



Northern Gateway
Public Schools

Annual Education Results Report 2022-23



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Message from the Board Chair



Gerry Steinke
Board Chair

It seems some days that everyone has an opinion about education, and more specifically, how to “fix it.” Some call for a return to the basics, as in the good old days. Some call for more choice – allow a parent to go sort-of-shopping for the right school for his or her child. Some call for chasing the latest trend in teaching, with the goal of bringing some magical solution to the classroom.

Northern Gateway Public Schools understands the pressures to improve the delivery of education. Yet, our way involves understanding our communities and the needs of the fine people in them. Children are complex beings, all with their own unique characteristics and challenges. Families today face complicated daily lives, as they build a foundation for their children. Schools are diverse places with students from all kinds of cultural, spiritual, and social backgrounds. Teachers and support staff bring a wide range of skills to the classroom and are intent on honing those abilities.

Northern Gateway, as we understand the realities that come our way, can offer parents the assurance that “fixing it” is more a matter of getting down to work, focusing on the everyday task of welcoming each child, and opening important and meaningful doors of learning.

This report reveals the story of our everyday work. This work is not easy. But, it is what we need to do. Because whenever you work hard at something, even making some missteps along the way, you get better at what you do, and you see more possibilities. And that is when enjoyment happens: students who like coming to school, students who can share a laugh with a teacher, students who buckle down on an assignment with real effort, students who surprise themselves with what they can do.

The Board of Trustees places its vision for those possibilities in front of our entire Division. We state it in these words: “Northern Gateway Public Schools strives to be the place where students realize their value, discover their talents, and imagine a future where their contribution matters.”

We are thankful for the confidence that parents place in our schools to nurture their children. This is how we “fix it.” We work together, home and school and community.

Northern Gateway Public Schools Board of Trustees (FROM LEFT TO RIGHT)

Back row: Linda Wigton, Gerry Steinke (Chair)
Jim Hailes, Deb Koloski

Front row: Judy Muir, Barbara Maddigan
Christine Peck, Diane Hagman (Vice-chair)



The 2022-23 School year marked the genesis of a new Board Policy 1 which puts forward the mission and vision of the Board. The lofty ideals of this document are such that they could never be accomplished by an individual alone but might just be reachable by a dedicated team focused on 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 this review sets out to answer. We want our students to be literate and numerate, to be respectful, to appreciate different cultures while understanding their own, and to be able to apply their skills and knowledge to accomplish real-world tasks. Beyond this we also want to structure our approach so that students and staff alike recognize the value of the contribution they can make in the lives of others and the community in general as represented in the motto: Learning for Life, Together.

Sometimes a motto is a fun play on words, but this year, perhaps more than any other, we lived the very idea of "Together" as forest fire evacuations brought out the best in our communities, serving each other in the need and true stress of the moment. Among all the heroes of those days were the firefighters and civilians who threw up defensive walls and fought the flames to the very doorsteps of their neighbours' houses; but there were also the teachers who conducted classes in the lobbies of hotels, education assistants who took on a student with need so parents could complete important tasks, and principals who spoke calming words to crowds filled with anxiety. All of us Learning for Life, Together.

In this document, you will also see legacies of the past as both the pandemic and the evacuations are represented as incomplete data sets that blur long-term trends. Within this blur, our own internal data provides the clearest picture both of where the needs lie and how successful we have been in filling in gaps of learning especially in our primary and elementary ages. At our recent Division Day, we heard from our keynote speaker that we "can do hard things" and, with the continued effort of our team, we will.

Message from the Superintendent



A stylized, handwritten signature in black ink, appearing to read 'KB', with a long horizontal line extending to the right.

Kevin Bird
Superintendent of Schools



Accountability Statement

Annual Education Results Report

The Annual Education Results Report for Northern Gateway Public Schools 2022-23 school year was prepared under the direction of the Board of Directors 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 Review Report for 2022-23 was approved by the Board on November 30, 2023.



Gerry Steinke
Board Chair



Kevin Bird
Superintendent of Schools

Publication

Our Journey Reflects Our Story: Annual Education Results Report 2022-23 will be available on the Northern Gateway Public Schools website, ngps.ca, on November 30, 2023.



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 the 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

VISION

We strive to be the place where students realize their **value**, discover their **talents**, and **imagine** a future where their contribution matters.

MISSION

We provide a **dynamic** and **safe** learning environment that promotes **connection** and the **authentic** application of learning.

VALUES

Joy in learning.

Humility in achievement.

Satisfaction in giving.

Gratitude in receiving.

Dedication to personal responsibility.

MOTTO

Learning for Life.
Together.

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; and planning and reporting which are consistent with the requirements of the school-based decision-making model.



Public Interest Disclosure

Northern Gateway Public Schools is committed to acting with respect and integrity, expecting all of its employees to demonstrate high ethical standards in their work. Consistent with the Public Interest Disclosure Act, the Division has established procedures to facilitate the disclosure and investigation of significant and serious matters that an employee may believe to be unlawful, dangerous to the public or injurious to the public interest. These are outlined in Division Administrative Procedure 199—Public Interest Disclosure—“Whistleblower” Protection.

There were no disclosures made in the 2022-23 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

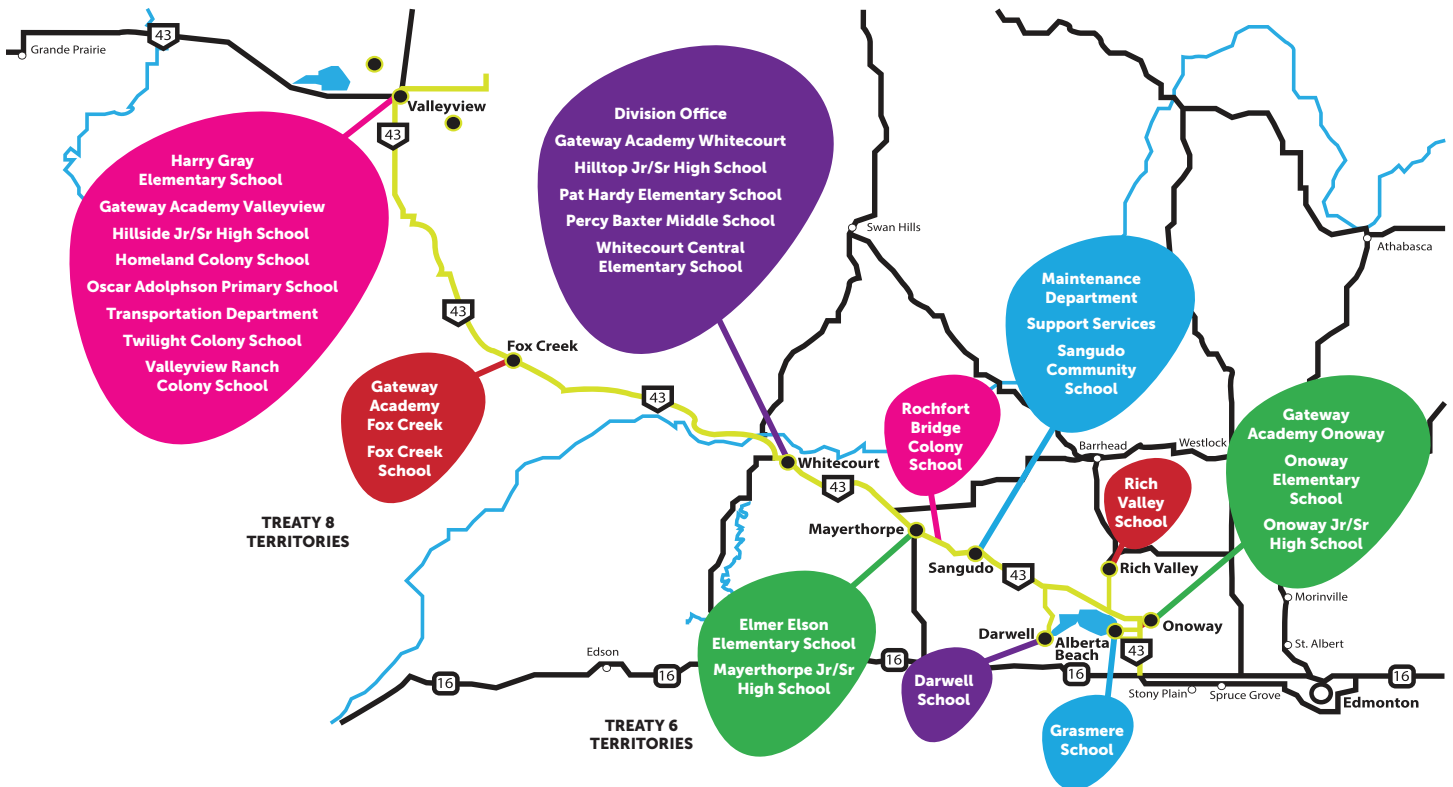
Northern Gateway Public Schools spans over 350 kilometers of rural north central Alberta. With a staff complement of 242 teachers and 237 support staff, we serve 4,700 students in 20 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek 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
4,700
STUDENTS

IN 20
SCHOOLS



Our Schools

The chart below describes the enrollment trends over the last Five-Years. For more information about our schools visit ngps.ca.

School	Location	2022-23	2021-22	2020-21	2019-20	2018-19
Darwell School	Darwell	163	160	156	177	176
Elmer Elson Elementary School	Mayerthorpe	296	287	281	281	295
Fox Creek School	Fox Creek	295	299	314	342	338
Gateway Academy Fox Creek	Fox Creek	9	9	12	8	10
Gateway Academy Onoway	Onoway	21	9	16	20	10
Gateway Academy Valleyview	Valleyview	24	31	32	55	46
Gateway Academy Whitecourt	Whitecourt	72	80	100	94	54
Grasmere School	Alberta Beach	130	135	131	149	142
Harry Gray Elementary School	Valleyview	107	108	96	134	134
Hillside Jr/Sr High School	Valleyview	373	367	363	394	417
Hilltop Jr/Sr High School	Whitecourt	518	518	487	533	495
Homeland Colony School	Valleyview Area	31	35	32	35	31
Mayerthorpe Jr/Sr High School	Mayerthorpe	267	261	245	281	263
Onoway Elementary School	Onoway	437	419	435	483	483
Onoway Jr/Sr High School	Onoway	485	474	498	513	519
Oscar Adolphson Primary School	Valleyview	147	139	157	163	165
Pat Hardy Elementary School	Whitecourt	340	344	294	331	311
Percy Baxter School	Whitecourt	368	356	365	382	354
Rich Valley Elementary School	Rich Valley	119	116	119	129	136
Rochfort Bridge Colony School	Rochfort Bridge	16	14	13	10	11
Sangudo Community School	Sangudo	110	101	80	109	111
Twilight Colony School	Valleyview Area	33	30	28	26	25
Valleyview Ranch Colony School	Valleyview Area	6	3	3	3	3
Whitecourt Central School	Whitecourt	351	316	317	397	394
Total		4718	4601	4567	5049	4923

Assurance Measures



Alberta Education Assurance Measure Results

Measure Evaluation Reference

Three-Year Plan — Spring 2022

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 2023

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	82.1	83.8	83.8	84.4	85.1	85.1	n/a	Declined	n/a
Citizenship	78.4	78.4	80.2	80.3	81.4	82.3	High	Declined	Acceptable
Three-year High School Completion	79.2	78.6	80.1	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
Five-year High School Completion	88.0	85.1	83.1	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
PAT: Acceptable	66.0	55.6	n/a	63.3	64.3	n/a	n/a	n/a	n/a
PAT: Excellence	14.1	10.2	n/a	16.0	17.7	n/a	n/a	n/a	n/a
Diploma: Acceptable	77.7	77.5	n/a	80.3	75.2	n/a	Low	n/a	n/a
Diploma: Excellence	10.5	12.7	n/a	21.2	18.2	n/a	Low	n/a	n/a
ASSURANCE DOMAIN: TEACHING AND LEADING									
Education Quality	86.4	87.7	88.7	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
ASSURANCE DOMAIN: LEARNING SUPPORTS									
Welcoming, Caring, Respectful and Safe, Learning Environments (WCRSLE)	82.7	82.8	82.8	84.7	86.1	86.1	n/a	Maintained	n/a
Access to Supports and Services	80.1	80.6	80.6	80.6	81.6	81.6	n/a	Maintained	n/a
ASSURANCE DOMAIN: GOVERNANCE									
Parental Involvement	77.8	75.3	78.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. 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 to 2021-22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019-20 to 2021-22. School years 2019-20, 2020-21 and 2021-22 are not included in the rolling three-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018-19 and 2022-23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022-23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.

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 Completion	61.0	67.6	64.6	57.0	59.5	59.1	Very Low	Maintained	Concern
Five-year High School Completion	79.4	72.3	71.8	71.3	68.0	67.0	Low	Improved	Acceptable
PAT: Acceptable	58.6	39.5	n/a	40.5	5.9	n/a	n/a	n/a	n/a
PAT: Excellence	14.3	5.6	n/a	5.5	68.7	n/a	n/a	n/a	n/a
Diploma: Acceptable	74.4	73.0	n/a	74.8	8.5	n/a	Low	n/a	n/a
Diploma: Excellence	5.5	11.0	n/a	11.3	n/a	n/a	Very Low	n/a	n/a

Notes

- Approximately 21% of our student population identify as First Nations, Métis or Inuit.
 - The three and Five-Year comparisons are rated as very low and low, yet NGPS is above the province in these measures.
 - Diploma excellence is an area of opportunity.

Alberta Education Assurance Measures: English as an Additional Language (EAL)

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 School Completion	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
Five-year High School School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
PAT: Acceptable	n/a	n/a	n/a	57.9	59.7	n/a	n/a	n/a	n/a
PAT: Excellence	n/a	n/a	n/a	12.2	13.7	n/a	n/a	n/a	n/a
Diploma: Acceptable	41.5	70.7	n/a	67.1	59.0	n/a	n/a	n/a	n/a
Diploma: Excellence	4.9	17.1	n/a	13.8	10.8	n/a	n/a	n/a	n/a

Notes

- During the 2022-23 school year, 66 students were registered in K-12 with English as an additional language.
- This data is new to NGPS as the EAL registrations are rising.
- Supporting our EAL students is one of the identified priorities.

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 comments 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.
- Due to wildfire activity there is not reportable data for two of our communities.
- Because of the disruptions over the last Three-Years, NGPS does not have accurate trend data for provincial and local assessments. Caution should be used when interpreting these results.
- NGPS has changed assessments as the K-6 curriculum was implemented. NGPS students in grades 1-4 wrote the Elk Island Catholic School's Numeracy Assessment instead of the MIPI. There is no comparative data for this assessment.
- Comparative data is unreliable as two communities did not write June assessments.



Student Growth and Achievement

OUTCOME 1: Learners achieve acceptable and excellence standards in curricular outcomes.

Strategies	Measures
<ul style="list-style-type: none"> • Continued support for new curriculum implementation. <ul style="list-style-type: none"> - K-6 English Language Arts and Literature - K-6 Mathematics - K-6 Physical Education and Wellness - K-3 Science • Administer Gr. 1-4 assessments in language and math to help assess progress in the critical early years as mandated provincially. <ul style="list-style-type: none"> - CC3/LeNS Gr. 4 - EICS Numeracy Gr. 1-4 • Use data collected through annual assessments which inform responsive instruction to meet student needs: <ul style="list-style-type: none"> - Early Years Evaluation (EYE-TA)—readiness - LeNS ECS - January - Explore a Phonological Awareness Screen—ECS - Fountas & Pinnell (F&P)—literacy - Highest Level of Achievement Test (HLAT)—literacy - EICS Numeracy Gr. 5-7 - Math Intervention/Programming Instrument (MIPI)—numeracy Gr. 8-10 - Explore common assessments in Mathematics Gr. 7-12 • Provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement through the processes and structures of Collaborative Team Meetings. • Schools are committed to providing a Quality Learning Environment for all students. • Support the teacher’s use of Hapara for curriculum implementation and content delivery. • In support of students’ achievement, we are committed to learning about and understanding the ways of thinking, knowing and doing with our diverse population. • Build capacity with administrators and teachers to analyze screening data as well as classroom data through Collaborative Structures to improve student learning. • Increase opportunities for hands-on learning experiences through collegiate high schools, apprenticeship programs and vocational education. • Staff wellness is supported through capacity building in the areas of Mental Health First Aid, Psychological First Aid and Suicide Awareness. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> • Diploma Exam Results • Provincial Achievement Test Results • High School Completion • Citizenship • Student Learning Engagement • Education Quality • Access to Supports and Services • First Nations, Métis and Inuit Student Success <ul style="list-style-type: none"> - Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion) • Castles and Coltheart Test (CC3) • Letter Name-Sound Test (LeNS) • EICS Numeracy screening assessment <p>Required Local Components</p> <ul style="list-style-type: none"> • EYE-TA Data • F&P Benchmark • HLAT • MIPI • Monitor VTRA and risk assessment cases • Survey of First Nations, Métis and Inuit Advocates • First Nations, Métis and Inuit Student Success <ul style="list-style-type: none"> - Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)

Grade 6 Provincial Achievement Test Results

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH AND MATH						
All Students	*	*	*	*	*	*
First Nations, Métis and Inuit Students	*	*	*	*	*	*
English as a Second Language Students	*	*	*	*	*	*
SCIENCE						
All Students	289	54,859	73.7	66.7	19.7	21.8
First Nations, Métis and Inuit Students	45	3,990	62.2	46.0	20.0	9.0
English as a Second Language Students	16	9,728	62.5	64.7	6.3	17.2
SOCIAL STUDIES						
All Students	290	57,655	72.1	66.2	15.5	18.0
First Nations, Métis and Inuit Students	46	4,332	63.0	45.3	10.9	6.5
English as a Second Language Students	16	10,098	50.0	65.4	6.3	15.7

Comments on Results

- NGPS implemented the new English Language Arts and Literacy and Mathematics curriculums. Students did not write Provincial Achievement Tests in those courses.
- NGPS is above the province in the acceptable standard for Science and Social Studies.
- In the Science and Social Studies subject areas NGPS was below the provincial Standard of Excellence category, we recognize this is an area of opportunity.

Grade 9 Provincial Achievement Test Results

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH						
All Students	291	56 255	73.9	71.4	11.3	13.4
First Nations, Métis and Inuit Students	47	4 375	72.3	49.2	17.0	4.4
MATH						
All Students	232	55 447	56.5	54.4	12.5	13.5
First Nations, Métis and Inuit Students	40	4 197	52.5	28.7	15.0	3.8
SCIENCE						
All Students	309	56 311	68.9	66.3	17.8	20.1
First Nations, Métis and Inuit Students	57	4 380	56.1	42.1	14.0	7.1
SOCIAL STUDIES						
All Students	287	56 309	57.5	58.4	11.8	15.9
First Nations, Métis and Inuit Students	54	4 393	48.1	34.1	14.8	4.9

Comments on Results

- Results in all the courses are on par compared to the province in the acceptable standard category.
- Instructional practice will be a key focus area moving forward.
- Two communities did not write the Provincial Achievement Tests due to wildfire activity.

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	133	31 493	81.2	83.7	6.8	10.5	75.6	74.7	59.5	62.3
First Nations, Métis and Inuit Students	21	1 286	81.0	78.3	0.0	6.1	n/a	n/a	n/a	n/a
ENGLISH 30-2										
All Students	170	17 112	84.7	86.2	8.2	12.7	70.2	67.1	66.3	64.4
First Nations, Métis and Inuit Students	37	1 833	81.1	86.5	10.8	9.9	n/a	n/a	n/a	n/a
SOCIAL 30-1										
All Students	112	24 023	82.1	83.5	10.7	15.9	79.8	77.4	61.2	65.2
First Nations, Métis and Inuit Students	18	986	83.3	73.0	0.0	8.6	n/a	n/a	n/a	n/a
SOCIAL 30-2										
All Students	125	21 045	83.2	78.1	3.2	12.3	68.2	68.2	60.4	62.2
First Nations, Métis and Inuit Students	21	1 933	81.0	72.3	4.8	5.4	n/a	n/a	n/a	n/a
MATH 30-1										
All Students	73	19 763	42.5	70.8	6.8	29.0	76.1	77.9	46.6	70.3
First Nations, Métis and Inuit Students	12	566	41.7	60.6	0.0	15.0	n/a	n/a	n/a	n/a
MATH 30-2										
All Students	91	14 418	72.5	71.1	12.1	15.2	71.9	69.2	63.2	58.8
First Nations, Métis and Inuit Students	21	742	66.7	65.8	9.5	12.1	n/a	n/a	n/a	n/a
ALL STUDENTS										
Biology 30	76	23 270	81.6	82.7	14.5	32.8	74.4	76.7	62.5	68.1
Chemistry 30	71	18 364	76.1	80.5	21.1	37.0	83.1	78.3	67.1	70.0
Physics 30	22	9 241	72.7	82.3	31.8	39.9	86.3	80.0	70.0	69.9
Science 30	52	8 007	80.8	79.4	17.3	23.1	71.4	72.2	68.1	65.1

Comments on Results

- Due to the small size of our high schools, many schools only offer the course once per year.
- Two communities did not write the diploma examinations due to wildfire activity.
- Social 30-2 results are above the Province.
- NGPS was below the provincial Standard of Excellence category, we recognize this is an area of opportunity.

Student Learning Engagement

Percentage of parents, students and teachers 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	82.1	83.8	83.8	84.4	85.1	85.1	n/a	Declined	n/a
Parents	80.8	83.2	83.2	87.3	88.7	88.7	n/a	Maintained	n/a
Students	68.1	70.1	70.1	70.9	71.3	71.3	n/a	Declined	n/a
Teachers	97.5	98.0	98.0	95.1	95.5	95.5	n/a	Maintained	n/a

Comments on Results

- NGPS students and teachers are on par with the province for the measure of student engagement. The student and parent satisfaction has slightly decreased.
- In grades 4-6, 61% indicated they did not like learning Language Arts and 65% indicated they did not like learning Math.
- In grades 7-9, 65% indicated that the Social Studies they are learning is interesting.
- In grades 10-12, 63% indicated that the Social Studies they are learning is interesting.

Citizenship

Percentage of parents, students and teachers 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	80.3	81.4	82.3	High	Declined	Acceptable
Parents	73.2	71.8	74.1	79.4	80.4	81.4	Intermediate	Maintained	Acceptable
Students	68.9	68.9	71.0	71.3	72.1	73.0	High	Declined	Acceptable
Teachers	93.0	94.3	95.5	90.3	91.7	92.6	High	Declined	Acceptable

Comments on Results

- 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	79.2	78.6	80.1	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
Five-year Completion Rate	88.0	85.1	83.1	88.6	87.1	86.2	Intermediate	Improved Significantly	Good

Comments on Results

- High School Completion rates improved. The absence of Diploma Exams due to the Covid-19 Pandemic is noted.
- Students taking more time to complete school is seen as a viable option.
- Two communities did not write Diploma Examinations due to wildfire activity.

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	61	67.6	64.6	57	59.5	59.1	Very Low	Maintained	Concern
Five-year Completion Rate	79.4	72.3	71.8	71.3	68.0	67.0	Low	Improved	Acceptable

Comments on Results

- High School Completion rates continue to be on par or above the province for First Nations, Métis, and Inuit students.
- One of our First Nations communities was impacted by the wildfires. Many families were displaced.

Early Years Evaluation

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

Early Years Evaluation Assessment

In the Fall of 2022, 297 students were assessed using the Early Years Evaluation Assessment. In the Spring, all students were to be reassessed correlated to their developmental age. This included 304 students.

	Appropriate Development %		Experiencing Some Difficulty %		Experiencing Significant Difficulty %	
	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023
Awareness of Self and Environment	75.68	92.11	21.28	6.57	3.04	1.32
Social Skills and Approaches to Learning	62.84	83.88	31.42	13.82	5.74	2.30
Cognitive Skills	37.50	81.91	44.59	14.47	17.91	3.62
Language and Communication	59.80	84.87	32.09	12.17	8.11	2.96
Physical Development Fine Motor	46.96	80.26	36.82	16.78	16.22	2.96
Physical Development Gross Motor	60.14	85.20	32.09	13.82	7.77	0.98

Comments on Results

- NGPS Kindergarten programs are successful.



Numeracy Focus

Instructional coaches for grades 1 to 12 were contracted for the 2022-23 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

Northern Gateway Public Schools was granted permission to use the Elk Island Catholic Numeracy Screen by Alberta Education. This screen was used in Grades 1-4. Grade 1 students were assessed in January and then again in June. Grades 2-4 students were assessed in September to identify at risk students. Schools then implemented intervention blocks in order to address the missed learning. Students who participated in the intervention blocks were then reassessed in June.

Numeracy Screening Assessment

Grade	Total Number of Students Assessed in September or January	Students identified as at risk in September or January	Students identified as at risk in June	Percentage of students who require interventions
Grade 1	298	75	5	7
Grade 2	241	91	15	16
Grade 3	257	100	17	17
Grade 4	235	127	23	18

A summary of intervention methods used:
 Many schools used intervention blocks to address numeracy needs.
 There were pullout lessons in some schools.

Comments on Results

- Targeted intervention blocks are successful in addressing learning disruption.
- Two communities were unable to complete assessments in June due to wildfire activity.

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 this analysis 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	36	14
Grade 5 (2022)	325	59	70	54	31	46
Grade 5 (2021)	300	57	44	51	35	49
Grade 6 (2022)	313	59	70	64	30	36
Grade 6 (2021)	312	64	60	44	40	56
Grade 7 (2022)	333	76	62	34	38	66
Grade 7 (2021)	343	64	58	52	42	56
Grade 8 (2022)	382	89	47	30	53	48
Grade 8 (2021)	266	53	39	30	61	70
Grade 9 (2022)	293	67	35	25	65	75
Grade 9 (2021)	231	41	35	27	65	73

Comments on Results

- NGPS changed the screening tools used in 2022-23. Grades 1-4 used the Elk Island Catholic Schools (EICS) Numeracy Assessment. During the 2023-24 school year Grades 1-7 used the EICS Numeracy Assessment.
- NGPS does not have comparative data because of the change.
- NGPS will use this data as baseline data moving forward.
- Up until Grade 7, students generally make a year of progress.

Literacy Focus

During the 2022-23 school year, Northern Gateway contracted a literacy coach. Literacy beliefs, comprehensive literacy and interventions were the focus of the coaching to help NGPS educators develop an even deeper understanding of these as applied to literacy teaching and learning. The coaching approach to professional learning and in response to instructional focus within a particular classroom allows flexibility when meeting student and teacher needs. Developing an understanding of the new English Language Arts and Literature curriculum for K-6 students was a focus.

Literacy Screens

Grades 2 and 3 students were assessed in September to identify at risk students. Schools then implemented intervention blocks in order to address the missed learning. Students who participated in the intervention blocks were then reassessed in June. The grade 1 classes were assessed in January and then again 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.

Letter Name-Sound Assessment

Grade	Total Number of Students Assessed in September or January	Students identified as at risk in September or January	Students identified as at risk in June	Percentage of students who require interventions
Grade 1 (LeNS)	313	119	74 (62%)	23
A summary of intervention methods used: Schools dedicated intervention blocks to run small group interventions				

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.

Castles and Coltheart 3 Assessment

Grade	Total Number of Students Assessed in September or January	Students identified as at risk in September or January	Students identified as at risk in June	Percentage of students who require interventions
Grade 1 (CC3)	294	82	59 (72%)	20
Grade 2 (CC3)	238	74	61 (82%)	26
Grade 3 (CC3)	260	77	69 (90%)	27
Grade 4 (CC3)	230	57	56 (98%)	24

A summary of intervention methods used:
Schools dedicated intervention blocks to run small group interventions

Comments on Results

- Students are showing improvement.
- This is in alignment with the amount of Instructional Support Plans and literacy goals that have been identified for these grade levels.

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 as NGPS 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 sent in an exemplar package is produced and shared with participating school authorities. These exemplar packages are used in order to improve the consistency in marking throughout the division. It is administered twice per year to grades 1-9, in the fall and again in the spring, to measure student’s growth in writing.

Highest Level of Achievement

	Excelling		Meeting		Approaching		Not Yet		Exempt	
	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023
Overall	10	10	41	41	32	35	13	12	4	2
FNMI	8	7	32	31	34	40	20	19	6	3

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 & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress 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 and First Nations, Métis and Inuit

Grades	Number of Students				Meets Expectations %				Approaching Expectations %				Not Yet Meeting Expectations %			
	Fall 2022		Spring 2023		Fall 2022		Spring 2023		Fall 2022		Spring 2023		Fall 2022		Spring 2023	
	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI	Overall	FNMI
Grade 1	229	38	310	55	41	39	19	13	27	29	8	9	32	32	73	78
Grade 2	288	68	231	50	37	25	47	24	7	12	14	16	56	63	39	60
Grade 3	327	58	286	46	54	40	52	52	10	12	8	7	36	48	40	41
Grade 4	215	42	239	46	58	38	54	30	7	2	7	7	35	60	38	63
Grade 5	305	54	219	39	54	48	57	44	5	4	7	15	41	48	36	41
Grade 6	312	63	269	47	49	38	43	43	11	8	9	4	39	54	48	53
Grade 7	351	85	311	67	52	33	71	49	6	2	5	9	42	65	24	42
Grade 8	385	94	336	69	67	53	91	91	8	9	1	1	25	38	7	7
Grade 9	295	68	262	52	70	49	93	83	3	4	0	0	26	47	7	17

Comments on Results

- Fountas and Pinnell Benchmarking is required two times per year for students in grades 2-9.
- The data is analyzed by teams of teachers and administrators in order to provide responsive instruction to the student's 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, to engage students, and to assess learning.

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

As 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 reasonable 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. The Career and Education Expo was successfully held by face-to-face delivery in September 2023. Students from across the region are able to meet with 26 post-secondary institutions and over 50 local business and industry partners. The Expo features education and industry representatives who explore potential career pathways with students and share opportunities with job seekers, including NGPS. The Expo continues to grow beyond an audience of high school students to include middle school students as they consider their learner pathway to graduation and beyond.

Dual Credit, Off Campus and Experiential Learning

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. With the supportive partnerships forged with community stakeholders, NGPS continues to provide northern Alberta students with experiential and hands-on learning opportunities during the school year and throughout the summer. 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 Auto Mechanics, Forensics Science, Aesthetics and Hairstyling, First Aid Certification, Welding, Fabrication and Art, to name a few. Our funding partners are RBC Foundation, Pembina Pipelines, Brogan Safety, the Town of Whitecourt and Woodlands County. NGPS offers off-campus programming at its five high schools throughout the year. Students are engaged with local business and industry in work experience placements, Registered Apprenticeship Program (RAP) placements, Career Internships and Safety Certification training. Students explore careers possibilities and earn credits towards graduation. The program is extensively supported in all communities through the summer months as well.

Dual credit programming has been minimized due to the change in funding structure to high schools. The previously successful programs have been cancelled until secure funding can be established. Only two students have engaged in dual credit programming with post-secondary institutes, where the student has bore the entire cost of the programming.



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-ness. The Steering Team coordinates an iterative process that includes the Principal Cohort and the QLE Leadership teams from each school.

Through the 2022-23 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 2022	Re-Engaging the QLE Collecting, Organizing and Presenting Evidence of Learning
January 2023	Collecting, Organizing and Presenting Evidence of Learning
February 2023	Connecting QLE to the Collaborative Response
May 2023	Communicating Learning

The Domains of Quality Pedagogy, as defined in the NGPS Quality Learning Environment, 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 Quality Learning Environment 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.

Quality Learning Environment 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 the form of connecting, processing, applying and reflecting. Within the process section 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 actions within the NGPS Education Plan are executed through the Quality Learning Environment framework with the format of connect, process, apply and reflect.

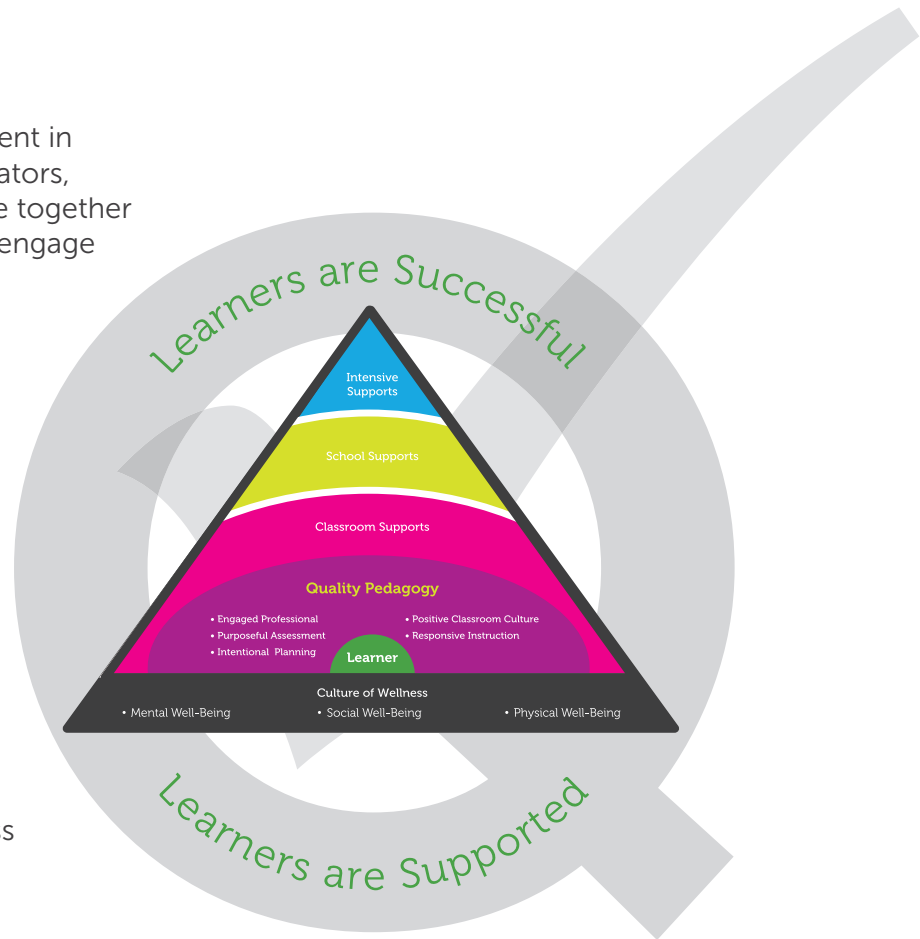
Culture of Wellness

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 to 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 2022-23 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.



A System Workplace Wellness Advisory Team was established in the 2022-23 school year. The purpose of the Wellness Advisory Team is to ensure we have voice and representation from all employee groups, roles, departments, and sites across the division.

NGPS is in the process of creating a Comprehensive Three-Year Workplace Wellness Plan.

The Advisory Team established a shared understanding of wellness in our workplace, consistent language, a framework, and are currently brainstorming strategies and supports to consider for all staff. This information will all be compiled and sorted into the Comprehensive Three-Year Workplace Wellness Plan.

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

OUTCOME 2: Learners are educated in a system that respects diversity and is inclusive.

Strategies	Measures
<ul style="list-style-type: none"> • NGPS prioritizes student growth and achievement by utilizing programs, resources and support to meet student needs. • Collaborative Team Meetings provide the framework for improving student achievement by considering support for each student. • Local data is used to build, inform and deliver a learner profile to address the unique needs of students. • Instructional Support Plans (ISP) are data driven and strength based. • Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance. • Support K-12 wellness in response to the data collected through the Beacon4+ Wellness & Diversity Data Collection Tool. • MHCB Operational Teams - are used to support universal and some targeted programming in the area of Mental Health. <ul style="list-style-type: none"> - CREW - CHAMP - SUCCESS Team • NGPS Wellness coaches are funded by the Mental Health in Schools pilot and are used to support universal and some targeted programming in the area of Mental Health. • Wellness Advisory Team are representatives of all employee groups and are used as a conduit to promote wellness and mental health across our division. The NGPS Wellness Advisory Team will play a key role in planning and promoting a culture of health and wellness within NGPS. They serve as ambassadors to help build a district wide culture of wellness by providing direct input into the NGPS Wellness Strategic Plan through feedback and direction to the Wellness Team. • Enhancing relationships with First Nations, Métis, and Inuit communities. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> • Survey measure of Welcoming, Caring, Respectful, and Safe Learning Environments • Survey measure of Access to Supports and Services • Castles and Coltheart Test • Letter Name-Sound Test • EICS Numeracy Assessment • First Nations, Métis and Inuit Student Success <p>Required Local Components</p> <ul style="list-style-type: none"> • Student attendance data • Themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy) • Track the access of universal and targeted programming through both the MHCB Operational Teams and the NGPS Wellness Coaches. • Through NGPS and MHCB a team will be created in each school with training in Psychological First Aid, Mental Health First Aid, and Suicide Intervention. • Use the Beacon4+ Wellness and Diversity Data and Collection Tool to collect data on the Safe, Respectful, Caring, Impact of the Pandemic, Mental Health and Overall Wellness section for parents and staff. • Communicate the mission and vision of wellness for NGPS employees. • Contribute to the NGPS strategic wellness plan. <ul style="list-style-type: none"> - Communication (implementation) of the NGPS strategic wellness plan.

Welcoming, Caring, Respectful and Safe Learning Environments

Percentage of parents, students and teachers 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	82.7	82.8	82.8	84.7	86.1	86.1	n/a	Maintained	n/a
Parents	81.7	80.3	81.0	85.6	86.9	86.9	n/a	Maintained	n/a
Students	72.6	72.3	72.4	76.6	77.7	77.7	n/a	Maintained	n/a
Teachers	93.8	95.9	94.9	92.0	93.6	93.6	n/a	Declined	n/a

Comments on Results

- The percentage of parents and students who agree that their learning environments are welcoming, caring, respectful and safe decreases as the students move through the grade levels.
- Respecting one another and treating each other well were the statements rated the lowest by both parents and students.

Access to Supports and Services

Percentage of parents, students and teachers 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	80.1	80.6	80.6	80.6	81.6	81.6	n/a	Maintained	n/a
Parents	69.5	71.0	71.0	75.7	77.4	77.4	n/a	Maintained	n/a
Students	77.6	77.2	77.2	79.9	80.1	80.1	n/a	Maintained	n/a
Teachers	93.3	93.6	93.6	86.2	87.3	87.3	n/a	Maintained	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 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 2022-23

Grade	Total Number	Social Emotional	Literacy	Numeracy
PUF 3	37	6	0	0
PUF 4	22	1	0	0
ECS	54	15	0	0
Grade 1	59	26	14	6
Grade 2	55	14	18	9
Grade 3	72	14	23	11
Grade 4	73	15	33	23
Grade 5	71	19	24	21
Grade 6	77	13	30	24
Grade 7	86	10	13	12
Grade 8	70	17	9	9
Grade 9	66	13	5	3
Grade 10	52	20	4	0
Grade 11	35	9	1	1
Grade 12	31	3	2	2



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 with the Learning Service Coordinator, has trained five groups in 2022-23. As the school division's attendance officer, the Student Support Facilitator has worked with families and schools in supporting 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 offers a schoolwide model for addressing student's individual needs. The three fundamental components of the model are collaborative structures and processes; data and evidence; and a continuum of supports. NGPS schools worked on refining their continuum of supports in the areas of literacy, numeracy and social emotional needs. Through the Collaborative Response and Quality Learning Environment Framework, NGPS administrators and staff are able to have deep and meaningful conversations around school-level data and instructional practices to enhance student learning.

LEARNERS ARE SUPPORTED

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)

In the 2022-23 school year, the schools and/or communities with no Mental Health Capacity Building coaches, had a NGPS coach join their school setting. The team was expanded to include a third Program Manager to oversee the six new coaches (two in Valleyview, one in Hilltop High School, two in Mayerthorpe and one in Sangudo). In total there are 15 Wellness Coaches through the two programs to provide strategies and activities to support students with their mental health. The Wellness Coaches throughout NGPS provided summer programming to the families in our communities - specifically Onoway, Mayerthorpe, Sangudo, Whitecourt, Fox Creek and Valleyview.

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

Center for Trauma Informed Practices (CTIP) was formally called the North American Center

for Trauma Response and Threat (NACTATR). As the company continues to expand, our school division is committed to ensuring our staff are trained in VTRA. Northern Gateway Public Schools trained close to 53 participants in Level 2 Violent Threat and Risk Assessment (VTRA). Participants were from our RCMP, Children's Services, Addictions and Mental Health, Probation, Wellspring Women's Shelter and teachers, support staff or 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.

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
- Elk Island Numeracy Screen grades 1-4
- Math Intervention Programming Instrument (MIPI) as a math screen for grades 5-10
- The Fountas and Pinnell Benchmarking Assessment System as a reading diagnostic tool for students from kindergarten to grade 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 Colheart 3 Assessment (CC3)



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 2022-23 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 2022-23 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 Learning

OUTCOME 3: Learners have excellent teachers, educational assistants, school and school authority leaders.

Strategies	Measures
<ul style="list-style-type: none"> • Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard / 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 Quality Learning Environment (QLE) in their classroom practice and through Collaborative Team Meetings. <ul style="list-style-type: none"> - Intentional Planning - Responsive Instruction - Purposeful Assessment - Engaged 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 QLE 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 will refine the facilitation of Collaborative Team Meetings (CTM) to make them more powerful and meaningful, thus building the strength of the instructional team. • NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration. <ul style="list-style-type: none"> - Principals participate within their cohort to develop their instructional leadership capacity. - Administrator Meetings will have time dedicated for professional growth in the areas of: First Nations, Métis and Inuit, Curriculum, Assessment, and Instructional Practice • NGPS will include training opportunities for Educational Assistants to build their capacity of supporting students with diverse learning needs. • Utilize professional learning, through the Quality Learning Environment Framework, to support all staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> • Survey measure of Education Quality <p>Required Local Components</p> <ul style="list-style-type: none"> • 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 QLE • Surveys related to QLE work • Results/notes from school assurance meetings • Strategic planning documents • ngpsTALK • Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Education Quality

Percentage of parents, students and teachers 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	86.4	87.7	88.7	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Parents	79.4	81.5	82.3	84.4	86.1	86.4	Intermediate	Maintained	Acceptable
Students	82.4	84.3	86.0	85.7	85.9	86.9	Low	Declined Significantly	Concern
Teachers	92.4	97.3	97.9	94.4	95	95.7	High	Maintained	Good

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.
- 64% of students in grades 10-12 responded that they found English, Math, Science and Social useful.
- 55% of students in grades 10-12 responded that they find their school work interesting.
- 88% of gr.4-6 parents indicated that their children feel school work is interesting compared to 66% of gr. 7-9 parents and 54% of gr. 10-12 parents.
- 73% of gr. 4-6 parents agree that their children are learning what they need to know, compared to 64% of 7-9 parents and 63% of gr. 10-12 parents

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. The Learning Services Team collaborates with School Administrators to 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.

Governance

OUTCOME 4: NGPS optimizes available financial, people and physical resources in support of student and system success.

Strategies	Measures
<ul style="list-style-type: none"> Review programs, services and supports to assess effectiveness and alignment with provincially allocated funding. Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference. Publicly recognize and celebrate the contributions of students, staff, parents, and community. The Board of Trustees are advocates for public education and for Northern Gateway Public Schools. Identify and refine policies and procedures to ensure strategic planning and decision-making advance education excellence. Continue to participate in the Rural Caucus of Alberta School Boards. Continue to advocate for necessary funding and support that address the unique needs of small schools and the rural context. Continue to engage parents/guardians during school council meetings in each school. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> Survey Measure of Parent Involvement School Authorities provide the amount budgeted for 2022-23, the amount spent and the variance between these amounts for operational expenses. <p>Required Local Components</p> <ul style="list-style-type: none"> Survey measure of School Improvement ngpsTALK Students to school-based staff ratio

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 parents and teachers 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	77.8	75.3	78.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable
Parents	66.2	61.6	64.9	72.5	72.3	73.1	Intermediate	Maintained	Acceptable
Teachers	89.5	89.1	92.4	85.7	85.2	87.4	Intermediate	Declined	Issue

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 is confirmed very few parents engage in these opportunities.

School Improvement

Percentage of parents, students, and teachers 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	74.7	75.7	75.7	74.2	81.4	77.9	Intermediate	Maintained	Acceptable
Parents	65.6	66.7	66.7	70.0	81.7	75.0	Low	Maintained	Issue
Students	69.3	74.1	74.1	76.3	79.1	77.9	Low	Declined Significantly	Concern
Teachers	90.2	86.3	86.3	76.3	83.4	80.7	Very High	Improved	Excellent

Community Engagement

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

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

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; and
- continually review and revise action plans.

Engagement Summary

The following is a summary of the engagements that have taken place during the planning and reporting cycle.

Date	Stakeholder	Engagement Summary
Sept. 9, 12, 13, 14, 16, 23, and 26	Teacher	Teachers in grades K-6 were offered multiple sessions focussed on the new English Language Arts and Literature and Mathematics curriculum.
Sept. 21	Teacher	K-6 teachers were offered an in person session as well as multiple after school sessions on the new Physical Education and Wellness curriculum.
Oct. 5, 6, 11, 12, 13, and 17	Teacher	Teachers in grades K-6 were offered multiple sessions focussed on the new English Language Arts and Literature and Mathematics curriculum.
Nov. 30 and Dec. 1	Board Members	NGPS Administrative Teams presented a Results Review for the 2021-22 school year.
Jan. 16, 19, 20, 23, 24, and 31	Teacher	Teachers in grades K-6 were offered multiple sessions focussed on the new English Language Arts and Literature and Mathematics curriculum.
Feb. 3, 6, 8, 9, 13, 16, and 21	Teacher	Teachers in grades K-6 were offered multiple sessions focussed on the new English Language Arts and Literature and Mathematics curriculum.
Mar. 14 and 22	Administrators	Administrators participated in 2 Three-Year education planning engagement sessions. Administrators participated in conversations and activities, which assisted in creating the year two 2022-2025 Three-year Education Plan
Dec. 2022	Public ngpsTALK	Whitecourt - Potential for Re-Configuration of Whitecourt Schools
Dec. 2022	Public ngpsTALK	Darwell and Grasmere Schools Consultation
Dec. 2022	Public ngpsTALK	Valleyview New School
Mar. 2023	Public ngpsTALK	Weigh in on next year's calendar
Mar. 2023	Public ngpsTALK	Keeping Sangudo Community School Viable
Mar. 2023	Public	Sangudo Community School Viability Public Community in-person meeting

Occupational Health and Safety

Northern Gateway Public Schools is committed to a health and safety system that protects our workers, students, visitors, others (e.g. contracted employers) who enter our property.

The employer, supervisors and workers at every level are responsible and accountable for the company's health and safety performance. Active participation by everyone, every day, in every job is necessary for the health and safety excellence that Northern Gateway Public Schools expects. Health and safety excellence includes the promotion and maintenance of the highest degree of physical, psychological, and social well-being of all employees. Our goal is a healthy and injury-free workplace for all workers. By working together, we can achieve this goal.

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 & 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 3,900 students, including those travelling to the separate boards in Valleyview and Whitecourt. Students in our communities board Northern Gateway Public Schools buses across 88 routes travelling over 10,000 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. Kindergarten - Grade 6 students have participated in a school bus ridership program delivered by Safely on Board staff this year.

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.

2022-23 included the completion of year one of the second 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.

Outdated technology has been electronically recycled and any funds received from recycling will be added back to the Evergreen Fund.

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.

Finance and Infrastructure



Highlights of Facility and Capital Plans

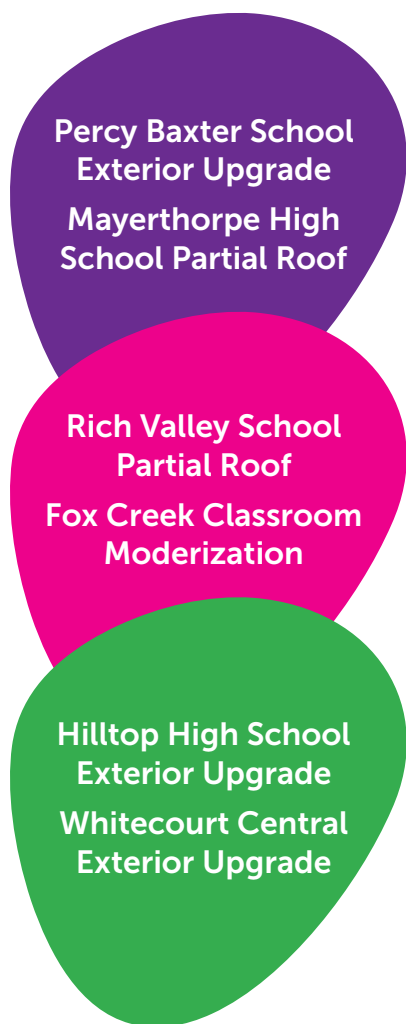
Overview

Highlights of Facility and Capital Plans Overview Northern Gateway Public School Division’s Facilities and Maintenance Staff provides services to sixteen school sites and five support buildings which include: one transportation building, two maintenance buildings, one administration building, and one support services building.

The 2022-2023 school year NGPS has a utilization rate of 61% in comparison with last year’s provincial average of 85%. 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. The Public School Works program allows the Maintenance Department to track repairs throughout the school division.

Capital Projects for 2022-23



Infrastructure Maintenance and Renewal Program

Infrastructure Maintenance and Renewal Program (IMR) Priorities are based on consultation meetings with the Director of Maintenance, School Administrators, Superintendent of Schools, and the School Board. In 2022-23 \$465,000.00 was allocated to Northern Gateway School Division for Capital Maintenance Renewal projects and \$672,000 for Infrastructure Maintenance Renewal projects.

Infrastructure and Maintenance Projects 2022-23 include:

- New sidewalks for Oscar Adolphson School and Mayerthorpe High
- New paving at Pat Hardy and Hilltop schools
- New furnaces at Mayerthorpe High portables and Fox Creek
- Boiler replacement at Hilltop High
- Camera systems upgraded at Rich Valley, Hilltop and Onoway High School
- Keyscan and Alarm upgrades at Sangudo school, Elmer Elson
- New Doors at Pat Hardy and Elmer Elson schools
- Handicap opener at Onoway Elementary school
- Site drainage repaired at Oscar Adolphson and Pat Hardy schools
- New Flooring in some classrooms at Sangudo, Pat Hardy and Grasmere schools
- Fire Panels at Elmer Elson, Rich Valley and Darwell schools
- New gasline at Sangudo school
- Ceiling and roof upgrades at Sangudo and Rich Valley schools
- Classroom Modernization at Fox Creek school
- New drinking fountain at Hilltop and Grasmere schools
- HVAC replacement server at Onoway High School

Highlights of Facility and Capital Plans Capital Plan 2024-27

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.

▶ View [Northern Gateway Public Schools’ Three-Year Capital Plan](#).

The jurisdiction’s 2024-27 Three-Year Capital Plan, requests the following capital projects:

Year One 2024-25 Priority One
Valleyview K-12 Replacement School

Year Two 2025-26 Priority Two
Modernization of Whitecourt Central, Pat Hardy and Sangudo schools

Year Three 2026-27 Priority Three
Modernization of Darwell, Grasmere and Elmer Elson schools

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

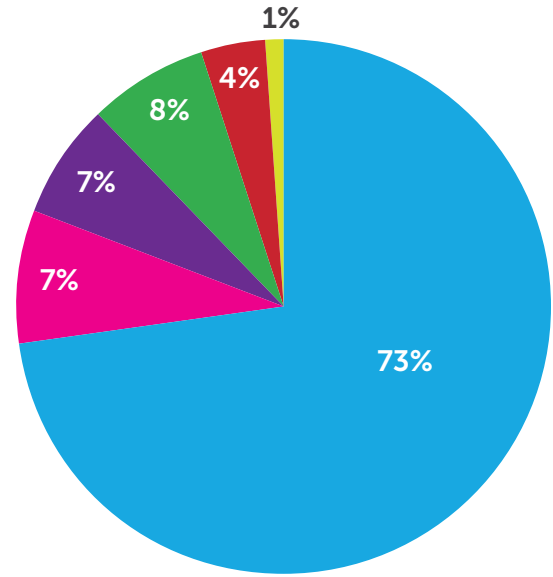


Deputy Superintendent, Leslee Jodry
Superintendent, Kevin Bird
Secretary Treasurer, Tamara Spong

Budget Highlights 2022-23

NGPS’s annual budget for the 2022-23 year was projected to be \$71,487,553, an increase of \$851,595 (1.2%).

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



Total Expenses Variance

2023 Actual	2023 Budget	Variance Amount	Variance %
\$73,951,826.00	\$71,487,553.00	-\$2,464,273.00	-3.33%

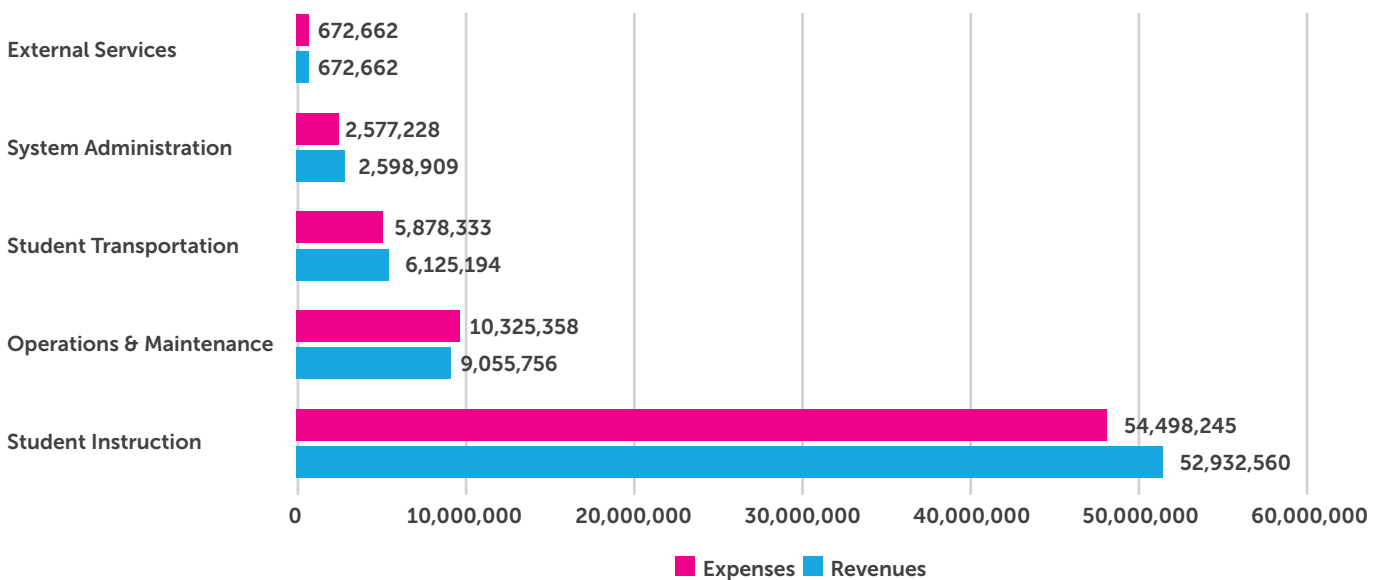
Variance Explanation

- The Division’s total operating expenses for the 2022-23 year were \$74 million, compared to the Spring approved budget total of \$71.5 million. This \$2.5 million (or 3.33%) variance is attributed mostly to increased costs in insurance, salaries and benefits and overall increased cost of supplies.

- ▶ View [Northern Gateway Public Schools’ 2023-24 Budget Report](#).
- ▶ View [Northern Gateway Public Schools’ 2022-23 Audited Financial Statements](#).
- ▶ View the [Provincial K to 12 Education Financial Statements](#).

Additional financial information can be found by contacting the finance department at NGPS.

2022-23 Revenue and Expenses by Program





Northern Gateway
Public Schools

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