, and before and after school care programs are being operated by the Town of Sexsmith FCSS through a contract with a private operator.
- Clairmont Community School received final confirmation of LEED Silver designation.
- LaGlace School received a modular and enhanced link containing additional washroom and janitorial space was completed.
- Hythe Regional School received two modular units funded by Indian and Northern Affairs/Horse Lake First Nation.

Summary of Facility and Capital Plans

Peace Wapiti School Division's Three Year Capital Plan is intended to deal with its most urgent facility needs. Three projects have been identified on the 2012 - 2015 Capital Plan.

Proposed Project 1 - Robert W. Zahara School

The core of Robert W. Zahara School (RWZ) was built in 1979 and included six classrooms, a band room, a large library including a small ancillary space and a gymnasium. Four portables were added in 1980. 1989 saw the addition of six more classrooms – five as masonry construction and an additional portable. In 2001, two more portable classrooms were added along with the construction of a link. Two stand alone portables were added in 2007 to deal with significant overcrowding that was alleviated by the opening of Clairmont Community School. The result is still a core that is not sufficiently large enough to support all of the classroom spaces.

The school site has drainage issues, particularly under the four portables attached to the east side of the school. The Board proposes that these original (1980) four portables be replaced as the space in that area of the school is dark, odorous and has some issues with cold air drafting. The 1979 core and 1989 construction areas have issues with heaving floors and the floors have detached from the walls and left gaps between the footing and the floor in some areas. The heaving floor and separation of the floors from the footing is a major concern and will be very expensive to fix with current estimates in the 3.5-5.0 million dollar range. The facility was originally designed with a sky light that needs to be removed. The power grid is at capacity and with increasing use of technology, needs to be upgraded. The facility is due for major roofing repairs; as well it requires the replacement of ceiling tiles and new flooring.

High utilization scores combined with the extensive repairs and modernization required at this facility make it the Board's top priority for replacement, based on an Alberta Infrastructure review of the facility.

Proposed Project 2 - Teepee Creek School

Teepee Creek School was built in 1955 as a wood frame construction and in 1965, an additional classroom, gymnasium, and administrative area was added, built in masonry block. A portable was added in 1982. The school has an area of 1140.8 square meters.

Its capacity is 108 and the school currently is 82% utilized with an FTE student population of 76. Enrolment has bounced between 70 and 80 for the last 30 years and is currently in an upward trend. With development in the surrounding area, we believe that there is a need for additional space. A request for two modular units has been made to deal with immediate needs for instructional space as well as to replace the 1982 portable which has reached the end of its useful lifespan.

A facility audit was made available this spring for Teepee Creek School and the audit score is 31.57. The facility is over 40 years old and in need of upgrades to address technology, enrolment growth and infrastructure needs.

Proposed Project 3- LaGlace School

LaGlace School's growth for the last three years has averaged just over 18 students annually and the 2006 census for the attendance area shows 72 residents age 0-4 or just over 14 students annually. Based on this data, it is the Board's belief that the school will continue to grow and be between 149 - 177 students within five years. LaGlace has seven functional classrooms plus a computer room. Historically, LaGlace has offered doubled grading; however, the growth in LaGlace has resulted in many of the double grades significantly exceeding class size guidelines. The splitting of these grades has meant that the library and the computer room are used as homerooms for some classes. Using these rooms as classrooms seriously restricts other class's access to technology and reading resources. In addition, the stage in the gym has been walled off in an attempt to use it as a classroom but the noise related to gym activity created too large a distraction to the students.

The addition of a link with washrooms and one modular have solved the immediate space issue; however, the facility needs to be updated to accommodate curriculum delivery. Also original construction occurred during 1952 and 1962 with a small addition in 1981.

The web link to the 2012-2015 Capital Plan and the 10 Year Facilities Plan is:

[Peace Wapiti School Division Web Page](#)

Jurisdiction Report ALL SUBJECTS

Jurisdiction: 0177-Peace Wapiti School Division No. 76												
Number of Schools Reported		22										
Total Number of Schools		22										
	K to 3			4 to 6			7 to 9			10 to 12		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
Beaverlodge Elementary School	16.8	18.1	17.4	21.5	22.1	23.0						
Beaverlodge Regional High School										19.9	20.1	22.0
Bezanson School	15.8	14.5	10.6	23.0	22.5	26.0	25.0	19.9	16.8			
Bonanza School	10.1	15.4	10.8	14.5	18.4	15.0	10.6	10.4	14.2			
Clairmont Community School		19.4	22.1		23.3	23.3		19.5	21.3			
Eaglesham School	15.7	14.9	11.0	19.5	23.5	21.4	15.8	16.8	17.0	13.3	13.1	9.7
Elmworth School	11.2	9.3	8.1	16.4	23.6	21.0	16.0	17.8	17.1			
Harry Balfour School	19.0	18.8	16.9	22.1	23.4	24.3	22.8	22.1	23.1			
Helen E. Taylor School				18.0	23.3	27.5	19.4	22.2	23.5			
Hythe Regional School	16.1	16.5	15.8	21.0	20.5	22.2		20.7	22.0			
LaGlance School	16.7	16.7	16.7	21.9	19.8	23.6	16.5	16.0	15.6			
Peace Wapiti Academy							23.5	22.0	22.1	21.1	21.1	23.4
Penson School	16.2	15.8	11.7	17.5	21.0	25.3	16.5	16.6	15.2			
Ridgevalley School	18.0	15.8	16.3	19.0	16.2	22.7	18.0	16.7	16.9	13.9	13.7	14.0
Robert W. Zahara	19.9	22.0	16.9	21.4	17.1	19.8						
Rycroft School	16.5	18.5	15.9	19.3	19.6	16.0	20.1	19.6	17.4			
Savanna School	18.4	19.6	11.6	16.0	11.0	15.0	14.2	14.5	13.1	10.8	14.3	12.6
Sexsmith Secondary School							21.8	22.4	21.6	21.2	17.5	20.2
Spirit River Regional Academy	16.5	18.7	16.1	18.0	16.9	19.0	17.1	19.4	20.8	21.6	19.9	19.7
Teepee Creek School	12.8	16.0	9.9	10.8	14.4	15.0	19.4	16.2	8.0			
Wembley Elementary	19.8	18.5	21.3	18.1	16.0	23.8						
Woking	8.5	8.5	7.6	17.3	17.3	13.6	10.7	9.3	17.6			
Total for Jurisdiction 0177	17.1	17.5	15.4	19.8	20.0	21.7	20.1	20.0	19.9	19.5	18.8	20.4

Note: ¾ combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as instructional PTR size (i.e. a class of 50 with two teachers would be reported as two classes of 25)
 Colony/Hutterite schools have been excluded, Outreach/Alternative schools have been excluded, Virtual/Home Ed. Programs have been excluded

Jurisdiction Report
CORE SUBJECTS

Jurisdiction: 0177-Peace Wapiti School Division No. 76												
Number of Schools Reported		22										
Total Number of Schools		22										
	K to 3			4 to 6			7 to 9			10 to 12		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
Beaverlodge Elementary School	16.5	16.9	15.7	20.9	20.6	22.4						
Beaverlodge Regional High School										20.1	20.6	23.1
Bezanson School	15.8	14.5	10.6	23.0	22.5	26.0	25.0	19.5	17.0			
Bonanza School	10.0	15.2	10.8	13.5	14.3	12.5	10.0	8.5	11.0			
Clairmont Community School		18.6	21.3		20.8	23.5		19.2	20.9			
Eaglesham School	15.6	13.1	10.6	18.2	20.2	19.0	14.7	15.1	17.6	13.0	14.6	9.8
Elmworth School	10.0	9.3	8.0	13.7	20.3	18.7	13.5	14.5	14.5			
Harry Balfour School	18.9	18.2	16.8	19.9	22.7	22.3	21.5	20.4	22.5			
Helen E. Taylor School				18.0	23.3	27.5	20.4	21.7	23.8			
Hythe Regional School	15.6	16.2	15.5	21.2	21.8	21.0		21.3	21.9			
LaGlace School	15.5	15.5	16.7	17.0	16.4	18.2	18.2	15.3	15.6			
Peace Wapiti Academy							24.4	22.8	22.2	21.5	22.5	23.6
Penson School	16.0	15.5	11.6	17.5	21.0	23.7	17.5	17.5	16.3			
Ridgevalley School	18.0	15.8	16.3	19.4	16.0	21.3	18.4	17.3	17.5	12.2	12.5	10.9
Robert W. Zahara	19.7	21.6	16.2	21.4	16.0	18.3						
Rycroft School	16.5	18.5	15.5	19.0	18.5	16.0	18.8	18.2	20.0			
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Sexsmith Secondary School							23.0	24.2	22.6	23.3	18.0	21.8
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Teepee Creek School	11.9	16.0	9.9	10.1	12.8	15.0	16.8	14.4	8.0			
Wembley Elementary	18.8	17.7	20.9	17.0	16.0	22.5						
Woking	8.5	7.9	7.4	17.3	16.5	12.1	9.0	7.0	15.5			
Total for Jurisdiction 0177	16.7	16.9	15.2	18.9	18.9	20.4	19.5	19.7	20.1	19.8	19.5	20.6

Note: ¾ combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as instructional PTR size (i.e. a class of 50 with two teachers would be reported as two classes of 25)
 Colony/Hutterite schools have been excluded, Outreach/Alternative schools have been excluded, Virtual/Home Ed. Programs have been excluded
 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education