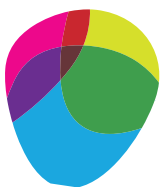


Our Journey. Our Story.

Annual Education Results Report 2017-18
Three Year Education Plan 2018-21



Northern Gateway
Public Schools

Northern Gateway Public Schools

Box 840

4816-49 Avenue

Whitecourt, AB T7S 1N8

Telephone: 780-778-2800

Toll-free: 1-800-262-8674

ngps.ca



Table of Contents

Message from the Board Chair	2	3 Year Education Plan Summary	19
Message from the Superintendent	3	Northern Gateway Public Schools Alignment with	
Accountability Statement	4	Alberta Education Business Plan 2018-2021	20
Publication	5	2016 Accountability Pillar Overall Summary	22
Foundation Statements	5	Desired Outcomes, Specific Outcomes,	
Jurisdiction Profile	7	Strategies, Performance Measures & Targets	26
Learners are Successful	9	Highlights of Facility and Capital Plans	41
Learners are Supported	12	Budget Highlights	43
		Summary of Financial Results.....	44

Message from the Board Chair

On behalf of the Board of Trustees, we are pleased to present **Our Journey. Our Story**. This document outlines the goals, strategies and accountability requirements for education within our jurisdiction.

As a board, we are committed to working within our communities and with our students, staff and parents to support student achievement, school advancement and excellence in teaching and learning.

The results shared in this report inform administration and are used to improve outcomes for learners and to ensure that all NGPS students have the ability and opportunities to acquire the knowledge, skills and attitudes they need to be successful.

Should you have any questions as you look through this document, please do not hesitate to contact any member of the school board for more information.



Judy Muir
Board Chair



Northern Gateway Public Schools Board of Trustees

From left to right: Diane Hagman, Sherry Jeffreys, Barb Maddigan, Gerry Steinke, Judy Muir, Ethan Thesen, Linda Wigton, Anita Portsmouth, Sarah Healy.

Message from the Superintendent

Northern Gateway Public Schools fosters program-rich learning environments where students, teachers and our greater communities can do their best work, together. Catering to just under 5,000 students from pre-Kindergarten to Grade 12, we are a networked division that thrives on close relationships, immense collaboration and shared values.

With students at the centre of our instruction and assessment, teachers, support staff and leadership work together to deliver personalized learning opportunities, quality learning environments and the professional development and vision required to support the needs of every child.

To empower students in their learning, NGPS is committed to providing services and programs to ensure that all learners are supported and successful. From the Minister of Education and Board of Trustees to principals, teachers and community partners in our schools, it is the power of many and the work done in concert that yields results that serve our students, our staff, and the greater school community.



Kevin Andrea
Superintendent of Schools



Accountability Statements

Annual Education Results Report (AERR)

The Annual Education Results Report for Northern Gateway Public Schools 2017-18 school year was prepared under the direction of the board in accordance with the responsibilities under the School Act and the Fiscal Planning and Transparency Act. The board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring, and contributing members of society.

Three Year Education Plan

The Three Year Education Plan for Northern Gateway Public Schools was prepared under the direction of the board in accordance with the responsibilities under the School Act and the Fiscal Planning and Transparency Act. The plan was developed in the context of the provincial government's business and fiscal plans. The board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

Our Journey Our Story: Annual Education Results Report 2017-18 and Three Year Education Plan 2018- 21 was approved by the Board on November 29, 2018.

Judy Muir
Board Chair

Kevin Andrea
Superintendent of Schools



Publication

Our Journey. Our Story: Annual Education Results Report 2017-18 and Three Year Education Plan 2018-21 will be available on our website, ngps.ca, on November 30, 2018.

Parents, school councils, stakeholders and community members are encouraged to provide feedback on the plan that will offer critical input into the next planning and preparation cycle.

The board promotes NGPS through the Three Year Education Plan, regular board meetings, the circulation of Board Highlights, individual school advancement plans, school communications, attendance at school council, town and municipality meetings, as well as through online and social media platforms.



Foundation Statements

Our Story

No matter who you are, you can learn here.

From the students, to the teachers, to the principals and staff.

Because here, education happens every minute, in every corner, of every school. Here, it isn't a between-the-bells thing. It's a lifelong thing.

It's a division-wide, school-to-school, network of learning. Where we never give up and we can't be more proud.

Why?

Because we know learning makes us better.

Better students, better teachers, better leaders.

It brings our communities closer and helps great ideas take shape.

How do we do it?

By understanding that every student is unique.

By creating a space where every student feels welcome.

And by inviting the whole family to participate in their education. We do it by teaching, and inspiring, the whole child, until we create an environment where every student leaves school saying:

I matter.

I've got this.

I'm just getting started.

Motto

Learning for life. Together.

Values

As leaders, we focus on The Three C's:

Community
Collaboration
Creativity

Jurisdiction Leadership

Governance

The nine-member Board of Trustees is responsible for setting direction, allocating resources and monitoring, evaluating and reporting student and organizational progress and achievements. The board encourages an environment of open dialogue and participation in providing for excellence in teaching and learning.

Policy Development & Administrative Procedures

Ongoing review of Board Policies and Administrative Procedures ensures that these direction-setting documents are current, consistent with government regulations and meet the needs of the Division. The board reviews all Policies on an annual basis and monitors Administrative Procedures to ensure consistency with the vision, mission, mandate and goals of education as set out in local policy and provincial regulation. Stakeholder feedback on policies and procedures is welcomed.

Administration

Under a site-based decision-making model, school administrators (principals) report to the Superintendent of Schools. Working together, the Superintendent's Office and Central Services staff provide transportation, facility management, human resources, technology, communications and instructional support to the division.

Student engagement, student achievement, educational partnerships, and stakeholder satisfaction remain key focus areas in setting administrative direction in NGPS. Priority focus areas include articulating and implementing Quality Pedagogy as defined in NGPS Quality Learning Environments; providing a welcoming, caring, respectful and safe learning environment; applying technology where appropriate to administrative, instructional and learning opportunities; and planning and reporting which are consistent with the requirements of the school-based decision-making model.

Public Interest Disclosure

Northern Gateway Public School Division is committed to acting with respect and integrity, expecting all of its employees to demonstrate high ethical standards in their work. Consistent with the Public Interest Disclosure Act, the division has established procedures to facilitate the disclosure and investigation of significant and serious matters that an employee may believe to be unlawful, dangerous to the public or injurious to the public interest. These are outlined in Division Administrative Procedure 405 – Public Interest Disclosure – “Whistleblower” Protection.

Over the 2017-18 school year, no issues were reported related to this procedure.



Jurisdiction Profile

Northern Gateway Public Schools spans nearly 375 kilometres with 16 schools, four colony schools and four off-campus outreach programs, serving just under 5,000 learners in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview.

Located along the Highway 43 corridor, NGPS is primarily a rural school division which shares geographical area with two counties, Lac Ste. Anne and Woodlands, and three municipal districts, Greenview, Big Lakes, and Smoky River. The east end of the division (Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo and Mayerthorpe) is largely agricultural, while the economies of the Whitecourt, Fox Creek and Valleyview areas depend on oil, gas, agriculture and forestry.

NGPS boundaries extend into Treaty 6 and Treaty 8 territories. As a division, we are committed to supporting the First Nations, Métis and Inuit learners who comprise approximately 20% of our students. We value and appreciate a long-standing relationship with Sturgeon Lake Cree Nation and Alexis Nakota Sioux Nation and look forward to continuing to work together to meet the educational needs of First Nations students who attend NGPS schools.

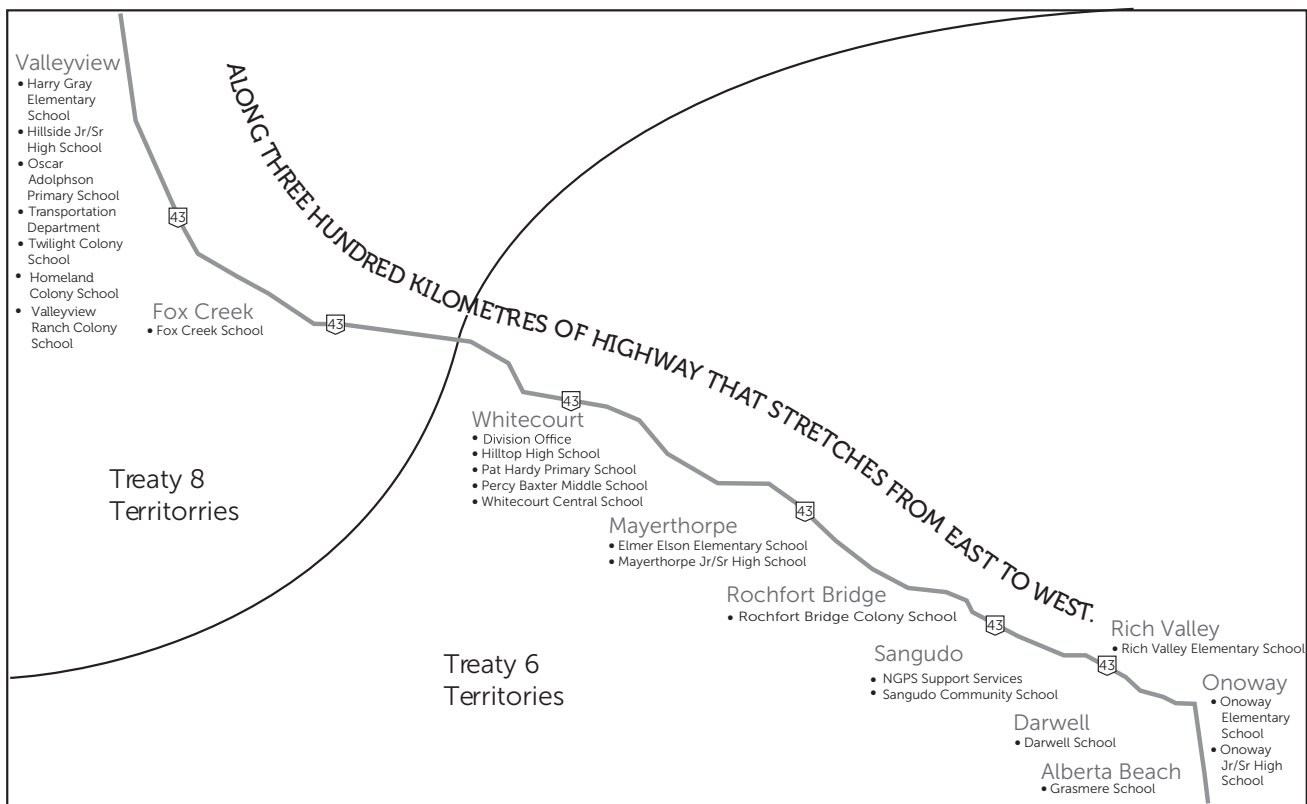
NGPS supports all students. In keeping with Provincial directions for education, schools continue to move the agenda forward in supporting the development of the competencies of “engaged thinkers and ethical citizens with an entrepreneurial spirit.”

Class Size Core Report

<http://www.ngps.ca/about-us/documents>

Class Size All Subjects Report

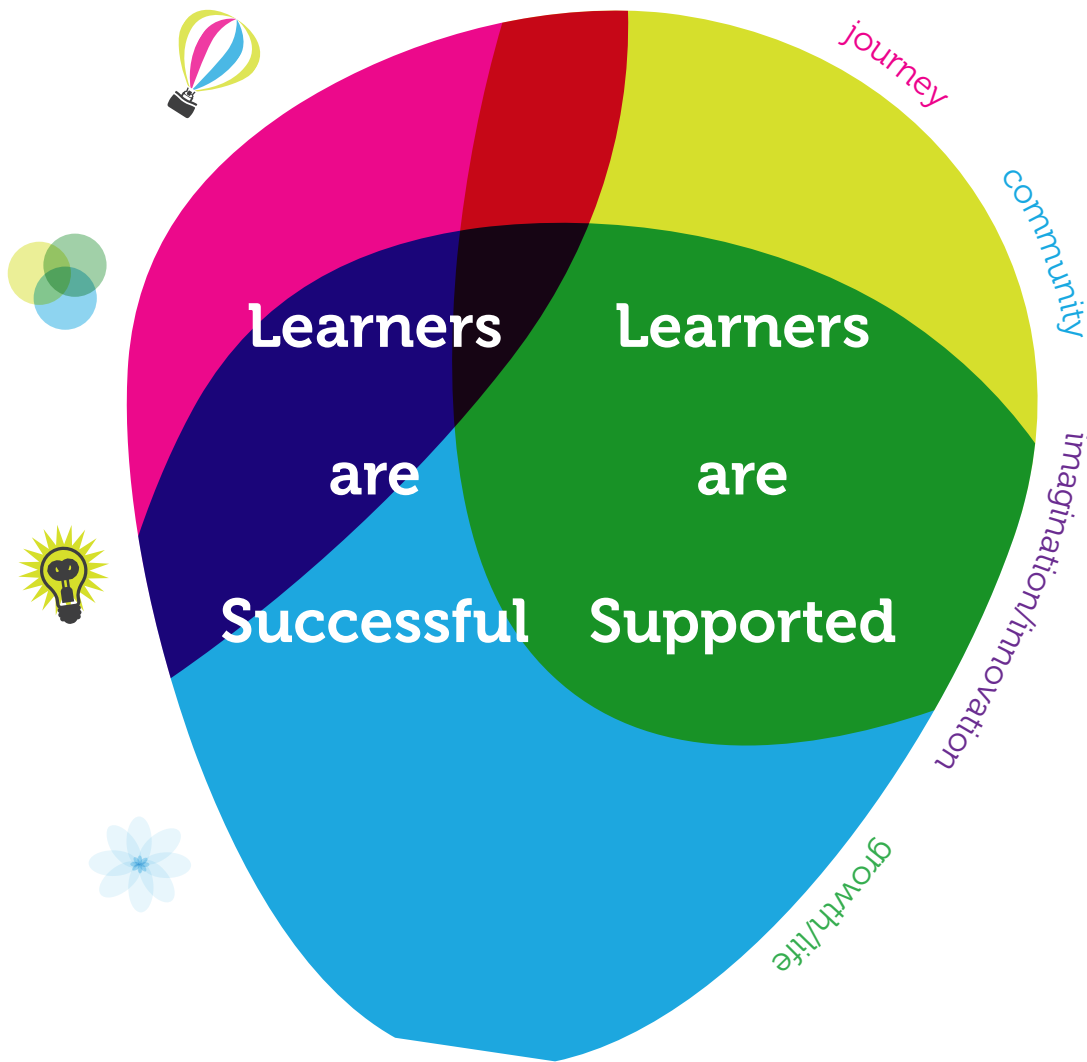
<http://www.ngps.ca/about-us/documents>



Learning for Life. Together.

Like so many things in life, education is a journey. But like any journey, things can change along the way. The best travelers are those who are adaptable and driven, and who aren't going alone. Northern Gateway Public Schools is both a traveler and a guide in this journey. On one hand, the drive for innovation in method and approach is ever present. Our desire to learn from the past and create better tools in the future permeates everything. But, at the same time, we provide the maps, the way points, and the tools to help other travelers navigate their way. As the greatest education resource, Northern Gateway Public Schools works in its communities to create the richest, most diverse educational experience possible.

Appreciating the diverse backgrounds that students bring to their learning journey, we strive to work collaboratively to ensure that they are each provided with the supports and tools to empower them to achieve success in learning for life.



N

Learners are Successful

Our Gateway Statement, Learners are Successful, reflects our commitment to student achievement. Northern Gateway Public School Division recognizes all students can learn and achieve.

Learners Meet Standards

Early Years Evaluation (EYE)

Northern Gateway Public Schools' Kindergarten teachers utilize the Early Years Evaluation (EYE) tool to acquire the data needed to organize and inform instruction to reach the needs of each student. The EYE provides data in five areas: Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development.

Numeracy Focus

During the 2017-2018 school year, work with the grade 9 to 12 Mathematics teachers network included curricular as well as conceptual understanding with a focus on aligning assessments to standards. An Instructional Coach for Grades 1 to 12 was contracted for the 2017-18 school year and will continue to be leveraged in the upcoming school year to deepen understanding of big ideas of Mathematics, to connect these big ideas to numeracy, and to engage students in articulating their thought process when approaching problems.



Literacy Focus

During the 2017-18 school year, NGPS contracted Lorna Hewson, of Jigsaw Learning, to act as a literacy coach in six of our schools, with the intention of rotating to involve other schools in future years. Coaching focused on strong instructional practices and assessment to help NGPS educators develop an even deeper understanding of these as applied to literacy teaching and learning.

Learning Through and With Technology

The Learning and Technology Policy Framework (Alberta Education, 2013) guides decision making as Northern Gateway Public Schools outlines priorities and strategies to respond to the rapid advancement of communication and information technologies while remaining focused on student learning and achievement. Northern Gateway Public Schools realizes technology skills are integral to students' lives and as such will continue to support schools as they research and pilot different tools to enhance instruction, to engage students, and to assess learning.



Technology in education is not about a particular platform, device or hardware, but rather about how students are leveraging available tools to support learning. Encouragement and support are provided to students who want to use new technologies as creators, designers and collaborators of knowledge. Teachers have the opportunity to reflect on a variety of instructional practices including the use of technology to ensure curricular outcomes are achieved.

As internet and technology become even more prevalent and ubiquitous, digital citizenship will be a focus of instruction to ensure students demonstrate responsible autonomy as they utilize technology to both augment and validate their learning.

Learners are Successful

Reporting on Student Learning: PowerTeacher Pro

Northern Gateway Public Schools adopted PowerTeacher Pro in the 2017-18 school year as the common reporting system to enhance communication with parents in a consistent manner across communities. Aligned with best practices in assessment while promoting teacher efficacy in reporting learning to both students and parents, NGPS continues to respond to community context and individual feedback to enhance its communication processes with respect to student achievement.



Learners Own Their Learning

Career and Education Expo

Northern Gateway Public Schools is pleased to be an integral member of the organizing committee that continues to facilitate the annual Whitecourt and Area Career and Education Expo. The Expo features education and industry representatives who explore potential career pathways with students and share opportunities with job seekers, including NGPS. The Expo continues to grow beyond an audience of high school students to include middle school students as they consider their learner pathways to graduation and beyond. This opportunity showcases the engaged, ethical and entrepreneurial students of Northern Gateway Public Schools as they seek information pertaining to their futures.

Dual Credit, Off Campus and Experiential Learning

With the support of community partnerships, stakeholders, other school divisions and post-secondary institutions, NGPS is fortunate to continue to be able to offer northern Alberta students with Dual Credit opportunities in the areas of Power Engineering, Welding, Water and Wastewater Technology, Psychology, Veterinarian Terminology, Medical Terminology, Health Care Aide, Administrative Professional, and Harley Davidson Technician.

Opportunities continue to grow through NGPS Dual Credit and Off Campus Coordinators who are contracted to expand the realm of learning for rural students in our jurisdiction. The enthusiasm for learning continues to be demonstrated during Summer Boot Camps, where students are able to learn from knowledgeable and passionate individuals about their craft in areas such as Culinary Arts, Automotives, and Cinematography, to name only a few.

Northern Gateway Public Schools is committed to supporting students in achieving success along their learner pathway so they may be confident in pursuing their goals.

Learners are Successful

Indigenous Learners Achieve the Same Standards as All Other Learners

Recognizing the Need

Appreciating that at least 20% of Northern Gateway Public Schools' learners identify as being First Nations, Métis, and Inuit, the division is committed to moving forward in supporting Indigenous learners. The focus on Indigenous student supports and planning professional learning that builds cultural competencies in teachers ensures educators have the understanding and confidence needed to support the unique cultural perspectives and learning experiences of students.

NGPS recognizes the need to support teachers, administrators and support staff on the recommendations put forward by the Truth and Reconciliation Commission of Canada, and the expected competency identified in the Teaching

Quality Standard and the Leadership Quality Standard coming into effect September 1, 2019. By better understanding the history, legacy, culture, context and realities of Indigenous students, staff can move towards providing a more inclusive and supportive educational environment .

Some NGPS schools have a staff member designated as a First Nations, Métis and Inuit Liaison who connects with students and families to support academic and personal success through an understanding of culture, programming opportunities, and available resources.

NGPS is proud of the achievement of its First Nations, Métis and Inuit learners, whose results surpass provincial averages. NGPS continues to focus on student academic achievement results of all students, including First Nations, Métis and Inuit learners.



Learners are Supported

Northern Gateway Public Schools supports all students, knowing that each student has unique strengths and needs. Programming needs are identified and each student's individuality is recognized and appreciated.



Learning is Inclusive

Inclusion is an attitude and approach that embraces diversity and promotes equal opportunities for all learners in Northern Gateway Public Schools. We recognize that all learners have unique needs which may range from profound and ongoing needs to short-term or situation-based needs. NGPS provides educational practices that are flexible and responsive to the strengths and needs of each student.

Instructional Support Plans are developed to address students' specific needs if growth and development require more than universal instructional practices. A collaborative process among school staff, parents, and service providers helps to ensure a holistic view while building on each child's strengths to meet his or her needs.

NGPS Student Support Facilitator

Northern Gateway Public Schools' Student Support Facilitator provides an additional layer of support for students, families, and schools. The NGPS Division Student Support Facilitator establishes relationships to enhance the development and wellness of our

student's educational, social, emotional and behavioral experiences within their schools and communities. Strong relationships with Alberta Health Services, Children's Services and our partners in Justice help to support our students.

Contract Services

Northern Gateway Public Schools contracts service providers, including but not limited to, behaviour specialists, literacy and numeracy coaches, psychologists, speech language pathologists and occupational therapists, to support and build the capacity of our school staff and students.

Parents as Partners and Participants in Education

Northern Gateway Public Schools endeavors to support parents in being active partners with their school and participants in their children's learning. Opportunities are facilitated to promote and enhance awareness of shifts in education and understanding of researched best practices in student learning. Student and family sense of belonging to the school community is enriched through the expansion of existing liaison supports within schools.



Regional Collaborative Service Delivery (RCSD)

This integrated and collaborative approach is used to deliver services to children and youth. Northern Gateway Public Schools partners with Alberta Health Services, Community and Social Services and Children's Services to ensure our students are safe, healthy and successful in their learning. NGPS belongs to two collaborative partnerships, Aspen Collaborative Services (ACS) and Peace Collaborative Services (PCS). While

Learners are Supported

the physical expanse of NGPS presents challenges for schools and families to access services for children, the RCSD model helps to address these concerns. The priority areas of emotional/ behavioral counselling, speech language pathology, occupational therapy services, audiologists and deaf and hard of hearing consultants are available to all NGPS schools.

Mental Health Capacity Building Project

Schools in Whitecourt and Fox Creek are part of the Mental Health Capacity Building Project. This enables Pat Hardy Primary School, Whitecourt Central School and Percy Baxter School to have a Success Team and Fox Creek School to have a CHAMP Team in place to work with students by providing strategies and activities to support their mental health.

Collaborative Response Model (CRM)

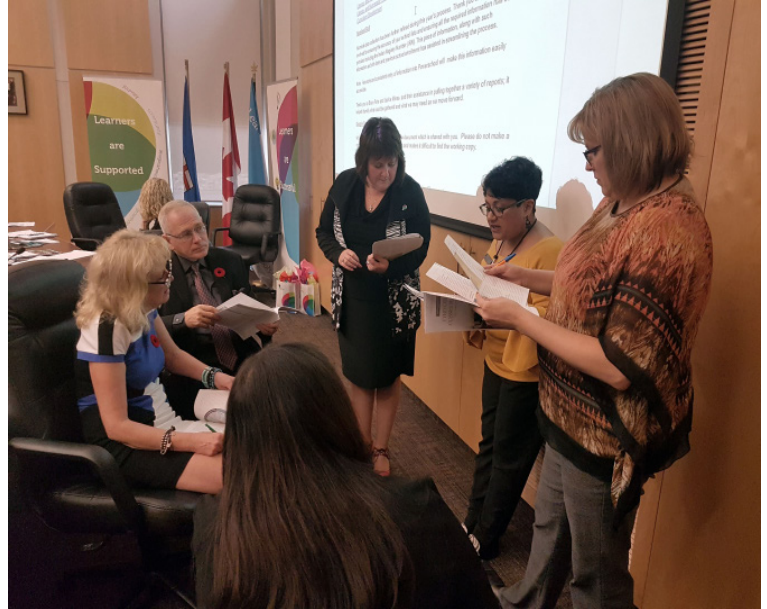
Kurtis and Lorna Hewson of Jigsaw Learning continue to guide Northern Gateway Public schools in effectively engaging in the Collaborative Response Model and incorporating the digital software to support meeting structures. In the 2017-18 school year, NGPS reinforced its implementation of the CRM in all schools by contracting Jigsaw Learning for ongoing school leadership team professional development to ensure the fidelity of the model. NGPS persists in providing Jigsaw Learning with timely feedback to enhance the Collaborative Response Model module in Dossier as it continues to be refined for ongoing use to support students.

Consistent Pedagogical Practices in NGPS

Northern Gateway supports the consistent utilization of the following screening and diagnostic tools by providing professional learning opportunities for staff across the Division, and within schools as needed, in regard to the administration of the tools used, analysis of results and possible programming based on the data.

- Highest Level of Achievement (HLAT) as a writing screen for grades 1-9
- Math Intervention Programming Instrument (MIPI) as a math screen for grades 2-10
- The Fountas and Pinnell Benchmarking Assessment System as a reading diagnostic tool for students from kindergarten to grade 12
- First Steps in Math as the diagnostic tool for students from grades 1 to 12

Implementation of consistent formative assessment tools ensures that consistent standards are the basis of programming decisions and monitoring of growth for students across NGPS.



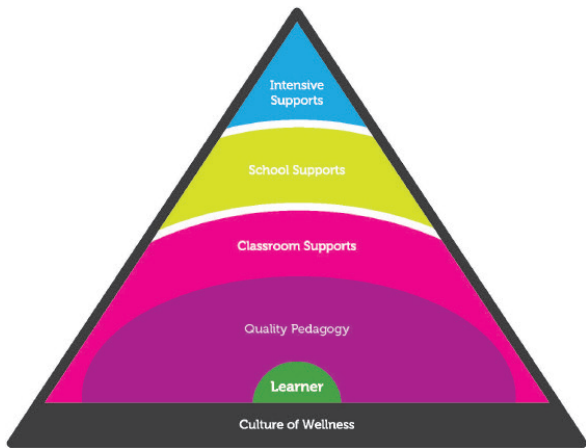
Learning Services

The Northern Gateway Public Schools Learning Services team operates on the principle that curriculum, instruction and assessment are the cornerstones of effective student-focused learning and teaching. Learning Services Coordinators collaborate with School Administrators and coach teachers to support growth through the sharing of promising practices.

Professional Development

Northern Gateway Public Schools provides staff development in partnership with the Edmonton Regional Learning Consortium (ERLC), Northwest Regional Learning Consortium (NRLC), Alberta Education, Alberta Teachers' Association (ATA), Alberta Assessment Consortium (AAC), College of Alberta School Superintendents (CASS) and individual school and Division personnel. The Learning Services Team supports and advocates for inclusive educational practices that enable students to: reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit; employ literacy and numeracy to construct and communicate meaning; achieve success and fulfillment; and leverage technology for the creation and sharing of knowledge.

Learners are Supported



NGPS Quality Learning Environments (QLE)

Clearly articulating the dimensions of quality learning environments is essential to ensuring strong universal instructional practices across Northern Gateway. The development of NGPS Quality Learning Environments is guided by a divisional Steering Team, facilitated by Jigsaw Learning. The guiding principle of the QLE process is that NGPS has outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.

The goal of the Steering Team is to empower educators across the Division to collectively develop an articulation of NGPS Quality Learning Environments. The Steering Team coordinates an iterative process that includes a Representative Educator Working Group and the team of Administrators in NGPS.

The Representative Educator Working Group compiles survey data, themes information, and reviews research. Maintaining transparency is integral to this ongoing process; therefore members of the Working Group communicate with both the Steering Team and the teaching staff at their school about the process to ensure everyone is informed.

Administrators in NGPS share presentations from the Steering Team and the Working Group with their staff, ensuring the integrity of the iterative process of developing and refining the articulation of NGPS Quality Learning Environments. The voice of all members of their teaching staff is represented by conducting the activities provided by the Steering Team.

Through the 2017-2018 school year, a more precise focus was identified as part of the iterative process. The Domains of Quality Pedagogy, as defined in NGPS Quality Learning Environments, identify that which is in the locus of control of the classroom teacher: the universal instructional practices that are expected to precede higher tiers of support for students. The five Domains of Quality Pedagogy are Intentional Planning, Responsive Instruction, Purposeful Assessment, Positive Classroom Culture and Engaged Professional. This work was validated and supported by the University of Calgary Werklund School of Education, as NGPS contracted a literature review on quality teaching.

Continued development of NGPS Quality Learning Environments will include a resource repository for staff to access professional learning resources and the articulation of higher tiers of student support.

Beginning Teachers' Program and Induction

Teachers in their first year of teaching are supported in Northern Gateway Public Schools through the Beginning Teacher Program, which includes a mentor, workshops, planning days and access to instructional coaches. The program culminates with an Induction celebration co-sponsored by NGPS and ATA Local 43 to welcome new teachers to the teaching profession and to the ATA.

Career and Technology Studies (CTS) Bridging

Northern Gateway Public Schools currently employs three journeymen who, through the bridging program,



Learners are Supported

have now transitioned to the role of educator: a chef, a mechanic, and a carpenter. These educators bring expertise to their communities and life experience when teaching their craft. Given the current success with this endeavour, NGPS continues to seek opportunities to enhance learning experiences for students.

Learners are Educated in a Well-Governed System

Student Transportation

Transportation Services supports each school community across the Division with its unique transportation needs. As bus drivers are the first and last point of contact in a day for many of our students, much care is taken to ensure that all children experience safe, reliable, timely, efficient and friendly transportation to and from their school.

Bus Driver Professional Development: First Face, Last Face

Transportation Services and Learning Services cooperatively planned a day focused on reinforcing the importance of the role of the bus driver. Safety procedures were reviewed. Stories of the impact of the bus driver-student relationship were shared. Learning Services and Senior Leadership shared the notion that the bus driver is the first face a child associates with a school day and the last face they see connected to the school. Dr. Jody Carrington concluded the event with a profound message that bus drivers are sometimes the first face a child sees in the morning and the last face a child sees at night. The role of the bus driver is incredible.

Cooperative Busing Practices

Approximately 4 000 students, including those travelling to Separate Schools in Valleyview and Whitecourt, board Northern Gateway Public Schools buses across more than 80 routes travelling over 10 000 kilometers each day. NGPS Transportation routes are hampered by many incomplete road grids across the Division, resulting in greater distances travelled and increased student ride times. Northern Gateway Public Schools, along with other rural Divisions, continues to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant

impact on student transportation. The Division continues to explore opportunities to maintain service levels in the face of declining ridership.

Bus Evacuation Program

Students, whether they ride the bus on a regular basis or not, practice bus evacuations.

Safety Procedure that Ensures No Student is Left on the Bus

Buses are equipped with a child check device to ensure that no student is left on the bus at the end of a bus run. The drivers activate the system when they pick up their first student. As the driver walks to the back of the bus to disarm the system he/she carefully checks each seat to be sure there are no students remaining on the bus.

Occupational Health and Safety

Northern Gateway Public Schools is committed to reducing injuries, setting measurable objectives, monitoring safety performance and ensuring compliance. Northern Gateway Public Schools promotes a culture of shared responsibility for health and safety among all individuals in the Division. As such, the school division provides support and services for the continued development of healthy and safe schools within the jurisdiction. NGPS recognizes that a safe working and learning environment is beneficial to both employee and student performance and the responsibility for safety lies with each individual.

The Division has established and maintains an Occupational Health and Safety Program designed to educate and inform as well as prevent injuries and disease. The focus of this program benefits not only staff but students and the general public by providing a safe and healthy atmosphere for all.

In the 2017-18 school year, Site Action for Emergencies (SAFE) planning was reviewed and a decision was made to access the supports of Hour-Zero. In selecting Hour-Zero, a complete emergency program system designed for K-12 schools, Northern Gateway Public Schools is assured of having an effective emergency response program and plan. This Plan works in conjunction with other local emergency plans, since a school emergency could require the involvement of numerous agencies.

Learners are Supported

The implementation of Hour-Zero protocols will begin Fall 2018.

NGPS Health and Safety Services is reviewing its policies and procedures to ensure alignment with Alberta's updated Occupational Health and Safety Act which came into effect June 1, 2018.

Communications

Communications Services fosters open, honest communication between the division and its internal and external stakeholders. Its work includes crisis communications, media relations, online communications, social and print media, marketing, brand management and supporting schools, programs and division initiatives. Communication Services also advises the Board of Trustees, Superintendent of Schools and division staff on strategic communications.

Technology Infrastructure

NGPS Technology Services is agile, flexible and relevant as it focuses on supporting the Ministerial Order on Student Learning and the five policy directions of the Learning and Technology Policy Framework. NGPS continues to support and plan for students and staff to have equitable access to technology and processes for learning and teaching through reliable, safe and effective computer networks and systems.

2017-2018 included the development of the jurisdiction evergreening plan, the support for consistent technology experiences across schools to limit barriers and focus on student learning, and the advocacy for familiarizing students, educators, families and the greater community about their roles, opportunities and responsibilities as digital citizens.

Firewalls, antivirus software and content filtering measures are employed as a matter of due diligence. Digital citizenship and responsible use are the best ways to protect our network and infrastructure.

Wellness

The Alberta Healthy School Community Wellness Fund is a joint initiative between the University of Alberta's School of Public Health, Alberta Health and Alberta Education. The Wellness Fund advances comprehensive school health by funding projects that enhance health and wellness among school-aged children and youth to create sustainable healthy school communities.

Northern Gateway Public Schools was awarded a Wellness grant in the 2017-2018 school year. This year the grant supported a purposeful gathering of the Gateway to Wellness Committee, where an ongoing repository of Health and Wellness resources were created and shared across Northern Gateway. The grant also helped to access professional learning for NGPS staff, with a focus on Mental Health and Wellness.

Education Week

During Education Week, NGPS schools plan activities that bring parents and community members into the schools to celebrate student learning and experience the partnerships that support a successful school community. These activities demonstrate the diversity that exists across Northern Gateway Public Schools



Learners are Supported

while promoting a cohesive message of commitment to the education of our learners.

Community Engagement

Northern Gateway Public Schools recognizes that in a rapidly changing world and with increased expectations being placed on school systems, its work cannot be accomplished in isolation. Increasingly, effective partnerships within our communities, between jurisdictions, with other ministries, and with private industry are being explored. NGPS has worked to maintain long-established partnerships while reaching out to build new ones in support of providing quality education to students.

Throughout NGPS, students are invited to participate in formal and informal educational partnerships and community events where they can showcase their talents and their ambassadorial skills for their schools. Likewise community members are invited to share their expertise and passions with students. These experiences continually extend the four walls of "schools" to support meaningful and relevant education. Opportunities such as reading with community Seniors or participating in a Registered Apprenticeship Program (RAP) ensure students are connected to their communities and community members are better informed of school cultures and programs. NGPS students and teachers readily engage in supporting the community and are fortunate to have that support reciprocated.



Parental Involvement

Each school provides parents and community representatives with the opportunity to join a School Council which consists of parents, NGPS staff and students, and community members. School Councils meet to discuss issues and undertake initiatives that will lead to the betterment of the school community. Consistent with the requirements of the province, elections are held each year to choose the school council executive. NGPS has used ThoughtExchange, a group conversation platform, to engage staff, students, parents, community members and the general public on matters that enhance understanding of public opinion to inform decisions. This tool continues to allow for collaboration and shared input.

Council members are encouraged to provide feedback on NGPS and school policy and procedures, educational initiatives, student programming and school advancement plan.



Learners are Supported

What makes our region and our schools great?

Northern Gateway Public Schools supports those who have a hand in every child's education by fostering a program-rich learning environment. We believe our journeys, communities, imagination/innovation and growth lead to engagement and provide opportunities for students to achieve success and fulfillment.

Our Schools

DARWELL SCHOOL

Darwell

ELMER ELSON ELEMENTARY SCHOOL

Mayerthorpe

FOX CREEK SCHOOL

Fox Creek

GRASMERE SCHOOL

Alberta Beach

HARRY GRAY ELEMENTARY SCHOOL

Valleyview

HILLSIDE JR/SR HIGH SCHOOL

Valleyview

HILLTOP JR/SR HIGH SCHOOL SCHOOL

Whitecourt

HOMELAND COLONY SCHOOL

Valleyview Area

MAYERTHORPE JR/SR HIGH SCHOOL

Mayerthorpe

ONOWAY ELEMENTARY SCHOOL

Onoway

ONOWAY JR/SR HIGH SCHOOL

Onoway

OSCAR ADOLPHSON PRIMARY SCHOOL

Valleyview

PAT HARDY PRIMARY SCHOOL

Whitecourt

PERCY BAXTER SCHOOL

Whitecourt

RICH VALLEY ELEMENTARY SCHOOL

Rich Valley

ROCHFORD BRIDGE COLONY SCHOOL

Rochford Bridge

SANGUDO COMMUNITY SCHOOL

Sangudo

TWILIGHT COLONY SCHOOL

Valleyview Area

VALLEYVIEW RANCH COLONY SCHOOL

Valleyview Area

WHITECOURT CENTRAL SCHOOL

Whitecourt



Northern Gateway Public Schools

Three Year Education Plan 2016 - 2019 Summary

Gateway Statement 1 Learners are Successful

Outcome 1.1 Learners meet standards.

Strategy 1.1.1 Support learners to become literate and numerate.

Strategy 1.1.2 Develop a foundation for excellence in Curriculum, Instruction and Assessment.

Outcome 1.2 Learners own their learning.

Strategy 1.2.1 Empower learners in developing and demonstrating competencies (as identified by Alberta Education).

Outcome 1.3 Indigenous learners meet standards.

Strategy 1.3.1 Reinforce high expectations for First Nations, Métis and Inuit learners through fostering relationships with school staff, students, families, communities and support organizations.

Gateway Statement 2 Learners are Supported

Outcome 2.1 Learning is inclusive.

Strategy 2.1.1 Encourage schools to leverage resources to support environments and programs that meet the needs of each learner.

Strategy 2.1.2 Promote learning environments that are welcoming, caring, respectful and safe.

Outcome 2.2 Learners have excellent teachers, school leaders and school authority leaders.

Strategy 2.2.1 Ensure the Division Communication Plan includes actions to showcase Northern Gateway Public Schools.

Strategy 2.2.2 Ensure educators adhere to the Alberta Education Professional Practice Standards and promote excellent practices consistent with these standards to enhance their capacity to benefit student success and guide student achievement.

Strategy 2.2.3 Support professional growth, supervision and evaluation.

Outcome 2.3 Learners are educated in a well-governed system.

Strategy 2.3.1 Ensure the Division Communication Plan includes "Three Year Education Plan and Progress" actions.

Strategy 2.3.2 Create, maintain and fortify community partnerships and relationships.



Northern Gateway Public Schools Alignment with Alberta Education Business Plan 2018-2021

Alberta Education Business Plan 2018 - 2021		NGPS 3YEP
Desired Outcomes	Performance Measures	Connections
Outcome One: Alberta's students are successful.	Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests: <ul style="list-style-type: none"> • Language Arts, all students • Mathematics, all students • Social Studies, all students • Science, all students. 	Gateway 1 Outcome 1
	Percentages of students who achieved standards on diploma examinations: <ul style="list-style-type: none"> • Language Arts • Social Studies • Sciences. 	Gateway 1 Outcome 1
	High school completion rate of students within three years of entering grade 10.	Gateway 1 Outcome 1
	Annual dropout rate of students aged 14 - 18.	Gateway 2 Outcome 1
	High school to post-secondary transition rate of students within six years of entering grade 10.	Gateway 1 Outcome 2
	Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Gateway 1 Outcome 1
	Percentage of students writing four or more diploma examinations within three years of entering grade 10.	Gateway 1 Outcome 1
	Overall parent, teacher and student agreement that students model the characteristics of active citizenship.	Gateway 1 Outcome 2
	Overall parent and teacher agreement that students demonstrate attitudes and behaviours that will make them successful at work when they finish school.	Gateway 1 Outcome 2
Outcome Two: Alberta's education system supports First Nations, Metis and Inuit students' success.	Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests: <ul style="list-style-type: none"> • Language Arts • Mathematics • Social Studies • Science. 	Gateway 1 Outcome 3
	Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on diploma examinations: <ul style="list-style-type: none"> • Language Arts • Social Studies • Sciences. 	Gateway 1 Outcome 3
	High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering grade 10.	Gateway 2 Outcome 1
	Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 - 18.	Gateway 1 Outcome 3
	High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering grade 10.	Gateway 1 Outcome 2
	Percentage of self-identified First Nations, Métis Grade 12 students eligible for a Rutherford Scholarship.	Gateway 1 Outcome 3
	Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering grade 10.	Gateway 1 Outcome 3

Northern Gateway Public Schools Alignment with Alberta Education Business Plan 2018-2021

Outcome Three: Alberta's education system respects diversity and promotes inclusion.	Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	Gateway 2 Outcome 1
Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.	Overall teacher, parent and student satisfaction with the opportunity of students to receive a broad program of studies, including fine arts, career, technology, health, and physical education.	Gateway 2 Outcome 2
Outcome Five: Alberta's education system is well governed and managed.	Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Gateway 2 Outcome 3
	Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Gateway 2 Outcome 3
	Overall teacher, parent and student satisfaction with the overall quality of basic education.	Gateway 2 Outcome 3



2018 Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - October 2018 Authority: 2275 Northern Gateway Public Schools

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
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, or equal to the higher value. For the Very High evaluation level, values range from greater than 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.

Annual Education Results Reports - October 2018

Authority: 2275 Northern Gateway Public Schools

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 five 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).

2018 Accountability Pillar

Measure Category	Measure	Northern Gateway Reg Div 10				Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
Safe and Caring Schools	Safe and Caring	87.6	87.6	87.6	89.0	89.5	89.4	High	Maintained	Good	
	Program of Studies	75.9	76.9	77.3	81.8	81.9	81.7	Intermediate	Maintained	Acceptable	
Student Learning Opportunities	Education Quality	90.1	88.7	88.3	90.0	90.1	89.9	Very High	Improved Significantly	Excellent	
	Drop Out Rate	2.5	3.9	3.3	2.3	3.0	3.3	Very High	Improved	Excellent	
	High School Completion Rate (3 yr)	75.1	75.9	75.2	78.0	78.0	77.0	High	Maintained	Good	
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.7	74.3	72.0	73.6	73.4	73.3	Intermediate	Maintained	Acceptable	
	PAT: Excellence	14.3	14.0	13.5	19.9	19.5	19.2	Intermediate	Maintained	Acceptable	
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.7	79.4	79.7	83.7	83.0	83.0	Intermediate	Improved	Good	
	Diploma: Excellence	16.0	13.7	14.1	24.2	22.2	21.7	Intermediate	Maintained	Acceptable	
	Diploma Exam Participation Rate (4+ Exams)	43.8	40.2	40.2	55.7	54.9	54.7	Low	Improved	Acceptable	
Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	61.4	51.9	51.5	63.4	62.3	61.5	n/a	Improved Significantly	n/a	
	Transition Rate (6 yr)	49.6	42.5	46.7	58.7	57.9	59.0	Intermediate	Maintained	Acceptable	
	Work Preparation	75.6	81.1	80.1	82.4	82.7	82.4	Intermediate	Declined	Issue	
Parental Involvement	Citizenship	80.8	81.1	80.9	83.0	83.7	83.7	High	Maintained	Good	
	Parental Involvement	80.9	81.1	80.4	81.2	81.2	81.0	High	Maintained	Good	
Continuous Improvement	School Improvement	79.0	80.9	78.6	80.3	81.4	80.7	High	Maintained	Good	

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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; French Language Arts 30-2; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

2018 Accountability Pillar First Nations, Métis and Inuit

Measure Category	Measure	Northern Gateway Reg Div 10 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.2	6.5	5.2	4.8	5.8	6.3	High	Maintained	Good
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	62.8	55.1	59.2	53.3	53.7	50.5	Intermediate	Maintained	Acceptable
	PAT: Acceptable	54.1	66.3	62.0	51.7	51.7	52.0	Very Low	Declined	Concern
	PAT: Excellence	2.8	6.8	6.4	6.6	6.7	6.5	Very Low	Declined	Concern
	Diploma: Acceptable	79.0	74.1	79.2	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	12.9	12.0	10.6	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	31.4	26.0	26.5	24.4	21.8	21.2	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	50.0	40.2	37.1	35.9	34.2	33.0	n/a	Improved	n/a
	Transition Rate (6 yr)	42.6	32.9	36.8	33.0	31.8	32.8	Low	Maintained	Issue
Parental Involvement	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Gateway Statement 1: Learners are Successful

Outcome 1.1: Learners meet standards.

Moving Forward: 2018-2021 Strategies

1.1.1 Support learners to become literate and numerate.

1.1.2 Develop a foundation for excellence in Curriculum, Instruction and Assessment.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.4	70.3	71.3	74.3	72.7	73.3	Intermediate	Maintained	Acceptable	73.3	74.0	75.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.9	13.0	13.5	14.0	14.3	14.5	Intermediate	Maintained	Acceptable	14.8	15.0	15.3

NGPS Indicators of Success

Learners are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.8	79.3	80.6	79.4	82.7	80.5	Intermediate	Improved	Good	83.0	83.2	83.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.0	12.6	16.0	13.7	16.0	16.0	Intermediate	Maintained	Acceptable	16.2	16.5	17.0

NGPS Indicators of Success

Learners are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	73.9	74.5	75.4	75.9	75.1	76.5	Intermediate	Improved	Good	76.5	77.0	78.0

NGPS Indicators of Success

Learners are prepared to be successful in their future education and work.

Gateway Statement 1: Learners are Successful

Outcome 1.1: Learners meet standards.

Moving Forward: 2018-2021 Strategies

1.1.1 Support learners to become literate and numerate.

1.1.2 Develop a foundation for excellence in Curriculum, Instruction and Assessment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	51.1	51.9	61.4	55.0	n/a	Improved Significantly	n/a	61.5	61.7	62.0

NGPS Indicators of Success

Learners demonstrate excellence in academic achievement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.5	40.8	39.7	40.2	43.8	47.0	Low	Improved	Acceptable	47.0	47.5	48.0

NGPS Indicators of Success

Learners are empowered to make informed decisions as they prepare for their future.



Gateway Statement 1: Learners are Successful

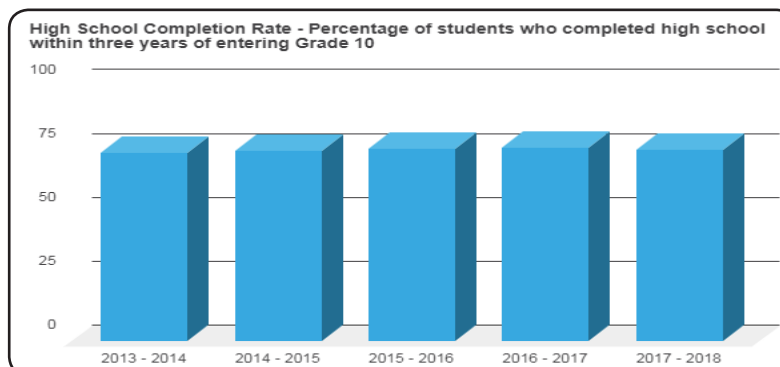
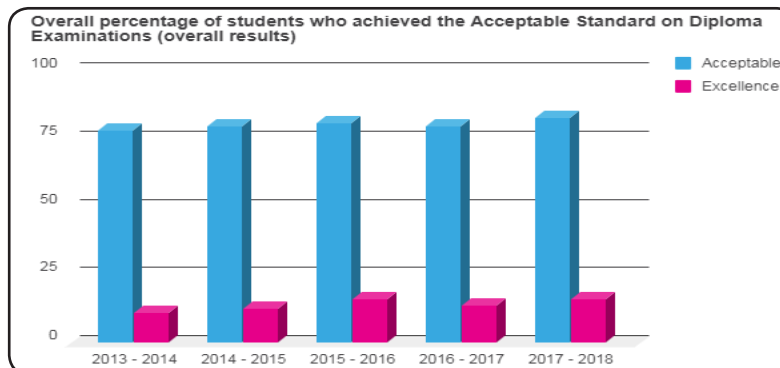
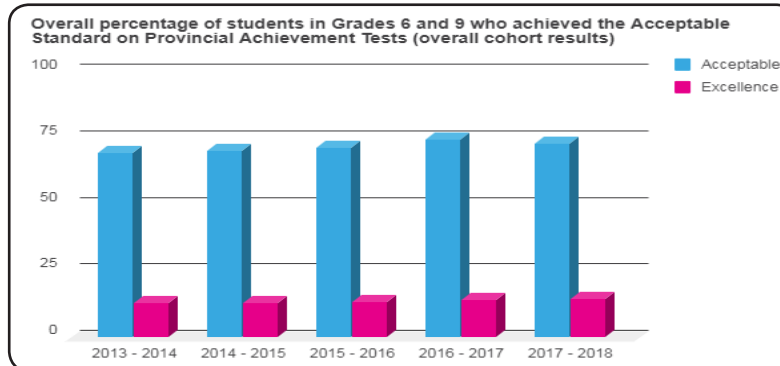
Outcome 1.1: Learners meet standards.

Looking Back:

Comment on 2017-2018 Results

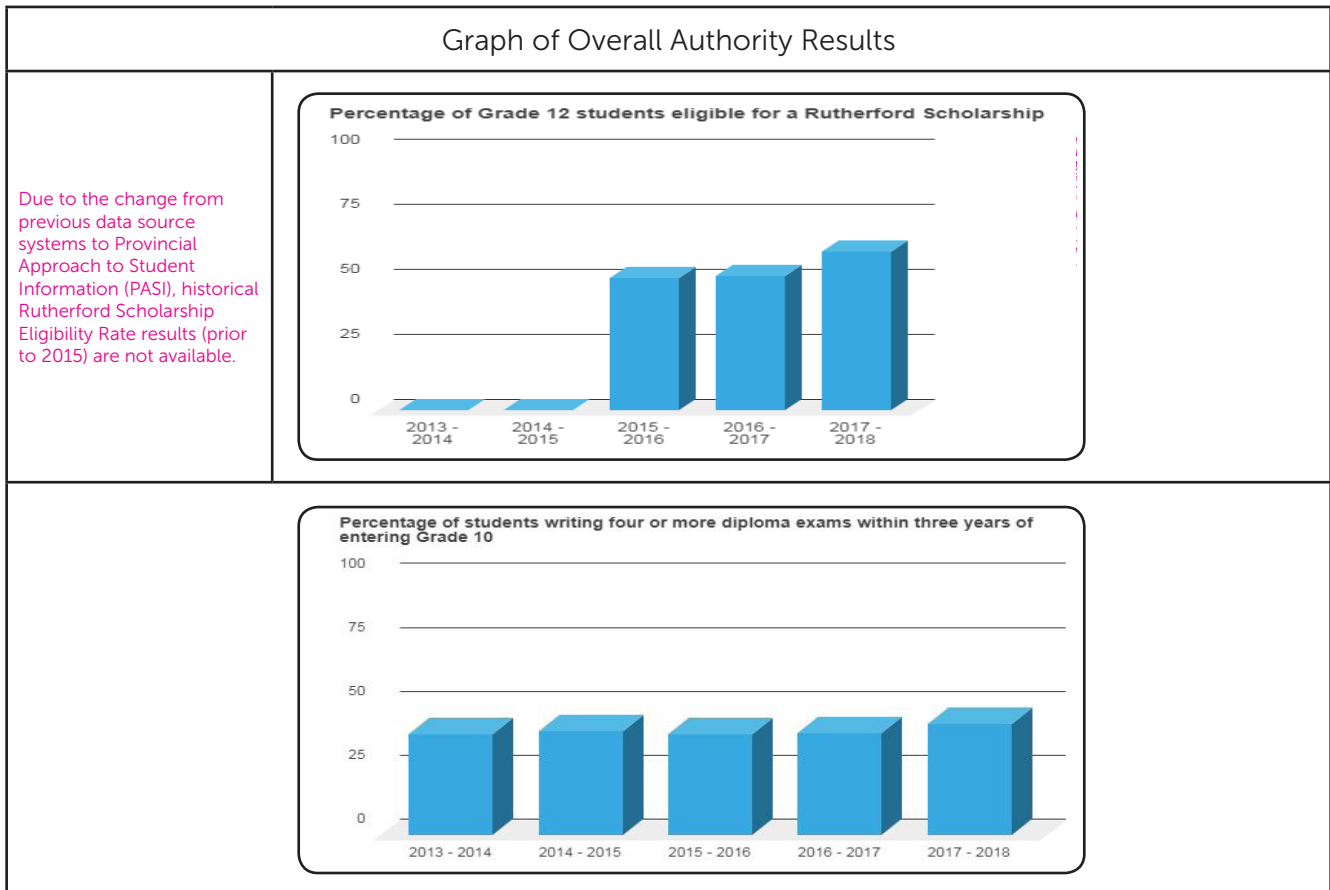
Northern Gateway Public Schools continues to maintain a high Diploma Exam Acceptable Standard result that is on par with the Province. The High School Completion Rate in Northern Gateway Public Schools continues to be on par with the Province. The percentage of students writing four or more diploma exams is showing some improvement. It is encouraging as a Division overall to see significant improvement in the Rutherford Eligibility rate. It is important to acknowledge the dedication NGPS has made to offering a variety of courses through dual credit off-campus and outreach settings as well as appropriately ensuring students have high quality academic achievement opportunities.

Graph of Overall Authority Results



Gateway Statement 1: Learners are Successful

Outcome 1.1: Learners meet standards.



Gateway Statement 1: Learners are Successful

Outcome 1.2: Learners own their learning.

Moving Forward: 2018-2021 Strategies

1.2.1 Empower learners in developing and demonstrating competencies (as identified by Alberta Education).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High school to post-secondary transition rate of students within six years of entering Grade 10.	47.0	48.8	48.7	42.5	49.6	50.0	Intermediate	Maintained	Acceptable	51.0	51.5	52.0

NGPS Indicators of Success

Learners are prepared to be successful in their future education and work.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.7	80.9	80.8	81.0	80.8	82.0	High	Maintained	Good	82.0	82.5	83.0

NGPS Indicators of Success

Learners are ethical citizens.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	81.1	78.8	80.4	81.1	75.6	83.0	Intermediate	Declined	Issue	81.0	81.5	82.0

NGPS Indicators of Success

Learners demonstrate the attitudes and behaviours necessary to be successful in their future.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	34.8	40.9	36.6	32.9	42.6	37.0	Low	Maintained	Issue	42.8	43.0	43.5

NGPS Indicators of Success

Learners self-identified as First Nations, Métis or Inuit are prepared to be successful in their future education and work.

Gateway Statement 1: Learners are Successful

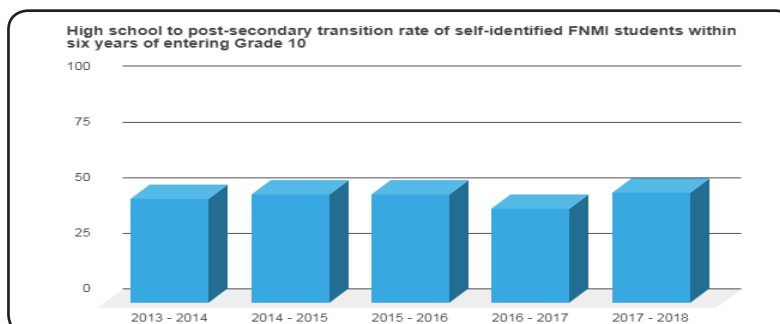
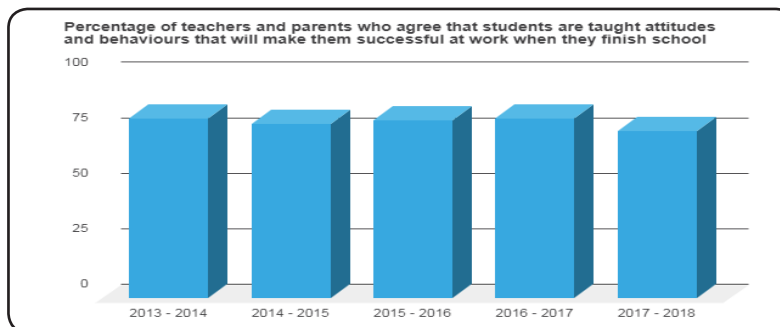
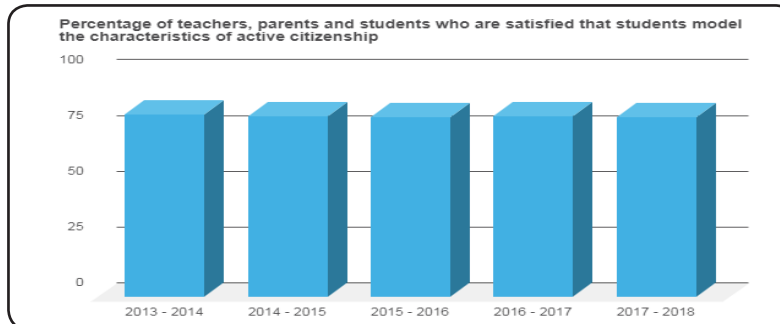
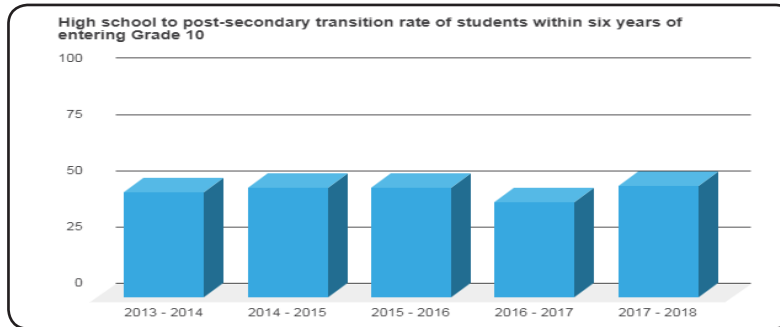
Outcome 1.2: Learners own their learning.

Looking Back:

Comment on 2017-2018 Results

The Transition Rate to Post-Secondary within six years of entering grade 10 is below the Province, while one measure of Citizenship is on par with the Province. Data needs to be gathered to determine what influence these factors may have on students making this decision, including a lack of a visible post-secondary campuses in the jurisdiction and therefore the need to move away from home in order to attend on-site post-secondary programming.

Graph of Overall Authority Results



Gateway Statement 1: Learners are Successful

Outcome 1.3: Indigenous Learners meet standards.

Moving Forward: 2018-2021 Strategies

1.3.1 Reinforce high expectations for First Nations, Métis and Inuit learners through fostering relationships with school staff, students, families, communities and support organizations.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	58.7	57.7	62.0	66.3	54.1	66.5	Very Low	Declined	Concern	60.0	62.0	66.0
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).	7.7	5.8	6.6	6.8	2.8	7.0	Very Low	Declined	Concern	6.0	7.0	8.0

NGPS Indicators of Success

Learners who are self-identified as First Nations, Métis or Inuit are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	78.2	80.1	83.4	74.1	79.0	80.0	Intermediate	Maintained	Acceptable	80.0	81.0	82.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.4	8.8	11.1	12.0	12.9	13.0	Intermediate	Maintained	Acceptable	13.2	13.8	14.0

NGPS Indicators of Success

Learners who are self-identified as First Nations, Métis or Inuit are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	57.9	62.3	60.1	55.1	62.8	63.0	Intermediate	Maintained	Acceptable	63.4	63.8	64.0

NGPS Indicators of Success

Learners self-identified as First Nations, Métis or Inuit are prepared to be successful in their future education and work.

Gateway Statement 1: Learners are Successful

Outcome 1.3: Indigenous Learners meet standards.

Moving Forward: 2018-2021 Strategies

1.3.1 Reinforce high expectations for First Nations, Métis and Inuit learners through fostering relationships with school staff, students, families, communities and support organizations.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	34.1	40.2	50.0	41.0	n/a	Improved	n/a	50.5	51.0	52.0

NGPS Indicators of Success

Learners self-identified as First Nations, Métis or Inuit demonstrate excellence in academic achievement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	21.1	29.3	24.3	26.0	31.4	30.0	Low	Maintained	Issue	31.4	31.6	32.0

NGPS Indicators of Success

Learners self-identified as First Nations, Métis or Inuit are empowered to make informed decisions as they prepare for their future.



Gateway Statement 1: Learners are Successful

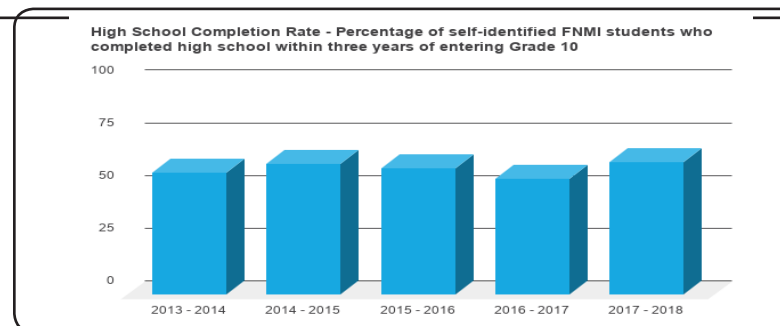
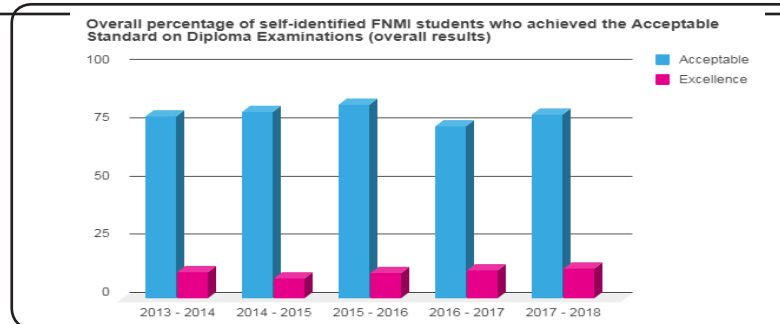
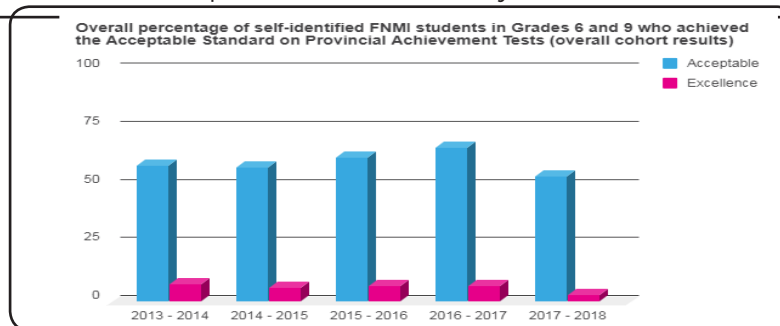
Outcome 1.3: Indigenous Learners meet standards.

Looking Back:

Comment on 2016-2017 Results

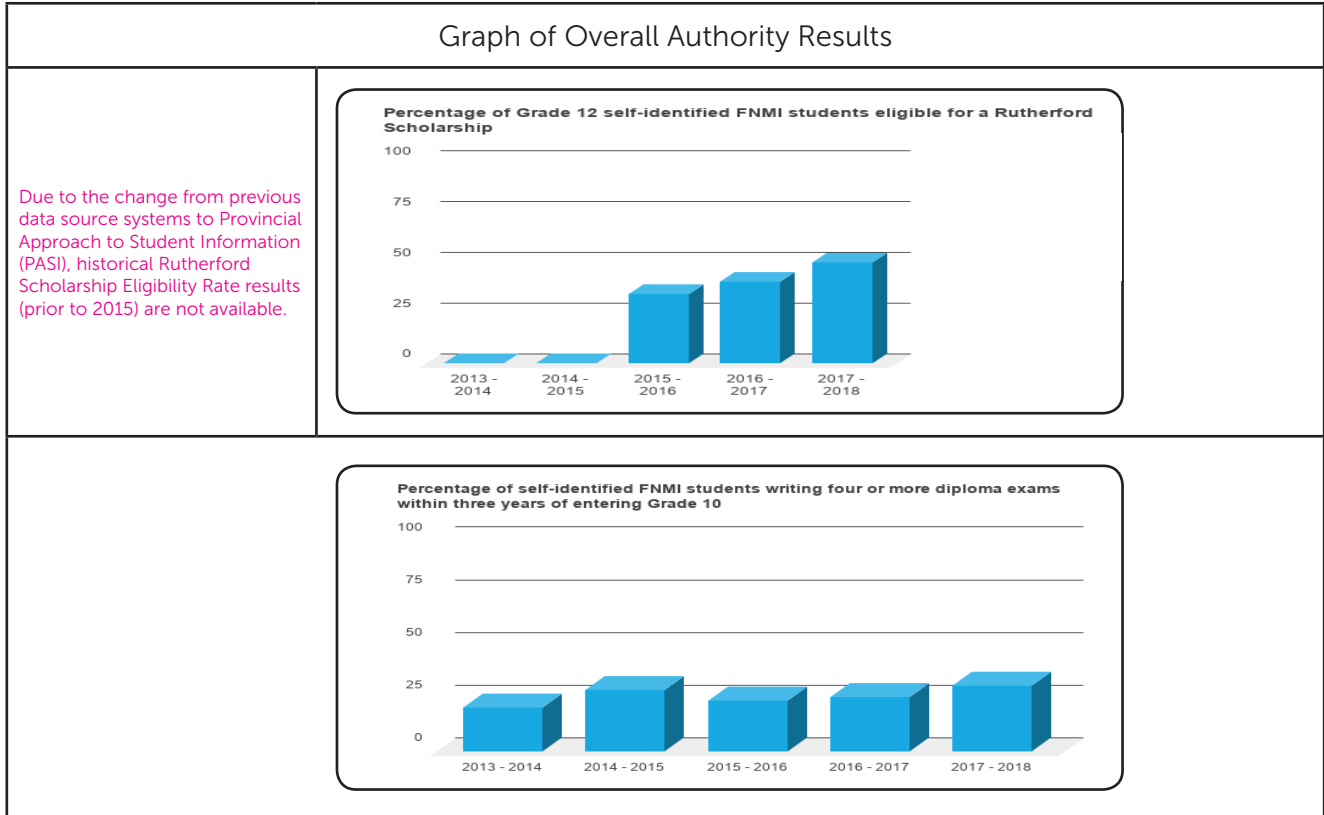
Northern Gateway Public Schools is proud to have First Nations, Métis and Inuit results that are above the Province in high school completion rate within 3 years. Results are on par with the province for diploma acceptable and excellence according to our disaggregated results. It is recognized that there is a challenge that we must explore in the area of PAT acceptable and excellence. A significant improvement in Rutherford Scholarship eligibility rate is noted as a success. However, it is recognized that there is opportunity to improve with these students to ensure they are engaged in their learning and own their success.

Graph of Overall Authority Results



Gateway Statement 1: Learners are Successful

Outcome 1.3: Indigenous Learners meet standards.



Gateway Statement 2: Learners are Supported

Outcome 2.1: Learning is Inclusive.

Moving Forward: 2018-2021 Strategies

- 2.1.1 Encourage schools to leverage resources to support environments and programs that meet the needs of each learner.
- 2.1.2 Promote learning environments that are welcoming, caring, respectful and safe.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	3.8	2.3	3.9	2.5	2.5	Very High	Improved	Excellent	2.3	2.0	1.8
NGPS Indicators of Success Learner needs are supported as they complete their schooling.												

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.5	6.8	2.3	6.5	4.2	2.5	High	Maintained	Good	3.5	3.2	3.0
NGPS Indicators of Success Learner needs of those who are self-identified as First Nations, Métis or Inuit are supported as they complete their schooling.												

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.5	87.1	88.2	87.6	87.6	89.0	High	Maintained	Good	89.0	89.5	90.0
NGPS Indicators of Success Learners feel welcome, cared for, respected and safe at school.												

Gateway Statement 2: Learners are Supported

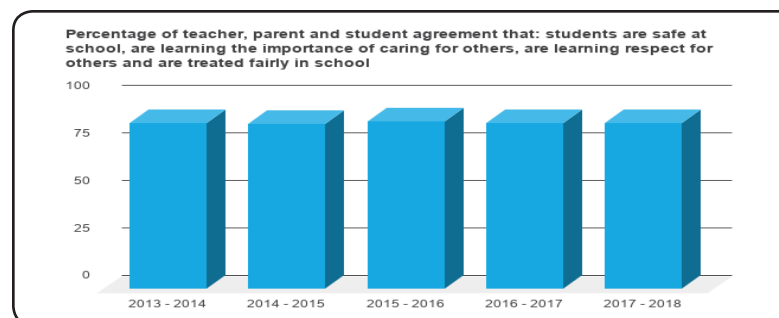
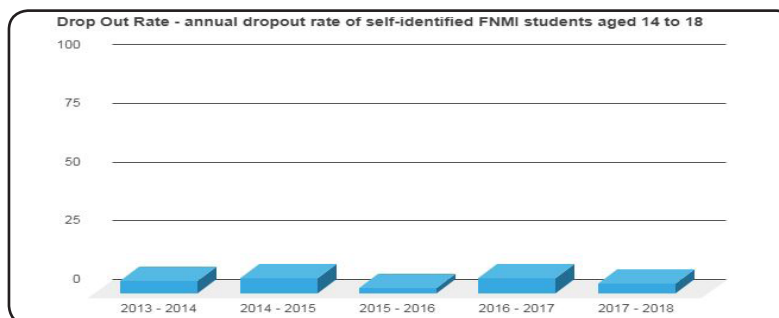
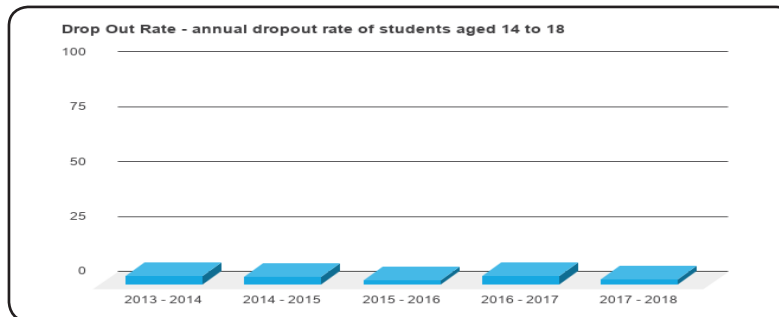
Outcome 2.1: Learning is Inclusive.

Looking Back:

Comment on 2017-2018 Results

The Safe and Caring Measure would indicate that our students and their families believe they are welcome, cared for, respected and safe at school as our results remain high. Combined with the low Drop Out Rate for all students, as well as First Nations, Métis and Inuit students as a disaggregated result, students and their families would agree that they are supported in learning.

Graph of Overall Authority Results



Gateway Statement 2: Learners are Supported

Outcome 2.2: Learners have excellent teachers, school and school authority leaders.

Moving Forward: 2018-2021 Strategies

- 2.2.1 Ensure the Division Communication Plan includes actions to showcase Northern Gateway Public Schools.
- 2.2.2 Ensure educators adhere to the Alberta Education Professional Practice Standards and promote excellent practices consistent with these standards to enhance their capacity to benefit student success and guide student achievement.
- 2.2.3 Support professional growth, supervision and evaluation.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	76.9	78.2	76.9	76.9	75.9	79.0	Intermediate	Maintained	Acceptable	80.0	91.0	82.0

NGPS Indicators of Success

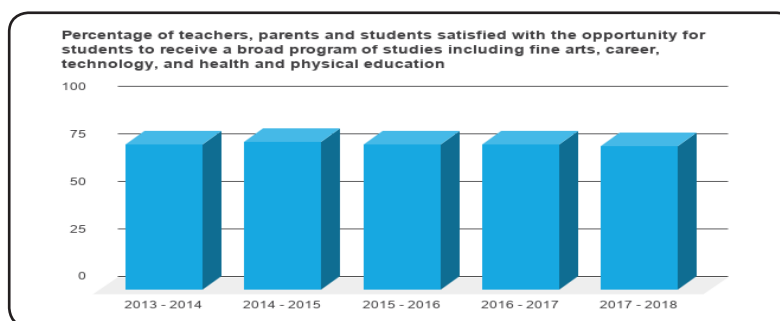
Learners are provided with access to a broad program of studies.

Looking Back:

Comment on 2017-2018 Results

Measure of Program of Studies continues to be an area of challenge. As a small rural jurisdiction, the opportunity to expand programming is often limited. The measure itself, with the specificity of courses, does not lend itself to addressing innovative programming that addresses the needs, interests, and strengths of our students and our communities.

Graph of Overall Authority Results



Gateway Statement 2: Learners are Supported

Outcome 2.3: Learners are educated in a well-governed system.

Moving Forward: 2018-2021 Strategies

2.3.1 Ensure the Division Communication Plan includes “Three Year Education Plan and Progress” actions.

2.3.2 Create, maintain and fortify community partnerships and relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.0	78.5	76.5	80.9	79.0	81.0	High	Maintained	Good	81.5	82.0	83.0

NGPS Indicators of Success

Learners are engaged in an education system that is focused on continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.4	80.2	79.8	81.1	80.9	81.5	High	Maintained	Good	82.0	83.0	84.0

NGPS Indicators of Success

Learners are engaged in an education system that receives input from stakeholders, and has effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.2	88.2	88.0	88.7	90.1	89.5	Very High	Improved Significantly	Excellent	91.0	91.5	92.0

NGPS Indicators of Success

Learners are educated in a system that maintains its high standards and meets the needs of students, society and the economy.

Gateway Statement 2: Learners are Supported

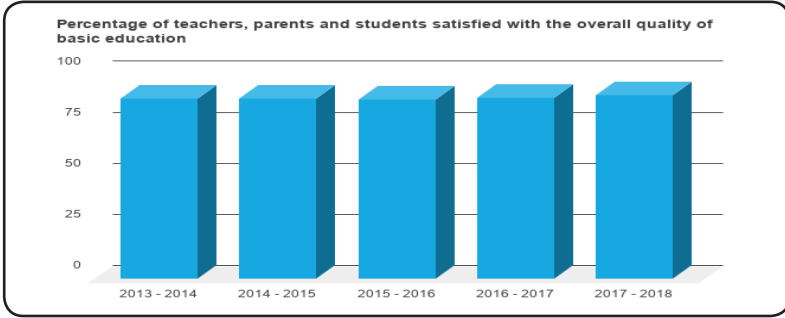
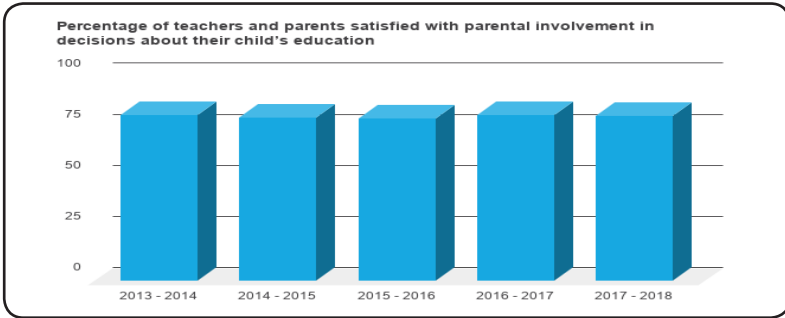
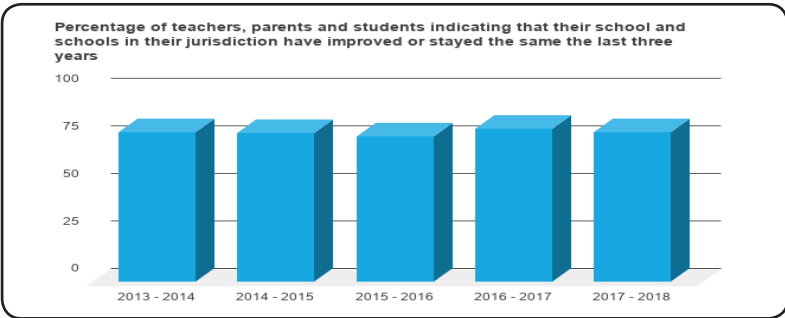
Outcome 2.3: Learners are educated in a well-governed system.

Looking Back:

Comment on 2017-2018 Results

Education Quality, Parental Involvement and Continuous Improvement all continue to be maintained in Northern Gateway Public Schools at a high achievement level, indicating that our system has effective relationships with high standards that meets the needs of students and society. On a particular note satisfaction for Education Quality in NGPS has improved.

Graph of Overall Authority Results



Highlights of Facility and Capital Plans

Overview

Northern Gateway Public School Division's Facilities Services staff supports sixteen school sites and five support buildings which include a transportation building, two maintenance buildings, one administration building and one support services building.

At present, NGPS has a utilization rate of 71% in comparison with last year's provincial average of 76%. Further, the need to address maintenance deficiencies in building and rising operational and maintenance costs continue to exert pressure on NGPS budgets.

Maintenance staff strive to maintain minor, major and emergent repairs in a timely manner using a program through Public School Works as our work order and preventative maintenance system. We are able to track repairs throughout the school division.

Playground equipment is monitored annually by our certified staff. Outdated equipment that can no longer be repaired must be removed. Schools and communities continue to work together to raise funds for new playground equipment as this expense is not covered under Infrastructure Maintenance and Renewal (IMR) program or Operations and Maintenance budgets.

NGPS has contracted Johnson Controls Ltd. for an Energy Retrofit Program.

Major Capital Accomplishments, 2017-2018

- Partial re-roof at Grasmere School
- Exterior upgrade on the front entrance of Sangudo Community School
- New pavement at Sangudo Community School and Rich Valley Elementary
- New shale running track and field at Mayerthorpe High School
- New shale baseball diamond at Percy Baxter School
- Completion of the science room modernization at Percy Baxter School
- New telephone system was installed at Elmer Elson Elementary
- New intercom/telephone system was installed at Percy Baxter School
- New front entrance renovation at Pat Hardy Primary



Highlights of Facility and Capital Plans

Infrastructure Maintenance and Renewal Program (IMR)

Priorities are based on consultation meetings with the Director of Maintenance, School Administrators, Superintendent of Schools and the School Board. In 2017-2018, \$671,693.00 was allocated to IMR priorities, which included, but were not limited to, partial re-roofs, security system upgrades, flooring replacements, plumbing improvements, window enhancements and room renovations.

Capital Plan 2019-2022

The 3 Year Capital Plan is developed with the Director of Maintenance, Superintendent of Schools and School Board.

Year One 2019-2020 Priority One

New Valleyview K-12 School and modernization of Rich Valley School.

Year Two 2020-2021 Priority Two

Modernization of Fox Creek School and Mayerthorpe Jr/Sr High School.

Year Three 2021-2022 Priority Three

New 9 -12 high school in Whitecourt.

Please see our ngps.ca/publications for complete details of the 2017-2020 Capital Plan.

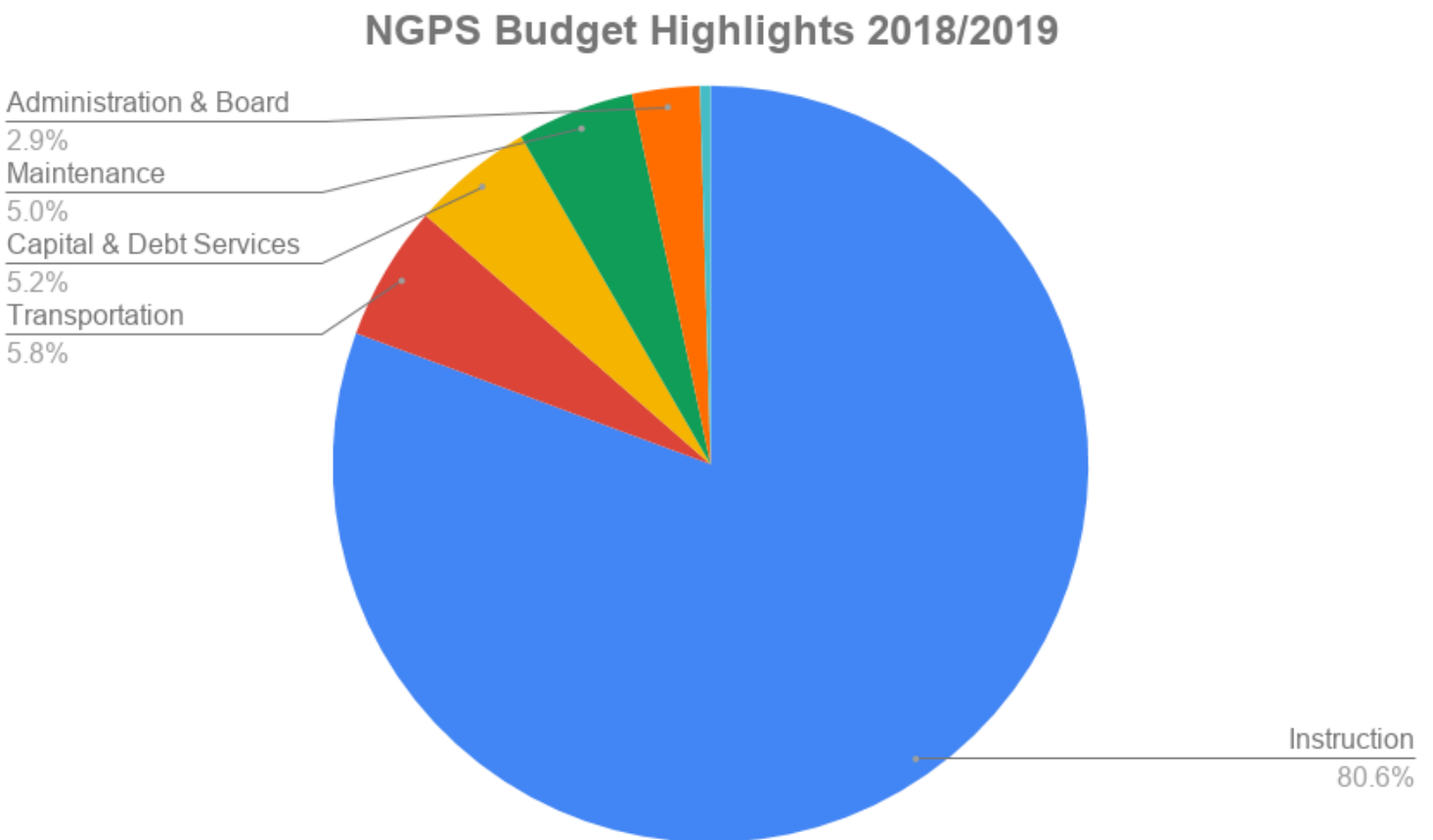


Budget Highlights 2018-2019

NGPS's Fall Budget for the 2018/2019 School year is projected to be \$69.8 million, an increase of \$1 million (1.5%).

- Division Expenditures are allocated as follows:
- Student Instruction \$52.4 million (75.1%),
- Student Transportation \$5.2 million (7.5%),
- Capital and Debt Services \$4.7 million (6.7%),
- Plant Operations and Maintenance \$4.5 million (6.4%),
- Administration & Board Governance \$2.6 million (3.7%), and
- External Services \$0.4 million (0.6%).

The Budget for the 2018/2019 School year can be found at <http://bit.ly/financialsummary>



Summary of Financial Results

SCHEDULE 3

School Jurisdiction Code: 2275

SCHEDULE OF PROGRAM OPERATIONS for the Year Ended August 31, 2018 (in dollars)

REVENUES	2018							2017
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 2,291,870	\$ 42,927,074	\$ 7,041,640	\$ 4,873,058	\$ 2,425,162	\$ -	\$ 59,558,804	\$ 57,725,051
(2) Other - Government of Alberta	\$ -	\$ 106,533	\$ 125,584	\$ -	\$ -	\$ 449,128	\$ 681,245	\$ 3,485,581
(3) Federal Government and First Nations	\$ 55,097	\$ 2,769,548	\$ 267,404	\$ -	\$ 121,555	\$ -	\$ 3,213,604	\$ 3,532,852
(4) Other Alberta school authorities	\$ -	\$ 21,380	\$ -	\$ -	\$ -	\$ -	\$ 21,380	\$ -
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 231,561	\$ 423,136	\$ -	\$ 50,813	\$ -	\$ -	\$ 705,510	\$ 911,757
(9) Other sales and services	\$ -	\$ 1,096,379	\$ 60,446	\$ 3,297	\$ 22,217	\$ -	\$ 1,182,339	\$ 956,394
(10) Investment income	\$ -	\$ 123,578	\$ 2,807	\$ 74	\$ -	\$ -	\$ 126,459	\$ 74,655
(11) Gifts and donations	\$ -	\$ 130,690	\$ -	\$ -	\$ -	\$ -	\$ 130,690	\$ 147,672
(12) Rental of facilities	\$ -	\$ 645	\$ 38,500	\$ -	\$ 21,850	\$ -	\$ 60,995	\$ 58,483
(13) Fundraising	\$ -	\$ 131,582	\$ -	\$ -	\$ -	\$ -	\$ 131,582	\$ 254,950
(14) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 83,910	\$ -	\$ -	\$ -	\$ 83,910	\$ 20,194
(15) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) TOTAL REVENUES	\$ 2,578,528	\$ 47,735,545	\$ 7,620,291	\$ 4,927,242	\$ 2,590,784	\$ 449,128	\$ 65,901,518	\$ 67,167,589
EXPENSES								
(17) Certificated salaries	\$ 960,089	\$ 25,657,470	\$ -	\$ -	\$ 554,735	\$ -	\$ 27,172,294	\$ 26,622,220
(18) Certificated benefits	\$ 128,685	\$ 5,952,346	\$ -	\$ -	\$ 86,860	\$ -	\$ 6,167,891	\$ 5,977,502
(19) Non-certificated salaries and wages	\$ 574,085	\$ 5,572,939	\$ 988,004	\$ 766,659	\$ 937,180	\$ 309,937	\$ 9,148,804	\$ 8,938,257
(20) Non-certificated benefits	\$ 165,602	\$ 1,648,142	\$ 250,967	\$ 174,405	\$ 233,445	\$ 77,708	\$ 2,550,269	\$ 2,593,509
(21) SUB - TOTAL	\$ 1,828,461	\$ 38,830,897	\$ 1,238,971	\$ 941,064	\$ 1,812,220	\$ 387,645	\$ 45,039,258	\$ 44,131,488
(22) Services, contracts and supplies	\$ 497,684	\$ 7,374,376	\$ 4,074,628	\$ 3,931,903	\$ 716,542	\$ 61,483	\$ 16,656,616	\$ 18,631,857
(23) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 2,619,156	\$ -	\$ -	\$ -	\$ 2,619,156	\$ 2,730,000
(24) Amortization of unsupported tangible capital assets	\$ -	\$ 597,660	\$ 243,360	\$ 172,272	\$ 146,244	\$ -	\$ 1,159,536	\$ 905,427
(25) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,694
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ 1,752	\$ -	\$ -	\$ -	\$ 1,752	\$ -
(27) Other interest and finance charges	\$ -	\$ -	\$ -	\$ 637	\$ -	\$ -	\$ 637	\$ 674
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 43,655	\$ 129,265	\$ -	\$ -	\$ 172,920	\$ 165
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) TOTAL EXPENSES	\$ 2,326,145	\$ 46,802,933	\$ 8,221,522	\$ 5,175,141	\$ 2,675,006	\$ 449,128	\$ 65,649,875	\$ 66,406,305
(31) OPERATING SURPLUS (DEFICIT)	\$ 252,383	\$ 932,612	\$ (601,231)	\$ (247,899)	\$ (84,222)	\$ -	\$ 251,643	\$ 761,284

The jurisdiction's sources of school-generated funds and their uses can be obtained on each individual school's website indicated by the "Fees" that each school has communicated for the current school year.

School Generated Funds for the 2017 - 2018 school year are reported in the Notes to the Audited Financial Statements "Note 12"

Audited Financial Statement can be found at the following link:

<http://www.ngps.ca/download/145893>

Link to the provincial roll up of Jurisdiction Audited Financial Statement information:

<https://education.alberta.ca/financial-statements/combined-statements>



Northern Gateway
Public Schools