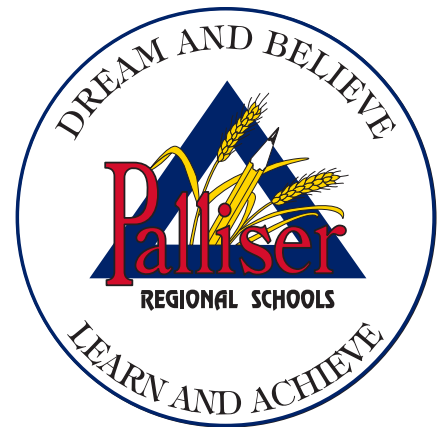


# Palliser Regional Schools

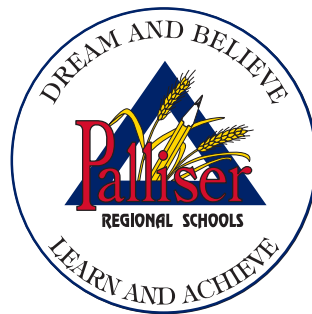
## Report to the Community

Annual Education Results  
Report 2013-2014  
& Three-Year Education Plan  
for 2014-2017



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## Message from the Board Chair

**O**n behalf of the Board of Trustees of Palliser Regional Schools, I am pleased to present our annual report, reflecting our division's performance in 2013-2014 and the strategies we expect will sustain our excellent results in 2014-2015 through 2016-2017.

This marked my first year as board chair and the year was ripe with learning opportunities for me personally, and successes and challenges for our division.

Following the October 2013 election, our board gained two new trustees, giving myself and my three fellow school board veterans an opportunity to see Palliser through the perspective of "fresh eyes." Unfortunately, a trustee resignation in July 2014 has left us short-handed, and I want to thank the remaining trustees for stepping up to continue to represent the Picture Butte/Iron Springs/Calgary Christian communities. A byelection in February 2015 will bring us to full strength once again.

At our Opening Day Celebration in August 2014, one of our Wall of Fame inductees, Dr. Norman Wirzba, a philosopher, author and former student of Coalhurst Elementary and High schools,



**Colleen Deitz**

spoke eloquently about the importance of teaching students gratitude. Thinking is thanking, he said.

To that end, I am thankful for the hard work and dedication of our more than 800 employees who make intentional choices every day to keep our students safe and support their learning. I am grateful for a Central Office team that has made the Board's vision come to life, through initiatives such as our literacy program and our online school, Palliser Beyond Borders. I am grateful for parents and communities that value our schools and invest themselves in supporting student success. I am grateful to boards of the past who had the courage to move to a centralized system of services and needs-based budgeting that directly contributed to the outstanding results, diversity of programs and excellent services now available to our students, no matter how small or large the individual school.

We have come a long way in the past decade. The journey has not always been easy, but looking back at the progress we have made, I'm not only proud of Palliser, I'm excited to see what our Palliser team will accomplish in the next decade.

## Message from the Superintendent

**T**hank you for taking time to review our Report to the Community which covers, in broad strokes, the major initiatives supporting our students to develop as literate, caring citizens.

First and foremost of these initiatives is our literacy focus, to ensure our students have the reading and writing skills to thrive in a world that inundates us with information.

Our theme for 2014-2015 is "Leadership in Literacy." We're committed to giving our students the reading, writing and critical thinking skills they need for success in school and in life.

In the pages that follow, you'll find results and other data about our efforts to build the capacity and systems to support every student to achieve success in all its forms.



**Kevin Gietz**

Palliser is a large, diverse organization, working to support the learning needs of 6,800 students and children in 2014-2015.

Yet even in this complex system, we're finding success comes one student at a time. Through efforts like our literacy focus, Academic Wrap Around, risk assessment and behaviour supports, we are very much committed to getting to know the individual student and how he/she learns, so we can provide effective instruction tailored to their needs. This approach is producing results for one specific student, and giving our teachers tools that ultimately will help many.

Our employees are focused, hard working and, above all, student-focused. Their commitment is reflected in excellent results across the board in student achievement and stakeholder satisfaction.

## Meet Your Board of Trustees

### Board Chair Colleen Deitz

Colleen Deitz was elected from a rural area in Vulcan County, east of Highway 23/24 that includes the communities of Arrowwood, Milo and Champion, and she also represents communities served by Calgary Christian Elementary and Secondary schools. She was first elected to the board in 1998.



### Vice-Chair Don Zech

Don Zech was elected from a rural area in Lethbridge County that includes the communities of Coalhurst, Nobleford and Barons, and he also represents the community served by Heritage Christian Academy in Calgary. He was first elected to the board in 2001.



### Trustee Debbie Laternus

Debbie Laternus was elected from the Town of Coaldale, and she also represents the community served by Trinity Christian School in Calgary. She was first elected to the board in 2013.



### Trustee Robert Strauss

Robert Strauss was elected from a rural area in Vulcan County, west and south of Highway 23/24 that includes the Town of Vulcan, and he also represents the communities served by Brant Christian School in Brant and Master's Academy and College in Calgary. He was first elected to the board in October 2002.



### Trustee Esther Willms

Esther Willms was elected from a rural area at the south end of Lethbridge County, outside the City of Lethbridge and Town of Coaldale, and she also represents the community served by Menno Simons Christian School in Calgary. She was first elected to the board in 2004.



### Byelection in February 2015

The trustee position to represent Palliser's Ward 1, Subdivision 4, the area surrounding and including the communities of Picture Butte and Iron Springs, has been vacant since a trustee's resignation in July 2014. This position will be filled through a byelection scheduled for Feb. 2, 2015. Nomination day will be Jan. 5, 2015.

### Visit our website

For more information on the role of school board trustees, ward and subdivision maps and other resources, please visit the Trustees section of the division website at [www.pallisersd.ab.ca/board-of-trustees](http://www.pallisersd.ab.ca/board-of-trustees)

## Accountability Statement

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 for Palliser Regional Division No. 26 (Palliser Regional Schools) 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.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three-Year Education Plan for 2014–2017 on November 25, 2014

Original signed by Colleen Deitz

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Board Chair

Original signed by Kevin Gietz

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Superintendent of Schools

## Mission Statement

Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world.

## Our Vision

Palliser Regional Schools is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

The following vision statements are intended to provide the standards that Palliser Regional Schools should strive to achieve and maintain. These standards should serve as both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

### **1. Student Learning**

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning is at the very heart of its vision. Therefore, the division will provide a learning environment based upon the best professional knowledge and educational research. Professionals within Palliser Regional Schools design their classroom curricula and instructions to enable students to succeed at meeting established outcomes. In our pursuit of excellence for student learning, teachers and instructional leaders:

1. Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
2. Ensure the essential core curriculum is addressed through the examination of scope and sequence from grade to grade and through alignment with the Program of Studies.
3. Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
4. Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
5. Engage in systematic processes of analysis of learning, goal setting and the implementation

of change strategies for the continuous improvement of student learning.

### **2. Leadership**

Palliser Regional Schools, in the pursuit of excellence in providing educational services, requires effective leaders – leaders who are accessible by and attentive in their relationships with members of the school community; leaders who are collaborative team leaders and problem solvers in a context of mutual respect. Leaders within Palliser schools develop shared goals and strategies to reach the division's vision of excellence. In our pursuit of excellence, our leaders:

1. Promote, protect and champion the division's vision on a daily basis.
2. Model excellence by challenging students and staff to aspire to the highest level of achievement.
3. Commit to continuous improvement encouraging the ongoing professional development essential to an improving school.
4. Practice shared decision-making by seeking input from affected stakeholders for key decisions.
5. Monitor the continuity of the curriculum.
6. Develop a collaborative culture involving community, parents, personnel and students.

### **3. Personnel**

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that the quality of learning experiences students engage in is directly related to the personnel the division employs. Therefore, Palliser Regional Schools is committed to recruiting and retaining outstanding individuals who will advance the division's vision of excellence. In Palliser Regional Schools, all staff members: Collaborate to set and achieve high standards of student learning and achievement.

1. Model caring and respectful behaviors.
2. Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.
3. Are conscious of individual student needs

and respond to these needs in a timely and accountable manner.

4. Model good citizenship and caring, respectful behaviours.

#### **4. School Climate**

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning and achievement is enhanced in an environment that is safe, respectful and welcoming to all. Regardless of the locale, such an environment exemplifies pride, engaged energy and success. In locations where learning is to take place under the authority of Palliser Regional Schools, personnel:

1. Establish a program that teaches self-discipline and responsibility supporting a safe and orderly environment.
2. Commit to providing an emotionally and physically safe and supportive environment.
3. Celebrate the successes of all members of the school community.
4. Engage in proactive measures to reduce the predictable behavior, or the physical characteristics that might diminish the safety and security of the working and learning environment.
5. Observe division policies that establish fundamental rules and procedures for general behavior along with fair, consistent and appropriate consequences.

#### **5. Community Relations**

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes in community relationships that produce mutually beneficial and active partnerships that advance our division's vision of excellence. Knowledge and respect for the local community's

characteristics and needs are recognized as vital elements in fostering and enhancing student learning. In our pursuit of excellence, we:

1. Engage parents as active partners in educating their children, monitoring their academic progress, and emphasizing the importance of education and our shared commitment to lifelong learning.
2. Develop a dialogue of communication focused on student learning and achievement.
3. Partner with community members to provide resources – personnel, leadership, facilities, materials, equipment and time – enabling schools to offer programs of excellence.

#### **6. Students**

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes success in reaching its vision will be evident through the accomplishments, character and behavior of its students. Success will be measured by students who:

1. Value learning and take responsibility for their learning, decisions and actions.
2. Proudly and confidently strive to achieve their personal best.
3. Conduct themselves in a way that contributes to a safe, orderly, positive school climate and ensures the rights of others.
4. Contribute to the well-being and success of their community.
5. Recognize themselves as partners, along with parents and teachers, in their own vision of educational excellence.
6. Become good citizens and contribute to the well-being and on-going success of their community.

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## **Our Goals**

Palliser Regional Schools believes in the power of aligning goals so that every part of the system is working in tandem toward a common vision.

To that end, Palliser's goals for 2014-2017 echo

the goals of Alberta Education.

1. Excellent start to student learning.
2. Success for every student.
3. Quality teaching and school leadership.
4. Engaged and effective governance.

## A Profile of Palliser

Palliser Regional Schools was created on Jan. 1, 1995. It is comprised of Lethbridge County and most of Vulcan County and covers an area that stretches from the Chin Coulee and Blood Reserve south of Lethbridge to the Bow River and Siksika First Nation in the north. For the past eight years, the division has operated programs in the City of Calgary.

The Board of Trustees is made up of six elected trustees. The division's central office is in Lethbridge.

Palliser employs nearly 900 individuals, including about 460 certificated teaching staff and 428 non-certificated staff in full- or part-time roles (as of Fall 2014). They serve about 6,800 students.

For the 2014-2015 school year, Palliser has 15 community schools; 17 Hutterite colony schools; eight faith-based alternative programs, seven of which are in Calgary; four outreach programs; and two alternative programs serving Low German-speaking Mennonite students. The junior high at Huntsville School is also an alternative program for Low German-speaking Mennonite students; and the outreach program at Carmangay serves an entirely LGM student population as an extension of Barons School. In 2013-2014, Palliser welcomed a new school, Palliser Beyond Borders, which offers online courses to high school students. Also, in 2013-2014, Palliser began work on an international student program to bring the world to our students' doors. The first students are expected to be welcomed in 2014-2015.

| Community       | School                               | Grades |
|-----------------|--------------------------------------|--------|
| Arrowwood       | Arrowwood Community School           | ECS-9  |
| Barons          | Barons School (LGM Alternative)      | ECS-6  |
| Brant           | Brant Christian School               | ECS-12 |
| Calgary         | Calgary Christian School Elementary  | ECS-6  |
|                 | Calgary Christian School Secondary   | 7-12   |
|                 | Heritage Christian Academy           | ECS-12 |
|                 | Master's Academy                     | ECS-6  |
|                 | Master's College                     | 7-12   |
|                 | Menno Simons Christian School        | ECS-9  |
|                 | Trinity Christian School             | ECS-9  |
| Carmangay       | Carmangay Outreach School            | 7-12   |
| Champion        | Champion Community School            | ECS-9  |
| Coaldale        | Jennie Emery Elementary School       | ECS-4  |
|                 | John Davidson School (LGM)           | ECS-9  |
|                 | Kate Andrews High School             | 9-12   |
|                 | PASS+ Outreach School                | 10-12  |
|                 | R.I. Baker Middle School             | 5-8    |
| Coalhurst       | Coalhurst Elementary School          | ECS-6  |
|                 | Coalhurst High School                | 7-12   |
| Iron Springs    | Huntsville School                    | ECS-9  |
| Milo            | Milo Community School                | ECS-9  |
| Nobleford       | Noble Central School                 | ECS-12 |
| Picture Butte   | Dorothy Dalgliesh School             | ECS-6  |
|                 | Picture Butte High School            | 7-12   |
|                 | Picture Butte Outreach School        | 10-12  |
| Sunnyside       | Sunnyside School                     | ECS-6  |
| Vulcan          | County Central High School           | 7-12   |
|                 | Vulcan Outreach School               | 8-12   |
|                 | Vulcan Prairieview Elementary School | ECS-6  |
| Colony Schools  | 17 sites                             | ECS-9  |
| Home Schooling  |                                      | 1-12   |
| All of Palliser | Palliser Beyond Borders              | 10-12  |

*Some of the kindergarten programs in our schools are operated by private partners. Many of our elementary schools offer Early Learning Programs to prepare three- and four-year-olds for school.*



## Trends and Issues

Palliser Regional Schools continues to maintain some of the strongest results in the province, as measured by Alberta Education's Accountability Pillar. This provincial tool summarizes student achievement on provincial exams, surveys of students, staff and parents/guardians, and high school completion data. While overall data in every category continues to be maintained at exceptionally high levels, a downward trend in the percentage of students achieving excellence on diploma exams in 2013 and 2014 is a concern that will prompt further analysis in 2014-2015. This will be further explored later in this report. Overall, however, the pillar indicates Palliser's high expectations for students and supports for learning continue to deliver outstanding results for students.

Palliser continued to be affected by the flood of June 20, 2013. A bridge on Highway 547 over the Bow River was severely damaged by the flood, affecting travel between Siksika First Nation and Arrowwood, where many First Nations students attended. The bridge was scheduled to reopen in October 2014. In the meantime the local economy in Arrowwood has been affected, as has enrolment from Siksika in our schools.

An ongoing issue since 2008-2009 has been disparity in Alberta government lease funding to Palliser's faith-based alternative programs. Brant Christian School, Heritage Christian Academy and Menno Simons Christian School, which joined Palliser in 2005 and 2006 have received lease funding for the privately owned space that houses our students there. Schools which joined in 2008 or later — Calgary Christian Elementary and Secondary Schools, Master's Academy and College and Trinity Christian School — are also privately owned sites but they do not receive any lease funding. Palliser's board and administration has lobbied successive education ministers for equitable funding for all these sites and continues to search for solutions to address this disparity in funding.

Depopulation is a concern, particularly in Vulcan County. At the other end of the spectrum, some of our programs are running out of space. Several of our Calgary programs are full, as are

Jennie Emery Elementary School in Coaldale, Coalhurst Elementary School and Barons School. Alberta Education's approval of two modular classrooms for Jennie Emery Elementary in February 2014 was welcome news for this school in the growing community of Coaldale. The modulares arrived in August 2014.

Palliser is a large division whose students fall into three different Regional Collaborative Services Delivery areas (Southwest, Bow River and Calgary and area). These regional organizations took the place of a number of student health partnerships, and bring together school representatives, Alberta Health Services, and a variety of other agencies that offer supports for children, youth and families with complex needs. While Palliser fully supports the integration of supports to ensure seamless services to families, the organizational work involved with participating in three different RCSDs has been significant over the past two years, with more than 68 full-day meetings in 2013-2014 requiring attendance by a member of the Central Office team. Palliser looks forward to the continued evolution of these organizations for the good of our students who need services and supports, including speech language and occupational therapies.

The 2013-2014 school year saw the first division-wide roll-out of Palliser's use of Fountas and Pinnell benchmark assessment of reading. The ongoing use of these benchmark assessments in fall and spring each year will provide critical data for classroom teachers to inform their instruction of individual students, but also for division staff as we chart progress in ensuring every student has the literacy skills necessary to thrive in school and in life.

Palliser continues to see the many benefits of collaboration among professionals and para-professionals on many fronts. Academic Wrap Around, which brings together Palliser's literacy, technology and inclusive education experts to help a teacher to support a struggling student; Collaborative Practice teams that may include a speech language pathologist, occupational and/or physical therapist, and behaviour consultant work

with the principal, teacher, learning support teacher and family school liaison counsellor to address the needs of students with speech, motor, focus or behaviour issues; and the division's professional learning days that bring together teachers from across Palliser to work on grade or subject specific areas of interest to support student learning are just a few examples of powerful collaboration at work. The division continues to look for opportunities to deepen collaboration for staff and students moving forward.

Glenmore Christian Academy reverted to private school status at the end of the 2013-2014 school year. This resulted in a loss of more than 600 students, with significant financial repercussions felt across the division as the result of Palliser's centralized model of services. Despite Palliser's efforts to lobby for transition funding to ease the loss of this enrolment, Palliser was unable to secure additional funding from the province. When Palliser took on the faith-based schools, it did so on the belief that the public school system is the best place for all students and that alternative programs are a way to honour parent choice for a faith-based education. Palliser will continue to advocate for

some system of support to encourage alternative programs of this nature and to aid boards that take on this risk in order to give students access to the many benefits of Alberta's excellent public school system.

Work continues to develop Palliser's online school, Palliser Beyond Borders, as well as the division's international student program. Both programs made significant leaps ahead in 2013-2014 and we see these as growth areas moving forward. The online program supplements the course choices available to our students in all Palliser high schools; the international program provides opportunities for deeper cultural understanding for Palliser students by bringing the world to our door through long- and short-term stays.

In January 2014, Alberta Education announced a commitment to modernize Noble Central School in Nobleford. The school has been the division's priority for modernization due to the building's many challenges for students or staff with mobility issues. Palliser is looking forward to a more accessible design as a result of this modernization.



"The Future Looks Bright at Noble Central," reads a banner that was displayed at the official announcement of a modernization project at the K-12 school in Nobleford in January 2014.

## Summary of Accomplishments 2013-2014

Palliser's focus on ensuring safe and caring schools, assessment for learning to support student success and literacy continues to bear fruit in terms of stakeholder satisfaction and, most importantly, student achievement. In surveys of parents, students and staff conducted in February 2014, 93.5 per cent of our stakeholders agreed students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school. That is the highest result in the past five years of surveys. Palliser believes students need to feel safe in order to learn at their best. With the sense of safety high, we continue to see excellent results on provincial exams.

In 2013-2014, 85.3 per cent of Palliser students achieved the acceptable standard (passed) their Grade 6 and 9 Provincial Achievement Tests. That's in keeping with Palliser's previous three-year average of 85.4 per cent for Grade 3, 6 and 9 results. More than one-in-four students or 27.5 per cent achieved excellence on their PATs. At our high schools, 89.7 per cent of students achieved acceptable standard (passed) their diploma exams, in keeping with the previous three-year average of 90.1 per cent. Nearly one-in-five students, 19.7 per cent, achieved excellence on their diploma exams. Although this percentage is still quite high, this is down from our previous three years of 26.3 per cent, sparking further analysis.

Stakeholder satisfaction as expressed through surveys conducted in February 2014 found increases in satisfaction in every category: safe and caring; program of studies; education quality; work preparation; citizenship; parental involvement; and school improvement efforts.

One significant accomplishment in 2013-2014 was the continued growth of Palliser's literacy focus at all grades and all subjects. Teachers at all elementary schools were trained in using the Fountas and Pinnell benchmark assessment tool, and select teachers at all high schools have also been trained. This was the first year that all students Grades 1 through 6 were assessed using the assessment tool, both in fall and spring. Students



Literacy Coach Connie Adserballe leads a workshop for Palliser teachers on Fountas and Pinnell benchmark reading assessments. For 2014-2015, Adserballe will be putting her literacy expertise to work at Sunnyside School where she will serve as principal.

Grade 7 and up were also assessed if their teacher and principal identified them as needing support to read independently at a Grade 7 level. By assessing these students early in the fall, teachers could identify their reading level and chart a course of instruction tailored to their individual needs. The assessment in spring then demonstrates whether the instruction has been successful at producing growth in reading skill, and gives teachers enough time before the school year's end to tweak instructional strategies to best support the student's needs.

To help communicate this literacy program with Palliser stakeholders and the broader community, Palliser created a four-page publication called "Leadership in Literacy." This document was shared broadly both electronically and in printed form across the division. In addition, several videos were created to demonstrate what literacy work looks like in classrooms and how efforts, such as Palliser's Academic Wrap Around Team, work to support teachers and students.

### **Other highlights:**

The Board hired a consultant through the

Alberta School Boards Association to conduct a review of Central Office operations in to determine if Palliser's organizational structure was effectively meeting educational, organizational and legislated requirements. The consultant met with the entire board, conducted one-on-one interviews with 30 staff, met with the division's principals and vice-principals as a group, and sought out and reviewed documents and other information as needed. All recommendations were acted upon. In one critical improvement for Central Office working conditions, Palliser reclaimed space that was vacated by a tenant creating a better work flow for staff and more opportunity for privacy. The review found 97 per cent of Central Office employees said "at work, they have the opportunity to do what they do best every day, and 83 per cent had received recognition or praise for doing good work in the last seven days." Every respondent said their supervisor or someone at work cares about them as a person and that they believe "their co-workers are committed to doing quality work." The review led to positive changes in Central Office and demonstrated the strong team effort centrally that works to support our staff and students.

Palliser's Academic Wrap Around, a team of division experts who work with a classroom teacher to address the academic needs of a particular student, whether struggling or gifted, has proven to be successful not only for the student at the centre of the work, but for many other students in the classroom. The strategies identified for one student prove of value to others. Overall the team's work is proving to be valuable professional development for the teacher who can use new strategies learned from the team year after year.

Similarly, a Collaborative Practice team of school staff (classroom and learning support teacher, administrator, family school liaison counsellor) and experts such as the Palliser behaviour consultant, speech-language pathologist, occupational and/or physical therapists, work as a team to address the needs of students with speech, behaviour, attention or other non-academic issues. That team has been working in three Palliser schools for the past two years as a pilot. In 2014-2015, the work will be expanded.

Palliser completed a migration of its email service to Google Mail, giving students and staff access to a myriad of tools through Google Apps for Education. Staff and students can collaborate in real time using documents shared on Google Drive, a cloud-based service. Google Guides were identified in each Palliser site and provided training on Apps for Education to help smooth the transition to Gmail and Google.

Palliser's division website and almost all school websites transitioned to a new web service provider over Summer 2013. The new sites feature a more user friendly public interface, common design elements and the opportunity for school staff to have their own "eTeacher" pages for sharing information with parents and students. The new division website features hundreds of pages of new content, including tips and resources for parents from the division's literacy, early learning and inclusive education experts.

The division adopted an online system for tracking compliance with and provision of Occupational Health and Safety training. The online solution was operational in May 2014 with a roll-out of training courses for staff planned in September 2014.

Palliser's Think of Us on the Bus safety campaign continued for a second year in 2013-2014 with four weeks of public awareness advertising, student safety assemblies, and support from enforcement agencies. In Fall 2013, Westwind School Division, with help from a provincial grant, was able to mount its own Think of Us on the Bus campaign, spreading the reach of the radio advertising in the region. Palliser staff presented the campaign at the Alberta School Boards Association fall general meeting in November 2013. The campaign was a finalist for an ASBA Innovation and Excellence Award.

Several Palliser people were acknowledged with awards and recognition in 2013-2014. Don Zech, vice-chair of the board, received the Public School Boards' Association of Alberta Award for Advancing Association Business and Initiatives; Ken Garinger, former principal of County Central High School, received the Council for School

Leadership's Distinguished Leadership Award; and Danielle Booker, a teacher at Vulcan Prairieview Elementary School, was named the Alberta School Boards Association Zone 6 Edwin Parr Award winner, recognizing outstanding first-year teachers. Many other staff were nominated for the work and effort.



**Danielle Booker**

citizenship efforts. Heritage Christian Academy's music students won multiple awards at an international competition in Florida in May 2014 and were invited to perform at an international music festival in the Netherlands in April 2015; staff and volunteers from Picture Butte High School received accolades for exceptional organization of the 2A Boys Provincial Basketball tournament, with action streamed online; and several students did exceptionally well at Regional Skills competitions, with one student, Travis deKok, winning gold at the provincial level in machining.

Individual students and groups of students also demonstrated excellence whether in sport, arts or



Picture Butte Outreach student Travis DeKok competes at Provincial Skills where he won gold.



Students at Calgary Christian Secondary treated the Palliser board to a powerful shadow screen performance.



Trophies won by Heritage Christian Academy at a music festival in Orlando, Fla., fill the table.

## October 2014 Accountability Pillar Overall Summary

| Measure Category  | Measure Category Evaluation | Measure   | Palliser Regional Div No. 26 |                  |                     | Alberta        |                  |                     | Measure Evaluation |                        |           |
|---|-----------------------------|---|------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|-----------|
|   |                             |   | Current Result               | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement            | Overall   |
| Safe and Caring Schools                                       | Excellent                   | Safe and Caring                                   | 93.5                         | 92.2             | 91.9                | 89.1           | 89.0             | 88.6                | Very High          | Improved Significantly | Excellent |
|   |                             | Program of Studies                                | 83.3                         | 83.0             | 81.1                | 81.3           | 81.5             | 81.1                | Very High          | Improved               | Excellent |
| Student Learning Opportunities                                | Excellent                   | Education Quality                                 | 93.7                         | 92.6             | 92.2                | 89.2           | 89.8             | 89.5                | Very High          | Improved Significantly | Excellent |
|   |                             | Drop Out Rate                                     | 2.5                          | 2.4              | 2.2                 | 3.3            | 3.5              | 3.6                 | Very High          | Maintained             | Excellent |
|   |                             | High School Completion Rate (3 yr)                | 87.5                         | 83.3             | 83.9                | 74.9           | 74.8             | 73.8                | Very High          | Improved               | Excellent |
| Student Learning Achievement (Grades K-9)                     | Excellent                   | PAT: Acceptable                                   | 85.3                         | 84.5             | 85.4                | 74.0           | 75.3             | 75.5                | High               | Maintained             | Good      |
|   |                             | PAT: Excellence                                   | 27.5                         | 29.5             | 28.9                | 19.0           | 19.1             | 19.6                | Very High          | Maintained             | Excellent |
| Student Learning Achievement (Grades 10-12)                   | Good                        | Diploma: Acceptable                               | 89.7                         | 88.4             | 90.1                | 85.4           | 84.2             | 83.4                | High               | Maintained             | Good      |
|   |                             | Diploma: Excellence                               | 19.7                         | 19.0             | 26.3                | 21.0           | 19.5             | 19.1                | High               | Declined Significantly | Issue     |
|   | n/a                         | Rutherford Scholarship Eligibility Rate (Revised) | 73.7                         | 78.1             | 75.2                | 60.9           | 61.3             | 60.8                | Very High          | Maintained             | Excellent |
|   |                             | Diploma Exam Participation Rate (4+ Exams)        | 56.7                         | 61.2             | 61.1                | 50.5           | 56.6             | 55.9                | n/a                | n/a                    | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | Excellent                   | Transition Rate (6 yr)                            | 66.8                         | 68.7             | 67.4                | 59.2           | 59.5             | 59.1                | High               | Maintained             | Good      |
|   |                             | Work Preparation                                  | 90.8                         | 87.5             | 86.7                | 81.2           | 80.3             | 80.0                | Very High          | Improved Significantly | Excellent |
|   |                             | Citizenship                                       | 88.9                         | 87.5             | 87.1                | 83.4           | 83.4             | 82.6                | Very High          | Improved Significantly | Excellent |
| Parental Involvement  | Excellent                   | Parental Involvement                              | 87.4                         | 87.1             | 87.1                | 80.6           | 80.3             | 80.0                | Very High          | Maintained             | Excellent |
| Continuous Improvement  | Excellent                   | School Improvement                                | 85.9                         | 85.4             | 83.1                | 79.8           | 80.6             | 80.2                | Very High          | Improved Significantly | Excellent |

### 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Players from the Western Hockey League Lethbridge Hurricanes visited Sunnyside School to encourage literacy.

## October 2014 Accountability Pillar Summary — FNMI

### Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

| Measure Category  | Measure Category Evaluation | Measure   | Palliser Regional Div No. 26 |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |           |
|---|-----------------------------|---|------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
|   |                             |   | Current Result               | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall   |
| Student Learning Opportunities                                | n/a                         | Drop Out Rate                                     | 0.0                          | 4.5              | 2.1                 | 7.8            | 8.5              | 9.3                 | Very High          | Maintained  | Excellent |
|   |                             | High School Completion Rate (3 yr)                | *                            | 58.0             | 58.0                | 43.6           | 43.9             | 40.8                | *                  | *           | *         |
| Student Learning Achievement (Grades K-9)                     | n/a                         | PAT: Acceptable                                   | *                            | 67.6             | 76.8                | 53.4           | 56.2             | 53.6                | *                  | *           | *         |
|   |                             | PAT: Excellence                                   | *                            | 13.5             | 13.3                | 6.3            | 6.3              | 6.4                 | *                  | *           | *         |
| Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                               | 81.3                         | *                | n/a                 | 78.2           | 75.2             | 75.7                | Intermediate       | n/a         | n/a       |
|   |                             | Diploma: Excellence                               | 6.3                          | *                | n/a                 | 10.4           | 8.4              | 8.0                 | Very Low           | n/a         | n/a       |
|   |                             | Diploma Exam Participation Rate (4+ Exams)        | *                            | 43.5             | 43.5                | 18.9           | 21.2             | 20.0                | *                  | *           | *         |
|   |                             | Rutherford Scholarship Eligibility Rate (Revised) | *                            | 66.7             | 66.7                | 33.0           | 35.1             | 33.9                | *                  | *           | *         |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a                         | Transition Rate (6 yr)                            | *                            | *                | n/a                 | 32.1           | 32.2             | 31.2                | *                  | *           | *         |

#### 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Trustees Debbie Laturnus and Esther Willms announce two new modular classrooms during the Jennie Emery Elementary School 20th birthday celebration in February 2014.

## What's Measured and How

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure   | Very Low      | Low           | Intermediate  | High          | Very High      |
|---|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring                                   | 0.00 - 77.62  | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies                                | 0.00 - 66.31  | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality                                 | 0.00 - 80.94  | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate                                     | 100.00 - 9.40 | 9.40 - 6.90   | 6.90 - 4.27   | 4.27 - 2.79   | 2.79 - 0.00    |
| High School Completion Rate (3 yr)                | 0.00 - 57.03  | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable                                   | 0.00 - 66.22  | 66.22 - 72.00 | 72.00 - 81.95 | 81.95 - 85.72 | 85.72 - 100.00 |
| PAT: Excellence                                   | 0.00 - 10.93  | 10.93 - 14.38 | 14.38 - 20.26 | 20.26 - 26.17 | 26.17 - 100.00 |
| Diploma: Acceptable                               | 0.00 - 72.08  | 72.08 - 78.77 | 78.77 - 85.43 | 85.43 - 89.96 | 89.96 - 100.00 |
| Diploma: Excellence                               | 0.00 - 7.77   | 7.77 - 11.90  | 11.90 - 18.63 | 18.63 - 22.99 | 22.99 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams)        | 0.00 - 31.10  | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate (Revised) | 0.00 - 43.18  | 43.18 - 49.83 | 49.83 - 59.41 | 59.41 - 70.55 | 70.55 - 100.00 |
| Transition Rate (6 yr)                            | 0.00 - 39.80  | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation                                  | 0.00 - 66.92  | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship                                       | 0.00 - 66.30  | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement                              | 0.00 - 70.76  | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement                                | 0.00 - 65.25  | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category    | Chi-Square Range                                |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average)      |
| Declined               | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained             | less than 1.00                                  |
| Improved               | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average)      |

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| Improvement            | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
|                        | Very High   | High       | Intermediate | Low        | Very Low   |
| Improved Significantly | Excellent   | Good       | Good         | Good       | Acceptable |
| Improved               | Excellent   | Good       | Good         | Acceptable | Issue      |
| Maintained             | Excellent   | Good       | Acceptable   | Issue      | Concern    |
| Declined               | Good        | Acceptable | Issue        | Issue      | Concern    |
| Declined Significantly | Acceptable  | Issue      | Issue        | Concern    | Concern    |

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



## Goal One: An Excellent Start to Learning

***Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.***

### **Our results**

Palliser Regional Schools continues to see tremendous value in early learning and kindergarten programs. Research tells us that early intervention and early learning occur at a critical time in brain development and investments in early child development will pay dividends for those children for years to come.

We know from data collected through the Early Childhood Development Mapping Project that less than half of kindergarten-aged children in Alberta are developing appropriately in all five areas of development (physical health and well-being; social competence; emotional maturity; language and thinking skills; and communications and general knowledge).

Data updated in June 2014 in Lethbridge County show nearly 52 per cent of kindergarten-aged children are developing appropriately in all five areas of development, slightly better than provincial results. However, the project also finds 20.5 per cent of kindergarten-age children in Lethbridge County are experiencing great difficulty in one or more of the areas of development.

In Vulcan County, 49.5 per cent of kindergarten-age children are developing appropriately in all five areas of development, a percentage marginally higher than the provincial results. In that same county, 27.5 per cent of kindergarten-aged children are experiencing great difficulty in one or more areas of development. The mapping project tells us in many cases the needs of children coming to our programs are very high. Palliser believes through quality programming and play that targets key skill development we can ensure these children are school ready by age six.

The mapping project data collected in Calgary is less useful to Palliser because our schools there serve a relatively small population and not specific to any particular neighbourhood in the city.

Palliser operates nine early learning programs (previously known as preschool programs), and our staff support five privately operated programs in the City of Lethbridge. In addition, Palliser offers kindergarten in all elementary schools, in some cases operated in partnership with private partners.

Even in private kindergarten programs operating at Champion, Milo and Arrowwood schools, operators are using Palliser-developed tools for supporting early literacy.

In 2013-2014, draft guidelines were created to serve as a planning guide for all Palliser early learning programs. The guide ensures the focus of our programs is on early literacy, early numeracy, citizenship and identity, environment and community awareness, personal and social responsibility, creative expression and physical skills and well-being. These priority areas echo developmental areas found in the Early Childhood Mapping Project.

Palliser's programs are play based, but the play is intentional in its development of key skills. As stated in the draft program guidelines, "Young children need lots of opportunities using real life objects and experiences in order to understand and learn about their world. Play is one of the most powerful learning approaches for children to scaffold their own learning and make personal connections to prior experiences and knowledge. It is essential that the majority of time in the Early Learning Program involve play supported and scaffolded by responsive adults. Children should have the opportunity to make individual choices for many activities along with time to explore, discover and interact with their environment and others."

Palliser's focus on literacy as key to student success also extends to our early learning and kindergarten programs. One key development in 2013-2014, was the creation of Developmental Milestones for Kindergarten Literacy, based on

research from the Canadian Language and Literacy Research Network. At the end of 2013-2014, all kindergarten teachers assessed students' literacy skills in particular areas, such as whether children can give a brief retelling of a story, identify the sounds for 16 letters or recognize five words by sight. The information is shared with the Palliser Grade 1 teacher who can then immediately begin to tailor instruction to meet the student's individual needs. Palliser expects these milestones will continue to evolve as early literacy work in early learning and kindergarten continues to grow.

Early learning educators receive monthly professional development to build understanding of and skills for supporting child development.

Kindergarten teachers participate fully in Palliser's four division-wide collaboration days, which see small professional learning groups engaged in collaboration focused on literacy or assessment for learning.

In 2013-2014, an Early Learning section of the Palliser website was developed, offering tips and resources for parents of young children. To learn more, please visit <http://www.pallisersd.ab.ca/early-learning>.

Additional outreach efforts were made through sharing of tips and program information in local media.

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## Strategies

Palliser is investigating other tools to supplement the community data collected through the Early Childhood Development Mapping Project. Of particular value would be a tool offering assessment of the five key development areas but at an individualized level so staff can then target play in particular areas.

Palliser's successful team approach to individual student success extends to early learning and kindergarten. Starting in 2014-2015, the Co-ordinating Principal of Early Learning meets once every six weeks with staff from each of the early learning and kindergarten programs, along with an occupational therapist, a speech language pathologist and the learning support teacher to discuss each child in those programs and their progress in the five key areas of development. The team uses the response to intervention model, discussing universal strategies that will benefit all children and more targeted interventions for specific needs. The team can also make referrals



Students at an early learning program read together.

to Family School Liaison Counsellors or to Palliser's Positive Parenting Program (Triple P) practitioners who can help parents/guardians to confidently manage children in the home and build strong, healthy relationships.

Focused professional development for 2014-15 will include book studies with early learning educators and a sampling of kindergarten and learning support teachers of "Joyful Literacy Intervention" by Janet Nadine Mort and "Literacy Beginnings: A Prekindergarten Handbook" by Gay Su Pinnell and Irene C. Fountas. The Fountas and Pinnell handbook dovetails with Palliser's adoption of the Fountas and Pinnell benchmark reading assessment tool now used in Grades 1-6, and for students in higher grades who are not yet reading at a Grade 7 level.

The Early Learning website will be further augmented with a series of videos in 2014-2015 to show intentional play and what skills are being taught in those activities.

## Goal Two: Success for Every Student

*Outcome: Students achieve student learning outcomes.*

| Performance Measure   | Results (in percentages) |      |      |      |      | Target<br>2014 | Evaluation  |                        |         | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|-------------|------------------------|---------|---------|------|------|
|   | 2010                     | 2011 | 2012 | 2013 | 2014 |                | Achievement | Improvement            | Overall | 2015    | 2016 | 2017 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).    | 90.9                     | 89.8 | 90.4 | 88.4 | 89.7 |                | High        | Maintained             | Good    |         |      |      |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 23.4                     | 26.3 | 26.3 | 19.0 | 19.7 |                | High        | Declined Significantly | Issue   |         |      |      |

| Performance Measure   | Results (in percentages) |      |      |      |      | Target<br>2014 | Evaluation  |             |           | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|   | 2009                     | 2010 | 2011 | 2012 | 2013 |                | Achievement | Improvement | Overall   | 2015    | 2016 | 2017 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 79.5                     | 85.5 | 83.0 | 83.3 | 87.5 |                | Very High   | Improved    | Excellent |         |      |      |
| Drop Out Rate - annual dropout rate of students aged 14 to 18   | 1.8                      | 1.9  | 2.4  | 2.4  | 2.5  |                | Very High   | Maintained  | Excellent |         |      |      |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                        | 64.7                     | 65.4 | 68.2 | 68.7 | 66.8 |                | High        | Maintained  | Good      |         |      |      |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.  | 64.7                     | 74.3 | 73.1 | 78.1 | 73.7 |                | Very High   | Maintained  | Excellent |         |      |      |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                      | 57.5                     | 61.2 | 61.0 | 61.2 | 56.7 |                | n/a         | n/a         | n/a       |         |      |      |

### Our results

For several years, Palliser has maintained outstanding achievement results at the high school level. The significant decline noted in the percentage of students achieving the standard of excellence on diploma exams reflects both a two-year decline and the fact the previous three years were so exceptionally high. In 2012, more than 26 per cent of our students were achieving the standard of excellence. That has now fallen to nearly 20 per cent, which is still quite high.

At the same time, the percentage of students writing four or more diploma exams also dipped

to 56.7 per cent, from 61 per cent the previous two years. This has also been identified as a concern. Palliser's philosophy is that students should be encouraged to pursue success at the highest level possible, including working through an academic stream students will need to keep post-secondary options open to them. In light of both the reduced participation rates and the drop in students achieving excellence, Palliser's high school principals are analysing results school by school.

It is worth noting the percentage of students passing diploma exams continues at a very high level. Our high school completion rate is considerably higher than in the previous five years.

## Strategies

For several years, Palliser has maintained a steady focus on key areas for ongoing student success. The key factors are applicable to every grade level in our schools and include:

- Ensuring safe and caring learning environments where students feel safe to learn and grow;
- Assessment for learning practices that ensure the student is an active, engaged participant in the learning process. Students take responsibility for completing work and demonstrating what they've learned;
- Literacy skills. Students need support to develop reading and writing skills at all grades and in all subject areas. Learning to read and write isn't the sole responsibility of teachers up to Grade 3. As students advance to high school, they continue to need support in reading more complex texts, learning the specialized vocabulary of various subjects and expressing themselves through various writing styles, including academic writing;
- The classroom teacher is the most influential person to a student's success in that classroom. The division supports excellent teachers through the provision of professional development, opportunities for meaningful collaboration with other teaching professionals from other Palliser schools, and through mentorship and induction programs for their first three years in teaching and the first two years in administration.
- Critical to supporting excellent teachers is strong leadership. Palliser's principals and vice-principals are focused instructional leaders in their buildings, working with teachers regularly to provide feedback, encourage growth and support excellent instruction.
- Palliser strongly supports the use of data

as evidence to support decision making and practices. Data includes information collected through surveys of stakeholders, standardized tests and other assessment tools, including Fountas and Pinnell benchmark reading assessments.

- High expectations for both students and staff. The division expects a great deal of staff and students, and believes those high expectations are strong motivators for success at the highest level possible for the individual.

Other strategies specific to high school:

Palliser continues to offer high school outreach programs to encourage students to stay in school, even while juggling the demands of family or work.

The development of Palliser Beyond Borders in 2014-2015 sees the online school affiliated with Palliser's outreach programs in Coaldale, Vulcan and Picture Butte, giving students a new level of flexibility to learn anytime, anywhere. The online school enters its second year offering more than 100 courses online. While online learning may not be suited to every student, this is one more way Palliser can appeal to individual learning needs.

In 2014-2015, Palliser expects several students in the Lethbridge area to take advantage of a dual credit health care worker program offered in partnership with Lethbridge College. This direct link between high school completion and employment after high school will provide incentive for some students to stay in school.

Career and academic counsellors in all of Palliser's high schools assist students in their course choices, career explorations, post-secondary applications and scholarship opportunities.

The move to Google Apps for Education will provide students and staff in Palliser tools for collaboration, a highly valuable skill.

Palliser's experts in behaviour, speech language, literacy and technology integration give students and teachers access to supports for learning.

## Outcome: Students demonstrate proficiency in literacy and numeracy

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall   | 2015    | 2016 | 2017 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 84.7                     | 85.0 | 85.7 | 84.5 | 85.3 |        | High        | Maintained  | Good      |         |      |      |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 27.1                     | 28.0 | 29.9 | 29.5 | 27.5 |        | Very High   | Maintained  | Excellent |         |      |      |

### 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Our results

The results above do not include Grade 3 results on Provincial Achievement Tests. Palliser continued to administer optional PATs to Grade 3 students in 2013-2014 because the division believes there is value to these standardized tests which are curriculum based. Palliser also plans to administer Student Learning Assessments, or SLAs, which are being piloted in Fall 2014-2015.

Palliser elementary and junior high students continue to perform at a very high level, as measured in the PATs. We attribute this ongoing success to excellent teaching and instructional leadership, assessment for learning and a culture of high expectations, as explained in greater depth on Page 18.

Palliser continues to invest heavily in a division-wide literacy program. In 2013-2014, two full-time literacy coaches worked with individual classroom teachers and entire school staffs to support best practices in reading and writing instruction.

The division adopted the Fountas and Pinnell benchmark assessment system for assessing student reading levels. Every Grade 2-6 student was assessed by early October 2013, then reassessed in early March 2014. All Grade 1 students and those in Grade 7 or higher deemed to be struggling readers

were also assessed by mid-November 2013 and again in spring 2014. The assessment information provides teachers valuable information about the student's learning needs and skills.

The assessment and work in teaching literacy is already showing great promise in the first full-year of division-wide implementation. In Fall 2013, one-in-four Grade 2 through 6 students were in serious need of reading intervention. By Spring 2014, the number of students most needing support had fallen to one-in-five students. This improvement is significant. As well, the percentage of students approaching, meeting or exceeding grade level expectations for reading also increased in every grade from fall to spring, indicating instruction has been effective.

In addition to supporting teachers to effectively teach literacy skills at every grade level, Palliser provides targeted, team-based support to classroom teachers working with an individual struggling student. The Academic Wrap Around team consists of Palliser's literacy, inclusive education and technology intervention specialists who meet with the teacher to discuss a particular student. They recommend strategies intended to help that one student, but the team has found the strategies targeted to one student inevitably prove of value to

others in the classroom. Classroom teachers who have participated in Academic Wrap Arounds describe the process as excellent professional development and the strategies they learn for one student will be useful to others year after year. In 2013-2014, 34 students were referred to Academic Wrap Around producing a range of positive results, including improve reading skills for 18 students.

Palliser's literacy effort included planning a literacy symposium in October 2014 for Central Office administrators, principals and vice-principals. The sessions were all led by Palliser staff who shared their own best practices for literacy in their schools. The symposium structure was inspired by the "13 Parameters: A Literacy Leadership Toolkit."

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## Strategies

Palliser will continue to deepen its literacy work in 2014-2015 through targeted professional development, ongoing work by the division's one full-time literacy coach, and use of reading assessment data to inform instruction to the individual student's needs. Literacy work is occurring at all levels, from Palliser's early learning programs through high school.

Palliser's teachers who meet four times a year for division-wide collaboration in small professional learning groups are expected to focus their group work on literacy or assessment for learning efforts that will have direct impact on

student learning.

This year, Palliser's principals and most vice-principals have created their own group for collaboration days, focused on supporting literacy in their schools.

The October 2013 Leadership in Literacy Symposium developed by Palliser staff for Palliser administrators was so well received, a similar literacy symposium is being planned for Fall 2014. School leaders will have time during the symposium to begin developing a three-year literacy action plan specific to their school's needs.



Literacy expert Dr. David Booth, Professor Emeritus of the Ontario Institute for Studies in Education at the University of Toronto, was guest speaker at Palliser's final division-wide collaboration day in April 2014, reaffirming the work Palliser teachers are doing to support reading and writing.

## Outcome: Students demonstrate citizenship and entrepreneurship

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |                        |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement            | Overall   | 2015    | 2016 | 2017 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 86.5                     | 85.8 | 88.0 | 87.5 | 88.9 |        | Very High   | Improved Significantly | Excellent |         |      |      |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 85.5                     | 85.6 | 87.0 | 87.5 | 90.8 |        | Very High   | Improved Significantly | Excellent |         |      |      |

### Our results

Palliser is pleased that outstanding results in these two category measures are not only being maintained over an extended period, but increased in 2014. This data reflects the division's ongoing commitment to citizenship and character education at all of its schools. Through assessment for learning, students are active, engaged partners

in learning, not passive subjects in the classroom. This, along with high expectations for students, builds individual accountability as students assume responsibility for their own learning, for completing work and for challenging themselves to do their best.

### Strategies

Every school in Palliser is expected to identify one school goal annually that promotes a safe and caring school, builds character or promotes citizenship.

Palliser students and staff support and initiate a multitude of community activities, fundraisers or public services for causes that might be local, regional, national or international. A growing number of schools have embraced We Day, a youth activism movement that requires commitment to a service project as admission to a massive celebration of inspiring speakers and music in Calgary each fall.

Palliser has several people on staff who are certified trainers of Stephen R. Covey's "Seven Habits of Highly Effective People," a program for personal and professional success that emphasizes respectful relationships, collaborative skills and goal setting. They offer training to teachers in the third year of Palliser's beginning teacher induction program and to administrators in the second year of the Administrators' Induction and

Mentorship Program. Those leadership skills are now being embraced by entire school communities at Arrowwood Community School, Coalhurst Elementary and Vulcan Prairieview. The student version of the program is called Leader in Me.

Palliser is developing a student leadership event for our students. The division also encourages participation in student leadership conferences at a national level.

Student voice is encouraged in schools in a variety of ways, including during Palliser's school reviews, when the superintendent or designate meets with student focus groups to listen and collect student opinion. In addition to focus group meetings, all students are surveyed as part of the school review data collection process.

Palliser continues development of its international program, to give our students access to deeper cultural understanding. Our first international students are expected to enrol for the 2014-2015 school year.

**Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.**

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|---------|---------|------|------|
|   | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement  | Improvement | Overall | 2015    | 2016 | 2017 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 69.2                     | 58.1 | 95.5 | 67.6 | *    |        | *            | *           | *       |         |      |      |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 5.1                      | 12.9 | 13.6 | 13.5 | *    |        | *            | *           | *       |         |      |      |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).                                     | *                        | *    | *    | *    | 81.3 |        | Intermediate | n/a         | n/a     |         |      |      |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).                                  | *                        | *    | *    | *    | 6.3  |        | Very Low     | n/a         | n/a     |         |      |      |

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2009                     | 2010 | 2011 | 2012 | 2013 | 2014   | Achievement | Improvement | Overall   | 2015    | 2016 | 2017 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | *                        | *    | *    | 58.0 | *    |        | *           | *           | *         |         |      |      |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18   | 10.0                     | 0.0  | 1.7  | 4.5  | 0.0  |        | Very High   | Maintained  | Excellent |         |      |      |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.                        | *                        | *    | *    | *    | *    |        | *           | *           | *         |         |      |      |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.  | n/a                      | *    | *    | 66.7 | *    |        | *           | *           | *         |         |      |      |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.                      | *                        | *    | *    | 43.5 | *    |        | *           | *           | *         |         |      |      |

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



## Our results

Palliser has a very small number of First Nations students, and in such a small sample, results can swing widely from year to year. The vast majority of our FNMI students live on Siksika First Nation and attend schools in Arrowwood and Milo, only through Grade 9. Palliser's tuition agreement with Siksika Board of Education does not fund students to attend Palliser's high school in Vulcan.

The 2013-2014 year was difficult for many of our Siksika students. The flood of June 2013 washed

out a key bridge linking Siksika First Nation and Arrowwood, and devastated housing along the Bow River. As a result, Palliser lost some students who either had to move away while repairs were made to homes or who could no longer attend Arrowwood Community School due to the lack of the bridge. To assist our First Nations families, Palliser successfully applied for a grant to build mental health capacity in the wake of the devastating flood. That work will continue in 2014-2015.

## Strategies

Palliser believes the broad range of strategies to support student success, such as assessment for learning, inclusive education and literacy, will produce improved outcomes for all learners, including our First Nations students. Services such as Family School Liaison Counsellors, a First Nations liaison worker, and services for students with complex health needs co-ordinated through Regional Collaborative Service Delivery models are all part of the broad system of supports available to all students, First Nations and otherwise.

The work of the native liaison worker with Siksika and a commitment by Palliser to acknowledge the cultural significance of Treaty 7 and southern Alberta's First Nations people are all part of the positive partnership between the division and Siksika that has spanned four decades.



Above, students at Milo School participate in a Remembrance Day ceremony. At left, students at Arrowwood Community School participated in Aboriginal Day in June.

# Goal Three: Quality Teaching and School Leadership

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall   | 2015    | 2016 | 2017 |
| 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. | 78.4                     | 78.9 | 81.6 | 83.0 | 83.3 |        | Very High   | Improved    | Excellent |         |      |      |

### Our results

Palliser stakeholders continue to show strong support for the work the division has done to promote a broad program of studies for students across the division. For students in small schools in particular, there is a broad range of programs encouraging students to explore interests and discover new passions. Examples include drama, media production, music and visual arts, robotics and second language instruction.

Palliser’s results speak to a strong team in schools and Central Office that works collaboratively to support student needs. These are explained in greater detail in the strategies section and include our school reviews and professional learning opportunities.

Palliser’s Board of Trustees maintains a close working relationship with Alberta Teachers’ Association Local No. 19, which represents the division’s teachers. The board and ATA representatives have long had a board-teacher advisory committee which meets twice a year. In 2013-2014, in keeping with Clause 2 of the 2013-2016 agreement ratified by the board and the ATA, Palliser has a joint committee of trustees, the superintendent and other senior administration, and teacher representatives which is discussing



Literacy Coach Bev Smith talks with principals and vice-principals at Palliser’s Leadership in Literacy Symposium in October 2013.

teacher workload and efficacy. A representative of Alberta Education serves as a facilitator. One recommendation from the committee to the superintendent was to examine the travel component of the division’s collaboration days, which are held in Vulcan. In response, in 2014-2015, it’s expected one of four collaboration days will use technology to connect teachers across the region.

Professional collaboration groups are also at work in individual school sites, with group work occurring during the school day or after school.

## Strategies

In 2013-2014, Palliser's principals and vice-principals continued to focus professional development on instructional supervision, observation in classrooms and meaningful feedback to teachers as they continue to hone the art and science of teaching. Monthly meetings of Central Office and school leaders provide a half-day of information sharing from division staff and a half-day of collaboration time for principals and vice-principals. This work will continue in 2014-2015. All Palliser principals and many vice-principals have also joined their own professional learning group that meets during Palliser's four division-wide collaboration days. In 2014-2015, the school leaders will be collaborating in this leadership group on work related to leading literacy efforts in their schools.

Palliser will continue to offer a number of supports to professional staff, including three years of induction and mentorship programming for teachers in their first three years of teaching; and two years of induction and mentorship for new school administrators. All teachers in Palliser have four days a year to work in collaboration with other teachers from the division in small professional learning groups. In 2014-2015, every group is dedicated to a literacy or assessment for learning focus. Palliser's move to Google Apps for Education also provides our staff access to a number of tools for collaboration with other teachers or students.

Effective learning and teaching is at the heart of Palliser's School Effectiveness Model which is key to our school review process. The model was adapted from the correlates (or characteristics) found in effective schools, as determined through Effective Schools research. These correlates include instructional leadership, high expectations for learning, assessment and learning, inclusive education supports, authentic partnerships and caring and respectful school environments. When a review occurs, teams of Central Office administrators and principals or vice-principals from other Palliser schools observe classroom instruction, interview teachers one-on-one, meet with focus groups of support staff, students and

parents/guardians, and tour facilities. The data collected during the site visit is supplemented with surveys distributed to all parents, students and staff. The review process looks for evidence of school strengths, and this appreciative process makes the process quite positive for school staff. The data also reveals areas for refinement. The review team does not prescribe solutions. Instead, the data is shared with school staff who can celebrate the school's strengths and develop an action plan for improvement. In 2013-2014, five schools were reviewed (Champion, Calgary Christian High, Milo, Coalhurst High, and Barons/Carmangay). In 2014-2015, school reviews will occur at Jennie Emery Elementary, R.I. Baker Middle, Heritage Christian Academy and Huntsville schools. School reviews not only benefit the school being reviewed, the process proves fruitful to principals and vice-principals who participate as members of the review team as they see other school's best practices at work.

The Palliser Effectiveness Model will be updated and broadened in 2014-2015 to better reflect how the school division's personnel and systems form concentric circles of influence that ultimately impact the student. This model will continue to reflect Effective Schools research, while adding the May 2013 ministerial order on student learning.

Palliser's Academic Wrap Around serves as a model of collaboration that provides professional development for the classroom teacher while improving the effectiveness of instruction to the individual student. Central Office expertise in inclusion, technology and literacy work with a classroom teacher to support one student who is struggling. This process not only proves beneficial to the student at the centre of the wrap around, but to others in the classroom as the teacher tries new strategies and technologies to support learning. The work creates a domino effect within the school as teachers gain valuable tools from the Central Office team and share knowledge with others. In 2013-2014, 34 students from 11 schools were referred to the team with all participating principals reporting positive outcomes ranging from changes in teacher practice, more classroom engagement and in 18 cases, measurable

improvement in student reading level, including six students who experienced a year or more worth of progress in reading levels in a matter of months. The Collaborative Practice team works in a similar fashion but focuses on students with behaviour or inclusion issues, rather than academic needs. A team that includes the classroom teacher, learning support teacher, behaviour specialist and various counsellors and therapists as appropriate, work to address the needs of an individual student, with spin off benefits to others in the classroom and the school.

Palliser's behaviour consultant worked with 34 students at 13 schools in 2013-2014 to support teachers working with students with social or emotional management issues.

Family school liaison counsellors also support student learning. In 2013-2014, Palliser's team of counsellors conducted nearly 4,200 one-on-one appointments with about 1,150 students.

Career and academic counsellors support student learning needs at every Palliser high school, through career planning efforts. Nearly 550 Palliser students sought career and academic counsellors' help in selecting high school courses to fit their post-secondary goals.

The Palliser student-centred team includes learning support teachers whose expertise supports students with the most severe special medical or behavioural needs. Educational assistants also support students with identified needs.

Palliser supports the growth and development of teachers in training in co-operation with post-secondary education programs at the University of Lethbridge and University of Calgary. In 2014-2015, Palliser's Human Resources department plans to establish a centralized process for the placement of practicum students in Professional Semester 1, 2 and 3. Centralization of the process will ensure the university students are attached to the best possible teacher mentors in Palliser.

Palliser's focus on the role of the principal as the instructional leader of the school ensures the principal makes a priority of supporting teachers to provide high quality instruction through

professional teamwork and coaching.

Professional development for school staff led by Central Office administrators have covered a range of topics, including: 7 Habits of Highly Effective People; analysis of school-specific provincial achievement test and diploma exam results; literacy assessment; differentiated instruction; Supporting Individuals Through Valued Attachments (SIVA) safety training; first aid; Violent Threat Risk Assessment training; and ongoing evaluation processes.

Palliser has adopted an annual accountability process throughout the division for both departments and individuals. All service areas, including Transportation and Facilities Services, Human Resources and Communications, provide an annual accountability report to the board of trustees to reflect achievement in a one-year period and identify administrative implications that may challenge operations in the coming year. At the individual staff level, Palliser has created detailed job descriptions for all Central Office professional and support staff, including performance assessment guides that detail the work expected from each role. These staff are evaluated by their immediate supervisor annually and given opportunity to produce evidence of quality work that aligns with job descriptions and performance expectations. This mirrors the annual evaluation process the board conducts with the Superintendent. This accountability process now extends through the senior management staff, directors, supervisors and executive support staff. In 2013-2014, detailed job descriptions were created for key school staff, including administrative assistants, formerly known as school secretaries, and educational assistants, formerly known as learning assistants. Their job descriptions were aligned with the work expected of principals and teachers. Palliser believes alignment to common goals and expectations helps advance the entire system.

In 2014-2015, Palliser expects to resume its lead teacher cohort, offering professional development opportunities to teachers who have an interest and aptitude for school leadership roles.

## Goal Four: Engaged and Effective Governance

*Outcome: The education system demonstrates collaboration and engagement.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |                        |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement            | Overall   | 2015    | 2016 | 2017 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 86.9                     | 86.9 | 87.3 | 87.1 | 87.4 |        | Very High   | Maintained             | Excellent |         |      |      |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.                | 91.6                     | 91.2 | 92.9 | 92.6 | 93.7 |        | Very High   | Improved Significantly | Excellent |         |      |      |

### Our results

Palliser places strong emphasis on the importance of parent and community involvement in our schools. School leaders are strongly encouraged to engage their school councils in meaningful discussion about annual school goals, results and the school calendar. To encourage participation in school councils, Palliser trustees attend as many school council meetings as possible. The division also pays the annual membership fee for every Palliser school council to be part of the Alberta School Councils' Association, giving them access to the association's workshops and other resources. Members of Palliser's Central Office team also attend school council meetings as needed to address questions or issues specific to the school.

Palliser's board has made a priority of also working closely with the society boards at Palliser's faith-based alternative programs in Brant and Calgary. These societies which once operated these schools as private entities continue to support the facility and transportation needs of these schools as well as the faith component. In 2013-2014, the work between the school board and the societies was heightened by a controversy over some language in the master agreements between Palliser and society boards that created these alternative programs. The language was deemed discriminatory, and Palliser and the societies worked closely and quickly to begin eliminating discriminatory language from these agreements.

Parents/guardians are engaged in discussion of student learning beyond regular reporting periods. For example, as part of Palliser's literacy program,

Palliser encouraged a plain language discussion of student reading levels and skills, providing school staff a template for letters and other communication about student literacy that removed jargon that may be unfamiliar to parents.

In 2013-2014, 90 parents/guardians attended focus group meetings where they could talk face-to-face with the superintendent or a designate about their school, as part of the review process of five schools. More than 300 parents/guardians provided feedback through surveys that were part of those reviews. Palliser's Low German-speaking Mennonite liaison worker provided language assistance to parents during the Barons/Carmangay school review. Those schools serve the LGM community exclusively and all parents and students speak English as a second language. Similarly, a liaison worker from Siksika Nation served as a valuable conduit for First Nations parents when Milo School was reviewed. The review also incorporates student and staff voices in the review reports.

Palliser launched a new division website and all but two schools launched new school websites in Fall 2013. Outreach schools and the alternative programs for Low German-speaking Mennonite students started schools websites for the first time. The division website features more than 600 pages of content that includes monthly messages from the superintendent, and blogs by the literacy coach and co-ordinating principal of early learning that are written with the parent/guardian in mind. The school websites give Palliser teachers easy access to managing their own classroom calendars,

blogs and documents for use by students and parents. Palliser's division website was updated with information more than 200 times during the school year.

The new website integrates Palliser's board agenda and minutes software, giving the public access to agendas before the meeting occurs and official minutes as soon as they're approved. A package of highlights from each regular meeting is also prepared and posted online.

Information posted on the website is also shared on Palliser's Twitter and Facebook accounts. Followers of those accounts continued to grow in 2013-2014, and social media activity was particularly high during a snow event that affected busing, and flooding that forced temporary closure of Jennie Emery Elementary in November 2013.

Palliser introduced a Palliser Bus Status app for iPhones in November 2013. By March 2014, the app had been downloaded 1,950 times, giving users access to push notifications about any delays or cancellations of bus routes of their choice.

Palliser created a series of videos about its literacy program, its centralized supports and the board's move away from strictly site-based management to help build public understanding of Palliser's division and operations. These videos are featured on Palliser's website.

Palliser created a four-page report to the public on the division's literacy focus in February 2014, distributing it widely by mail to residents of Lethbridge and Vulcan Counties, and by email to the communities served by its faith-based alternative programs.

Weekly emails from the superintendent to all Palliser staff help build awareness of division initiatives and celebrate staff and school success stories. These internal emails are also shared with Palliser's Alberta Education manager and other key external stakeholders.

In Spring 2014, Palliser began issuing a weekly email to all staff and any public subscribers, featuring links to new content on the division website, as well as online resources of interest to our stakeholders. To subscribe, please visit our website at [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca).

Palliser shares its best practices in many ways. In 2013-2014, Palliser presented at conferences including the National Congress on Rural Education, Alberta School Boards Association fall conference, and the Effective Schools Conference on the topics of moving away from site-based management to a needs-based approach, the Think of Us on the Bus safety campaign and school review process, respectively.

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## Strategies

The board and administration continue to encourage parents to be involved in school councils as the best mechanism for meaningful input to school leadership and trustees.

In 2014-2015, Palliser will continue to look

for opportunities to engage with parents and other stakeholders.

An Android version of the free Palliser Bus Status app is expected to be available in Fall 2014 from the Google Play Store.

**Outcome: Students and communities have access to safe and healthy learning environments.**

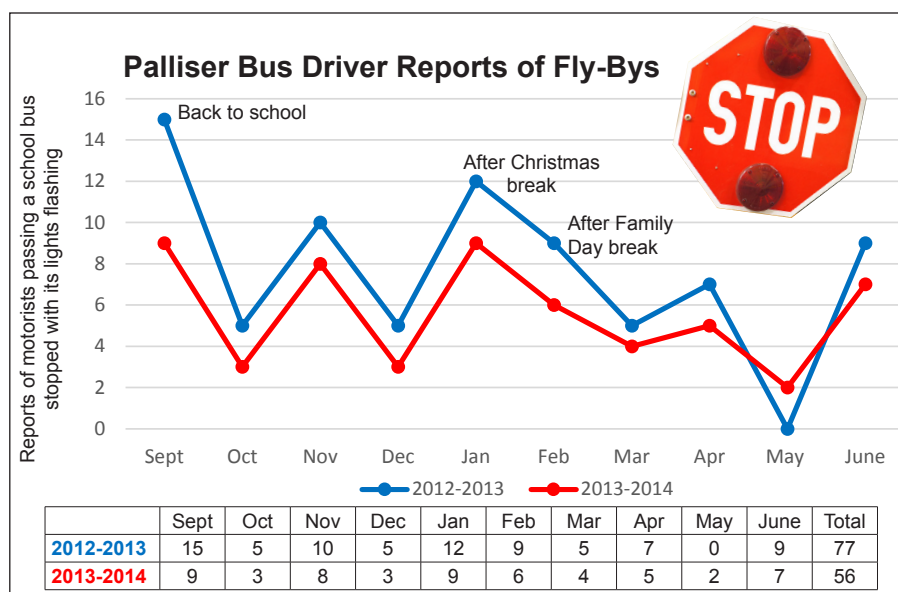
| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |                        |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement            | Overall   | 2015    | 2016 | 2017 |
| 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. | 91.5                     | 91.4 | 92.2 | 92.2 | 93.5 |        | Very High   | Improved Significantly | Excellent |         |      |      |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.   | 79.7                     | 80.5 | 83.4 | 85.4 | 85.9 |        | Very High   | Improved Significantly | Excellent |         |      |      |

**Our results**

Palliser’s results in this performance measure are now at their highest level in five years, and such tremendous support for the division’s safe and caring efforts and improvement efforts is positive reinforcement for the work of Palliser staff. Palliser schools care for students and are constantly striving to improve.

Each year, Palliser requires its school leaders to identify at least one school goal that promotes safe, caring and respectful learning environments. Over time, this ongoing commitment to encouraging respect and strong characters is paying dividends. The Accountability Survey results are echoed in the comments and survey responses Palliser’s review team collect during school reviews. Stakeholders regularly comment on the respectful and caring atmospheres found in our schools.

Palliser’s schools emphasize inclusion in all classrooms for all students of all needs. Rather than referring to a special needs program as a separate entity, Palliser emphasizes inclusive classrooms and differentiated instruction to meet individual student needs. For students with the most severe



needs, learning support teachers provide support to the classroom teacher. Educational assistant support in the classroom is allocated based on the needs of individual students, working to support the classroom teacher. This is a departure from the learning model found even a decade ago. By having the classroom teacher assume greater responsibility for every student, Palliser has experienced improvement in academic achievement for students coded with severe needs. For students with identified needs, as with all students, the goal is to support success at the highest level possible for the individual. Learning support teachers, a behaviour support specialist, speech language pathologists, technology integration specialist and others with expertise work throughout the division to support student success, whether in academics or non-

academic pursuits. The division's inclusive approach breaks down barriers for all students, provides opportunities for young people to learn empathy and compassion, and ultimately supports learning for all students.

An important part of the school review process is follow-up by the school principal who shares with the board his/her response to the school review data. The principal relays how the school staff are addressing areas for improvement identified by the review data and who they might be building on the school's existing strengths. Palliser has proven responsive to issues raised by parents, whether by introducing second language instruction in light of parent comments made during a school review or increasing clubs and options to meet student interest.

Palliser's school bus drivers reported 21 fewer incidents of motorists passing their buses when stopped for student pick up or drop off than in the previous year. This is a 27 per cent decrease from 2012-2013, the first year of Palliser's Think of Us on the Bus safety campaign. One aspect of the campaign led to more consistent and accurate reporting of incidents, including red light "fly bys." Whether the reduction is the result of increased public awareness and enforcement that came with the bus safety effort remains to be seen as data collection continues. The drivers' reports also show a clear correlation between the number of incidents and key times of the year. Spikes in incidents occurred during the back-to-school period in early September, at the resumption of classes following the Christmas break, and in June. In 2013-2014, Palliser ran its Think of Us on the Bus safety ads on radio in Lethbridge in early January out of awareness that this was a peak time for fly bys.

Palliser Associate Superintendent (Education Services) Pat Rivard served as chair of the ALERT (Assisted Learning Environment Response Team) Committee for 2013-2014, a role he'll continue in 2014-2015. This committee has representation from local school jurisdictions, Lethbridge Regional Police Service, Alberta Health Services and Southwest Child and Family Services. Palliser is also represented on three different Regional Collaborative Service Delivery committees, which

provide support services to students with complex needs.

Palliser responds quickly to reports of worrisome behaviour or behaviour that poses a risk to self or others. Staff trained in Violent Threat Risk Assessment work with students, parents, law enforcement and others as appropriate. When recommendations of the VTRA team are followed, there have been no instances of behaviour escalating.

Palliser's Facilities Services staff met with school principals at all Palliser-owned schools to collect input on facility conditions and needs. They evaluated service contracts for grounds maintenance and snow removal at community sites to ensure services were meeting needs.

Major facilities projects for safety included addressing severe Richardson ground squirrel (gopher) issues at four schools; immediately ensuring safe drinking water was available to schools affected by a Lethbridge boil water order in Spring 2014; ensuring safe water and air quality following a flood in Fall 2013 at Jennie Emery Elementary; and independent evaluation of air quality at four schools.

Palliser's Occupational Health and Safety Co-ordinator conducted on-site safety reviews of Palliser's 17 colony schools, with the colony principal.

All immediate hazards identified in the 2012 review of playgrounds were addressed with some equipment removed from three schools and replacement plans created at three others.

Palliser buses are inspected twice a year by Commercial Vehicle Enforcement officers. All regular bus drivers have completed S endorsement (defensive driving) and first-aid training. In 2013-2014, with more than 60 buses travelling about 1.8 million kilometres, Palliser was involved in one collision. No one on the bus was injured.

Busing was cancelled across the jurisdiction on Dec. 3, 2013 as a blizzard hit the region. In keeping with Palliser policy, schools remained open with whatever staff could safely make it to school



to ensure no student was left out in the elements. Hundreds of students across the region reported to school that day, underscoring the importance of the building being open for their safety.

Palliser cancelled two of its division wide collaboration days in 2013-2014 due to winter driving conditions. Staff were encouraged to work at their schools rather than driving to Vulcan.

Internal and external recording devices were installed on five buses in 2013-2014. The devices will ensure accountability of the bus drivers, the students and other drivers. Information from the camera system has resulted in tickets being issued to drivers who fail to stop for buses with red lights flashing for loading or unloading students.

## Strategies

Palliser will continue to build on its strength of safe and caring schools by continuing its efforts to ensure safety in all aspects of division operation.

In 2014-2015, Palliser will fully implement Occupational Health and Safety training online, a system that provides training and tracks compliance.

Palliser's work with Violent Threat Risk Assessment has drawn commendation from internationally recognized risk assessment expert Kevin Cameron, who developed the protocols for identifying and responding to threatening or troublesome behaviour. In 2014-2015, Cameron plans to present to Palliser's principals and vice-principals on aspects of system dynamics. There have been early discussions of a possible partnership between Palliser and Cameron to continue to improve school safety through research and best practices.

In 2014-2015, Palliser's three trainers of Supporting Individuals Through Valued Attachments (SIVA) will extend training to school bus drivers for the first time. Through SIVA training, adults learn how to identify what triggers



A school resource officer leads a presentation on bicycle safety as part of Safety Day at John Davidson School in Coaldale.

some student behaviours, how to reduce those triggers and how to respond to volatile behaviours in ways that ensure the safety of the students and staff. This training has been shown to reduce the number of incidents where physical intervention was required to manage individuals with special needs and/or volatile behaviours.

Additional camera units will be added to the school bus fleet in 2014-2015.

To ensure student safety, Palliser continues to ensure volunteers file a criminal record check with the school principal annually. Palliser staff must provide a criminal record check as a condition of employment, and any change to criminal record status must be reported by the employee to his/her supervisor, who could face discipline for a failure to disclose.

Palliser continues to build on its culture of high expectations of staff and students through meaningful school goals with measurable outcomes, the process of school reviews, evaluation process for staff, and instructional leadership, coaching and mentorship to support continuous improvement in our schools.

## Summary of Financial Results for the 2013-2014 School Year

Palliser's revenue exceeded expenses for the 2013-2014 school year resulting in a surplus of \$2,488,002. Actual revenues and expenses exceeded budgeted revenues and expenses.

### Key financial information as at Aug. 31, 2014

- Annual Operating Surplus — \$2,488,002
- Contribution to Capital Reserves — \$730,000
- Contribution to Operating Reserves — \$448,705

For a copy of Palliser's Audited Financial

Statements for the 2013-2014 school year, please visit the Trustees section of the Palliser website, under Planning and Reporting, at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

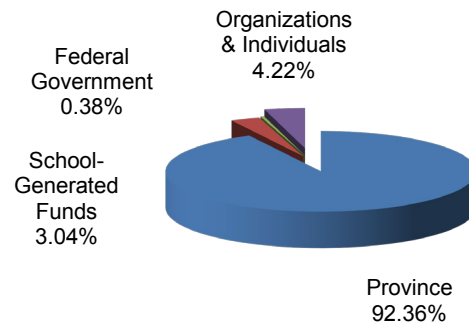
Audited financial statements for all jurisdictions are posted on Alberta Education's website at <http://education.alberta.ca/admin/funding/audited.aspx>.

| Total Revenue<br>2013-2014  | \$86,538,571 |        |
|-----------------------------|--------------|--------|
| Province                    | \$79,923,428 | 92.36% |
| School-Generated Funds      | \$2,630,893  | 3.04%  |
| Federal Government          | \$332,347    | 0.38%  |
| Organizations & Individuals | \$3,651,903  | 4.22%  |

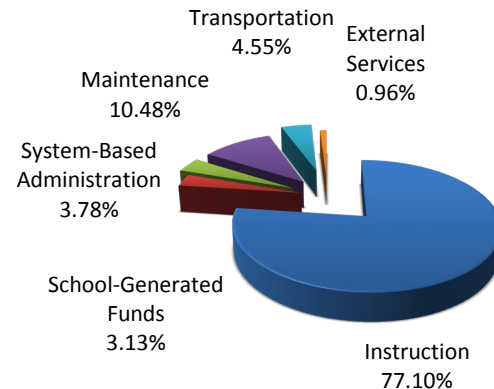
For further information on school generated funds and their use please contact Corporate Treasurer Wayne Braun at [wayne.braun@pallisersd.ab.ca](mailto:wayne.braun@pallisersd.ab.ca).

| Expenditures by Department<br>2013-2014 | \$84,050,569 |        |
|---|--------------|--------|
| Instruction                             | \$64,803,741 | 77.10% |
| School-Generated Funds                  | \$2,630,893  | 3.13%  |
| System-Based Administration             | \$3,174,341  | 3.78%  |
| Maintenance                             | \$8,812,275  | 10.48% |
| Transportation                          | \$3,825,252  | 4.55%  |
| External Services                       | \$804,067    | 0.96%  |

### Revenue 2013-2014

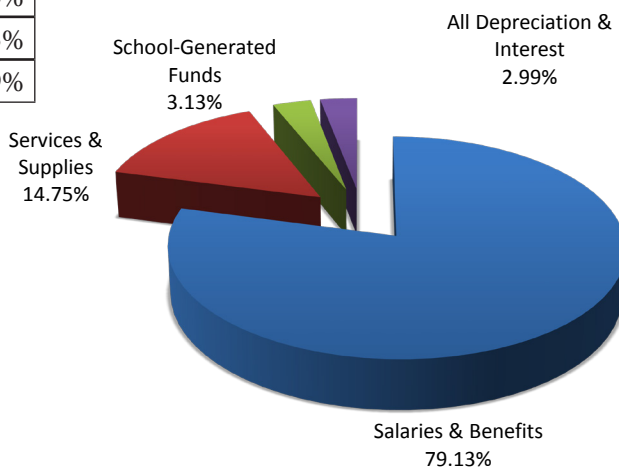


### Expenditures 2013-2014



| Expenditures by Object<br>2013-2014 | \$84,050,569 |        |
|-------------------------------------|--------------|--------|
| Salaries & Benefits                 | \$66,507,158 | 79.13% |
| Services & Supplies                 | \$12,396,851 | 14.75% |
| School-Generated Funds              | \$2,630,893  | 3.13%  |
| All Depreciation & Interest         | \$2,515,667  | 2.99%  |

### Expenditures by Object 2013-2014



## Fall Budget Summary for 2014-2015 School Year

The Board of Trustees approved the 2014-2015 budget with an annual operating deficit of \$1,601,100. A needs-based budgeting approach was used for all departments and schools. Under the budget approach, needs are identified and funded from the total revenue received at the division level. This deficit budget is fully covered by existing reserves and unrestricted surplus funds.

### Budget Assumptions:

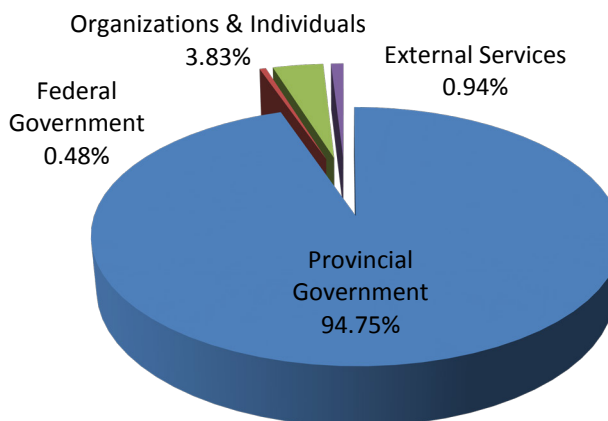
- There was a 0.19 per cent increase for certificated staff salaries and 1.0 per cent for non-certificated, non-union salaries.
- Benefit rates remained consistent with the 2013-2014 budget.
- Average teacher cost used for budget purposes is \$117,000 including provincial pension contributions.

The budget summary is available on Palliser's website in the Trustees, Planning and Reporting Section at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

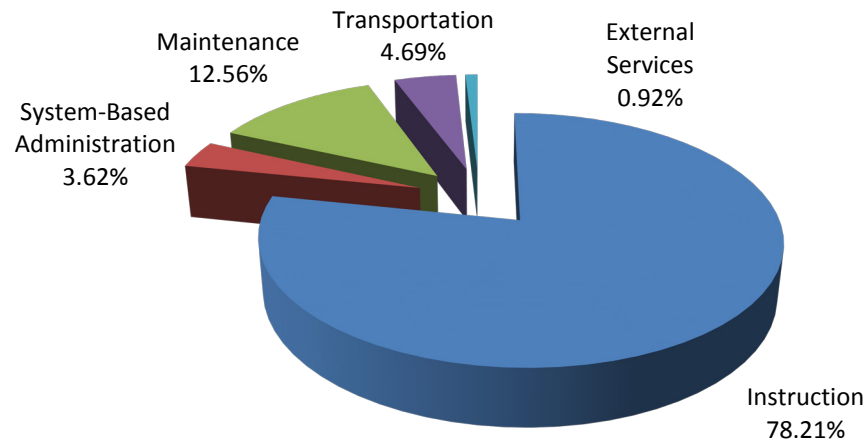
| Budgeted Revenues<br>2014-2015 | \$79,966,825 |        |
|--------------------------------|--------------|--------|
| Provincial Government          | \$75,772,303 | 94.75% |
| Federal Government             | \$381,150    | 0.48%  |
| Organizations & Individuals    | \$3,063,372  | 3.83%  |
| External Services              | \$750,000    | 0.94%  |

### Revenue 2014-2015



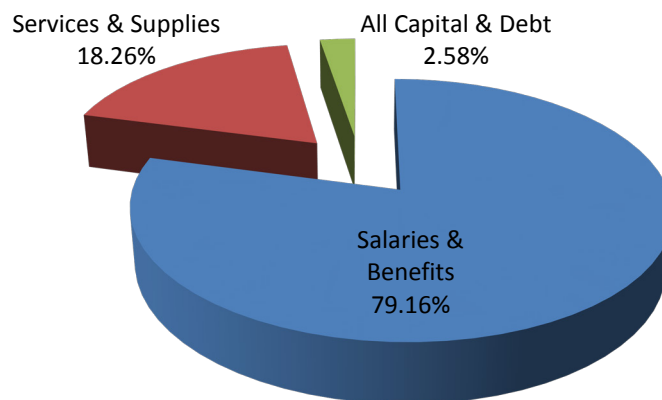
| Budgeted Expenditures<br>2014-2015 by Department | \$81,567,925 |        |
|--|--------------|--------|
| Instruction                                      | \$63,791,435 | 78.21% |
| System-Based Administration                      | \$2,953,375  | 3.62%  |
| Maintenance                                      | \$10,243,773 | 12.56% |
| Transportation                                   | \$3,829,342  | 4.69%  |
| External Services                                | \$750,000    | 0.92%  |

### Expenditure by Department 2014-2015



| Budgeted Expenditures<br>2014-2015 by Object | \$81,567,925 |        |
|--|--------------|--------|
| Salaries & Benefits                          | \$64,572,637 | 79.16% |
| Services & Supplies                          | \$14,892,047 | 18.26% |
| All Capital & Debt                           | \$2,103,241  | 2.58%  |

### Expenditures by Object 2014-2015



## Capital and Facilities Projects

All scheduled Infrastructure Maintenance Renewal projects for the 2013-2014 school season have been completed or are currently in progress. This includes major “face lifts” at Sunnyside and Huntsville schools and exterior painting of County Central High School.

The modernization of Noble Central School was announced in January 2014 and entered detail design stage in Fall 2014 in preparation for tendering of the project. Construction is expected to begin in Spring 2015.

Two modular classrooms and a connecting link to the main building were installed and constructed at Jennie Emery Elementary School in Summer 2014, earlier than anticipated. Work setting up the rooms with all necessary equipment and technology was occurring in September and October.

Palliser’s capital plan consists of five projects for modernization or addition. In priority order, they are:

1. Barons/Carmangay
2. Huntsville School Mini Modernization
3. Coalhurst High School Mini

### Modernization

4. Kate Andrews High School Modernization
5. Champion School Gym Upgrade

Palliser’s Capital Plan continues to include two priorities in the Lease Funding section. The first priority is to continue at current funding formula levels the lease funding received for Brant Christian School, Menno Simons Christian School and Heritage Christian Academy. The second priority is to secure new lease funding for Master’s Academy and College, Calgary Christian Elementary and Secondary Schools and Trinity Christian School, based on the current funding formula.

Palliser has also applied for two new modular classrooms each for Barons School and Coalhurst Elementary School for 2015-2016.

For a summary of Palliser’s Three-Year Capital Plan for the 2014-2015 school year to 2016-2017 school year, please visit the Facilities Services section of the Palliser website at <http://www.pallisersd.ab.ca/services/facility-services>. For a hard copy, please call Palliser’s Central Office at 403-328-4111 or toll-free at 1-877-667-1234.



One of two modular classrooms is moved into place at Jennie Emery Elementary School in Coaldale in August 2014.

## Palliser Class Size

The class size information that follows reflects staffing in mid-November 2014. Below, are class sizes for core subjects at Palliser schools, excluding high school outreach programs, Palliser's online school and colony schools.

In core subjects, Palliser average class size is only slightly higher than the provincial guideline in Kindergarten through Grade 3, and well below that mark in all other grade groupings through Grade 12.

Palliser's class size reports for all subjects are reported on the next page and show a similar trend, with average class size well below provincial guidelines for Grades 4 through 12.

The suggested provincial guidelines for class size are:

Kindergarten to Grade 3 — 17 students  
 Grades 4 to 6 — 23 students  
 Grades 7 to 9 — 25 students  
 Grades 10 to 12 — 27 students

### Class Size, Core Subjects Only

|                                       | K to 3      |             |             | 4 to 6      |             |             | 7 to 9      |             |             | 10 to 12    |             |             |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                       | 2012/13     | 2013/14     | 2014/15     | 2012/13     | 2013/14     | 2014/15     | 2012/13     | 2013/14     | 2014/15     | 2012/13     | 2013/14     | 2014/15     |
| Arrowwood Community School            | 17.0        | 15.0        | 18.7        | 19.5        | 21.0        | 21.0        | 15.7        | 20.0        | 23.7        |             |             |             |
| Barons School                         | 16.8        | 19.2        | 18.0        | 23.0        | 17.3        | 19.0        |             |             |             |             |             |             |
| Brant Christian School                | 17.5        | 13.5        | 13.0        | 18.0        | 20.0        | 17.0        | 18.0        | 16.0        | 20.0        | 6.0         | 6.0         |             |
| Calgary Christian High School         |             |             |             |             |             |             | 21.6        | 22.8        | 21.6        | 22.3        | 22.6        | 21.9        |
| Calgary Christian School              | 18.3        | 19.9        | 19.2        | 23.7        | 20.9        | 22.3        |             |             |             |             |             |             |
| Champion School                       | 14.0        | 23.0        | 18.5        | 19.5        | 19.0        | 21.5        | 15.2        | 19.0        | 14.7        |             |             |             |
| Coalhurst Elementary School           | 18.9        | 21.6        | 22.8        | 18.7        | 19.6        | 21.8        |             |             |             |             |             |             |
| Coalhurst High School                 |             |             |             |             |             |             | 22.5        | 24.1        | 24.6        | 12.3        | 16.4        | 17.5        |
| County Central High School            |             |             |             |             |             |             | 21.0        | 19.8        | 18.0        | 22.0        | 21.5        | 20.0        |
| Dorothy Dalgleish School              | 20.6        | 20.2        | 16.0        | 17.0        | 18.5        | 26.0        |             |             |             |             |             |             |
| Glenmore Christian Academy Elementary | 18.4        | 20.0        |             | 24.5        | 24.0        |             |             |             |             |             |             |             |
| Heritage Christian Academy            | 19.4        | 19.3        | 19.6        | 21.5        | 23.3        | 23.9        | 20.1        | 19.7        | 24.6        | 14.9        | 19.3        | 19.1        |
| Huntsville School                     | 11.3        | 15.7        | 16.3        | 21.0        | 20.5        | 21.0        | 18.0        | 22.0        | 28.0        |             |             |             |
| Jennie Emery Elementary School        | 17.4        | 18.2        | 18.0        | 21.7        | 23.0        | 22.3        |             |             |             |             |             |             |
| John Davidson School Program          | 15.8        | 18.3        | 17.0        | 28.0        | 22.0        | 25.5        |             |             |             |             |             |             |
| Kate Andrews High School              |             |             |             |             |             |             | 27.0        | 22.1        | 18.5        | 19.7        | 19.0        | 19.9        |
| Master's Academy                      | 20.0        | 20.5        | 21.3        | 23.3        | 22.3        | 22.1        |             |             |             |             |             |             |
| Master's College                      |             |             |             |             |             |             | 24.7        | 20.3        | 19.0        | 15.9        | 15.6        | 14.5        |
| Menno Simons Christian School         | 19.3        | 19.5        | 19.5        | 23.3        | 22.3        | 22.7        | 21.7        | 22.5        | 21.7        |             |             |             |
| Milo School                           | 12.0        | 13.8        | 13.0        | 20.0        | 17.3        | 19.0        | 21.0        | 18.6        | 26.0        |             |             |             |
| Noble Central School                  | 12.7        | 12.8        | 14.0        | 19.0        | 20.7        | 18.3        | 16.7        | 18.7        | 21.7        | 15.3        | 16.4        | 14.4        |
| Picture Butte High School             |             |             |             |             |             |             | 26.6        | 23.5        | 25.3        | 15.8        | 15.7        | 18.3        |
| R. I. Baker Middle School             |             |             |             | 22.4        | 22.0        | 22.7        | 22.8        | 25.0        | 24.1        |             |             |             |
| Sunnyside School                      | 13.0        | 16.2        | 17.3        | 21.0        | 19.0        | 23.0        |             |             |             |             |             |             |
| Trinity Christian School              | 18.4        | 21.1        | 21.3        | 18.0        | 19.2        | 20.5        | 22.4        | 21.2        | 19.5        |             |             |             |
| Vulcan Prairieview Elementary School  | 17.0        | 21.8        | 21.8        | 19.9        | 19.7        | 17.8        |             |             |             |             |             |             |
| <b>Total for Jurisdiction 2255</b>    | <b>16.6</b> | <b>18.5</b> | <b>18.1</b> | <b>20.6</b> | <b>20.3</b> | <b>21.4</b> | <b>22.6</b> | <b>20.8</b> | <b>21.2</b> | <b>17.4</b> | <b>17.9</b> | <b>17.9</b> |

**Note:**

3/4 combined classes are included in the Gr. 4 to 6 average  
 6/7 combined classes are included in the Gr. 7 to 9 average  
 8/10 combined classes are included in the Gr. 10 to 12 average  
 Special Education classes are included  
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).  
 Colony/Hunter schools have been excluded  
 Outreach/alternative schools have been excluded  
 Virtual/Home Ed/Distance Ed programs have been excluded  
 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Note:  
 This information has not been verified by Alberta Education and is subject to change.

## Class Size, All Subjects

|                                       | K to 3      |             |             | 4 to 6      |             |             | 7 to 9      |             |             | 10 to 12    |             |             |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                       | 2012/13     | 2013/14     | 2014/15     | 2012/13     | 2013/14     | 2014/15     | 2012/13     | 2013/14     | 2014/15     | 2012/13     | 2013/14     | 2014/15     |
| Arrowwood Community School            | 17.0        | 15.3        | 19.5        | 19.0        | 19.8        | 21.8        | 14.1        | 18.5        | 24.0        |             |             |             |
| Barons School                         | 16.9        | 19.4        | 17.9        | 23.0        | 17.3        | 19.0        |             |             |             |             |             |             |
| Brant Christian School                | 17.5        | 13.5        | 13.1        | 18.0        | 19.9        | 17.6        | 16.9        | 15.0        | 20.0        | 15.3        | 14.0        | 18.0        |
| Calgary Christian High School         |             |             |             |             |             |             | 22.4        | 23.6        | 21.6        | 16.4        | 18.3        | 19.9        |
| Calgary Christian School              | 18.5        | 20.1        | 19.2        | 23.6        | 20.6        | 22.2        |             |             |             |             |             |             |
| Champion School                       | 14.0        | 23.0        | 18.5        | 19.5        | 19.0        | 21.5        | 16.6        | 16.6        | 16.7        |             |             |             |
| Coalhurst Elementary School           | 18.9        | 21.6        | 22.9        | 18.7        | 21.3        | 21.8        |             |             |             |             |             |             |
| Coalhurst High School                 |             |             |             |             |             |             | 21.6        | 22.0        | 22.6        | 11.3        | 16.9        | 15.7        |
| County Central High School            |             |             |             |             |             |             | 20.5        | 20.0        | 18.5        | 18.5        | 20.8        | 18.0        |
| Dorothy Dalgiesh School               | 22.9        | 21.1        | 19.2        | 19.4        | 20.4        | 26.0        |             |             |             |             |             |             |
| Glenmore Christian Academy Elementary | 18.4        | 20.0        |             | 24.5        | 23.9        |             |             |             |             |             |             |             |
| Heritage Christian Academy            | 19.8        | 20.6        | 20.5        | 22.3        | 23.3        | 23.9        | 21.3        | 21.6        | 22.2        | 18.5        | 21.2        | 20.7        |
| Huntsville School                     | 10.9        | 15.7        | 16.0        | 20.5        | 20.5        | 20.5        | 18.0        | 22.0        | 26.9        |             |             |             |
| Jennie Emery Elementary School        | 17.4        | 18.2        | 18.0        | 21.7        | 23.0        | 22.3        |             |             |             |             |             |             |
| John Davidson School Program          | 16.2        | 18.3        | 16.8        | 28.0        | 22.0        | 25.5        | 27.1        | 15.0        | 14.0        |             |             |             |
| Kate Andrews High School              |             |             |             |             |             |             | 26.3        | 20.0        | 19.9        | 18.2        | 18.2        | 18.8        |
| Master's Academy                      | 20.0        | 20.5        | 21.3        | 23.3        | 22.3        | 22.1        |             |             |             |             |             |             |
| Master's College                      |             |             |             |             |             |             | 22.9        | 18.9        | 20.2        | 15.8        | 14.5        | 17.1        |
| Menno Simons Christian School         | 19.3        | 19.5        | 19.5        | 23.3        | 22.3        | 22.7        | 21.5        | 22.7        | 21.6        |             |             |             |
| Milo School                           | 12.0        | 14.0        | 13.0        | 20.0        | 19.3        | 19.0        | 21.0        | 21.8        | 26.0        |             |             |             |
| Noble Central School                  | 12.5        | 12.8        | 16.0        | 18.9        | 20.7        | 20.3        | 18.9        | 19.7        | 21.4        | 15.6        | 15.4        | 13.5        |
| Picture Butte High School             |             |             |             |             | 9.0         |             | 25.0        | 22.0        | 24.0        | 15.1        | 16.3        | 18.1        |
| R. I. Baker Middle School             |             |             |             | 22.3        | 22.0        | 22.7        | 22.8        | 25.0        | 24.1        |             |             |             |
| Sunnyside School                      | 13.0        | 17.3        | 17.3        | 21.0        | 19.0        | 23.0        |             |             |             |             |             |             |
| Trinity Christian School              | 18.4        | 21.1        | 21.3        | 20.0        | 19.0        | 20.5        | 21.7        | 18.8        | 18.6        |             |             |             |
| Vulcan Prairieview Elementary School  | 17.0        | 21.8        | 21.7        | 19.9        | 19.7        | 18.5        |             |             |             |             |             |             |
| <b>Total for Jurisdiction 2255</b>    | <b>17.9</b> | <b>19.5</b> | <b>19.3</b> | <b>21.6</b> | <b>21.2</b> | <b>21.8</b> | <b>21.7</b> | <b>20.8</b> | <b>21.2</b> | <b>16.7</b> | <b>18.3</b> | <b>18.6</b> |

### Note:

3/4 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 an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).  
Colonial/Heritage schools have been excluded  
Outreach/alternative schools have been excluded  
Virtual/Home Ed/Distance Ed programs have been excluded

### Note:

This information has not been verified by Alberta Education and is subject to change.

## Parental Involvement

Palliser Regional Schools encourages parental and community involvement in all schools. Consultation with parents/guardians through school councils is ingrained in Palliser Administrative Procedures, including [Administrative Procedure 102](#) Three Year School Education Plan which states school plans and results must be prepared by the principal in collaboration with staff, school council, and where appropriate, students.

Palliser trustees are committed to working with school councils, and they regularly attend school council meetings across the division. Senior administrative staff also attend school council meetings to address or listen to school specific issues or to share information.

Parents/guardians are a key stakeholder group that is consulted in depth during school reviews. In 2013-2014, as part of five school reviews, 90 parents/guardians participated in focus group meetings where they could talk face-to-face with the superintendent or designate about their school. In addition, all parents/guardians are invited to provide feedback through online surveys. More than 300 parents/guardians provided input through these surveys in 2013-2014. When language or technology present a challenge with use of the online survey, Palliser staff made other

arrangements to ensure families could access the survey in other ways, whether on paper or with help from a translator.

In 2014-2015, Palliser will review the following schools:

- Jennie Emery Elementary School
- R.I. Baker Middle School
- Heritage Christian Academy
- Huntsville School

In 2014-2015, the review surveys have been modified to give parents/guardians specific opportunities to provide feedback on Palliser's main areas of emphasis: safe and caring schools; assessment for learning; and literacy.

Palliser continues to use its website and social media to engage stakeholders as well. The public can connect with Palliser on Twitter ([@PalliserSchools](#)) and Facebook (<https://www.facebook.com/PalliserRegionalSchools>). Palliser's new website allows the public to comment on news stories, as another way to connect and offer feedback. Palliser also invites the public to subscribe to a weekly email newsletter offering links to new content on the division website and online information from other groups, including Alberta Education. To subscribe, please visit our homepage at [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca).

## Learn More

Palliser Regional Schools encourages our families and community partners to maintain an active interest in the operation of Palliser and our schools, whether through participation in school council or other methods. Palliser information is shared publicly through our website, including Board of Trustee agendas, minutes and highlights packages. As well, dozens of stories and photos about happenings in the division and our schools are regularly posted in the "News" section of our

homepage at [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca).

The Board of Trustees holds regular meetings monthly, except for July. These meetings are open to the public. Meetings are held at Palliser Education Centre in Lethbridge.

Palliser Central Office is located in Lethbridge at #101 3305 18 Avenue North. The office is open from 8:15 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 1-877-667-1234