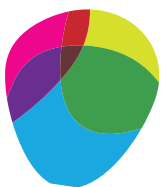


# Our Journey. Our Story.

Annual Education Results Report 2018-19  
Three Year Education Plan 2019-22



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# Message from the Board Chair

On behalf of the Northern Gateway Public Schools Board of Trustees, we present Our Journey Reflects our Story: Annual Education Results Report 2018-2019 and Three Year Education Plan 2019-2022. This document meets the requirements of accountability and sets a plan to enhance student academic achievement.

The Board of Trustees collaborates with community partners, parents, staff and students to set meaningful goals and work together to achieve success for our Northern Gateway students. Working with system Administration, we focus on providing opportunities for schools to advance their goals and priorities, focussing on both educational and local contexts.

Northern Gateway is proud of the diversity represented in our student population. Appreciation of our varied communities, celebration of differences and communication across our geographically large school division, are key areas of focus for the Board of Trustees.

Strategies to ensure that Learners are Successful and that Learners are Supported are identified in our Education Plan. At Northern Gateway Public Schools, we believe that it is our work to assist every student to embrace life-long learning, become the very best they can be, and value their important role as part of the larger social context. In the spirit of community, collaboration and creativity, we endeavour to provide our students with the knowledge, skills, and attitudes to thrive and compete in our ever-changing world.

The Northern Gateway Public Schools Board of Trustees are always open to questions and communication from our communities and partners. Please feel free to contact any member of our school board for further information.



Linda Wigton  
Board Chair



**Northern Gateway Public Schools Board of Trustees**

From left to right back row: Linda Wigton, Gerry Steinke, Christine Peck, Anita Portsmouth, , Sherry Jeffreys  
Front row: Barb Maddigan, Judy Muir, Diane Hagman

# Message from the Superintendent

Northern Gateway Public Schools (NGPS) 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.

The mandate of education, from the government to the classroom, is to ensure student achievement. We hold ourselves and each other responsible for providing rigorous quality learning environments, where consistent research-based practices are demonstrated. By articulating the common tenets of highly impactful and effective instruction, our educators choose to hold themselves to these standards, of a quality learning environment.

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

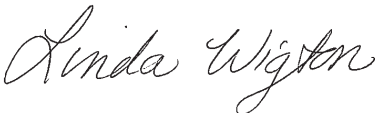
## Annual Education Results Report (AERR)

The Annual Education Results Report for Northern Gateway Public Schools 2018-2019 school year was prepared under the direction of the Board in accordance with the responsibilities under the **Education 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 School Authority 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 Education Plan for Northern Gateway Public Schools for the three years commencing September 1, 2019 was prepared under the direction of the Board in accordance with the responsibilities under the **Education Act** and the **Fiscal Planning and Transparency Act**. The Education 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 Reflects Our Story: Annual Education Results Report 2018 - 2019 and Three Year Education Plan 2019 - 2022** was approved by the Board on **December 10, 2019**.



Linda Wigton  
Board Chair



Kevin Andrea  
Superintendent of Schools



# Publication

**Our Journey Reflects Our Story:** Annual Education Results Report 2018 - 2019 and Three Year Education Plan 2019 - 2022 will be available on the Northern Gateway Public Schools website, [ngps.ca](http://ngps.ca), on **January 6, 2020**.

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 and Board highlights, individual school advancement plans, school communications, attendance at school council, town and municipality meetings, as well as 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 and monitoring resources, and evaluating and reporting student and organizational progress and achievements. The Board encourages an environment of open dialogue and participation in attaining excellence in teaching and learning.

## Policy Development & Administrative Procedures

Ongoing review of Board Policies and Administrative Procedures ensure 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. Stakeholder feedback on policies and procedures is encouraged.

## Administration

Under a site-based decision-making model, school-based 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 by the NGPS Quality Learning Environment: 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 Schools 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.

There were no disclosures made in the 2018-19 school year.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).





# Jurisdiction Profile

Northern Gateway Public Schools spans nearly 375 kilometres with 16 schools servicing 4,900 students in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek, and Valleyview. NGPS has a school located on each of the following colonies: Homeland, Rochfort Bridge, Twilight and Valleyview Ranch.

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 Whitecourt, Fox Creek and Valleyview areas depend on oil, gas, agriculture and forestry.

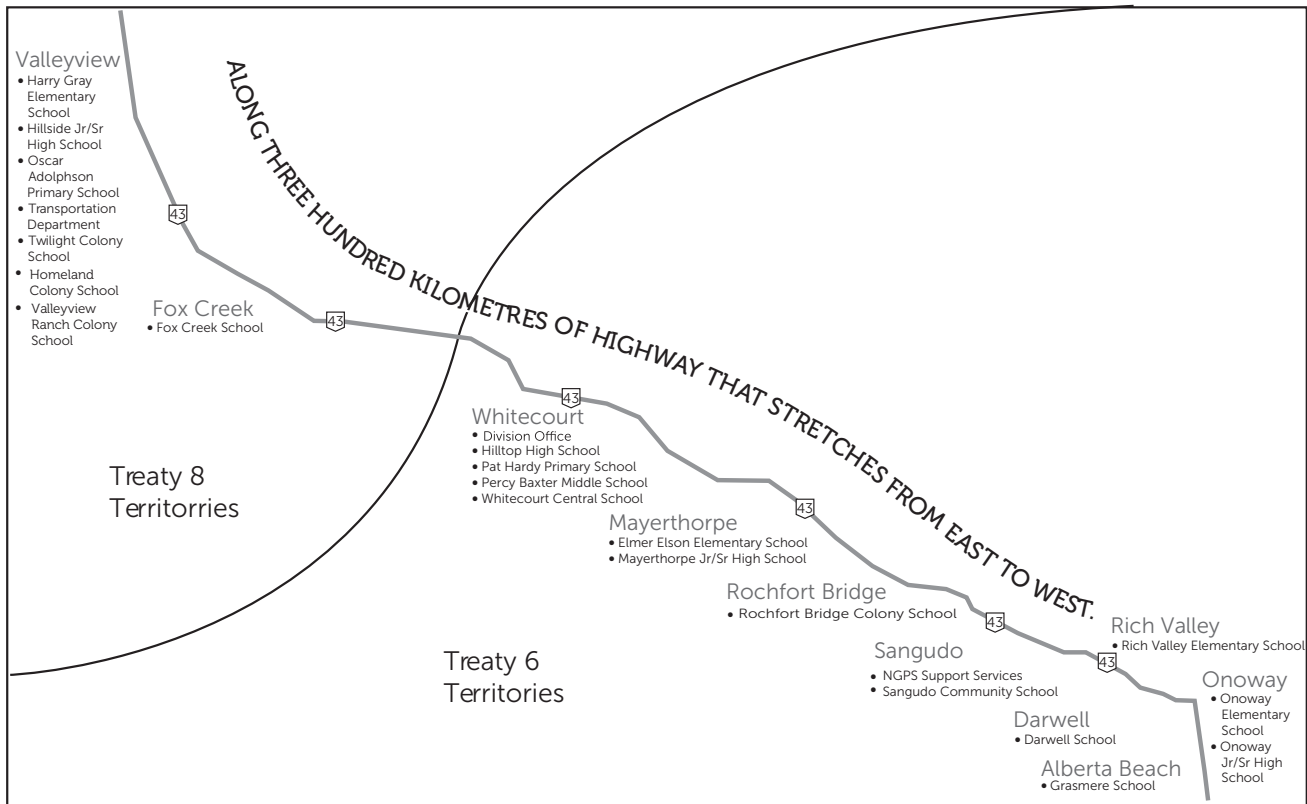
NGPS boundaries extend into Treaty 6 and Treaty 8 territories and it is committed to supporting the First Nations, Métis and Inuit learners who comprise approximately 20% of its students. NGPS values and appreciates its long-standing relationship with Sturgeon Lake Cree Nation and Alexis Nakota Sioux Nation and looks forward to continuing to work together to meet the educational needs of First Nations students entrusted into its schools.

## Class Size Core Report

[ngps.ca/download/154155](https://ngps.ca/download/154155)

## Class Size All Subjects Report

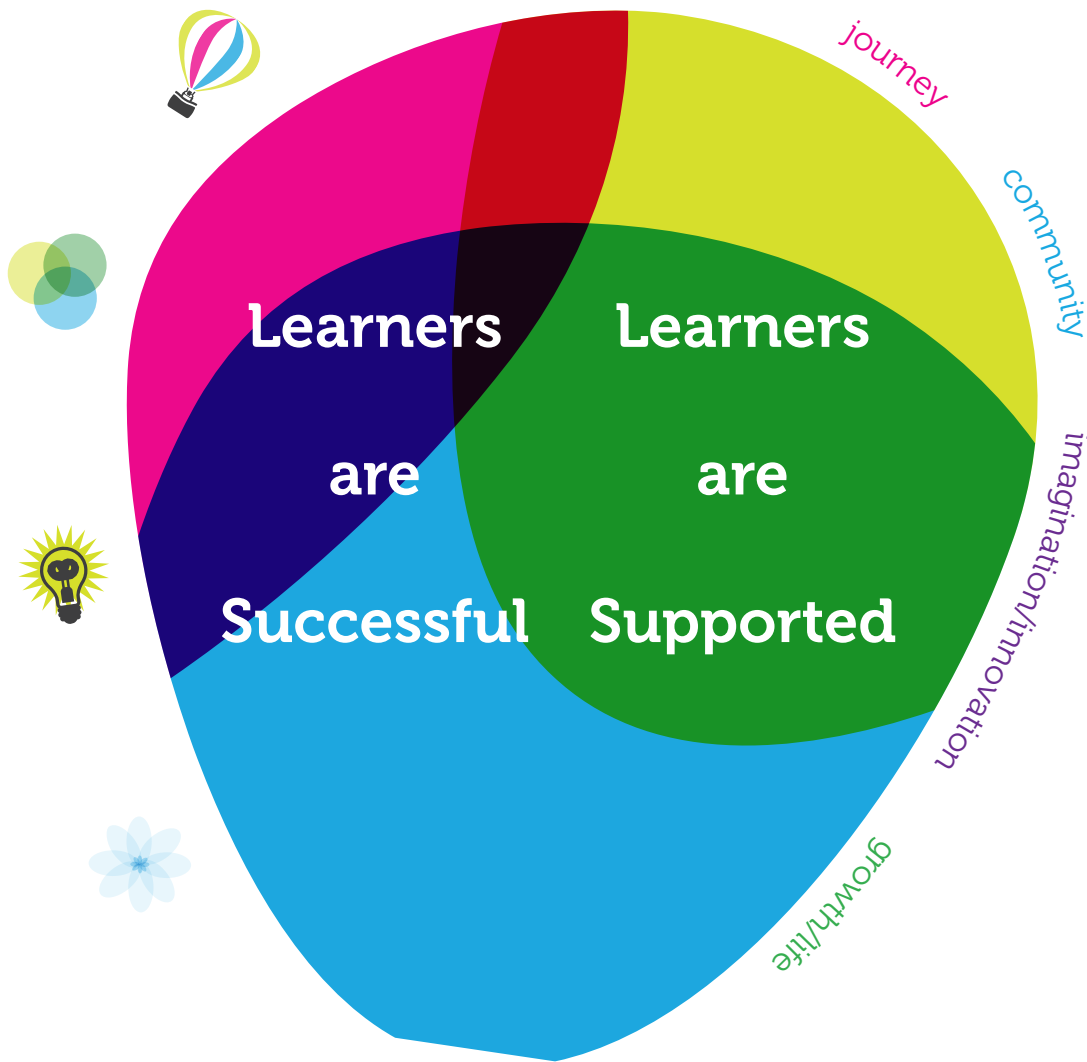
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# Learning for Life. Together.

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

Student achievement is a priority in Northern Gateway Public Schools. Our Gateway Statement, Learners are Successful, reflects our commitment to this priority. Northern Gateway Public Schools 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: Knowing Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development.

### Numeracy Focus

During the 2018-2019 school year, work with the grade 9 to 12 Mathematics teacher network included curricular as well as conceptual understanding with a focus on aligning assessments to standards. Instructional coaches for grades 1 to 12 were contracted for the 2018-2019 school year and will continue to be leveraged in the upcoming school year to deepen understanding the 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 2018-2019 school year, Northern Gateway contracted Jigsaw Learning, to support literacy coaching in a number of our schools. Literacy beliefs, comprehensive literacy, and interventions were the focus of the coaching to help NGPS educators develop an even deeper understanding of these as applied to literacy teaching and learning.

### Fountas and Pinnell Assessment Guidelines

Fountas and Pinnell Assessment Guidelines were developed for NGPS teachers to follow commencing in the 2019-2020 school year. These guidelines were developed through research and with a literacy consultant. The document was presented to administration and teachers with the option to start the benchmark assessment within the 2018-2019 school year.

Instructional consultants were leveraged to work with Learning Services and a variety of schools in order to train teachers and administrators to conduct the Fountas and Pinnell Benchmark Assessment with fidelity.

### Learning Through and With Technology

The Learning and Technology Policy Framework (Alberta Education, 2013) guides decision making while remaining focused on student learning and achievement. NGPS outlines priorities and strategies to respond to the rapid advancement of communication and information technologies.

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 digital citizenship and effective use 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 educators continue to enhance their skills within PowerTeacher Pro. While promoting teacher efficacy and aligning with best practices in assessment and reporting, 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. NGPS grades 7 through 12 students from Valleyview to Onoway attend this event. Over 1000 students from across the region are able to meet with 26 post-secondary institutions and over 50 local business and industry partners. 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 pathway to graduation and beyond.

### Dual Credit, Off Campus and Experiential Learning

With the supportive partnerships forged with community stakeholders, other school divisions and post-secondary institutions, NGPS is fortunate to continue supporting northern Alberta students with Dual Credit opportunities in the areas of Education Assistant, Dental Assistant, Power Engineering Class 4, Welding, Water and Wastewater Technology, Psychology, Vet Terminology, Medical Terminology, Health Care Aide, Administrative Professional, and Harley Davidson Technician. The new partnership recently formed with Athabasca University will allow us to add an additional 10 dual credit programs within dual credit programming in January 2020. A Heavy Equipment Technician program is being explored to support the local Labour Market requirements within Whitecourt and surrounding communities.

Opportunities continue to grow through NGPS Dual Credit and Off Campus Consultants who are contracted to expand the realm of learning for our rural students. 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: the Whitecourt detachment RCMP Academy, Equine First Aid, Welding, 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 career goals.



# Learners are Successful

## First Nations, Métis and Inuit students are Successful

### Recognizing the Need

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.

Northern Gateway Public Schools recognizes the need to support teachers, administrators, and support staff on the recommendations put forward for education by the Truth and Reconciliation Commission of Canada, and the competency identified in the Teaching Quality Standard (TQS) and the Leadership Quality Standard (LQS) effective September 1, 2019. By better understanding the history, legacy, culture, context, and

realities of Indigenous learners, staff can move towards providing a more inclusive and supportive educational environment.

Northern Gateway Public Schools 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.

Each school has a staff member designated as a First Nations, Métis and Inuit Advocate who meet three times a year. Advocates are tasked with connecting with their colleagues to create a starting point on the path to support their school team to focus on meaningful Indigenous learning opportunities and acceptance for all. They also work alongside their school administrators to provide professional development and resources so that teachers feel confident in addressing the related FNMI competencies in the TQS.



# 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 support for students, families, and schools. Our Student Support Facilitator establishes relationships to enhance the development and wellness of our students' 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.

### Collaborative Response Model (CRM)

In the 2018-2019 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 continues to provide Jigsaw Learning with timely feedback to enhance the Collaborative Response Model module in Dossier as it is refined for ongoing use to support 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 research-based 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.

# Learners are Supported

## 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 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 counseling, speech language pathology, occupational therapy services, audiologists, and deaf and hard of hearing teacher consultants are available to all NGPS schools.

## Mental Health Capacity Building Project (MHCB)

Schools in Whitecourt and Fox Creek are part of the Mental Health Capacity Building Project (MHCB). 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 Community Helpers and Mentoring Programs (CHAMP) Team in place to work with students by providing strategies and activities to support their mental health. In February of 2019 we received a third enhancement project and started to build our new MHCB team in the communities of Onoway, Rich Valley, Alberta Beach, and Darwell. The Creating Resiliency Enhancing Wellness (CREW) Team will begin in the Fall of 2019.

## Consistent Pedagogical Practices in NGPS

Northern Gateway Public Schools supports the consistent utilization of the following screening and diagnostic tools by providing professional learning opportunities for staff across the Division. In alignment with our Ongoing Consistent Pedagogical Practices the following are utilized:

- 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;
- Fountas and Pinnell Benchmarking Assessment System as a reading diagnostic tool for students from kindergarten to grade 12.

## Learners Have Excellent Teachers, School and School Authority Leaders

### 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), individual school and Division personnel. The Learning Services Team supports and advocates for inclusive educational practices that enable students to reach their full potential. Students construct and communicate meaning, achieve success and fulfillment, and leverage technology for the creation and sharing of knowledge through the disciplines of literacy and numeracy.

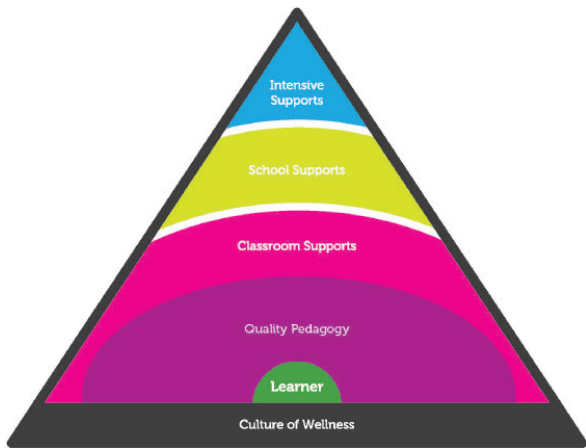
### Wellness

A Culture of Wellness is foundational to developing a Quality Learning Environment in Northern Gateway Public Schools. A group of educators come together as Wellness Champions to clearly articulate, co-construct, support by research, and embed continuing conversation, reflection so that a Culture of Wellness is foundational in NGPS. The purpose of the collective work of the Wellness Champions is to:

- establish a commonly understood foundation of a Culture of Wellness.
- further Develop the Three Domains ( Physical Well-Being, Social Well-Being, Mental Well-Being) of a Culture of Wellness in the NGPS QLE.

The collective work of the Wellness Champions is facilitated by Alberta Health Services working in conjunction with the NGPS QLE Steering Team and division and school leadership of NGPS.

# Learners are Supported



## NGPS Quality Learning Environment (QLE)

Clearly articulating the dimensions of a quality learning environment is essential to ensuring strong universal instructional practices across NGPS. The development of NGPS Quality Learning Environment is guided by the division 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 the NGPS Quality Learning Environment. The Steering Team coordinates an iterative process that includes a representative Educator Working Group and the team of Administrators in NGPS.

Administrators in NGPS share presentations from the Steering Team and the Working Group with teachers, ensuring the integrity of the iterative process when

developing and refining the articulation of the NGPS Quality Learning Environment. The voice of all teachers is represented by conducting the activities provided by the Steering Team.

Through the 2018-2019 school year, a more precise focus was identified as part of the iterative process. The Domains of Quality Pedagogy, as defined in the NGPS Quality Learning Environment, identifies what 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 the NGPS Quality Learning Environment website will include access to noteworthy practices and reflective tools for teachers and school administrators.

## 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 workshops, planning days, access to instructional coaches, and partnership with a mentor. 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.





# Learners are Supported

## Learners are Educated in a Well-Governed System

### Hour Zero

Northern Gateway Public Schools invested in and began the training for an emergency preparedness program new to the division. Hour Zero is a Canadian based program, which provides tools and training to schools in order to help create a comprehensive emergency plan. The program was created to promote a culture of preparedness. The goal is to have every staff member, student, and emergency services in the area ready and aware of possible unsafe situations. The program covers responsibilities of first responders, staff, students, and parents to ensure proper communication between all groups involved in an emergency situation is clear and exact. Hour Zero will be implemented in all NGPS schools effective September 2019.

### 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, care is taken to ensure that all children experience safe, reliable, efficient, and friendly transportation to and from their school.

### Cooperative Busing Practices

Approximately 4,000 students, including those travelling to another school division 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. To address the challenges in the Whitecourt area, consultation with the Director of Transportation, School Principals, and NGPS Senior Administration is ongoing.

### Bus Evacuation Program

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

### 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.



### Communications

Communications Services engages and supports internal and external stakeholders through crisis communications, media relations, online communications, and social and print media. The department promotes Northern Gateway Public Schools in our communities and supports the communication needs of the Board of Trustees, the Superintendent of Schools, Learning Services, Transportation, and Health and Safety departments.

### Technology Infrastructure

Northern Gateway Public Schools 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 Techno Framework. NGPS continues to support and an for students and staff to have equitable access

# Learners are Supported

to technology. Processes for learning and teaching through reliable, safe, and effective computer networks and systems are utilized.

The 2018-2019 school year included the development of the jurisdiction Evergreen Plan. The support for consistent technology experiences across schools to limit barriers and focus on student learning is a priority. NGPS is committed to familiarizing students, educators, families, and the greater community about their roles, opportunities and responsibilities as digital citizens.

Summer of 2019 was year one of Technology Evergreen hardware refresh. Ten schools had new technology hardware installed.

## 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 through community events. 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.

## Parent 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 the school advancement plan.

## Cultural Exchanges

### Hillside Junior Senior High (Alberta and Iceland) Fox Creek School (Alberta and Finland)

Last year two schools from Northern Gateway Public Schools embarked on building relationships across borders within Alberta and between other nations as well. The partnership with Finland and Iceland is based upon creating a great school for all students. The Alberta Teachers' Association started this work a number of years ago with Finland and Norway recently adding Iceland. The goal of this cultural partnership is to reflect and learn about our education practices. A common theme is how do we deal with educational transformation at the following three levels of leadership: student leadership, teacher leadership, and principal leadership.

Exchanges between schools, and staff occurred during the 2018-2019 school year and will continue into the Fall of 2019.



# 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**

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 1a

##### Learners are literate and numerate

- Educators use data collected through annual EYE-TA (readiness), F & P (literacy), HLAT (literacy), and MIPI (numeracy) assessments which informs responsive instruction to meet student needs.
- Extending a system wide approach of professional learning and coaching in literacy and numeracy creates consistency throughout the division.
- Heightening the awareness and using the language of the Alberta Education Literacy and Numeracy Progressions foster a deeper understanding throughout the division.

#### Outcome 1b

##### Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment

- The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet student needs.
- Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting real world, hands on experiences.

#### Outcome 1c

##### Learners are educated in a system that respects diversity and is inclusive

- Each NGPS site creates a welcoming culture through a variety of caring, respectful, and safe strategies.
- Student welfare is a priority in each NGPS school where a variety of programs and resources are provided and applied.
- NGPS prioritizes student growth and achievement by applying a variety of programs, resources, and supports.

#### Outcome 2

##### NGPS First Nations, Métis, and Inuit students are successful

- The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet First Nations, Métis, and Inuit student needs.
- Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting real world, hands on experiences.
- Through the work of NGPS First Nations, Métis and Inuit school advocates, both teachers and students will foster a deeper understanding of the application of Foundational Knowledge of First Nation, Métis and Inuit peoples.



# Northern Gateway Public Schools

## Three Year Education Plan 2016 - 2019 Summary

### Gateway Statement 2 Learners are Supported

#### Outcome 3

#### Learners have excellent teachers, school and school authority leaders

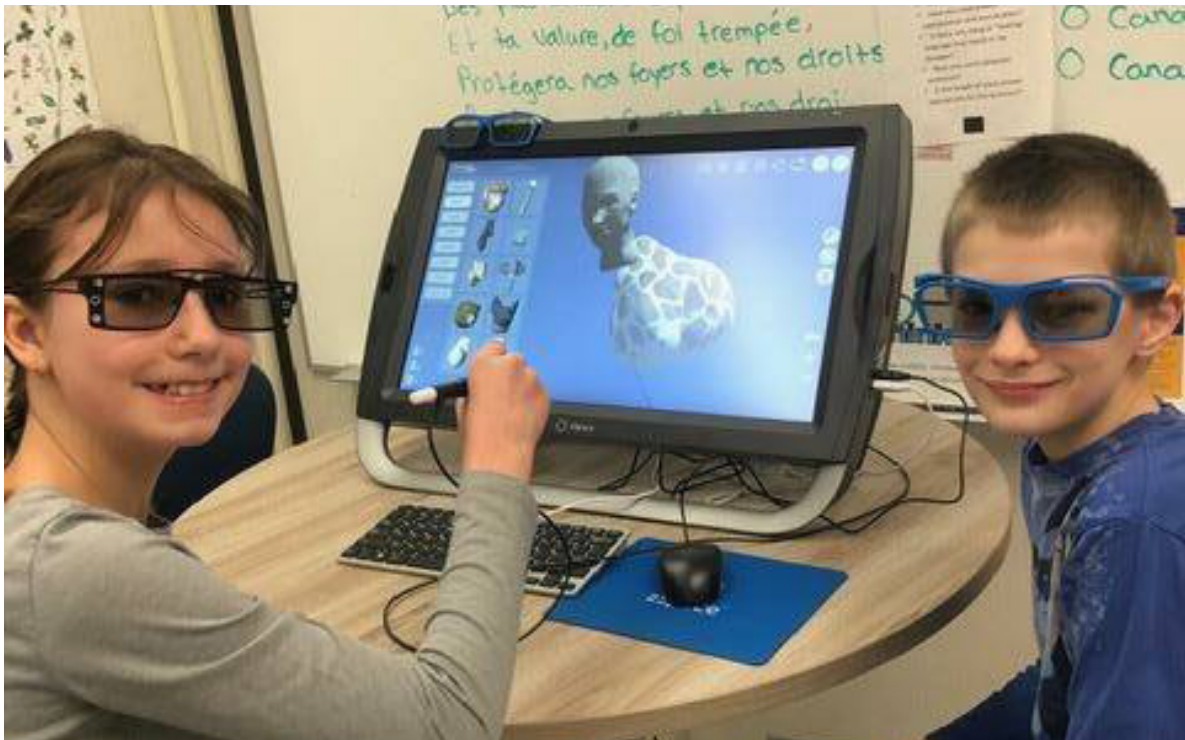
- The Superintendent, Division Office Team and School Administration have completed and adhere to the applicable Alberta Education Quality Standard.
  - The Superintendency has successfully completed the Alberta Education Superintendent Leadership Quality Standard certification.
  - The Division Office Team and school administration have successfully completed the Alberta Education Leadership Quality Standard certification.
- Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard (September, 2019).
- The division focus of the NGPS Quality Learning Environment (QLE) is a priority at each NGPS school.

- NGPS classroom teachers apply the Five Quality Pedagogy domains of the QLE in their classroom practice and through Collaborative Response Meetings.
- NGPS offers an extensive mentoring and coaching program to its cohort of teachers new to the profession.
- NGPS offers a variety of professional learning, side by side coaching, and external education consultants to build capacity of school staff.
- NGPS offers a variety of professional learning opportunities to build and enhance leadership capacity of its school administration.

#### Outcome 4

#### Learners are educated in a well-governed system

- Northern Gateway School Division creates, maintains and fortifies community partnerships and relationships.



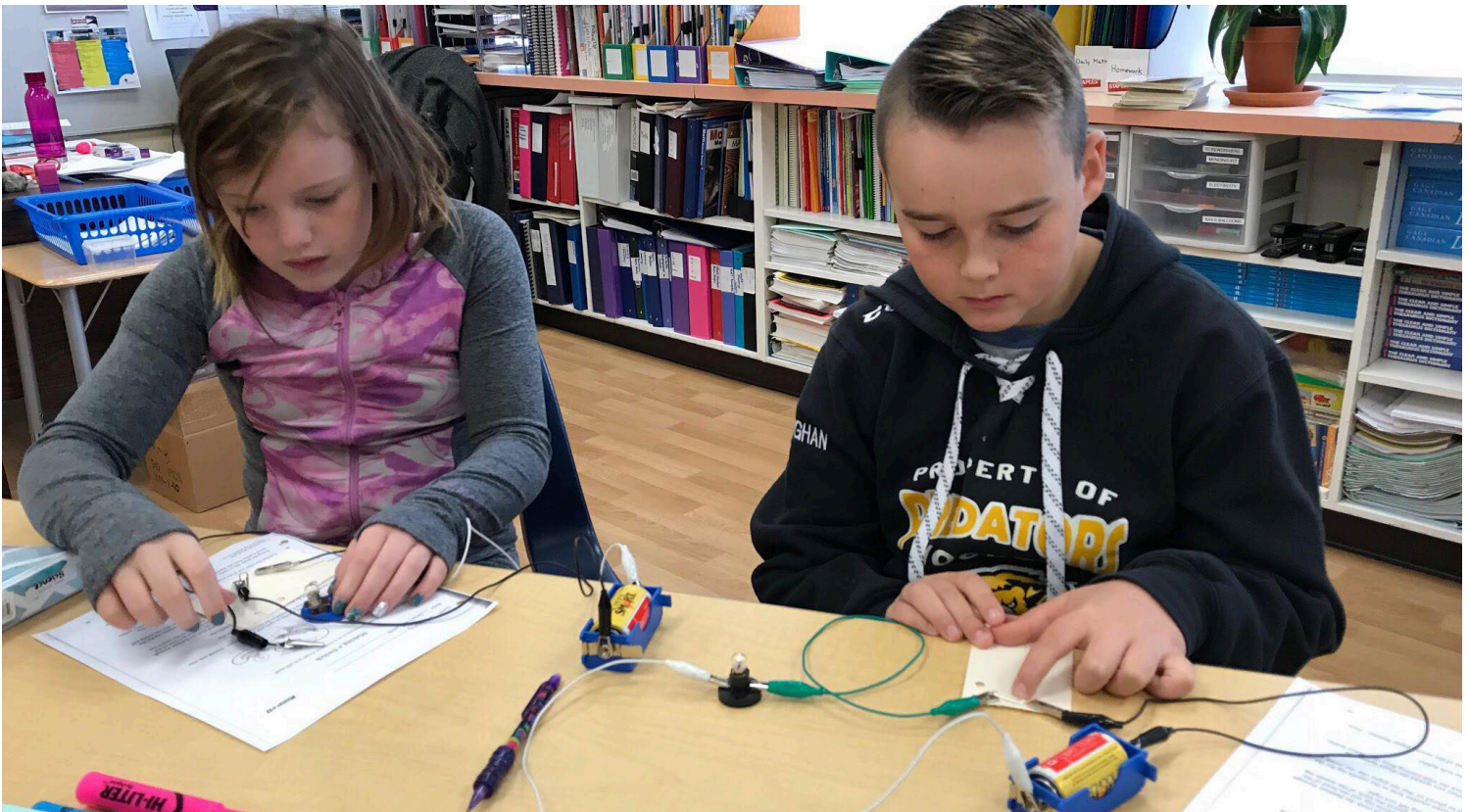
# Northern Gateway Public Schools Alignment with Alberta Education Business Plan 2018-2021

Alberta Education Business Plan 2019 - 2023		NGPS 3YEP
Desired Outcomes	Performance Measures	Connections
Outcome 1 Alberta's students are successful	Percentages of students who achieved acceptable standard on grade 6 and 9 provincial achievement tests: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> </ul>	Gateway 1 Outcome 1a & 1b
	Percentages of students who achieved standards on diploma examinations: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> </ul>	Gateway 1 Outcome 1a & 1b
	Percentage of students writing four or more diploma examinations within three years of entering grade 10	Gateway 1 Outcome 1b
	High school completion rate of students within three years of entering grade 10	Gateway 2 Outcome 1a
Outcome 2 First Nations, Métis, and Inuit students in Alberta are successful	Percentages of self-identified First Nations, Métis and Inuit students who achieved acceptable standard on grade 6 and 9 provincial achievement tests: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> </ul>	Gateway 1 Outcome 2
	Percentages of self-identified First Nations, Métis and Inuit students who achieved acceptable standard on diploma examinations: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> </ul>	Gateway 1 Outcome 2
	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 2
	High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering grade 10	Gateway 1 Outcome 2



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

Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders	Percentage of teachers and school board members who agree that teachers are prepared for teaching	Gateway 2 Outcome 3
	Percentage of students and parents who agreed that students are engaged in their learning at school	Gateway 2 Outcome 3
	Percentage of students, parents and teachers who agreed that students feel like they belong and are supported to be successful in their learning	Gateway 2 Outcome 3
	Percentage of students, parents, teachers, school board members, and the public who were satisfied with the opportunity of students to receive a solid grounding in core subjects	Gateway 2 Outcome 3
	Percentage of students, parents, teachers and school board members who were satisfied with the opportunity of students to receive a broad program of studies	Gateway 2 Outcome 3
Outcome 4: Alberta's K-12 education system is well governed and managed	Percentage of students, parents, teachers and school board members who were satisfied that school provides a safe, caring, and healthy learning environment	Gateway 2 Outcome 1c
	Percentage of students, parents, teachers, school board members and the public who were satisfied with the quality of K-12 education	Gateway 2 Outcome 4
	Percentage of students, parents, teachers and school board members who were satisfied that the learning space in schools meets the needs of students	Gateway 2 Outcome 4
	Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates	Gateway 2 Outcome 4
	Percentage of parents, teachers and public who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school	Gateway 2 Outcome 4



# 2018 Accountability Pillar Overall Summary

## Measure Evaluation Reference

### Annual Education Results Reports - October 2019 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 2019

### 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).

# 2019 Accountability Pillar

Measure Category	Measure	Northern Gateway School Division				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	87.1	87.6	87.8	89.0	89.0	89.3	High	Maintained	Good
	Program of Studies	76.8	75.9	76.5	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	88.6	90.1	89.0	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	2.3	2.5	2.9	2.6	2.3	2.9	Very High	Improved	Excellent
Student Learning Opportunities	High School Completion Rate (3 yr)	77.0	75.1	75.5	79.1	78.0	77.5	High	Maintained	Good
	PAT: Acceptable	70.3	72.7	72.8	73.8	73.6	73.6	Intermediate	Declined	Issue
	PAT: Excellence	12.3	14.3	13.9	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.3	82.7	80.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.9	16.0	15.3	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	40.5	43.8	41.2	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.9	61.4	54.8	64.8	63.4	62.2	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.8	49.6	46.9	59.0	58.7	58.7	Low	Declined	Issue
	Work Preparation	78.3	75.6	79.0	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	80.0	80.8	80.9	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	79.9	80.9	80.6	81.3	81.2	81.1	High	Maintained	Good
	School Improvement	78.1	79.0	78.8	81.0	80.3	81.0	High	Maintained	Good

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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.

# 2019 Accountability Pillar First Nations, Métis and Inuit

Measure Category	Measure	Northern Gateway School Division (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	4.2	4.4	5.4	4.8	5.6	High	Maintained	Good
	High School Completion Rate (3-yr)	63.5	62.8	59.3	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	57.7	54.1	60.8	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	9.5	2.8	5.4	7.4	6.6	6.5	Very Low	Improved	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	79.0	78.8	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	8.6	12.9	12.0	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	27.2	31.4	27.2	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	49.0	50.0	41.4	37.1	35.9	34.0	Low	Improved	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	30.9	42.6	37.3	34.2	33.0	32.8	Very Low	Maintained	Concern
	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
Parental Involvement	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); French Language Arts (6e et 9e année); Mathematics (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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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; 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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.

# 2019 2022 Strategy Action Plan

## Gateway Statement: Learners are Successful Division Outcome 1a: Learners are literate and numerate

### Division Strategies

- Educators use data collected through annual EYE-TA (readiness), F & P (literacy), HLAT (literacy), and MIPI (numeracy) assessments which informs responsive instruction to meet student needs.
- Extending a system wide approach of professional learning and coaching in literacy and numeracy creates consistency throughout the Division.
- Heightening the awareness and using the language of the Alberta Education Literacy and Numeracy Progressions foster a deeper understanding throughout the Division.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.3	71.3	74.3	72.7	70.3	73.3	Intermediate	Declined	Issue	73.3	73.8	74.3
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.0	13.5	14.0	14.3	12.3	14.5	Low	Maintained	Issue	14.5	15.0	15.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.3	80.6	79.4	82.7	83.3	80.5	Intermediate	Maintained	Acceptable	83.8	84.3	84.8
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.6	16.0	13.7	16.0	13.9	16.2	Intermediate	Maintained	Acceptable	16.2	16.7	17.2

# 2019 2022 Strategy Action Plan

Gateway Statement: Learners are Successful  
 Division Outcome 1a: Learners are literate and numerate

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	74.5	75.4	75.9	75.1	77.0	76.5	High	Maintained	Good	77.5	78.0	78.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.8	39.7	40.2	43.8	40.5	47.0	Low	Maintained	Issue	41.0	41.5	42.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	48.8	48.7	42.5	49.6	42.8	51.0	Low	Declined	Issue	45.1	45.8	46.1
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	51.1	51.9	61.4	59.9	61.5	Intermediate	Improved	Good	61.5	62.0	62.5

## Comments on results

NGPS PAT and DIP results are on par with the Province in reaching Acceptable Standard and significantly below in Standard of Excellence.

Many of our students are finding success when allowed more time to graduate (for example: 5 years).

Opportunities through work experience and RAP programs are transitioning students into post-secondary or personal career paths that may not require participation in 4 or more diploma exams.



# 2019 2022 Strategy Action Plan

**Gateway Statement:** Learners are Successful

**Division Outcome 1b:** Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment

## Division Strategies

- The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet student needs.
- Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting real world, hands on experiences.

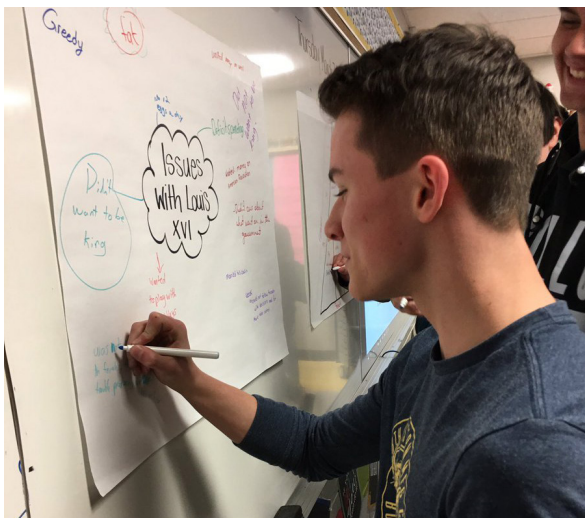
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.8	39.7	40.2	43.8	40.5	47.0	Low	Maintained	Issue	41.0	41.5	42.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.9	80.8	81.1	80.8	80.0	82.0	High	Maintained	Good	82.5	83.0	83.5

## Comments on results

NGPS students have performed below the Province on many assessments when comparing the Acceptable Standard and the Standard of Excellence (significantly below in some areas).

Curriculum, responsive instruction and purposeful assessment have been identified as key to ensuring common understanding and consistent best practice in supporting student achievement.



# 2019 2022 Strategy Action Plan

Gateway Statement: Learners are Supported

Division Outcome 1c: Learners are educated in a system that respects diversity and is inclusive

## Division Strategies

- Each NGPS site creates a welcoming culture through a variety of caring, respectful, and safe strategies.
- Student welfare is a priority in each NGPS school where a variety of programs and resources are provided and applied.
- NGPS prioritizes student growth and achievement by applying a variety of programs, resources, and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.8	2.3	3.9	2.5	2.3	2.5	Very High	Improved	Excellent	2.2	2.0	1.8

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.8	2.3	6.5	4.2	4.2	2.5	High	Maintained	Good	3.0	2.8	2.6

## Comments on results

NGPS student drop out rate is on par with the province both within the 3 year average and current results. NGPS, First Nations, Métis, Inuit student drop out results are below the province indicating good results.



# 2019 2022 Strategy Action Plan

Gateway Statement: Learners are Successful

Division Outcome 2: NGPS First Nations, Metis, and Inuit Students are successful

## Division Strategies

- The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet First Nations, Métis, and Inuit student needs.
- Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting real world, hands on experiences.
- Through the work of NGPS First Nations, Métis and Inuit school advocates, both teachers and students will foster a deeper understanding of the application of Foundational Knowledge of First Nation, Métis and Inuit peoples.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.7	62.0	66.3	54.1	57.7	60.0	Very Low	Maintained	Concern	60.0	60.5	61.0
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).	5.8	6.6	6.8	2.8	9.5	6.0	Very Low	Improved	Issue	6.0	6.5	7.0

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	80.1	83.4	74.1	79.0	82.4	80.0	Intermediate	Maintained	Acceptable	82.9	83.4	83.9
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.8	11.1	12.0	12.9	8.6	13.2	Very Low	Maintained	Concern	9.1	9.6	10.1

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	62.3	60.1	55.1	62.8	63.5	63.4	Intermediate	Maintained	Acceptable	63.8	64.3	64.8



# 2019 2022 Strategy Action Plan

Gateway Statement: Learners are Successful

Division Outcome 2: NGPS First Nations, Metis, and Inuit Students are successful

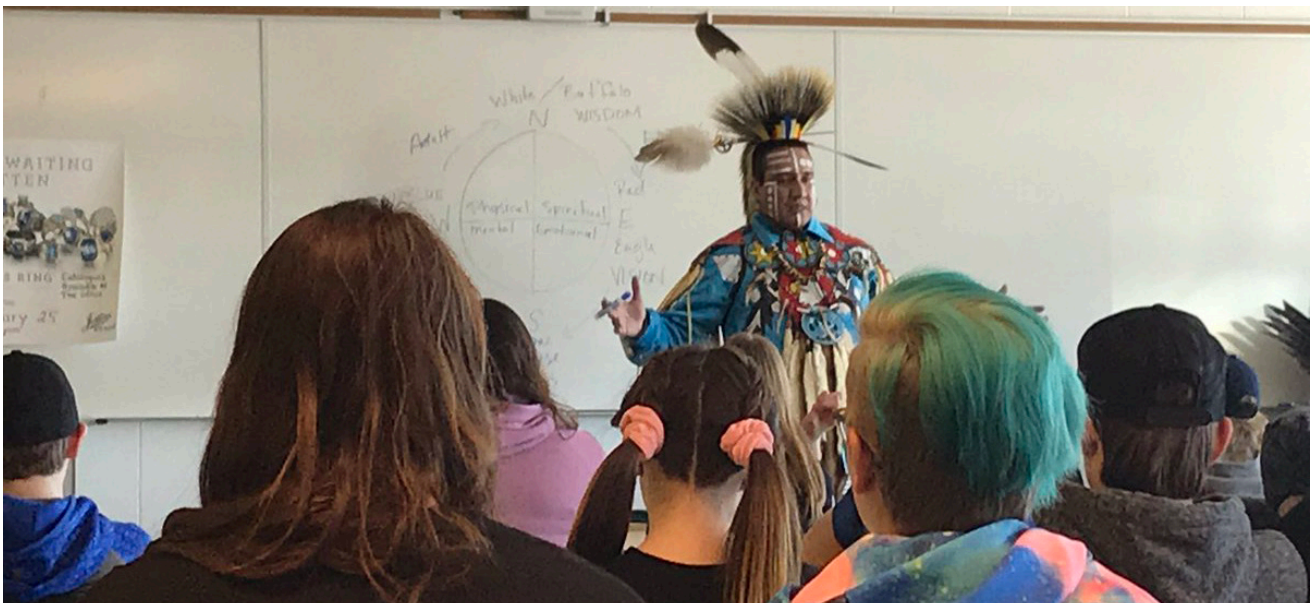
Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	34.1	40.2	50.0	49.0	51.0	Low	Improved	Acceptable	51.0	51.5	52.0

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	29.3	24.3	26.0	31.4	27.2	31.4	Very Low	Maintained	Concern	27.7	28.2	28.7

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	40.9	36.6	32.9	42.6	30.9	42.8	Very Low	Maintained	Concern	32.0	32.5	33.0

## Comment on results

Many of our students are finding success when allowed more time to graduate (for example: 5 years). Opportunities through work experience and RAP programs are transitioning students into post-secondary or personal career paths that may not require participation in 4 or more diploma exams.



# 2019 2022 Strategy Action Plan

**Gateway Statement:** Students are supported  
**Division Outcome 3:** Learners have excellent teachers, school and school authority leaders

## Division Strategies

- The Superintendent, Division Office Team and School Administration have completed and adhere to the applicable Alberta Education Quality Standard.
  - The Superintendency has successfully completed the Alberta Education Superintendent Leadership Quality Standard certification.
  - The Division Office Team and school administration have successfully completed the Alberta Education Leadership Quality Standard certification.
- Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard (September, 2019).
- The division focus of the NGPS Quality Learning Environment (QLE) is a priority at each NGPS school.
- NGPS classroom teachers apply the Five Quality Pedagogy domains of the QLE in their classroom practice and through Collaborative Response Meetings.
- NGPS offers an extensive mentoring and coaching program to its cohort, of teachers new to the profession.
- NGPS offers a variety of professional learning, side by side coaching, and external education consultants to build capacity of school staff.
- NGPS offers a variety of professional learning opportunities to build and enhance leadership capacity of its school administration.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	78.2	76.9	76.9	75.9	76.8	80.0	Intermediate	Maintained	Acceptable	82.0	82.5	83.0

## Comment on results

There is a need to deepen public awareness of today's learners and their needs through:

- the knowledge of the current school learning and teaching environment;
- the breadth of programming offered;
- the understanding of the prescribed curriculum;
- the importance of multiple perspectives;
- and the integration of competencies.

# 2019 2022 Strategy Action Plan

Gateway Statement: Learners are Supported

Division Outcome 4: Learners are educated in a well-governed system

## Division Strategies

- Northern Gateway School Division creates, maintains and fortifies community partnerships and relationships.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	87.1	88.2	87.6	87.6	87.1	89.0	High	Maintained	Good	87.6	88.1	88.6

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.2	88.0	88.7	90.1	88.6	91.0	High	Maintained	Good	91.0	91.5	92.0

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	78.8	80.4	81.1	75.6	78.3	81.0	High	Maintained	Good	81.0	81.5	82.0



# 2019 2022 Strategy Action Plan

Gateway Statement: Learners are Supported

Division Outcome 4: Learners are educated in a well-governed system

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.2	79.8	81.1	80.9	79.9	82.0	High	Maintained	Good	82.0	82.5	83.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	78.5	76.5	80.9	79.0	78.1	81.5	High	Maintained	Good	78.6	79.1	79.6

## Comment on results

It is important to maintain a visible presence and engage stakeholders in an increasingly competitive market. Student success is measured when NGPS students develop an understanding of the importance and value of being a contributing member of a school community.



# Highlights of Facility and Capital Plans

## Overview

Northern Gateway Public Schools Facilities and Maintenance Staff provides services to sixteen school sites and five support buildings which include: one transportation building, two maintenance buildings, one administration building, and one support services building.

At present, NGPS has a utilization rate of 65% 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 orders and preventative maintenance system to track repairs throughout the school division.

Playground equipment is monitored annually by our certified staff. 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.

## Major Capital Accomplishments 2018-2019

- Partial re-roof at Grasmere School
- Fox Creek School fire panel upgrade
- New flooring and tree removal at Hilltop High School
- New chilled water fountains, new windows and doors at Whitecourt Central School
- New security cameras and door locks at Sangudo Community School
- New air conditioner, chilled water fountain, mechanical upgrade and staffroom at Darwell School
- Exterior upgrade at Rich Valley School
- New staffroom at Elmer Elson Elementary School
- New fence at Mayerthorpe Jr/Sr High School
- Mechanical upgrade at Hillside Jr/Sr High School



# 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 2018 - 2019, \$944,198 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. \$662,303 was spent on capital projects to maintain the 30% minimum spent on IMR as per Alberta Government requirements.

## 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 modernize Rich Valley School

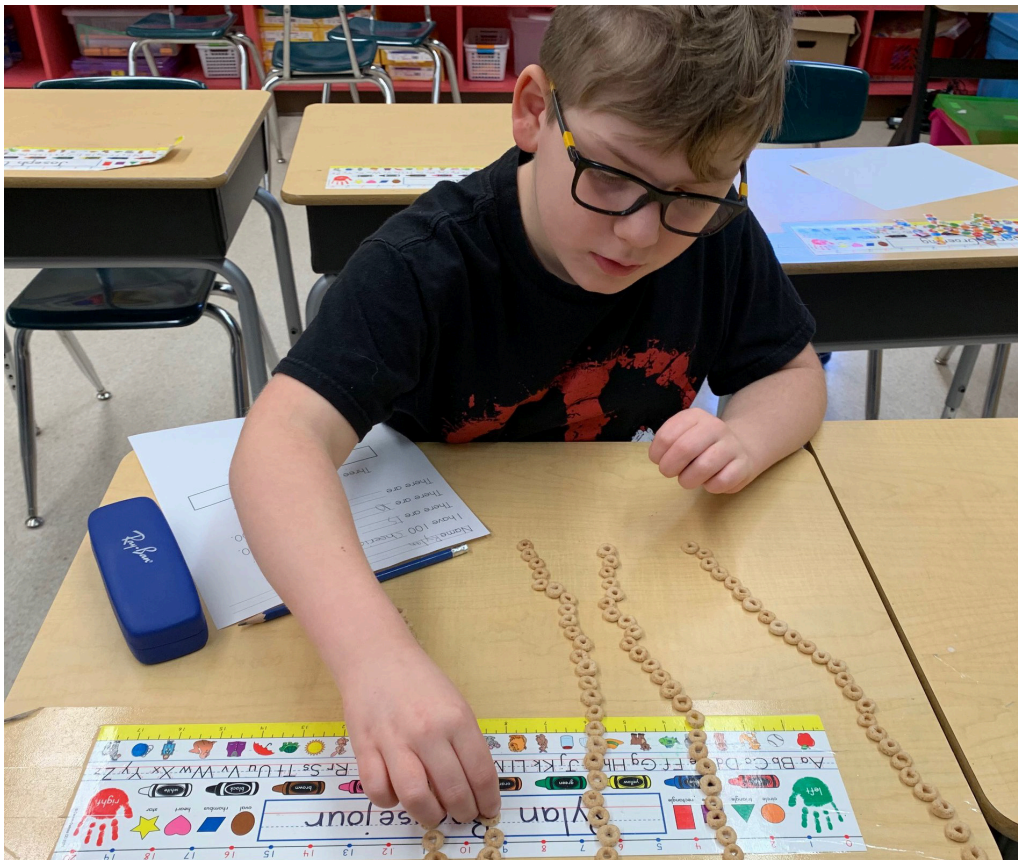
### Year Two 2020-2021 Priority Two

Modernize Fox Creek School and Mayerthorpe Jr/Sr High School

### Year Three 2021-2022 Priority Three

New 9 -12 high school in Whitecourt

Please visit [ngps.ca/download/138655](https://ngps.ca/download/138655) for complete details of the 2019-2022 Capital Plan.





# Summary of Financial Results

## SCHEDULE 3

### SCHEDULE OF PROCEEDINGS for the Year Ended August 31, 2019

REVENUES	Instruction		Plant Capital
	ECS	Grades 1 - 12	Main
	(1) Alberta Education	\$ 2,203,485	\$ 42,951,710
(2) Alberta Infrastructure	\$ -	\$ -	\$
(3) Other - Government of Alberta	\$ -	\$ -	\$
(4) Federal Government and First Nations	\$ 44,076	\$ 2,961,712	\$
(5) Other Alberta school authorities	\$ -	\$ -	\$
(6) Out of province authorities	\$ -	\$ -	\$
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$
(8) Property taxes	\$ -	\$ -	\$
(9) Fees	\$ 277,523	\$ 519,217	
(10) Other sales and services	\$ -	\$ 1,115,153	\$
(11) Investment income	\$ -	\$ 177,359	\$
(12) Gifts and donations	\$ -	\$ 190,357	\$
(13) Rental of facilities	\$ -	\$ -	\$
(14) Fundraising	\$ -	\$ 240,144	\$
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$
(16) Other revenue	\$ -	\$ 5,000	\$
<b>(17) TOTAL REVENUES</b>	<b>\$ 2,525,084</b>	<b>\$ 48,160,652</b>	<b>\$</b>
<b>EXPENSES</b>			
(18) Certificated salaries	\$ 860,765	\$ 25,628,139	
(19) Certificated benefits	\$ 116,847	\$ 5,659,500	
(20) Non-certificated salaries and wages	\$ 568,422	\$ 6,050,551	\$
(21) Non-certificated benefits	\$ 154,742	\$ 1,827,173	\$
(22) SUB - TOTAL	\$ 1,700,776	\$ 39,165,363	\$
(23) Services, contracts and supplies	\$ 416,673	\$ 8,701,062	\$
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 586,416	\$
(26) Supported interest on capital debt	\$ -	\$ -	\$
(27) Unsupported interest on capital debt	\$ -	\$ -	\$
(28) Other interest and finance charges	\$ -	\$ -	\$
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$
(30) Other expense	\$ -	\$ -	\$
<b>(31) TOTAL EXPENSES</b>	<b>\$ 2,117,449</b>	<b>\$ 48,452,841</b>	<b>\$</b>
<b>(32) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ 407,635</b>	<b>\$ (292,189)</b>	<b>\$</b>

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 2018 - 2019 school year are reported in the Notes to the Audited Financial Statements "Note 12".

Audited Financial Statement can be found at the following link:

[ngps.ca/download/221110](https://ngps.ca/download/221110)



**GRAM OPERATIONS**  
**ust 31, 2019 (in dollars)**

2019					2018
Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
6,743,447	\$ 4,905,425	\$ 2,299,731	\$ -	\$ 59,103,798	\$ 59,558,804
686,214	\$ -	\$ -	\$ -	\$ 686,214	\$ -
-	\$ -	\$ -	\$ 468,518	\$ 468,518	\$ 681,245
266,531	\$ -	\$ 167,990	\$ -	\$ 3,440,309	\$ 3,213,604
-	\$ -	\$ -	\$ -	\$ -	\$ 21,380
-	\$ -	\$ -	\$ -	\$ -	\$ -
-	\$ -	\$ -	\$ -	\$ -	\$ 5,000
-	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 52,812		\$ -	\$ 849,552	\$ 705,510
59	\$ 2,318	\$ 24,546	\$ -	\$ 1,142,076	\$ 1,182,339
-	\$ -	\$ -	\$ -	\$ 177,359	\$ 126,459
-	\$ -	\$ -	\$ -	\$ 190,357	\$ 130,690
30,227	\$ 29,701	\$ 25,805	\$ -	\$ 85,733	\$ 60,995
-	\$ -	\$ -	\$ -	\$ 240,144	\$ 131,582
58,836	\$ 10,901	\$ -	\$ -	\$ 69,737	\$ 83,910
-	\$ -	\$ -	\$ -	\$ 5,000	\$ -
7,785,314	\$ 5,001,157	\$ 2,518,072	\$ 468,518	\$ 66,458,797	\$ 65,901,518
		\$ 590,936	\$ -	\$ 27,079,840	\$ 27,172,294
		\$ 64,504	\$ -	\$ 5,840,851	\$ 6,167,891
971,720	\$ 241,078	\$ 956,372	\$ 372,914	\$ 9,161,057	\$ 9,148,804
246,734	\$ 59,962	\$ 233,064	\$ 48,246	\$ 2,569,921	\$ 2,550,269
1,218,454	\$ 301,040	\$ 1,844,876	\$ 421,160	\$ 44,651,669	\$ 45,039,258
4,602,937	\$ 4,669,467	\$ 750,182	\$ 47,358	\$ 19,187,679	\$ 16,656,616
2,648,891	\$ -	\$ -	\$ -	\$ 2,648,891	\$ 2,619,156
210,594	\$ 32,472	\$ 146,244	\$ -	\$ 975,726	\$ 1,159,536
-	\$ -	\$ -	\$ -	\$ -	\$ -
389	\$ -	\$ -	\$ -	\$ 389	\$ 1,752
-	\$ 1,025	\$ -	\$ -	\$ 1,025	\$ 637
-	\$ -	\$ -	\$ -	\$ -	\$ 172,920
-	\$ -	\$ -	\$ -	\$ -	\$ -
8,681,265	\$ 5,004,004	\$ 2,741,302	\$ 468,518	\$ 67,465,379	\$ 65,649,875
(895,951)	\$ (2,847)	\$ (223,230)	\$ -	\$ (1,006,582)	\$ 251,643

Link to the provincial roll up of Jurisdiction Audited Financial Statement information:  
<https://www.alberta.ca/k-12-education-financial-statements.aspx>

For more detailed information please contact Northern Gateway Public Schools Secretary Treasurer Tamara Spong by phone at 780.778.2800 or by email at tamara.spong@ngps.ca.







**Northern Gateway**  
Public Schools