



Northern Gateway
Public Schools

Annual Education Results Report 2021-22



Table of Contents

Message from the Board Chair	2
Message from the Superintendent	3
Accountability Statement	4
Publication	4
Land Acknowledgment	5
Foundation Statements	6
Jurisdiction Leadership	7
What makes NGPS great?	8
Profile and Map	9
School Directory	10
Assurance Measures:	11
Learners are Successful	16
Learners are Supported	28
Finance and Infrastructure	49

INTRODUCTION



Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Back row:

Jim Hailes

Linda Wigton

Gerry Steinke

Deb Koloski

Diane Hagman

Sally Petryshen

Judy Muir

Front row:

Barb Maddigan

Christine Peck

Message from the Board Chair



Barbara Maddigan

Barbara Maddigan

Board Chair

The Annual Education Results Report for the 2021-22 school year demonstrates the progress and performance of NGPS students. The Report meets Alberta Education's requirements of accountability and assurance for stakeholders.

At Northern Gateway Public Schools, we encourage students to embrace lifelong learning and to value their important role as a member of their community. The pandemic continued to challenge our schools and our communities. Within the context of these difficult times, the social and emotional health of our students, their families, and our staff has been of paramount importance. Our schools serve as flagships of hope and are safe and caring havens for many children.

The Board would like to extend our appreciation to the students, staff, parents, and community members for working cooperatively through the many challenges we have faced together as we look forward to the future. We must express our gratitude to our staff, who have worked tirelessly to ensure our students continue to receive high-quality, robust learning experiences in quality learning environments.

While we are all looking forward to seeing the light at the end of this tunnel, we will reflect back on our challenges and successes, learning from our experiences and becoming more resilient because of them. On behalf of the Northern Gateway Schools' Board of Trustees, I wish you all well in the upcoming year.

This report 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 four 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 practice 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.

Message from the Superintendent



Kevin Bird
Superintendent of Schools

Accountability Statement

Annual Education Results Report

The Annual Education Results Report for Northern Gateway Public Schools 2021-22 school year 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 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 successful and contributing members of society.

This Annual Education Results Report for 2021-22 was approved by the Board on December 20, 2022



Barbara Maddigan
Board Chair



Kevin Bird
Superintendent of Schools

Publication

Our Journey Reflects Our Story: Annual Education Results Report 2021-22 will be available on the Northern Gateway Public Schools website, ngps.ca, on December 21, 2022.



Land Acknowledgement

As we honor the Education Calls to Action put forth by the Truth and Reconciliation Commission, Northern Gateway School Division acknowledges the two treaty areas spanning our Division.

Northern Gateway School Division Acknowledges Treaty 6 Territory - the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, and Nakota Sioux. Northern Gateway School Division also acknowledges Treaty 8 Territory - the ancestral territory of the Cree and Dene on which the communities of Valleyview and Fox Creek are located.

We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



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 ensures that these direction-setting documents are current, consistent with government regulations and meet the needs of the Division. The Board reviews all Policies on an annual basis and monitors Administrative Procedures to ensure consistency with the vision, mission, mandate, and goals of education. 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 as well as 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 199 – Public Interest Disclosure – “Whistleblower” Protection.

There were no disclosures made in the 2021-22 school year.

For a copy of the legislation or for further information and resources, please visit yourvoiceprotected.ca.

What makes NGPS great?

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



Part of Our Communities

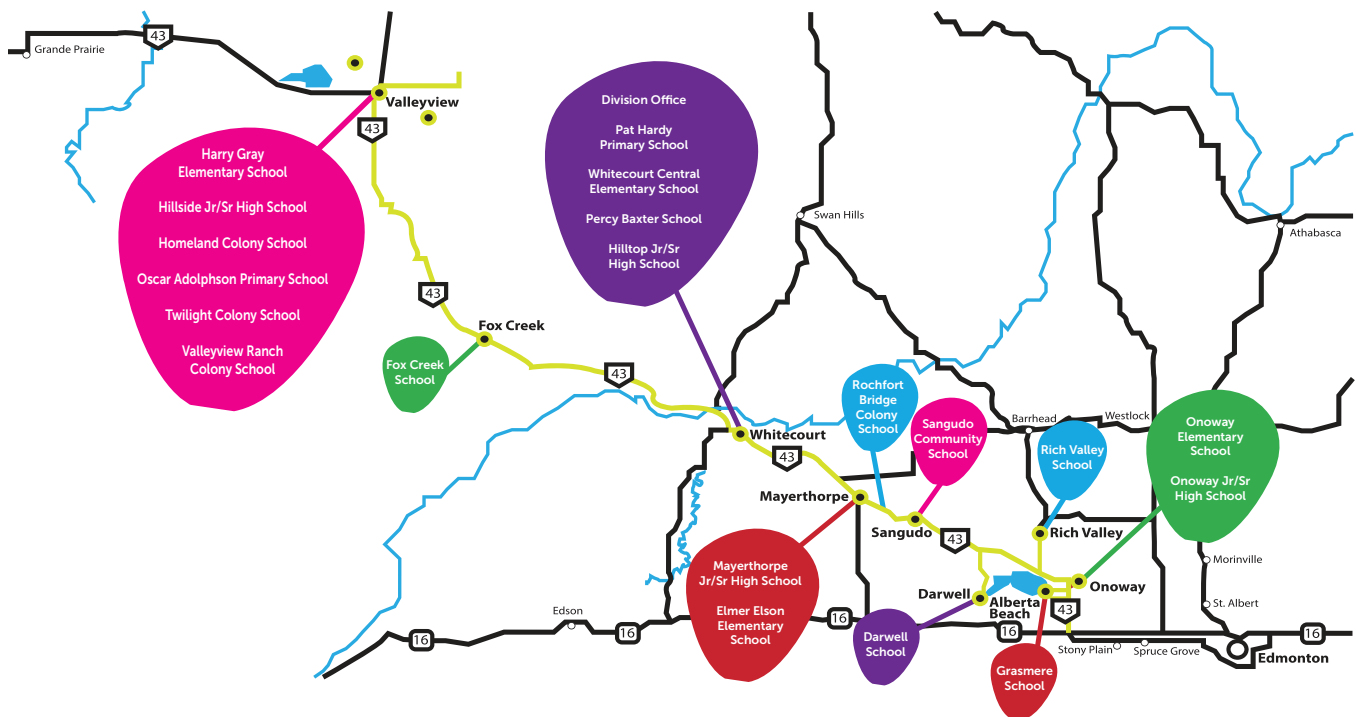
Northern Gateway Public Schools spans over 350 kilometers of rural north central Alberta. With a staff complement of 330 teachers and 237 support staff, we serve 4,600 students in 20 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek 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 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 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.

SERVING
4,600
STUDENTS

IN 20
SCHOOLS



Our Schools



Census Profiles

[Alberta Beach: 2021 Census Profile](#)

- Grasmere School

[County of Lac Ste Anne: 2021 Census Profile](#)

- Compilation of Darwell School, Grasmere School, Rich Valley Elementary, Sangudo Community School and Mayerthorpe Jr/Sr High

[Fox Creek: 2021 Census Profile](#)

- Fox Creek School

[Mayerthorpe: 2021 Census Profile](#)

- Elmer Elson Elementary and Mayerthorpe Jr/Sr High

[Onoway: 2021 Census Profile](#)

- Onoway Elementary and Onoway Jr/Sr High

[Sangudo: 2021 Census Profile](#)

- Sangudo Community School

[Valleyview: 2021 Census Profile](#)

- Oscar Adolphson Primary, Harry Gray Elementary and Hillside Jr/Sr High

[Whitecourt: 2021 Census Profile](#)

- Pat Hardy Primary, Whitecourt Central School, Percy Baxter Middle School and Hilltop Jr/Sr High

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

Assurance Measures



Alberta Education Assurance Measure Results

Measure Evaluation Reference

Three-Year Plan — May 2021

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 three- 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 five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Alberta Education Assurance Measure Results

Measure Evaluation Reference

Annual Education Results Report — Spring 2022

Authority: 2275 Northern Gateway Public Schools

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year results 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

Alberta Education Assurance Measures: Overall Summary

Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT									
Student Learning Engagement	83.8	83.1	n/a	85.6	85.6	n/a	n/a	n/a	n/a
Citizenship	78.4	78.4	82.0	83.2	83.2	83.3	High	Declined	Acceptable
Three-year High School Comparison	78.6	83.0	78.5	83.4	83.4	80.3	Intermediate	Maintained	Acceptable
Five-year High School Comparison	85.1	81.2	82.9	86.2	86.2	85.3	Intermediate	Improved	Acceptable
PAT: Acceptable	62.9	n/a	70.3	67.3	n/a	73.8	n/a	n/a	n/a
PAT: Excellence	11.6	n/a	12.3	18.0	n/a	20.6	n/a	n/a	n/a
Diploma: Acceptable	77.5	n/a	83.3	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	12.7	n/a	13.9	18.2	n/a	24.0	n/a	n/a	n/a
ASSURANCE DOMAIN: TEACHING AND LEADING									
Education Quality	87.7	87.5	89.7	89.6	89.6	90.3	High	Declined	Acceptable
ASSURANCE DOMAIN: LEARNING SUPPORTS									
Welcoming, Caring, Respectful and Safe, Learning Environments (WCRSLE)	82.8	83.7	n/a	87.8	87.8	n/a	n/a	n/a	n/a
Access to Supports and Services	80.6	77.7	n/a	82.6	82.6	n/a	n/a	n/a	n/a
ASSURANCE DOMAIN: GOVERNANCE									
Parental Involvement	75.3	74.7	81.9	79.5	79.5	81.8	Intermediate	Declined Significantly	Issue

Notes

- Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*).
- Participation in the 2019-20 and 2020-21 Diploma Exams was impacted by the Covid-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the Covid-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
- 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, Social Studies 30-2.

Alberta Education Assurance Measures: First Nations, Métis and Inuit Summary

Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT									
Student Learning Engagement	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
Three-year High School Comparison	67.6	67.2	63.3	59.5	62.0	58.4	Low	Maintained	Issue
Five-year High School Comparison	72.3	68.9	68.8	68.0	68.1	65.8	Very Low	Maintained	Concern
PAT: Acceptable	44.8	n/a	57.7	46.4	n/a	54.0	n/a	n/a	n/a
PAT: Excellence	7.1	n/a	9.5	6.4	n/a	7.4	n/a	n/a	n/a
Diploma: Acceptable	73.0	n/a	82.4	68.7	n/a	77.2	n/a	n/a	n/a
Diploma: Excellence	11.0	n/a	8.6	8.5	n/a	11.4	n/a	n/a	n/a
ASSURANCE DOMAIN: TEACHING AND LEADING									
Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ASSURANCE DOMAIN: LEARNING SUPPORTS									
Welcoming, Caring, Respectful and Safe, Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ASSURANCE DOMAIN: GOVERNANCE									
Parental Involvement	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 six. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019-20 and 2020-21 Diploma Exams was impacted by the Covid-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018-19, as well as by the Covid-19 pandemic in 2019-20, 2020-21 and the January 2022 Diploma Exam administration. 2019-20, 2020-21 and 2021-22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021-22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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, Social Studies 30-2.

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.

General comment to consider for all achievement results:

Due to the Covid-19 Pandemic, no reportable data is available for the 2019-20 and the 2020-21 school years.

The following contributing factors may have further impacted our results: absenteeism, student engagement, personnel inconsistencies due to illness, limited opportunities to collaborate, hybrid learning, learning environment restrictions, adjusted instructional and assessment practices.

We are presenting this data as baseline data.



Student Growth and Achievement

Division Outcomes

1. Learners are literate and numerate.
2. Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Strategies

- The collection of data at the division level which informs responsive instruction to meet students needs.
- Early years Evaluation-TA (readiness)
- Fountas and Pinnell (Literacy)
- Higher Level of Achievement Test (Literacy)
- Math Intervention/Programming Instrument (Numeracy)
- Extending a system wide approach of professional learning and coaching in literacy and numeracy creates consistency throughout the division
- Collaborative Team Meetings provide information for programming for responsive instruction in the areas of literacy and numeracy
- Heightening the awareness and using the language of the Alberta Education literacy and numeracy progressions foster a deeper understanding throughout the division
- Build capacity by utilizing the F & P Optional assessments.
- The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet student needs.
- Collaborative Team Meetings provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement.
- The Quality Learning Environment work provides a focus on Formative Assessment practices to improve student achievement.
- Continue to provide and model initiatives that promote student wellness

Required Provincial Measures

- Provincial Achievement Test results
- Diploma Exam results
- High School completion results
- Survey measure of Citizenship
- Survey measure of Academic Engagement

Required Local Components

- EYE Data
- Fountas and Pinnell Benchmarks
- HLAT
- MIPI

Grade 6 Provincial Achievement Test Results

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH						
All Students	330	56,095	82.5	76.1	13.2	18.9
First Nations, Métis and Inuit Students	82	4,275	58.5	58.2	9.8	7.4
English as a Second Language Students	21	9,336	90.5	76.8	19.0	16.0
MATH						
All Students	348	56,019	64.4	64.1	7.8	12.6
First Nations, Métis and Inuit Students	82	4,294	40.2	40.3	3.7	3.7
English as a Second Language Students	21	9,289	76.2	65.3	0.0	13.1
SCIENCE						
All Students	348	56,451	79.0	71.5	21.0	23.7
First Nations, Métis and Inuit Students	82	4,391	59.8	51.2	9.7	9.7
English as a Second Language Students	21	9,369	81.0	72.0	14.3	21.0
SOCIAL STUDIES						
All Students	348	56,483	70.4	67.8	18.4	20.1
First Nations, Métis and Inuit Students	82	4,396	46.3	46.8	7.3	7.3
English as a Second Language Students	21	9,379	61.9	68.4	19.0	17.9

Grade 9 Provincial Achievement Test Results

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH						
All Students	339	25,521	61.4	69.6	6.5	12.9
First Nations, Métis and Inuit Students	66	2,822	48.5	49.4	1.5	3.6
MATH						
All Students	323	32,890	37.2	53.0	6.2	16.7
First Nations, Métis and Inuit Students	63	2,169	27.0	26.3	4.8	4.1
SCIENCE						
All Students	340	31,215	59.4	68.0	12.1	22.6
First Nations, Métis and Inuit Students	66	2,476	40.9	49.3	9.1	8.5
SOCIAL STUDIES						
All Students	343	30,108	50.7	60.8	8.2	17.2
First Nations, Métis and Inuit Students	68	2,073	33.8	34.7	2.9	4.1

Diploma Exam Results

	Number of Students		Acceptable Standard %		Standard of Excellence %		School Awarded Mark %		Diploma Exam Mark %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH 30-1										
All Students	57	17,372	82.5	78.8	8.8	9.4	73.6	75.6	61.9	60.8
First Nations, Métis and Inuit Students	10	722	60.0	73.5	30.0	4.4	n/a	n/a	n/a	n/a
ENGLISH 30-2										
All Students	96	8,903	81.3	80.8	10.4	12.3	68.8	67.9	62.1	62.6
First Nations, Métis and Inuit Students	32	923	81.3	82.1	12.5	9.2	n/a	n/a	n/a	n/a
SOCIAL 30-1										
All Students	88	13,811	85.2	81.5	17.0	15.8	78.7	77.5	64.4	63.9
First Nations, Métis and Inuit Students	15	564	80.0	72.5	20.0	7.4	n/a	n/a	n/a	n/a
SOCIAL 30-2										
All Students	93	11,131	81.7	72.5	7.5	13.2	64.7	69.0	61.4	60.2
First Nations, Métis and Inuit Students	18	929	77.8	66	0	5.4	n/a	n/a	n/a	n/a
ALL STUDENTS										
Math 30-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math 30-2	41	7,872	51.2	61.5	4.9	11.8	69.5	69.9	53.7	55.6
Biology 30	65	13,449	80.0	74.3	21.5	25.2	65.2	64.2	78.3	76.9
Chemistry 30	32	10,196	46.9	77.1	15.6	31.1	69.4	78.5	52.8	65.7
Physics 30	29	5,560	100	97.9	27.6	34.6	75.9	80.8	64.7	66.7
Science 30	30	4,887	83.3	75.7	6.7	17.2	69.2	72.6	62.3	62.3

Comments on Results

Grade 6 Provincial Achievement Results

- NGPS is on par with the province in the acceptable standard for English, Mathematics and Science.
- NPGS was below the province in the acceptable standard in Social Studies.
- Contributing factors may include limited opportunities to collaborate due to hybrid learning and learning environment restrictions.
- In all four core subject areas, NGPS was below the provincial Standard of Excellence category. We recognize this is an area of opportunity.
- The ESL report includes 11 students in three of the colony schools located in NGPS.

Grade 9 Provincial Achievement Results

- Results in all the courses are below the province in the acceptable standard category.
- Instructional practice will be a key focus area moving forward.
- Grade 9 ESL data was suppressed due to less than six respondents/students.

Diploma Exam Results

- These results are representative of the June 2022 Diploma exams.
- January 2022 Diploma Exam writing was canceled due to the Covid-19 context.
- Due to the small size of our high schools, many schools only offer the course once per year.
- ESL data was suppressed due to less than six respondents/students.
- First Nations, Métis and Inuit data was suppressed due to less than six respondents/students.
- Math 30-1 data was suppressed due to less than six respondents/students.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Student Learning Engagement

Percentage of teachers, parents and students who agree that students are engaged in their learning.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	83.8	83.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
Teachers	98.0	98.0	n/a	95.5	96.0	n/a	n/a	n/a	n/a
Parents	83.2	80.6	n/a	88.7	89.0	n/a	n/a	n/a	n/a
Students	70.1	70.8	n/a	71.3	71.8	n/a	n/a	n/a	n/a

Comments on Results

- NGPS students and teachers are on par with the province for the measure of student engagement. The parent measure improved from last year; however, it is slightly below the provincial average.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	78.4	78.4	80.2	81.4	83.2	82.3	High	Declined	Acceptable
Teachers	94.3	94.9	95.5	91.7	94.1	92.6	High	Maintained	Good
Parents	71.8	69.6	74.1	80.4	81.4	81.4	Intermediate	Maintained	Acceptable
Students	68.9	70.7	71.0	72.1	74.1	73.0	High	Declined Significantly	Issue

Comments on Results

- Due to the Covid-19 context many opportunities to engage with the community were restricted or modified using a virtual environment.
- In all three grade groupings, following rules and respect for each other were the statements rated the lowest by students, teachers and parents.

High School Completion Rates

Percentage of students who completed high school within three or five years of entering Grade 10.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Three-year Completion Rate	78.6	83.0	79.5	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
Five-year Completion Rate	85.1	81.2	81.4	87.1	86.2	85.6	Intermediate	Improved	Good

Comments on Results

- High School Completion rates improved. The absence of Diploma Exams due to the Covid-19 Pandemic is noted. Achievement level of Diploma courses were determined solely by school-awarded marks.
- Students taking more time to complete school is seen as a viable option.

High School Completion Rates: First Nations, Métis and Inuit

Percentage of students who completed high school within three or five years of entering Grade 10.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Three-year Completion Rate	67.6	67.2	63.3	59.5	62.0	58.4	Low	Maintained	Issue
Five-year Completion Rate	72.3	68.9	68.8	68.0	68.1	65.8	Very Low	Maintained	Concern

Comments on Results

- High School Completion rates continue to be on par or above the province for First Nations, Métis, and Inuit students.
- There were challenges with connectivity, transportation and attendance that needed to be considered when reviewing results.

Early Years Evaluation

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

Early Years Evaluation Assessment

In the Fall of 2021, 313 students were assessed. In the spring 305 students were reassessed. Results are correlated to the student’s developmental age.

	Appropriate Development %		Experiencing Some Difficulty %		Experiencing Significant Difficulty %	
	Fall 2021	Spring 2022	Fall 2021	Spring 2022	Fall 2021	Spring 2022
Awareness of Self and Environment	73.31	94.01	20.58	3.93	6.11	1.97
Social Skills and Approaches to Learning	67.09	82.30	24.92	14.75	7.99	2.95
Cognitive Skills	49.04	81.64	37.82	13.77	13.14	4.59
Language and Communication	66.77	84.92	25.24	12.46	7.99	2.62
Physical Development Fine Motor	52.72	81.97	36.10	15.74	11.18	2.30
Physical Development Gross Motor	63.78	81.31	30.77	16.07	5.45	2.62

Comments on Results

- The 2021-22 school year is the first year NGPS completed a pre and post test.



Numeracy Focus

Instructional coaches for grades 1 to 12 were contracted for the 2021-22 school year and will continue to be leveraged in the upcoming school year to deepen understanding of big ideas of Mathematics, to connect these big ideas to numeracy, and to engage students in articulating their thought process when approaching problems. The coaching approach to professional learning and in response to instructional focus within a particular classroom allows flexibility when meeting student and teacher needs.

Numeracy Screening Assessments

The Numeracy Screening Assessments identify students' knowledge of the number system, number operations and proportional reasoning skills. These assessments were designed at the Carleton University Centre for Applied Cognitive Research and are rooted in current theory on mathematical cognition and development. Importantly, the assessment results can be used to help teachers identify and address gaps in their students' foundational understanding of numbers. ([Government of Alberta, 2022. Provincial Numeracy Screening Assessments Parent/Guardian Information Sheet](#)).

Students in Grades two and three were assessed in September to identify those at risk. Schools implemented intervention blocks in order to address missed learning. Students who participated in the intervention blocks were reassessed in June. Grade one students were assessed in January and reassessed in June.

Numeracy Screening Assessment

Grade	Test Period	Number of Responses	At Risk and Below Average %	Above Average %
Grade 1	September	Grade 1 classes were not assessed until January.		
	January	273	52	37.7
	June	131	61	20.6
		<ul style="list-style-type: none"> Of the 131 students who in January were at risk or below, 51 students achieved at grade level in June. Of the 131 students who were at risk, 27 students made more than one year of growth. 		
Grade 2	September	293	41.9	54.3
	June	146	63	32.2
		<ul style="list-style-type: none"> Of the 146 students who in September were at risk or below, 52 students achieved at grade level in June. Of the 146 students who were at risk, 47 students made more than one year of growth. 		
Grade 3	September	285	50.9	45.6
	June	116	60.3	38.8
		<ul style="list-style-type: none"> Of the 116 students who in September were at risk or below, 46 students achieved at grade level in June. Of the 116 students who were at risk, 45 students achieved more than one year of growth. 		

Comments on Results

- Ministry statistically corrected data.

Math Intervention/Programming Instrument (MIPI)

The MIPI is a tool developed by Edmonton Public Schools which is administered in early September. The results are used to evaluate a student’s understanding of math knowledge relative to the outcomes in the Math Program of Studies.

Schools completed analysis of the Math Intervention Programming Instrument which allows for teams of teachers and administrators to identify themes, patterns, and trends in order to provide a responsive instruction approach to interventions.

This chart represents cohorts of students writing the MIPI over a year’s time frame. The grade 4 classes wrote in 2021 and are compared to the same group of students who wrote in grade 5 (2022).

MIPI: Overall and First Nations, Métis and Inuit

Total Number and Grades by Year	Number of Students		Meets Grade Level Expectations %		Requires Attention %	
	Overall	FNMI	Overall	FNMI	Overall	FNMI
Total Number (2021)	1959	331	50	50	50	50
Total Number (2022)	1774	373	54	54	46	46
Grade 4 (2021)	295	58	64	86	14	36
Grade 5 (2022)	325	59	70	54	46	31
Grade 5 (2021)	300	57	44	51	49	35
Grade 6 (2022)	313	59	70	64	36	30
Grade 6 (2021)	312	64	60	44	56	40
Grade 7 (2022)	333	76	62	34	66	38
Grade 7 (2021)	343	64	58	52	48	42
Grade 8 (2022)	382	89	47	30	70	53
Grade 8 (2021)	266	53	39	30	70	61
Grade 9 (2022)	293	67	35	25	75	65
Grade 9 (2021)	231	41	35	27	73	65
Grade 10 (2022)	128	23	26	30	70	74

Comments on Results

- Up until Grade 7, students generally make a year of progress.
- Given the learning disruption caused by the Covid-19 pandemic, we anticipated an increased number of students identified at risk due to:
 - continual movement between an online and in person environment
 - limitations on instructional strategies used due to the learning environment, and possible restrictions.
- NGPS is using this data as baseline data moving forward.

Literacy Focus

During the 2021-22 school year, Northern Gateway contracted a literacy coach for a number of our schools, with the intention of rotating to involve other schools in future years. Literacy beliefs, comprehensive literacy and interventions were targeted to help NGPS educators develop an even deeper understanding of these practices as applied to literacy teaching and learning. The coaching approach to professional learning, in response to instructional focus within a particular classroom, allows flexibility when meeting student and teacher needs.

Literacy Screens

Students in Grades two and three were assessed in September to identify those at risk. Schools implemented intervention blocks in order to address missed learning. Students who participated in the intervention blocks were reassessed in June. Grade one students were assessed in January and reassessed in June.

The Letter Name-Sound Assessment

The Letter Name-Sound (LeNS) assessment was developed by Professor Rauno Parrila and Associate Professor Saskia Kohonen at the Macquarie University Centre for Reading. The LeNS assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. ([Government of Alberta, 2022. Provincial Literacy Screening Assessments Parent/Guardian Information Sheet](#)).

Letter Name-Sound Assessment

Grade	Test Period	Number of Responses	At Risk %	Below Average %	Above Average %
Grade 1	September	Grade 1 classes were not assessed until January.			
	January	281	31.3	20.6	44.5
	June	145	43.4	29.7	24.8
	<ul style="list-style-type: none"> Of the 145 students who in January were at risk or below, 40 students achieved at grade level in June. Of the 145 students who were at risk, 36 students made more than one year of growth. 				

Comments on Results

- Ministry statistically corrected data.

The Castles and Coltheart 3 Assessment

The Castles and Coltheart 3 (CC3) assessment is a word-reading test based on the Castles and Coltheart Reading Test 2 (CC2). The CC2 was designed by researchers at Macquarie University, led by Professor Anne Castles, and was adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a child’s reading difficulties. ([Government of Alberta, 2022. Provincial Literacy Screening Assessments Parent/Guardian Information Sheet](#)).

Castles and Coltheart 3 Assessment

Grade	Test Period	Number of Responses	Below Average %	Above Average %
Grade 2	September	218	75.7	24.3
	June	168	69.6	30.4
	<ul style="list-style-type: none"> Of the 168 students who in September were at risk or below, 51 students achieved at grade level by June. Of the 168 students who were at risk, 51 students made more than one year of growth. 			
Grade 3	September	220	65.9	33.6
	January	126	73.8	19.8
	June	96	86.5	11.5
	<ul style="list-style-type: none"> Of the 220 students who in September were at risk or below (126), 33 achieved grade level in January. Of the students in September who were at risk or below, 25 students made more than one year of growth by January. Of the 96 students who in January were at risk or below, 13 more students achieved at grade level by June. Of the students who were still at risk in January, 11 students made more than one year of growth by June. 			

Comments on Results

- Ministry statistically corrected data.

Highest Level of Achievement

The Highest Level of Achievement Test (HLAT) is an assessment provided by Edmonton Public Schools. NGPS is part of a partnership with Edmonton Public Schools and provides samples for the HLAT writing prompts. A team is assigned to mark thousands of samples submitted from several school authorities throughout Alberta. From the samples, an exemplar package is produced and shared with participating school authorities. These exemplar packages are used to improve the consistency in marking throughout the division. It is administered to students in grades 2-9 in the fall and spring to measure growth in writing. Grade one students write in the spring.

Highest Level of Achievement

Writing Fall 2021	Excelling	Meeting	Approaching	Not Yet	Exempt
Overall	10	41	32	13	4
FNMI	8	32	34	20	6

Comments on Results

- Analysis allows for teams of teachers and administrators to identify themes, patterns, and trends in order to provide a responsive instruction approach to interventions. NGPS is using this data as baseline data moving forward.

Fountas and Pinnell Assessment Guidelines

The Fountas and Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students. Student progress is documented through one-on-one formative and summative assessments.

Each assessment enables teachers to:

- Determine students' instructional and independent reading levels
- Recommend a placement level for instruction
- Form initial groups for reading instruction
- Plan for efficient and effective instruction
- Identify students who need intervention and extra help
- Monitor and report student progress across a school year and grade levels
- Assess the outcomes of teaching
- Inform parent conferences.

Fountas and Pinnell Assessment Guidelines were developed for NGPS teachers to follow commencing the 2019-20 school year. These guidelines were developed through research and alongside a literacy consultant. 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.

Fountas and Pinnell Benchmark Assessment: Overall

Total Number and Grades	Number of Students				Meets Expectations %				Not Yet Meeting Expectations %			
	Fall 2021		Spring 2022		Fall 2021		Spring 2022		Fall 2021		Spring 2022	
	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI
Total Number	2985	569	2981	570	58	45	58	44	42	55	42	49
Grade 1	238	49	252	57	43	31	25	14	57	69	75	86
Grade 2	308	55	325	55	36	30	45	35	64	70	55	66
Grade 3	294	47	311	52	55	43	56	42	45	57	44	58
Grade 4	293	53	286	56	52	38	54	46	48	62	46	54
Grade 5	288	54	276	52	48	35	44	31	52	65	56	69
Grade 6	326	80	321	77	67	36	54	31	43	64	45	69
Grade 7	380	88	379	86	65	56	65	57	35	44	35	43
Grade 8	214	54	324	61	70	61	68	54	30	39	32	46
Grade 9	219	63	293	51	71	54	77	67	29	46	23	33
Grade 10		26		23		77		87		23		13

Comments on Results

- Fountas and Pinnell Benchmarking is required two times per year for students in grades 1-9.
- The data is analyzed by teams of teachers and administrators in order to provide responsive instruction to student specific needs.
- NGPS is using this data as baseline data moving forward.

Learners are Supported



Learning Through and With Technology

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

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

As the internet and technology become even more prevalent and ubiquitous, 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.

Reporting on Student Learning: PowerTeacher Pro

NGPS educators continued to enhance their skills within PowerTeacher Pro. While promoting teacher efficacy and aligning with best practices in assessment in 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. 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. Unfortunately, due to Covid-19 health measures we had to cancel the face to face event. Career and Education Expo was hosted virtually on Thursday, February 24, 2022.



Dual Credit, Off Campus and Experiential Learning

With the supportive partnerships forged with community stakeholders, other school divisions and post-secondary institutions, NGPS was fortunate to continue supporting northern Alberta students with Dual Credit opportunities during the 2021-22 school year. The enthusiasm for learning continues to be demonstrated during Summer Career Exposure Camps, where students are able to learn from knowledgeable and passionate individuals about their craft in areas such as Forensics Science, Aesthetics and Hairstyling, First Aid Certification, Welding and Fabrication, and Yoga and Wellness, to name only a few. Our funding partners are Pembina Pipelines, Town of Whitecourt, Woodlands County, RBC Foundation, and Evermore Yoga Studio. Northern Gateway Public Schools is committed to supporting students in achieving success along their career pathway so they may be confident in pursuing their career goals.



NGPS Quality Learning Environment (QLE)

NGPS Quality Learning Environment (QLE) framework articulates the domains of quality learning environments which are essential to ensuring strong instructional practices across Northern Gateway. The process of teacher reflection and attention to their instructional practice is essential to quality learning in our classrooms. All school leadership and classroom teachers directly participate in the work of the NGPS QLE which is grounded in research.

One goal of the QLE work is to empower educators across the Division to collectively reflect and grow professional practice in pedagogy while embedding a foundation of a Culture of Well-being. The Steering Team coordinates an iterative process that includes the Principal Cohort and the QLE Leadership teams from each school.

Through the 2021-22 school year, a focus on solidifying a cohesive principal cohort to guide the work and to strengthen the instructional leadership in each NGPS school continued through the lens of purposeful assessment.

There were four opportunities for the QLE Leadership Teams to come together virtually to reflect on their practice and engage in collaborative dialogue about the work of each school.

Date	Instructional Leadership Focus
October 2021	Building the Foundation for Classroom Assessment
November 2021	Beginning with the End in Mind
February 2022	Describing Success
May 2022	Evidence of Learning

With the challenges of the pandemic protocols and the movement between at-home online learning and in-person learning, our school leaders continued to bring the instructional conversation to their teaching staff.

The Domains of Quality Pedagogy, as defined in the NGPS QLE, identify the actions of the classroom teacher: the universal instructional practices that are expected to precede higher tiers of support for students. It is the responsibility of the instructional leaders (principals) of NGPS to support and grow this instructional practice within each classroom so that each NGPS student has access to quality learning environments. The five Domains of Quality Pedagogy are: Intentional Planning, Responsive Instruction, Purposeful Assessment, Positive Classroom Culture and Engaged Professional.

The work regarding QLE in NGPS is aligned with meeting the expectations of the Teaching Quality Standard and the Leadership Quality Standard. The work supports and ensures that teachers and leaders in NGPS are developing and meeting the competencies of the standards. This work continues and is ongoing in parallel with our formal evaluation and supervision process and responsibilities as outlined in the Teacher Growth, Supervision and Evaluation Policy.

The QLE framework is foundational to all of our identified priorities. The details about the learning focus are shared in many ways at both the school level and the division level through various avenues of communication including conversations with school councils, references in school newsletter and social media and by utilizing this conceptual learning theory lens within all priority areas of the Education Plan.

Leaders and teachers have been embedding this thinking through a process of connecting, processing, applying and reflecting. Within the process piece, learning takes place when a learner can image, infer and interpret the big ideas of a concept. This is done through the building of skills, knowledge and comprehension of the intended learning. All action within the NGPS Education Plan is executed through the QLE framework with the actions of connect, process, apply and reflect.

Culture of Wellness

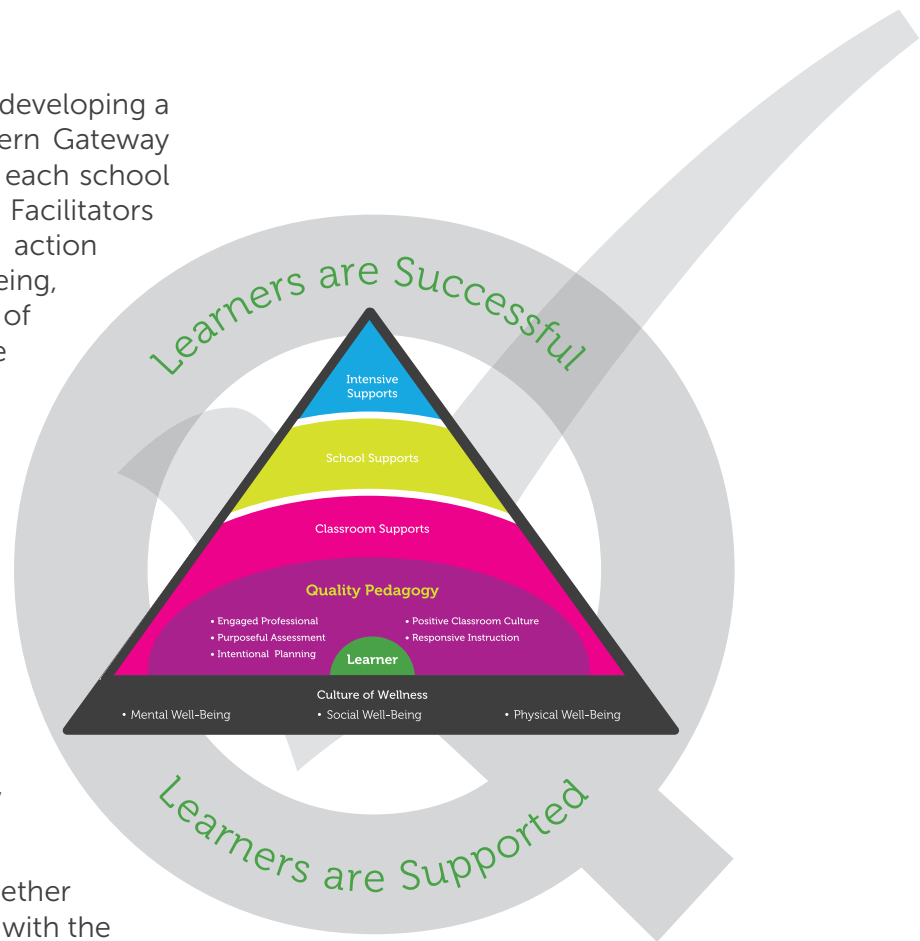
A Culture of Wellness is foundational to developing a Quality Learning Environment in Northern Gateway Public Schools. Educators, representing each school in NGPS, came together as Wellness Facilitators to continue and engage in putting action into the domains of Physical Well-Being, Mental Well-Being, and Social Well-Being of which are all integral to forming a Culture of Wellness.

A Culture of Wellness frames the foundation of quality learning as student achievement is not only connected to student wellness but educator wellness as well. The NGPS Wellness Facilitators actively engaged as a cohort to contribute to the work from the division perspective. They work closely with their principals and the school leadership team to attend to the wellness component of the Quality Learning Environment.

The Wellness Facilitators worked together during the 2021-22 school year to work with the Wellness domains of Northern Gateway's Quality Learning Environment.

The purpose of the work of the Wellness Facilitator is to:

- establish a commonly understood foundation of a Culture of Wellness which is supported by research.
- provide a foundation for:
 - professional self and team reflection regarding teacher practice in supporting wellness.
 - professional development, to build capacity for consistent and reliable professional growth regarding wellness.
 - leadership development within the Division to build capacity in wellness.
 - community understanding of what a culture of wellness means in every NGPS school community.
 - supporting educator wellness as foundational to each NGPS student experiencing strong instruction and achievement.



Beginning Teachers' Program and Induction

Northern Gateway Public Schools offers a Beginning Teacher Program to all of its first year teachers. The program involves four workshop sessions for the beginning teachers as well as the opportunity to work with a mentor teacher at their school. Northern Gateway covers the cost of meetings and planning days for both the beginning teacher and the mentor.

In addition, Learning Services provides individualized training and coaching to our beginning teachers in the areas they identify as needing support.

Each year, the program culminates with an Induction into the ATA, sponsored by Northern Gateway and ATA Local 43.

Learning Supports

Division Outcomes

3. Learners are educated in a system that respects diversity and is inclusive.
4. Northern Gateway Public Schools First Nations, Métis and Inuit students are successful.

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.
- Collaborative Team Meetings provide the framework for improving student achievement by considering supports for each student.
- Explore and implement student wellness through the domain of positive classroom culture.
- 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 through confronting real world, contextual, hands-on experiences.
- Through the work of NGPS First Nations, Métis and Inuit school advocates, students, teachers, and leaders, will apply Foundational Knowledge of First Nation, Métis and Inuit for the benefit of all students.
- Develop and apply action plans demonstrating the Foundational Knowledge of First Nations, Métis and Inuit for the benefit of all students.
- Teachers collaborate to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Required Provincial Measures

- Survey measure of Welcoming, Caring, Respectful and Safe Learning Environments
- Survey measure of Student Inclusion and Access to Supports and Services

Required Local Components

- EYE, MIPI, HLAT, Fountas and Pinnell Data
- Student attendance data
- Themes/focused strategies of ISPs (social emotional, literacy, numeracy)

Required Provincial Measures

- Survey measure of Welcoming, Caring, Respectful and Safe Learning Environments
- Survey measure of Student Inclusion and Access to Supports and Services

Required Local Components

- Survey of First Nations, Métis and Inuit Advocates
- Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion)
- Disaggregated student achievement local measures (MIPI, EYE, BLAST, HLAT, F&P)
- A review of strategies embedded in each School Advancement Plan
- Attendance data

Welcoming, Caring, Respectful and Safe Learning Environments

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	82.8	83.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Teacher	95.9	96.3	n/a	93.6	95.3	n/a	n/a	n/a	n/a
Parent	80.3	79.3	n/a	86.9	88.2	n/a	n/a	n/a	n/a
Student	72.3	75.6	n/a	77.7	79.8	n/a	n/a	n/a	n/a

Comments on Results

- The Covid-19 context may have slightly impacted the connection between home and the school.

Access to Supports and Services

Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	80.6	77.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Teacher	93.6	89.3	n/a	87.3	88.7	n/a	n/a	n/a	n/a
Parent	71.0	66.2	n/a	77.4	78.9	n/a	n/a	n/a	n/a
Student	77.2	77.5	n/a	80.1	80.2	n/a	n/a	n/a	n/a

Comments on Results

- 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. We have maintained or slightly improved in this measure.

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 help to ensure a holistic view while building on each child's strengths to meet his or her needs.

Instructional Support Plan Summary 2021-22

Grade	Total Number	Social Emotional	Literacy	Numeracy
PUF 3	15	7	0	0
PUF 4	17	0	0	0
ECS	54	15	0	0
Grade 1	40	13	23	19
Grade 2	41	14	20	17
Grade 3	40	16	25	16
Grade 4	49	22	37	30
Grade 5	34	15	30	26
Grade 6	47	22	34	29
Grade 7	48	19	36	30
Grade 8	40	9	26	18
Grade 9	43	19	37	26
Grade 10	27	10	19	14
Grade 11	23	9	14	12
Grade 12	19	6	10	4



LEARNERS ARE SUPPORTED

NGPS Student Support Facilitator

Northern Gateway Public Schools' Student Support Facilitator provides additional support for students, families, and schools. Our Student Support Facilitator is a Registered Social Worker. Her role is to establish relationships that enhance the development and wellness of our student's educational, social, emotional and behavioral experiences within their schools and communities. Strong relationships with Alberta Health Services, Children's Services, and our partners in Justice help to support our students and their families.

The Student Support Facilitator is a Certified Instructor for Nonviolent Crisis Intervention with the Crisis Prevention Institute and along with the Learning Service Coordinator, has taught five classes in the 2021-22 school year. The Student Support Facilitator is also the school division's attendance officer, working with families and schools on student attendance. She works closely with the Office of Student Attendance and Re-engagement (OSAR) office to ensure our students are attending.

Division Psychologist

Northern Gateway Public Schools has a division psychologist who works primarily with our Early Childhood Services children and supports our schools grades 1 to 12. In addition to her training as a registered psychologist, she is a Certified Play Therapist and is trained in the Neurosequential Model of Therapy (NMT).

Collaborative Response (CR)

Collaborative Response as an organizational mindset to respond to the needs of students, while enhancing the professional capacity and collective efficacy across the entire school or system.

The Collaborative Response framework values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. During the 2021-22 school year, NGPS sponsored all principals to attend the Collaborative Response Symposium. This was followed up with a division workshop to assist principals in understanding the various tiers of Collaborative Response meetings and the purpose of each. The team approach to learning was used to support all schools, wherever they might be in implementing Collaborative Response in their schools. NGPS continues to expect that Collaborative Team Meetings occur regularly at each school. As schools deepen their understanding and build capacity, School Support Team Meetings and Case Consult Meetings will be established.



Contract Services

Northern Gateway Public Schools contracts service providers, including but not limited to literacy and numeracy coaches, psychologists, speech-language pathologists, occupational therapists, vision consultants, deaf and hard of hearing consultants, and physical therapists to support and build the capacity of our school staff and students.

Parents as Partners and Participants in Education

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

Mental Health Capacity Building Project (MHCB)

Schools in Whitecourt, Fox Creek, Onoway, Rich Valley, Alberta Beach, and Darwell are part of the Mental Health Capacity Building Project (MHCB) or Enhancement Project. This enables Pat Hardy Primary School, Whitecourt Central School, and Percy Baxter School to have a SUCCESS Team, Fox Creek school to have a CHAMP Team, and the Onoway and area schools to have the CREW in place to work with students by providing strategies and activities to support their mental health. These teams have supported our students within the school setting or during the summer programming they run in different communities.

Violent Threat Risk Assessment Training through North American Center for Threat Assessment and Trauma Response

Northern Gateway Public Schools trained close to 80 participants in Level 1 Violent Threat Risk Assessment (VTRA). Participants included RCMP members, employees from Children's Services,

Addictions and Mental Health, Probation Services and Wellspring Women's Shelter along with teachers, support staff and administrators from our schools. The intent of this training is to create an understanding between our schools and community partners on the importance of working together, creating multi disciplinary teams trained on the early intervention, prevention and aftermath strategies for crises, threats of violence, trauma and conflict. It is our goal to offer Level 2 training in the communities of Whitecourt and Valleyview in the 2022-23 school year.

Consistent Screening and Diagnostic Tools

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

- Highest Level of Achievement (HLAT) as a writing screen for grades 1-9.
- Math Intervention Programming Instrument (MIPI) as a math screen for grades 2-10.
- The Fountas and Pinnell Benchmarking Assessment System as a reading diagnostic tool for students from grades 1-12.
- Early Years Evaluation - Teacher Assessment (EYE-TA) as a tool to acquire the data needed to organize and inform instruction for Kindergarten teachers to reach the needs of each student.
- Alberta Education Literacy Screens
 - The Letter Name-Sound Assessment (LeNS)
 - The Castles and Coltheart 3 Assessment (CC3)
 - Alberta Education Numeracy Screening Assessment

Indigenous Learners Meet Standards

Supporting Our Indigenous Learners

NGPS is committed to supporting our Indigenous learners. This commitment has been evidenced through the various resources and professional development opportunities that were offered to all staff throughout NGPS in the 2021-22 school year. A First Nations, Métis, and Inuit Advocacy group, a Padlet housing resources, a book study and online learning sessions are examples of how we helped build historical, cultural and traditional knowledge with staff to help them better know, understand and respect their Indigenous students. This understanding has helped staff provide a more inclusive and supportive educational environment. We continue to focus on the academic achievement of our First Nations, Métis and Inuit learners while attending to their social emotional needs as well.

First Nations, Métis, and Inuit Advocates

NGPS' First Nations, Métis and Inuit Advocate group consists of one teacher representative from each school and a Learning Services Coordinator. This group met four times during the 2021-22 school year. Each meeting had teachers focusing on building their knowledge and understanding on a variety of topics related to Indigenous history, culture and tradition. The team prepared documents to take back to their schools and share with staff. NGPS expects that time is provided for these advocates to share at their school sites. As teachers learn foundational knowledge, they will become more confident in being able to meet the competency in the Teaching Quality Standard related to First Nations, Métis and Inuit as well as provide meaningful Indigenous learning opportunities for their students.



Teaching and Leading

Division Outcomes

5. Learners have excellent teachers, school and school authority leaders.

Strategies

- Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard or Superintendent Leadership Quality Standard.
- School administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard.
- Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard.
- Schools prioritize and NGPS classroom teachers apply the Five Quality Pedagogy domains of the QLE in their classroom practice and through Collaborative Team Meetings.
 - Intentional Planning
 - Responsive Instruction
 - Purposeful Assessment
 - Engage Professional
 - Positive Classroom Culture
- NGPS offers a mentoring and coaching program to its cohort of teachers new to the profession.
- Through the collaborative process of the Quality Learning Environment work, leadership teams build capacity as instructional leaders to lead learning at each site.
- NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff.
- NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration.
 - Principals participate within their cohort to develop their instructional leadership capacity.
- NGPS continues to support and promote a Culture of Wellness within the Quality Learning Environment.
- CTM reviews how to improve facilitation, making them powerful and meaningful, changing the school culture as a teacher and instructional team.
- NGPS provides opportunities for further learning on the following:
 - Dossier applications
 - Powerteacher Pro and Gradebook
 - Powerschool Parent portal and communicating to parents about its use

Required Provincial Measures

- Survey measure of Education Quality

Required Local Components

- Alignment and utilization of the School Advancement Plan to provide evidence of visionary (strategic planning) and instructional (implementation of the plan) leadership.
- Artifacts and evidence of Professional Learning work relative to Quality Pedagogy in a Quality Learning Environment
- Surveys related to QLE work
- Results/Notes from School Assurance Meetings
- Strategic planning documents

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	87.7	87.5	89.2	89.0	89.6	90.3	High	Declined	Acceptable
Teacher	97.3	97.9	98.3	95.0	95.7	95.7	n/a	n/a	n/a
Parent	81.5	79.6	82.3	86.1	86.7	86.4	n/a	n/a	n/a
Student	84.3	85.0	86.0	85.9	86.3	86.9	n/a	n/a	n/a

Comments on Results

- Despite the challenges we have faced at the school level, we have worked very hard at maintaining the satisfaction of the overall basic education in all groups.

Learning Services

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

Professional Development

Northern Gateway Public Schools provides staff development in partnership with the Edmonton Regional Learning Consortium (ERLC), Northwest Regional Learning Consortium (NRLC), Alberta Education, Alberta Teachers’ Association (ATA), Alberta Assessment Consortium (AAC), College of Alberta School Superintendents (CASS) and individual school and Division personnel. The Learning Services Team supports and advocates for inclusive educational practices that enable students to reach their full potential. 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.

Comprehensive Workplace Wellness – Staff

During the 2021-22 school year NGPS began the systemic work to develop a comprehensive Workplace Wellness plan for the Division. Exploration of the [Workplace Wellness research](#) of the College of Alberta School Superintendents (CASS) started the process during the spring and summer of 2021. Through a reflective process and examination of the research, it was determined that all NGPS staff would participate in a comprehensive wellness survey with the purpose to gather data which would assist in making priority decisions in the area of workplace wellness. NGPS made the decision to utilize the Beacon 4+ survey tool to gather staff information regarding workplace wellness. In the spring of 2022, NGPS students and parents participated in the survey. The next steps in this work will involve the creation of a system wide Workplace Wellness Advisory Team. During the 2022-23 school year, the team will look at the information collected from the survey and develop a comprehensive system workplace wellness plan.

Beacon 4+ is an assessment tool that accurately measures: safe, caring, welcoming, respectful environments as well as mental health, impacts of Covid -19, wellness, system wellness, and demographics. Beacon 4+ is an audit-review developed through a collaborative process with provincial organizations, the University of Alberta, and representatives from the Public and First Nation School Districts.

Categories for measurement include:

- Safe
- Caring
- Welcoming
- Respectful
- Mental Health
- Impacts of Covid-19
- Wellness

For more information please see [Beacon 4+](#).

NGPS is committed to developing a plan focused on systemic workplace wellness. Strategies to support this as a priority are embedded in the strategies for each outcome of the 2022-25 [NGPS Education Plan](#).



Governance

Division Outcomes

6. Learners are educated in a well governed system.

Strategies

- NGPS creates, maintains and fortifies community partnerships and relationships.
- NGPS effectively manages its resources.
- Investigates additional strategies in the following categories:
 - Advocacy
 - Communication
 - Engagement

Required Provincial Measures

- Survey Measure of Parent Involvement.
- School Authorities provide the amount budgeted for 2020-2021, the amount spent and the variance between these amounts for operational expenses.

Required Local Components

- Survey measure of School Improvement.



Parental 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 to NGPS on school policy and procedures, educational initiatives, student programming, and school action plans.

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	75.3	74.7	78.6	78.8	79.5	80.3	n/a	n/a	n/a
Teacher	89.1	91.4	92.4	85.2	86.8	87.4	n/a	n/a	n/a
Parent	61.6	58.1	64.9	72.3	72.2	73.1	n/a	n/a	n/a

Comments on Results

- In general parents are happy with the opportunities provided to be involved in decision making. As we looked deeper into other survey measures it was confirmed very few parents engage in these opportunities.

School Improvement

Percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	69.7	75.6	75.7	74.2	81.4	77.9	Low	Declined Significantly	Concern
Parent	55.3	64.7	66.7	70.0	81.7	75.0	Very Low	Declined Significantly	Concern
Student	69.8	72.1	74.1	76.3	79.1	77.9	Low	Declined Significantly	Concern
Teacher	84.1	89.9	86.3	76.3	83.4	80.7	High	Declined	Acceptable

Comments on Results

- We have declined in this measure.
- This is contextual to the dynamic of schools during the pandemic.



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.

The 2021-22 school year presented many challenges for engagement as schools were required to maintain pandemic protocols such as masking, distancing, cohorting and limiting volunteers and extra people in the school buildings. Our NGPS staff continued to inform the community and parents about student activities and engagement in learning by utilizing newsletters, social media, calls home and by continually maintaining and updating school websites. Teachers and support staff continued to communicate with parents on a regular basis through phone calls, Google Meets and the Google classroom. NGPS staff is very appreciative of the continued flexibility of community members and parents as we navigated the challenges of at-home learning, online learning and staying home when sick.

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. Council members are encouraged to provide feedback on NGPS and school policy and procedures, educational initiatives, student programming and the overall operation of the school. Through the 2021-22 school year, Schools continued to meet with School Councils via a digital platform.

Stakeholder Engagement

As we plan to achieve improved student success and well-being we will continue to explore communication and engagement strategies with our stakeholders.

Division schools are expected to:

- create action plans led by the principal in consultation with staff, school council and, where appropriate, students.
- review data with their school councils and staff
- continually review and revise action plans

NGPS has purchased a software license for a crowd sourcing tool called bangthetable, and our Division engagement website can be found at ngpsTALK.ca. We plan to leverage this tool to further engage our school communities and stakeholders on a variety of topics. The following is a summary of engagements that have taken place during this stage of the planning and reporting cycle.

OCTOBER 2021 - JANUARY 2022

All staff were invited to participate in a comprehensive Wellness Survey. Additionally, a representative sample of staff participated in interviews

The staff survey was a preliminary action towards developing a system wide comprehensive wellness plan. A video message from the Superintendent and a written introduction to the survey was shared. The research-based survey was developed through the University of Alberta in collaboration with blulantern.ca/beamcon4.

JANUARY 19, 2022

School Council Representatives Board of Trustees

NGPS met virtually with representation from each school council and the Board of Trustees. This engagement included a presentation by the Alberta School Council Association where councils were asked:

1. When you hear the word 'school' what do you think?
2. What makes a school community a welcoming, caring, respectful, and safe environment?

Participants had breakout room discussions to set the stage for priority planning sessions. [Summary](#) of topics discussed.

FEBRUARY 24, 2022

Curriculum Advisory Group

NGPS Leadership met with a Curriculum Advisory Group to discuss aspects of the implementation plan for the 2022-23 school year. This group, which includes administration and teacher representatives, discussed mindset, change theory, depoliticizing and professionalizing the work, the seven essential conditions for successful implementation, and how we can leverage and influence the new curriculum to get closer to our aspirations for our students (2022. Rincon-Gallardo).

FEBRUARY 28, 2022

Board of Trustees

NGPS Leadership met with the Board to begin priority planning for the 2022-25 Three Year Education Plan. Trustees were asked:

When students graduate from NGPS, what skills, competencies and knowledge do we want them to have?

1. Who will they be?
2. How will they matter?
3. How are we going to get them there?
4. What are the potential barriers that we need to consider, and how can we overcome those barriers?

[Summary](#)

LEARNERS ARE SUPPORTED

MARCH 4, 2022

Curriculum Advisory Group

NGPS Leadership through ERLC facilitation, presented the Ministerial Order, Guiding Framework and Architecture of the Draft Curriculum.

MARCH 23, 2022

Administrators

Strategic Planning Session NGPS Leadership met with Administrators to begin priority planning for the 2022-25 Three Year Education Plan. Administrators were asked:

1. When students graduate from NGPS, what skills, competencies and knowledge do we want them to have? Who will they be?
2. How will they matter? How are we going to get them there?
3. What are the potential barriers that we need to consider, and how can we overcome those barriers?

[Summary](#)

MARCH 25, 2022

Parents, Community Members

Strategic Planning Engagement NGPS launched a Prioritizing for Three Year Education Planning project using the online tool, ngpsTALK. Three questions were posed:

1. As your child(ren) graduate(s) and leaves NGPS, what skills, knowledge and attitudes do you want them to leave with?
2. What can we do as a collective to help students attain these skills, knowledge and attitudes?
3. What are some of the barriers that we may need to address in order for students to attain the necessary skills, knowledge and attitudes?

[Summary](#)

APRIL 2022

School and Senior Administrators

School and senior administrators met to look at the data collected from the previous engagements. Senior administrators presented the priority areas for the [2022-25 Education Plan](#).

MAY AND JUNE 2022

Initial overview of Staff Wellness Survey by Learning Services Communication Plan for May/June 2022

NGPS Learning Services completed a high level overview of the initial staff survey results. A Communication Plan for May and June 2022 was developed and executed. Next steps for Fall 2022 include:

- Forming a Wellness Advisory Group for data analysis and strategic planning around the Workplace Wellness Comprehensive Plan.
- Information sessions planned throughout the year for all staff on the overarching topics of Self-Care and Healthy Boundaries

JUNE 2022

School Administration

NGPS Leadership, through ERLC facilitation, presented the Ministerial Order, Guiding Framework and Architecture of the Draft Curriculum.

JUNE 2022

Teachers School Administration

The Edmonton Regional Learning Consortium (ERLC) in partnership with NGPS presented five curriculum sessions in June.

AUGUST

K-6 Teachers

The ERLC and NGPS hosted a summer institute (August 16-18) for any K-6 teacher who wanted to get a head start on planning for the new curriculum implementation starting in September.



Occupational Health and Safety

Northern Gateway Public Schools considers safety a cultural tool that allows for the physical, psychosocial and social well-being of all our community members. Our goal is to build an embedded culture where everyone is responsible for safety on a daily basis.

Our Health & Safety Support Services offers a range of supports that actively engages with staff and students to ensure safe work and learning environments in the most efficient manner possible. These endeavors are realized through the Health and Safety portfolio which includes the web-based application programs through Public SchoolWorks and Hour Zero. These programs collaborate and promote personnel training, emergency response planning, and workplace hazards evaluation in compliance with local, provincial and federal regulations.

In addition, the Division's Joint Work Site Health and Safety Committee ensures that NGPS staff members are aware of their roles and responsibilities. This group consists of employee and employer representatives, working together with shared responsibility to identify safety concerns and recommend resolutions across the Division. Committee members' work together to actively improve safety conditions in the workplace and promote safe work practices.

Health and Safety at NGPS means setting an exceptional standard as a leader in the education industry's safety and health. We recognize that a safe working and learning environment is beneficial to both employee and student performance and we are dedicated to successfully achieving just that. It is NGPS's responsibility to instill a keen awareness of safety standards in our students, preparing them to be safety champions in their future workplaces.

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, timely, efficient, and friendly transportation to and from their school.

Transportation Services are provided for approximately 3,500 students, including those travelling to the separate boards in Valleyview and Whitecourt. Students in our communities board buses across 84 routes travelling over 12,000 kilometers each day. Designing school bus routes over our large geographical area is hampered by many incomplete road grids, resulting in greater distances travelled and increased ride times for students. Northern Gateway Public Schools, along with other rural Divisions across Alberta, continue to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant impact on student ride times. The Division continues to explore opportunities to maintain service levels in the face of declining ridership.

Bus Evacuation Program

Bus evacuation training is delivered to students, whether they ride the bus on a regular basis or not, because at some point during their schooling they will travel for extracurricular activities. Students have practiced virtual bus evacuation training again this year with our schools showing bus evacuation videos to the students.

Communications

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

Technology Infrastructure

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 Technology Policy Framework. NGPS continues to support and plan for students and staff to have equitable access to technology and processes for learning and teaching through reliable, safe and effective computer networks and systems.

As the internet and technology become even more prevalent and ubiquitous, 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.

2021-22 included the completion of the first cycle of the jurisdiction evergreening plan, effectively moving NGPS to a 1:1 ratio of devices to students as well as refreshing classroom technology used by teachers.

NGPS Technology Team has started upgrading NGPS infrastructure to support WiFi 6, the latest WiFi Standard. NGPS has added MFA, enhanced Geo Blocking and integration into Cybera + CanSSOC Threat Feed to minimize Cyber security risks and protect NGPS staff and students. Technology has also been used successfully to optimize business workflows and reduce operational costs.

Education Week

During Education Week, NGPS schools plan activities that bring parents and community members into the schools to celebrate student learning and experience the partnerships that support a successful school community. These activities demonstrate the diversity that exists across Northern Gateway Public Schools while promoting a cohesive message of commitment to the education of our learners. With restrictions in place due to the pandemic NGPS relied on social media to celebrate student learning.

Finance and Infrastructure



Highlights of Facility and Capital Plans

Overview

Northern Gateway Public Schools Facilities and Maintenance Staff provides services to 16 school sites and five support buildings which include: one transportation building, two maintenance buildings, one administration building, and one support services building.

The 2021-22 school year NGPS has a utilization rate of 59% in comparison with last year’s provincial average of 78%. Further, the need to address maintenance deficiencies in buildings and rising operational and maintenance costs continue to exert pressure on NGPS budgets.

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

Capital Projects for 2021-22



Infrastructure Maintenance and Renewal Program

Infrastructure Maintenance and Renewal Program (IMR) Priorities are based on consultations with the Director of Maintenance, School Administrators, Superintendent of Schools, and the School Board. In 2021-22 \$1,403,809 was allocated to Northern Gateway Public Schools for Capital and Infrastructure projects.

Infrastructure and Maintenance Projects 2021-22 include:

- New sidewalks for Hilltop High School, Pat Hardy and Darwell School
- New Handicap curb at Onoway Elementary School
- New Handicap opener and Exterior Doors for Elmer Elson Elementary
- Upgrade Keyscan at Mayerthorpe High School
- New flooring at Hillside High School
- Site drainage at Rich Valley, Onoway Elementary and Fox Creek School
- Refinish gym floors at Grasmere and Elmer Elson
- Exterior upgrade Percy Baxter
- New flag poles at Whitecourt Central School
- New water bottle refill fountains at Fox Creek
- New air conditioner server room at Hillside High School
- Modernize classroom at Rich Valley
- Onoway Site upgrade
- New Glycol feeder at Whitecourt Central School

Capital Plan 2022-26

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 jurisdiction’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 jurisdiction’s 2022-26 Three-Year Capital Plan, requests the following capital projects:

Year One 2019-20 Priority One
Valleyview K-12 Replacement School

Year Two 2020-21 Priority Two
Whitecourt Attendance Zone K-5 Replacement School

Year Three 2021-22 Priority Three
East End K-9 Replacement School for Darwell and Alberta Beach

▶ View the Northern Gateway Public Schools Three-Year Capital Plan at ngps.ca.

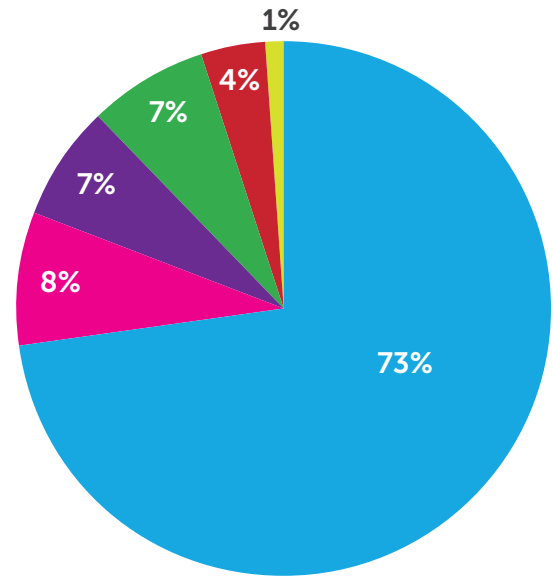


Deputy Superintendent, Leslee Jodry
Superintendent, Kevin Bird
Secretary Treasurer, Tamara Spong

Budget Highlights 2021-22

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

- Student Instruction 73%
- Student Transportation 8%
- Capital and Debt Services 7%
- Plant Operations and Maintenance 7%
- System Administration and Board Governance 4%
- External Services 1%



Total Expenses Variance

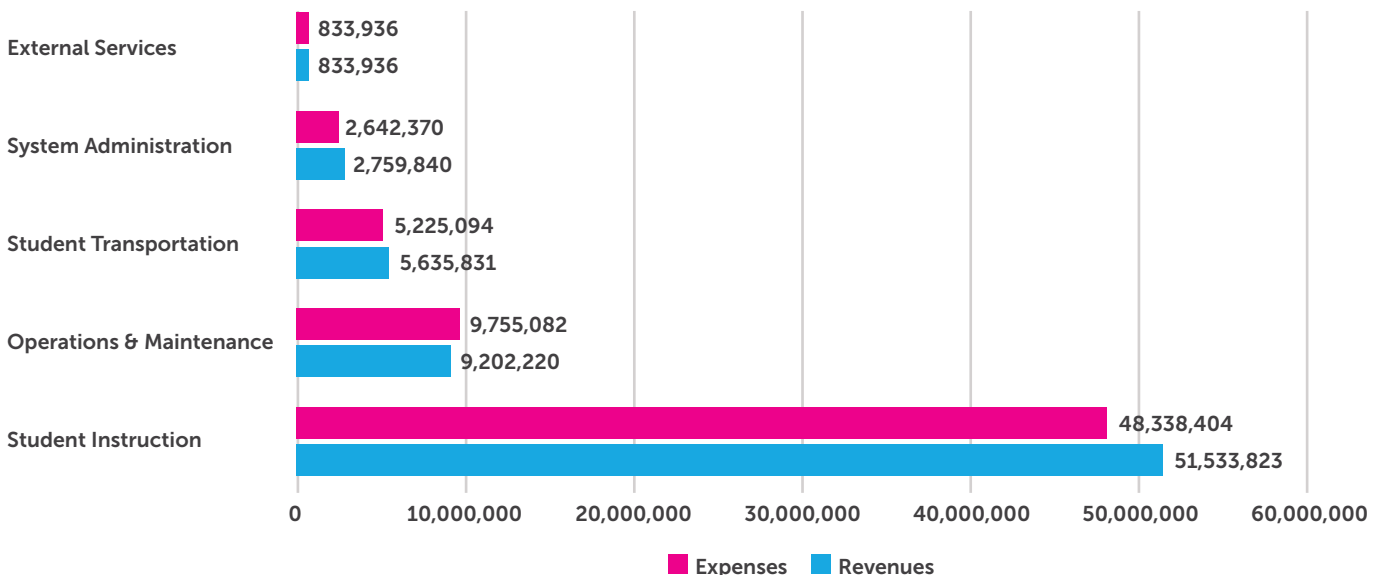
2021 Actual	2021 Budget	Variance Amount	Variance %
\$66,794,886	\$70,635,958	(\$3,841,072)	-5%

- ▶ [Click here for Northern Gateway Public Schools' 2022-23 Budget Report.](#)
- ▶ [Click here for Northern Gateway Public Schools' 2022 Audited Financial Statement](#)

Variance Explanation

- The Division's total operating expenses for the 2021-22 were \$66.8 million, compared to the Spring approved budget total of \$70.6 million. This \$3.8 million (or 5%) variance is attributed mostly to issues still surrounding the COVID-19 pandemic where supply shortages and delays continue to be experienced and were budgeted to be higher in costs, budgeted pandemic costs were not fully realized and many meetings/conferences continued to be virtual.

2021-22 Revenue and Expenses by Program





Northern Gateway
Public Schools