



# OUR JOURNEY. OUR STORY.



**Northern Gateway**  
Public Schools

Three Year Education Plan 2021-24





## Table of Contents

Message from the Board Chair	2
Message from the Superintendent	3
Accountability Statement	4
Publication	4
Foundation Statements	5
Jurisdiction Profile and Map	6
School Directory	7
Planning and Priorities	8
Looking Back and Moving Forward	10
Provincial Domain: Student Growth and Achievement	12
Provincial Domain: Learning Supports	14
Provincial Domain: Teaching and Learning	16
Provincial Domain: Governance	17
Stakeholder Engagement	18
Capital Plans	20
Budget Highlights	21



## Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Board Chair, Linda Wigton

Vice Chair, Barb Maddigan

Diane Hagman

Jim Hailes

Sherry Jeffreys

Judy Muir

Christine Peck

Gerry Steinke

Anita Portsmouth

## Message from the Board Chair

Linda Wigton  
Board Chair

On behalf of the Northern Gateway Public Schools Board of Trustees, we present Our Journey. Our Story: Three Year Education Plan 2021-24. This document meets the requirements of setting a plan to enhance student achievement.

The Board of Trustees collaborates with community partners, parents, staff and students to set meaningful goals and work together to achieve success for Northern Gateway students. Focusing on educational, social, emotional and local contexts, we strive to provide responsible system governance, even when met with unprecedented challenges.

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.

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.

## Message from the Superintendent

This 3 year plan contains many pieces of information about all sorts of the different ways we do things and at the core of all of them is student success. What does student success mean and more importantly how do we get there? I like to use the following questions asked by Rick Dufour (slightly modified by a colleague) as a starting point:

- What do we want our students to know?
- How will we scaffold the teaching so that students can learn?
- How will we keep the learning engaging and applicable?
- How will we know if the student has learned it?
- What will we do if they do or don't learn it?

It is these questions that I believe the three year plan sets out to answer. We want our students to be literate and numerate, to be respectful, appreciate different cultures while understanding their own, and be able to apply their skills and knowledge to accomplish real world tasks. Each of the first 4 plan outcomes are focused on one of these building blocks creating a solid foundation for student growth and achievement.

To support the growth of our students we work together to build excellence in teaching instruction and ensure that governance supports, rather than hinders, the efforts of our staff and students. The better we teach, the more effective and efficient our systems are, the better our students will learn. Outcome 5 explains instruction, how master teachers operate and what we need to learn and practise to get stronger in our classroom practices. Outcome 6 focusses on governance, systems and leadership, and how they enfold and support classroom instruction and thus student growth and learning.

Perhaps it is an ambitious plan. There is talk of seeking more excellence, more strengths, more resilience, and systematic improvement to remove weaknesses and deficits. But this three year plan is not meant as a mere vision: inspiring but unattainable. No, this plan is about hard work, deep thinking and potentially painful self-reflection because it is attainable; not for an individual maybe, but certainly for us as a group; for us as Northern Gateway because we know that each of us matters, we've got this, and we're just getting started.



A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Kevin Bird  
Superintendent of Schools

# Accountability Statement

## for the Three Year Education Plan

The Education Plan for Northern Gateway Public Schools (NGPS) for the three years commencing August 31, 2021, was prepared under the direction of the Board of Trustees 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. Our Story: Northern Gateway Public Schools Three Year Education Plan 2021-24 was approved by the Board on May 25, 2021.



Linda Wigton  
Board Chair



Kevin Bird  
Superintendent of Schools

## Publication

Our Journey. Our Story: Northern Gateway Public Schools Three Year Education Plan 2021-24 will be available on the NGPS website, [ngps.ca/reports-and-publications/reports](https://ngps.ca/reports-and-publications/reports), on May 31, 2021.

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

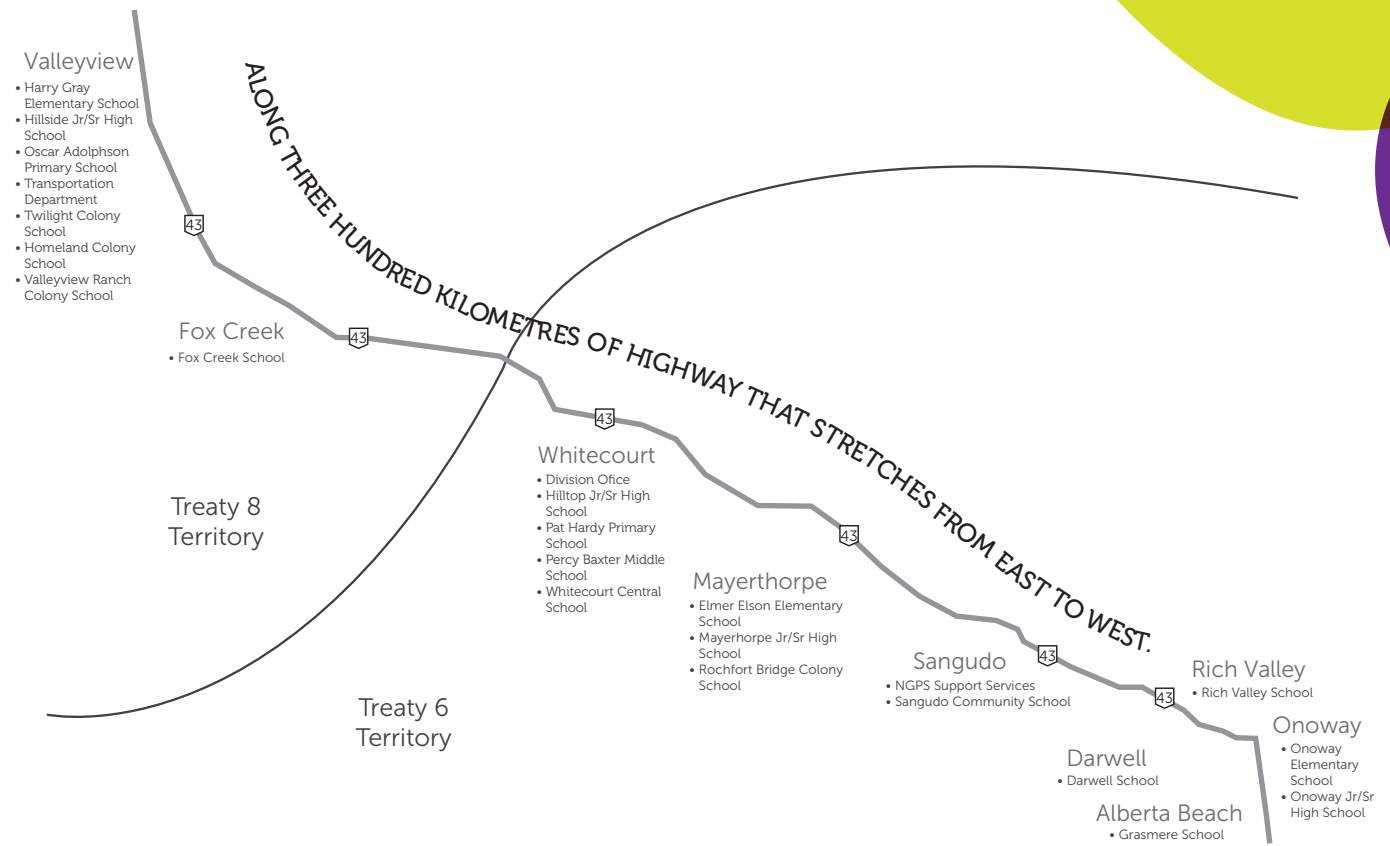
CREATIVITY

# Jurisdiction Profile

Northern Gateway Public Schools spans over 350 kilometres of rural north central Alberta. With a staff complement of 285 teachers and 237 support staff, we serve 4,600 students in 16 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview. NGPS also 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 three counties, Big Lakes, Lac Ste. Anne and Woodlands and two municipal districts, Greenview 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 a 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.





# Our Schools

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.



---

**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 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

---

# Planning and Priorities

## Key Domains

As aligned with the Ministry of Education's Business Plan 2021-24 and the Funding Manual for School Authorities 2021-22 School Year, Northern Gateway Public Schools Education Plan 2021-24 is grounded on four key priorities:

- 1. Student Growth and Achievement**
- 2. Learning Supports**
- 3. Teaching and Leading**
- 4. Governance**

## Assurance Model

Planning and reporting for the division is based on commitments to continuous improvement and includes the following elements:

- Ensures plans are aligned with provincial, division and community priorities
- Incorporates stakeholder input
- Prepares budgets that allocate resources to achieve goals and improve results
- Implements strategies to maintain or improve student learning and achievement
- Monitors implementation and adjusts efforts as needed
- Measures, analyzes and reports results
- Uses results to identify areas for improvement and to develop strategies and targets for future planning
- Communicates with stakeholders about school authority plans and results

Each school develops their own *School Advancement Plan* that aligns and is consistent with division and provincial priorities. School councils contribute to the planning process as required under Section 12 of the School Council Regulations (Alberta Regulation 94/2019).

UPON REVIEW OF THIS INFORMATION, NGPS DEVELOPED  
THE THREE YEAR EDUCATION PLAN 2021-24 TO ENSURE  
THAT ALL LEARNERS ARE SUPPORTED AND SUCCESSFUL

# Planning and Priorities

## Supporting Students

To better meet the needs of students, a priority will be established to provide timely intervention and differentiated supports. To address the diverse needs of our students across the division, support and funding will be provided to schools.

## First Nations, Métis and Inuit Learners

Northern Gateway Public Schools is committed to supporting the success of First Nations, Métis and Inuit students. Strategies within the Plan provide opportunities for all students, teachers and school leaders to develop knowledge and understanding of, and respect for, the histories, culture, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit people.

## Moving Learning Forward

The division's Education Plan guides our actions in a responsive manner. Strategies, performance measures and input from students, staff and partners are reviewed and considered on an ongoing basis to inform meaningful planning and sound decision making.



# Looking Back and Moving Forward

Northern Gateway Public Schools results from the Accountability Pillar (*October 2019\**) inform the priorities for the current Education Plan 2021-24. In alignment with current priorities, the following key insights were considered:

## **OUTCOME 1: Learners are Literate and Numerate.**

NGPS Provincial Achievement Test and Diploma (*June 2019\**) 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: five years). Opportunities through work experience and the Registered Apprentices Program are transitioning students into post-secondary or personal career paths that may not require participation in four or more diploma exams.

## **OUTCOME 2: Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.**

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.

## **OUTCOME 3: Learners are educated in a system that respects diversity and is inclusive.**

NGPS student drop out rate is on par with the province both within the three-year average and current results.

*\*At time of publication 2019 were most current results available.*





# Looking Back and Moving Forward

## **OUTCOME 4: Northern Gateway Public Schools First Nations, Métis and Inuit students are successful.**

- Many of our students are finding success when allowed more time to graduate (for example: five years).
- NGPS, First Nations, Métis and Inuit student drop out results are below the province indicating good results.

## **OUTCOME 5: Learners have excellent teachers, school and school authority leaders.**

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.

## **OUTCOME 6: Learners are educated in a well-governed system.**

As of the May 2020, Accountability Pillar results, the measure of Parental Involvement indicates NGPS as on par with the province with high achievement and overall good results. As of the May 2020, Accountability Pillar results, the measure of School Improvement indicates NGPS as on par with the province with very high achievement and overall excellent results.

To assure our stakeholders of our commitment to student learning, NGPS strives to continue with relationship building, engagement with education partners and creating and sustaining a culture of continuous improvement and collective responsibility in a well-governed system.



# Provincial Domain: Student Growth and Achievement

## Learners are Successful

### OUTCOME 1: Learners are Literate and Numerate.

Strategies	Measures
<ul style="list-style-type: none"> <li>• Educators use data collected through annual assessments which inform responsive instruction to meet student needs:               <ul style="list-style-type: none"> <li>- Early Years Evaluation (EYE)—readiness</li> <li>- Fountas &amp; Pinnell (F&amp;P)—literacy</li> <li>- Highest Level of Achievement Test (HLAT)—literacy</li> <li>- Math Intervention/Programming Instrument (MIPI)—numeracy</li> </ul> </li> <li>• Extending a system-wide approach of professional learning and coaching in literacy and numeracy creates consistency throughout the division.</li> <li>• Collaborative Team Meetings provide information for programming for responsive instruction in the areas of literacy and numeracy.</li> <li>• Heightening the awareness and using the language of the Alberta Education Literacy and Numeracy Progressions foster a deeper understanding throughout the division.</li> <li>• Explore building capacity with administrators and teachers in using the English Language Learners (ELL) Benchmark to improve capacity with informing ELL Student programming.</li> <li>• Explore building capacity with a Division wide Numeracy Benchmark.</li> <li>• Build capacity by utilizing the F&amp;P Optional Assessments.</li> </ul>	<p><b>Required Provincial Measures</b></p> <ul style="list-style-type: none"> <li>• Provincial Achievement Test results</li> <li>• Diploma Exam results</li> <li>• High School completion results</li> <li>• Survey measure of Citizenship</li> <li>• Survey measure of <i>Academic Engagement*</i></li> </ul> <p><b>Required Local Components</b></p> <ul style="list-style-type: none"> <li>• EYE data</li> <li>• F&amp;P Benchmark</li> <li>• HLAT</li> <li>• MIPI</li> </ul>

*\*Measures in italics are new to the Alberta Education Assurance Survey.*

STUDENT COMPETENCIES ARE DEVELOPED  
THROUGH CONFRONTING REAL WORLD,  
CONTEXTUAL AND HANDS-ON EXPERIENCES



# Provincial Domain: Student Growth and Achievement

## Learners are Successful

**OUTCOME 2: Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.**

Strategies	Measures
<ul style="list-style-type: none"> <li>• The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet student needs.</li> <li>• Collaborative Team Meetings provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement.</li> <li>• Quality Learning Environment work provides a focus on Purposeful (Formative) Assessment practices to improve student achievement.</li> <li>• Continue to provide and model initiatives that promote student wellness.</li> <li>• Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting the real world, hands on experiences.</li> </ul>	<p><b>Required Provincial Measures</b></p> <ul style="list-style-type: none"> <li>• Provincial Achievement Test results</li> <li>• Diploma Exam results</li> <li>• High School completion results</li> <li>• Survey measure of Citizenship</li> <li>• Survey measure of <i>Academic Engagement*</i></li> </ul> <p><b>Required Local Components</b></p> <ul style="list-style-type: none"> <li>• EYE data</li> <li>• F&amp;P Benchmark</li> <li>• HLAT</li> <li>• MIPI</li> </ul>

*\*Measures in italics are new to the Alberta Education Assurance Survey.*



# Provincial Domain: Learning Supports

## Learners are Supported

**OUTCOME 3: Learners are educated in a system that respects diversity and is inclusive.**

Strategies	Measures
<p>Each NGPS site creates a welcoming culture through a variety of caring, respectful and safe strategies.</p> <ul style="list-style-type: none"> <li>• Student welfare is a priority in each NGPS school where a variety of programs and resources are provided and applied.</li> <li>• NGPS prioritizes student growth and achievement by applying a variety of programs, resources and supports.</li> <li>• Collaborative Team Meetings provide the framework for improving student achievement by considering supports for each student.</li> <li>• Explore and implement student wellness through the domain of positive classroom culture.</li> </ul>	<p><b>Required Provincial Measures</b></p> <ul style="list-style-type: none"> <li>• Survey measure of Safe and Caring</li> <li>• Survey measure of <i>Student Inclusion and Access to Supports and Services*</i></li> </ul> <p><b>Required Local Components</b></p> <ul style="list-style-type: none"> <li>• EYE data</li> <li>• F&amp;P Benchmark</li> <li>• HLAT</li> <li>• MIPI</li> <li>• Student attendance data</li> <li>• Themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy)</li> </ul>

*\*Measures in italics are new to the Alberta Education Assurance Survey.*



# Provincial Domain: Learning Supports

## Learners are Successful

OUTCOME 4: Northern Gateway Public Schools First Nations, Métis and Inuit students are successful.	
Strategies	Measures
<ul style="list-style-type: none"> <li>The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet First Nations, Métis and Inuit student needs.</li> <li>Student competencies are developed through confronting real world, contextual and hands-on experiences.</li> <li>Through the work of NGPS, First Nations, Métis and Inuit school advocates, students, teachers and leaders, will apply a deeper understanding of Foundational Knowledge of First Nation, Métis and Inuit peoples.</li> <li>Develop and apply action plans demonstrating the Foundational Knowledge of First Nations, Métis and Inuit for the benefit of all students.</li> <li>Teachers collaborate to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</li> </ul>	<p><b>Required Provincial Measures</b></p> <ul style="list-style-type: none"> <li>Survey measure of Safe and Caring</li> <li>Survey measure of <i>Student Inclusion and Access to Supports and Services*</i></li> </ul> <p><b>Required Local Components</b></p> <ul style="list-style-type: none"> <li>Survey of First Nations, Métis and Inuit Advocates</li> <li>Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion)</li> <li>Disaggregated student achievement local measures (MIPI, EYE, HLAT, F&amp;P)</li> <li>A review of strategies embedded in each School Advancement Plan</li> <li>Student attendance data</li> </ul>

*\*Measures in italics are new to the Alberta Education Assurance Survey.*

EACH NGPS SITE CREATES  
A WELCOMING CULTURE  
THROUGH A VARIETY OF  
CARING, RESPECTFUL AND  
SAFE STRATEGIES

# Provincial Domain: Teaching and Leading

## Learners are Supported

### OUTCOME 5: Learners have excellent teachers, school and school authority leaders.

Strategies	Measures
<ul style="list-style-type: none"> <li>• Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard / Superintendent Leadership Quality Standard.</li> <li>• School administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard.</li> <li>• Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard.</li> <li>• Schools prioritize and NGPS classroom teachers apply the five quality pedagogy domains of the Quality Learning Environment (QLE) in their classroom practice and through Collaborative Team Meetings.               <ul style="list-style-type: none"> <li>- Intentional Planning</li> <li>- Responsive Instruction</li> <li>- Purposeful Assessment</li> <li>- Engaged Professional</li> <li>- Positive Classroom Culture</li> </ul> </li> <li>• NGPS offers a mentoring and coaching program to its cohort of teachers new to the profession.</li> <li>• Through the collaborative process of the QLE work, leadership teams build capacity as instructional leaders to lead learning at each site.</li> <li>• NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff.</li> <li>• NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration.               <ul style="list-style-type: none"> <li>- Principals participate within their cohort to develop their instructional leadership capacity.</li> </ul> </li> <li>• Continue to support and promote a Culture of Wellness within the QLE.               <ul style="list-style-type: none"> <li>- Develop a comprehensive Culture of Wellness strategic plan for the Division.</li> <li>- Implement initial strategies outlined in the plan.</li> </ul> </li> <li>• Collaborative Team Meeting Reviews - how to improve facilitation, making them powerful and meaningful, changing the school culture as a teacher and instructional team.</li> <li>• Provide opportunities for further learning on the following:               <ul style="list-style-type: none"> <li>- Dossier applications</li> <li>- Powerteacher Pro and Gradebook</li> <li>- Powerschool Parent portal and communicating to parents about its use.</li> </ul> </li> </ul>	<p><b>Required Provincial Measures</b></p> <ul style="list-style-type: none"> <li>• Survey measure of Education Quality</li> </ul> <p><b>Required Local Components</b></p> <ul style="list-style-type: none"> <li>• Alignment and utilization of the School Advancement Plan to provide evidence of visionary (strategic planning) and instructional (implementation of the plan) leadership</li> <li>• Artifacts and evidence of Professional Learning work relative to quality pedagogy in a QLE</li> <li>• Surveys related to QLE work</li> <li>• Results/notes from school assurance meetings</li> <li>• Strategic planning documents</li> </ul>

# Provincial Domain: Governance

## Learners are Supported

**OUTCOME 6: Learners are educated in a well governed system.**

Strategies	Measures
<ul style="list-style-type: none"> <li>• NGPS creates, maintains and fortifies community partnerships and relationships.</li> <li>• NGPS effectively manages its resources.</li> <li>• Investigate additional strategies in the following categories:                             <ul style="list-style-type: none"> <li>- Advocacy</li> <li>- Communication</li> <li>- Engagement</li> </ul> </li> </ul>	<p><b>Required Provincial Measures</b></p> <ul style="list-style-type: none"> <li>• Survey Measure of Parent Involvement</li> <li>• School Authorities provide the amount budgeted for 2021-22, the amount spent and the variance between these amounts for operational expenses.</li> </ul> <p><b>Required Local Components</b></p> <ul style="list-style-type: none"> <li>• Survey measure of School Improvement</li> </ul>



► To learn more about QLE visit our website at [ngps.ca/quality-learning-environments](https://ngps.ca/quality-learning-environments)





# Stakeholder Engagement

## 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 may consist of students, parents, staff and community members. School councils meet to discuss issues and undertake initiatives that will lead to betterment of the school community. Consistent with the requirements of the province, elections are held each year to choose the school council executive.

Through a variety of platforms, council members provide feedback on NGPS and school policy and procedures, educational initiatives, student programming and the school advancement plan.





# Stakeholder Engagement

## Thought Exchange

### Engaging Stakeholders in Planning for Student Success

In early March 2020, NGPS engaged parents, students and staff members in a ThoughtExchange to gather feedback and understand what is important to stakeholders in planning for and improving student learning.

Feedback received, in its entirety, and as a curated report, has been shared, examined and discussed with NGPS administration, the Board of Trustees and school principals. The information was considered as part of the education planning at both the division and individual school levels.

2,225  
PARTICIPANTS  
SHARED 2,367  
THOUGHTS

72% OF PARTICIPANTS  
WERE STUDENTS IN  
GRADES 4 - 12

18% OF PARTICIPANTS  
WERE PARENTS AND 10%  
WERE STAFF

#### WHAT WE HEARD:

Through the comprehensive ThoughtExchange, the following themes emerged as being important to students, staff and parents:

##### Literacy and Numeracy

Literacy and Numeracy is foundational to giving our students the skills necessary to be competent contributing citizens.

Literacy and Numeracy supports continue to be a priority in NGPS.

- Please see Division Outcomes 1 & 2, pg 12 & 13

##### Safe and Caring

Each NGPS site creates a welcoming culture through a variety of caring, respectful, and safe strategies.

- Please see Division Outcome 3, pg 14

##### Inclusion

The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet the needs of all students.

- Please see Division Outcomes 3 & 4, pg 14 & 15

##### Health and Wellness

Health and Wellness continues to be a priority in NGPS. Through the Quality Learning Environment framework, NGPS will address the wellness needs of all students, staff, teachers and leaders within the physical, mental and social emotional domains of wellness.

- Please see Division Outcome 5, pg 16

##### Communication

Communication with our stakeholders is integral in the Education world. NGPS commits to continued improvement in communication with our stakeholders.

- Please see Division Outcome 6, pg 17

# Capital Plan 2022-25

Three-year capital plans will be the basis of the government's annual review and assessment of capital projects and priorities based on project drivers and needs criteria:

- Health and Safety
- Building Condition
- Enrollment Pressures
- Functionality and Programming
- Legal Rights

Ultimately, the division's Three Year Capital Plan will identify projects that will be approved to move to the next phase of the gated process; Project Evaluation and Prioritization.

The division's 2022-25 Three Year Capital Plan requests the following capital projects:

- 1. Valleyview K-12 Replacement School**
- 2. Whitecourt Attendance Zone K-5 Replacement School**
- 3. East End K-9 Replacement School for Darwell and Alberta Beach**

The Valleyview replacement school has been Northern Gateway Public Schools number one priority since the 2016-19 Capital Plan.

►View Northern Gateway Public Schools' [Three Year Capital Plan](#).

TEACHERS ARE GUIDED  
BY THE ALBERTA  
EDUCATION TEACHING  
QUALITY STANDARD

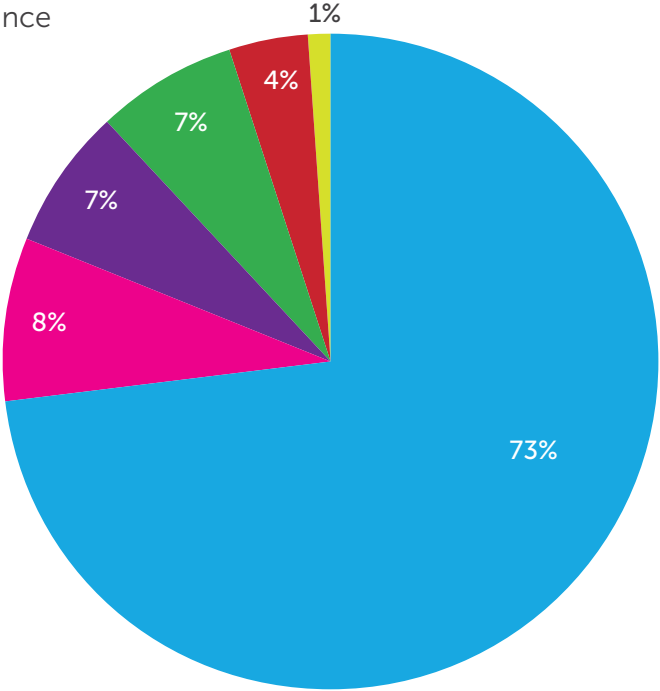


# Budget Highlights 2021-22

NGPS’s annual budget for the 2021-22 school year is projected to be \$70,635,958, an increase of \$1,609,717 (2.33%).

Division expenditures are as follows:

- Student Instruction
- Student Transportation
- Capital & Debt Services
- Plant Operations & Maintenance
- System Administration & Board Governance
- External Services



▶ Northern Gateway Public Schools’ 2021-22 Budget will be available soon on [ngps.ca](http://ngps.ca).



**Northern Gateway**  
Public Schools