

Three Year Strategic Education Plan 2017-2020

&

Annual Results Report 2016-2017



Wetaskiwin
Regional
Public
Schools



NOVEMBER 2017

Inspiring students to become the best they can be.

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BOARD OF TRUSTEES

Trustee Barb Johnson	City of Wetaskiwin
Trustee Leanne Axelsen	City of Wetaskiwin
Trustee Jayne Pettifor	City of Wetaskiwin
Trustee Lynn Ware	Division 1
Trustee Dave Gursky	Division 2
Trustee Stephanie Wilson	Division 3
Trustee Karen Becker	Division 4
Trustee Randy Ermineskin	Maskwacis First Nations Representative



Our commitment is ensuring all students are being prepared for a great future.

SCHOOL DIVISION PROFILE

Wetaskiwin Regional Public School's boundary area is coterminous with that of the County of Wetaskiwin, the City of Wetaskiwin and the Town of Millet. The division has a student population of 3,939 full time equivalent students, with approximately 242 full time equivalent teaching staff and approximately 245 full time equivalent support staff. We have 15 School sites, 2 colony schools, 3 outreach schools, an Early Education Family Wellness Center and 1 Home Education School Program.

The Division offers instruction in all provincially required areas of study, as well as a selection of secondary options. In addition to the provincial curriculum, our teachers have developed specific courses to meet the needs and interests of our students.

A Kindergarten – Grade 8 Dual Track School offering Year Round / French Immersion education is offered in Wetaskiwin with interested French Immersion students continuing their studies at the high school level through Alberta Distance Learning.

A Registered Apprenticeship Program as well as work experience opportunities are offered in some of our division schools to provide students with a wide range of work experience opportunities.

Student Services – Becoming an Inclusive School System

In comparison to the provincial average, Wetaskiwin Regional Public Schools has a high proportion of students with exceptionalities – students with disabilities or developmental delays as well as those with social/emotional disorders. As a result, we focus significant time, effort and resources to provide appropriate programming and services to accommodate resulting needs.

We hold a belief in the value and dignity of all students and we endeavor to provide appropriate educational opportunities and equitable benefits for all students with exceptional needs. We embrace a commitment to the provision of support services that make it possible for students with exceptional needs to receive an education based on their potential and appropriate to their level of ability. Building students' emotional health, citizenship and leadership skills is achieved through school-wide skill development activities as well as small group and individualized guidance and support.

As we continue these efforts, we do so while considering the needs of all students. We are developing Learning Teams in each of our schools to guide our response to the needs of students and teachers, to work together with parents and to incorporate recommendations from other professionals. This is our approach to becoming an inclusive school system.

Indigenous Program

Our proximity to the programming. A Board Priority is to enhance the success of Indigenous students and encourage the active involvement of their families. Our close connections to the Maskwacis Cree Nation community constitutes the need for a high quality, responsive Indigenous focus to address this priority. Wetaskiwin Regional Public Schools has worked hard to develop a culturally responsive school division through community engagement, working with Elders, cultural leaders, students, parents and our communities. We have a Board Trustee jointly appointed by the Ermineskin, Samson, Louis Bull and Montana Cree Nations to assist us in understanding and validating First Nations, Inuit and Métis histories, cultures, values and traditions. The Board has established the Maskwacis Education Council to foster effective communication with Indigenous families and to involve them in a collaborative decision-making process.

Governance

Wetaskiwin Regional Public Schools is governed by an elected Board of seven trustees, and one Maskwacis First Nations Trustee who is appointed to the Board by the Maskwacis Four Bands. Trustees are elected for four-year terms and are responsible for establishing policy and strategic direction. Each school is represented by a school council or parent advisory committee where parents and teachers work together to enhance student learning and well-being.

Whistleblower Protection

We had no disclosures or investigations related to the Public Interest Disclosure (*Whistle Blower Protection Act*).



FOUNDATION STATEMENTS

FOUNDATIONAL STATEMENT

Wetaskiwin Regional Public School delivers quality education in a welcoming environment that is safe and caring.

PRIORITIES

- Improve the academic success of all students; and
- Enhance the success of Indigenous students and encourage the active involvement of their families.

The Board determined these priorities as part of its strategic planning process that included consultation with individuals from both the community and our school division. These priorities guide our strategic planning.

BOARD GOALS

- WRPS staff ensure all students are at grade level plus.
- WRPS will determine efficiencies that can be implemented across the division.
- WRPS initiates community partnerships to provide students with enhanced opportunities.
- WRPS has effective consultation structures and processes.
- WRPS has responsive and sustainable levels of programs and services supported by the Funding Distribution Model.
- WRPS implements innovative and creative partnership ideas that meet the needs of students.



WRPS VALUES

- Wetaskiwin Regional Public School meets the needs of all students.
- We ensure a welcoming environment that is safe and caring.
- We respect diversity.
- We value teamwork and collaboration.
- We expect honesty and integrity.
- We value innovation and creativity through risk-taking and discovery.
- We are transparent and accountable.

WRPS PRINCIPLES

- Our students will engage in relevant, challenging learning opportunities to enhance their academic, personal and social/cultural growth in a safe and caring environment.
- Our organization will be people-centered by being principled, collaborative, accountable, and effective.
- Our community will share in the ownership and responsibility for the well-being and education of their children and youth.
- The primary criterion for judging the success of our schools and our education system is how well every student learns and experiences personal achievement.
- Our people will be committed to a learning community that values people, diversity, excellence and professional growth.

WRPS MOTTO

Inspiring students to become the best they can be.

WRPS TAGLINE

Make learning visible.

THE LEARNING CYCLE AND LINKAGE TO RESPONSE TO INTERVENTION

WRPS Learning Cycle

The Learning Cycle was created by Wetaskiwin Regional Public Schools (WRPS) to improve student achievement by supporting teacher professional growth.

It identifies four key elements of teaching:

- planning to achieve quality outcomes for student learning;
- applying high yield instructional strategies;
- using assessment to make teaching responsive to learning; and
- evaluating and reporting student progress.

When the four elements are working well together students are more engaged, they take greater ownership of their learning and there are gains in achievement.



There is extensive research about the kinds of teaching practices that consistently have a positive impact on student learning. The Learning Cycle promotes the use of these practices.

Applying the right instructional practices to engage students is sometimes called “the art and science of teaching”. The process requires effective planning, monitoring and reflection. When this process is collaborative and supported, teacher professional growth is enhanced and results in greater benefits to students and learning. In WRPS, teachers are expected to “try” new practices and review results. Fullan’s insight is “behaviours change before our beliefs” (2011).

What are the right instructional practices? Marzano (2001) studied successful teaching in education research and identified high yield classroom instruction strategies. He also reported that in order for the high yield strategies to be effective, teachers need to be using quality formative assessment and implementing sound classroom management strategies.

Hattie (2009) extended Marzano's work by synthesizing meta-analyses relating to achievement. When the quality of teaching improves, students become more engaged. Engaged students want to learn. They attend class, are on time, participate, submit required work and follow teacher directions. Engaged students desire to do well at school and beyond school

Response to Intervention

The purpose of Response to Intervention (RTI) is to ensure high levels of learning for all students. RTI believes that virtually all educators start each day with honorable intentions, work tirelessly on behalf of students, and utilize the best strategies they possess. However, RTI assumes that all students don't learn the same way or speed, that some lack prior skills and knowledge, others lack proper behaviors, and there are students whose home life is counter-productive to academic success.

RTI concludes that no teacher possesses all the skills, knowledge, and time necessary to meet the needs of every student assigned to his/her class and traditional school systems have never achieved the goal of all students learning at high levels.

RTI assumes students have foundational literacy and numeracy skills. The first tier of intervention in RTI is quality teaching in each classroom. Quality classroom teaching is a direct link to the Learning Cycle. However, quality classroom teaching is not enough for some students.

Therefore, to ensure optimal learning for all students, schools must create a systematic process that ensures every student receives the additional time and support needed to learn at high levels. The premise is that schools should not delay providing help for struggling students until they fall too far behind, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need. WRPS refers to this as "timely responsive intervention".

To successfully incorporate RTI practices in all schools, teachers must:

- work collaboratively rather than in isolation;
- agree on the essential learning all students will acquire;
- agree on how students will demonstrate their learning; and
- assess their individual and collective effectiveness on the basis of the evidence of student learning.

In turn, schools must review its practices and structures to deliver timely responsive intervention.

Conclusion

Together, implementing the Learning Cycle and RTI practices in all schools, in all grades will support learning each day and increase the number of students successfully completing high school and moving into post-secondary education.

STRATEGIC EDUCATIONAL GOALS

Educational goals are identified on the basis of the Board Priorities.

PRIORITIES	
Improve the academic success of all students.	Enhance the success of First Nations students and encourage the active involvement of their families.
<u>EDUCATIONAL GOAL</u> Success for every student. Outcomes Achieve high standards of academic success. The achievement gap between Indigenous students and all other students is eliminated. Students demonstrate proficiency in literacy and numeracy. Quality teaching results in optimal learning.	<u>EDUCATIONAL GOAL</u> Success for Indigenous students. Outcome Indigenous students demonstrate engagement.



IMPROVE THE ACADEMIC SUCCESS OF ALL STUDENTS

Educational Goal - Success for Every Student

Outcomes: Achieve high standards of academic success.
The achievement gap between Indigenous students and all other students is eliminated.

Performance Measures (Refer to the following tables):

OVERALL RESULTS

Diploma Exams (DIPs)

	WRPS		PROVINCE	
	Acceptable	Excellence	Acceptable	Excellence
2017	83	17	83	22
2014-2016	86	21	83	22
	WRPS FNMI		PROVINCE FNMI	
	Acceptable	Excellence	Acceptable	Excellence
2017	73	5	77	11
2014-2016	81	10	76	10

Provincial Achievement Tests (PATs) - Students Writing

	WRPS		PROVINCE	
	Acceptable	Excellence	Acceptable	Excellence
2017	69	12	80	18
2014-2016	79	13	80	18
	WRPS FNMI		PROVINCE FNMI	
	Acceptable	Excellence	Acceptable	Excellence
2017	51	4	60	8
2014-2016	58	3	60	9

Comments – Achieving high standards of academic success for all students:

Students writing Diploma Exams consistently achieve high standards. Last year's decline in PAT results for *students writing* was unexpected. Results are more typically comparable to provincial rates. Strategies supporting excellence are needed before beginning high school.

A 71% participation rate in two or more diploma exams has been fairly constant over a five year period, remaining 10% below the provincial rate.

FNMI results declined in 2016-2017. While there is a greater discrepancy for FNMI achievement test results in Grade 6 & 9, fewer Indigenous students are writing diploma exams. It is an encouraging result that the number of Indigenous students writing two or more diploma exams in 2016 increased from 22 to 40.

More preparation is needed to support students identified FNMI before starting high school, Support being introduced through initiatives like the Success Coach model is impactful.

High schools are commended for developing and implementing programs to support academic success in order to improve high school completion. A majority of schools are achieving good results. Deliberate plans are in place to support schools with greater learning needs.

IMPROVE THE ACADEMIC SUCCESS OF ALL STUDENTS

Educational Goal - Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measures (Refer to the following tables):

ENGLISH LANGUAGE ARTS & MATH OVERALL RESULTS

Diploma Results

2016 - 2017				
	WRPS		PROVINCE	
	Acceptable	Excellence	Acceptable	Excellence
EN30-1	85	9	87	12
EN30-2	91	9	90	11
MA30-1	72	25	73	31
MA30-2	73	14	75	16
FIVE YEAR AVERAGE				
	WRPS		PROVINCE	
2013-2017	Acceptable	Excellence	Acceptable	Excellence
EN30-1	90	9	97	11
EN30-2	92	12	89	12
MA30-1	74	28	75	31
MA30-2	73	9	73	15

Provincial Achievement Test Results – Students Writing

2016-2017				
	WRPS		PROVINCE	
2017	Acceptable	Excellence	Acceptable	Excellence
ELA6	86	14	92	11
MATH 6	68	8	77	14
ELA9	84	12	86	17
MATH 9	59	15	76	21
FIVE YEAR AVERAGE				
	WRPS		PROVINCE	
2013-2017	Acceptable	Excellence	Acceptable	Excellence
ELA6	87	13	91	21
MATH 6	74	10	80	16
ELA9	85	13	86	17
MATH 9	67	16	75	20

Comments on ELA & Math Results:

Most students demonstrate proficiency in literacy and numeracy. English results are stronger than Math results. Schools with low ELA and Math results are implementing focused improvement plans.

ELA Diploma results are consistently high. Math Diploma results are good. ELA6 and ELA9 results are acceptable. However, low MA6 and MA9 results are being addressed.

The targets for students writing ELA and Math Provincial Achievement Tests are:

Acceptable 90%

Excellence 20%

Provincial Achievement Test targets are set in order to achieve a high standard of success for all students. Schools are working towards achieving the targets.

During instructional rounds in 2016-2017 it was determined that there needs to be stronger linkage between school improvement and teacher growth strategies with clearly identified measures, particularly in English Language Arts and Mathematics.

WRPS strives to achieve targets above provincial rates. While current PAT results are low, results from the most recent Socio-Economic Status (SES) Index and Gap Scores report indicates overall PAT results have been exceeding predicted expectations. While the SES Index for WRPS is ranked in the bottom quartile provincially, overall PAT results are placed in the first quartile. For the fifteen schools ranked in this report, five schools exceeded predicted results by two quartiles and five schools exceeded predicted results by one quartile.

Achieving High Standards of Academic Success for All students - Strategies

- Ensure implementation of the Learning Cycle through school improvement planning and teacher professional growth – “this is what is being taught, this is how it is being taught and this is how we know students are learning”.
- Implement RTI practices in all schools by ensuring opportunities for teachers to:
 - work collaboratively rather than in isolation
 - agree on the essential learning all students must acquire
 - agree on how students will demonstrate their learning
 - assess their individual and collective effectiveness on the basis of the evidence of student learning.
- Using the RTI model, ensure schools are developing a systematic process that ensures every student receives the additional time and support needed to learn at high levels. RTI's underlying premise is that schools should not delay providing help for struggling students until they fall too far behind, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need.
- Implement school-based English Language Arts and Mathematics target setting strategy to focus Learning Cycle and RTI.
- Complete the formative and summative assessment review and continue to implement the gradebook strategy.
- Implement a research-informed multiyear literacy project (Hill and Crevola) in pilot schools facilitated by Miriam Trehearne.
- Continue to implement the Math Common Assessment strategy.
- Pilot grade six condensed math strategy using the RTI framework.
- Continue to implement the Indigenous Strategic Plan.

IMPROVE THE ACADEMIC SUCCESS OF ALL STUDENTS

Educational Goal - Success for Every Student

Outcome: Quality teaching results in optimal learning.

Performance Measure	Results (in percentages)				
	2013	2014	2015	2016	2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	86.9	87.6	87.3	88.3
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	76.3	77.2	77.3	76.5	76.8

Quality of Education	2013	2014	2015	2016	2017
Overall	88.9	86.9	87.6	87.3	88.3
Teacher	97.2	96.7	94.6	96.1	95.5
Parent	81.6	79.3	81.9	79.7	82.8
Student	87.9	84.8	86.3	86.2	86.6

Broad Program of Studies	2013	2014	2015	2016	2017
Overall	76.3	77.2	77.3	76.5	76.8
Teacher	83.4	86.6	85.2	84.8	85.2
Parent	69.4	71.9	72.3	71.5	71.1
Student	76.3	73.2	74.5	73.3	74.2

2016-2017 School Year Off-Campus Education			
	Work Experience	Registered Apprenticeship Program (RAP)	Green Certificate
WCHS	113	4	2
BMC	14	0	0
PLRS	23	3	9
TOTAL	150	7	11

Comment on Results:

90% of students consistently rate teachers and the quality of teaching as good to very good.

Overall satisfaction with opportunities for students to receive a broad program of studies is about 5% less in WRPS than the provincial average. Overall results are fairly consistent the past five years.

In 2016-2017, junior high / high school students report there generally are a good variety of courses available at school (85%). More specifically:

- poor opportunities to learn music (20-24%)
- satisfaction with opportunities to learn drama (72-74%)
- typically good satisfaction with opportunities to learn about computers (+80%)
- more satisfaction with junior high (79%) compared to senior high (71%) art opportunities
- good satisfaction with physical education opportunities (+90%)
- limited opportunities to learn a second language (42% - 47%)
- greater junior high satisfaction (84%) with opportunities to take health compared to senior high (73%)

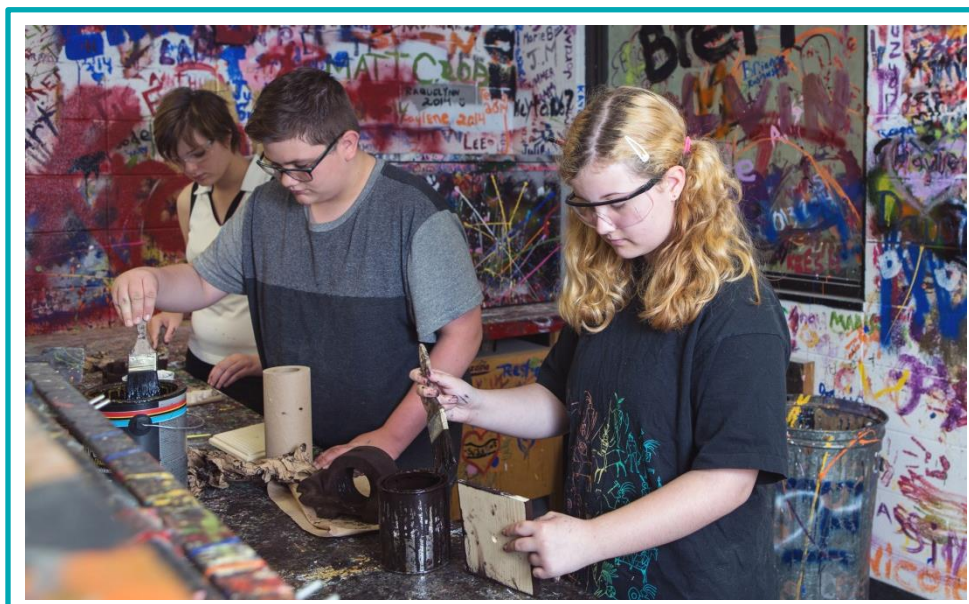
Strategies:

Quality of Education

- Develop collaborative opportunities for teacher professional growth.
- Continue to review of teacher professional growth plans and impact on learning.

Broad Program of Studies

- Board evaluates and sets direction for administration to provide equitable access to programs and services for all students and communities in WRPS. Implementing the Board Strategic Direction will provide more students access to a greater variety of courses.
- High schools continue to provide opportunities for Work Experience, RAP and Green Certificate.



ENHANCE THE SUCCESS OF FIRST NATIONS STUDENTS AND ENCOURAGE THE ACTIVE INVOLVEMENT OF THEIR FAMILIES

Educational Goal - Success for Indigenous Students

Outcome: Indigenous students demonstrate engagement.

Performance Measures:

- *Wahkohtowin Nihkanote – Relationships Moving Forward* Report (2016)
- *Tell Them From Me* (TTFM) Student Engagement Survey Summary (2016)

Results:

Findings in the [Wahkohtowin Nihkanote Report](#), based on responses from one quarter of approximately 250 Indigenous families, confirm there is a strong sense of pride in their unique culture, language and territory which can enhance student experiences and chance for success.

Furthermore, families indicate:

- a shared vision for Indigenous students exists;
- they perceive a sense of welcoming and belonging;
- there is a need to recognize the unique learning opportunities required by Indigenous students to support consistent growth and success in their academics;
- desire for continued review and development of programming based on “Wahkohtowin”;
- the importance of developing curriculum enhancements which includes Indigenous knowledges, academic and principal attitudes/practices; and
- developing an inclusive approach with all WRPS students.

TTFM secondary survey results indicate that Indigenous students continue to be interested and motivated in their studies. More report participating in class discussions or asking for needed help understanding concepts or ideas. However, Indigenous students value homework less than non-Indigenous students. They report they do not enjoy homework or studying nor believe it helps learning. They do not tend to hand homework in on time. Indigenous students report they tend to have fewer positive relationships at school when compared to other students. More reported a positive sense of belonging when asked if “they make friends easily at school and feel accepted by other kids” from the previous year (an increase of 10% to 60%). During the past three years, about one third of Indigenous students report they are regularly truant, although this result was nearly one half of students in 2013. Finally, one quarter of Indigenous students indicate they were bullied (physically, verbally, socially, cyber) within four weeks of the survey, slight higher than the Indigenous national average (one in five) and for WRPS non-Indigenous students (one in six).

The second annual spring Learning and Sharing Circle was hosted, providing opportunities for students and staff to share success stories from the schools with Indigenous programs.

An outcome of the Indigenous Strategic plan is “honor the people we serve”. Focus areas for this outcome are:

Truth and Reconciliation (TRC) and United Nations Declaration on Rights of Indigenous Peoples (the Declaration)

- Key recommendations from TRC and the Declaration linked to Wahkotowin Report and identified in Building Collaboration and Capacity in Education Grant
- Board adopted Principles of TRC at recommendation of Grand Chief Wilton Littlechild

Foundational Knowledge

- Leadership Team received professional development
- Developing First Nations Studies course for Grade 7 & 8 students
- Continue to support Cree Language instruction in schools
- Elders invited to support work in schools

History and Legacy of Residential Schools

- Schools recognize and provide education regarding Orange Shirt Day
- Leadership Team participated in the Blanket Exercise.

Treaties

- Initiated relationship with the Confederacy of Treaty Six First Nations

Contemporary Context

- Board participated in a pipe ceremony with Miyo Wahkohtowin Education Authority declaring their shared commitment to students and families.
- Schools receive guidance from Elders supported by Indigineous program staff and partnered relationships with staff at Miyo Wahkohtowin Education Authority.
- Developed and initiated a staff development strategy to address trauma informed classroom and school practices.

In 2016-2017, WRPS high schools reported 50 Indigenous students graduated. This is comparable to the 2015-2016 result of 49 students, up 4 from 2014-2015 and up 27 from 2013-2014. The significant improvement in 2014-2015 is maintained for a third year in a row.

Comment on Results:

In the *Wahkotowin Nihkanote Report* families described instances of successful student engagement in many schools that illustrate how all schools could improve in more deliberate and meaningful ways. Examples were also provided that illustrate why families lack confidence and trust with schools.

Strategies undertaken by the Wahkotowin Team are impacting Indigenous student engagement.

The increase in students completing high school provides strong evidence that they are more engaged.

Strategies:

The following strategies are directly linked to the [Indigenous Strategic Plan](#).

Truth and Reconciliation (TRC) and United Nations Declaration on Rights of Indigenous Peoples (the Declaration)

- Continue to act on key recommendations from TRC and the Declaration linked to *Wahkotowin Report* and identified in Building Collaboration and Capacity in Education Grant
- Review and apply Principles of TRC through the Leadership Team

Foundational Knowledge

- Continue to support professional growth of Leadership Team
- Refine and expand offering of First Nations Studies course for Grade 7 & 8 students
- Invite elders to support work in schools
- Continue development of Land and Cree Language based curriculum.
- Expand understanding and inclusion of foundational knowledge in classrooms through Walking Together partnership with the Alberta Teachers' Association.

History and Legacy of Residential Schools

- Schools continue to recognize and provide education regarding Orange Shirt Day
- Leadership Team participated in the Blanket Exercise.
- ATA is delivering a Legacy of Residential Schools session to WRPS staff on a professional development day.
- Schools are participating in the Blanket Exercise (staff).

Treaties

- Develop guidance relationship with the Confederacy of Treaty Six First Nations to support

Contemporary Context

- Board participated in a pipe ceremony with Miyo Wahkohtowin Education Authority declaring their shared commitment to students and families.
- Schools receive guidance from Elders supported by Indigineous program staff and partnered relationships with staff at Miyo Wahkohtowin Education Authority.
- Developed and initiated a staff development strategy to address trauma informed classroom and school practices.

In 2017 – 2018 there will be a series of student and parent engagement forums to review perceptions about the impact and satisfaction of implementing the Indigenous Strategic Direction.

SUMMARY OF FINANCIAL RESULTS

2016-2017

Summary of Financial Results			
	2016-17	2016-17	2015-16
	Budget	Actual	Actual
Revenues			
Government of Alberta	46,703,443	46,135,861	45,531,924
Federal Government	4,978,639	5,376,348	4,986,923
Other Revenues	<u>1,916,706</u>	<u>2,080,458</u>	<u>2,032,376</u>
Total Revenues	<u>53,598,788</u>	<u>53,592,667</u>	<u>52,551,223</u>
Expenditures			
Certificated Salary and Benefits	28,016,296	27,819,458	29,007,945
Uncertificated Salary and Benefits	13,342,085	13,655,181	13,343,910
Other Expenses	<u>12,333,250</u>	<u>11,714,383</u>	<u>11,201,756</u>
Total Expenditures	<u>53,691,631</u>	<u>53,189,022</u>	<u>53,553,661</u>
Surplus (Deficit)	<u>(92,843)</u>	<u>403,645</u>	<u>(1,002,388)</u>
Reserves			
Operating reserves September 1, 2016	1,408,480	2,331,700	2,865,941
Net transfers to (from) Operating Reserves	<u>(6,043)</u>	<u>683,468</u>	<u>(534,241)</u>
Operating reserves September 1, 2017	<u>1,402,437</u>	<u>3,015,168</u>	<u>2,331,700</u>
Capital reserves September 1, 2016	1,052,860	931,940	1,152,860
Net transfers to (from) Capital Reserves	-	<u>(575,934)</u>	<u>(220,920)</u>
Capital reserves September 1, 2017	<u>1,052,860</u>	<u>356,006</u>	<u>931,940</u>
Accumulated Reserves August 31, 2017	<u>2,455,297</u>	<u>3,371,174</u>	<u>3,263,640</u>

Note: For a breakdown on school generated funds and their usage, please refer to [Note 15 in our Financial Statements](#).

SUMMARY OF FINANCIAL RESULTS

2016-2017

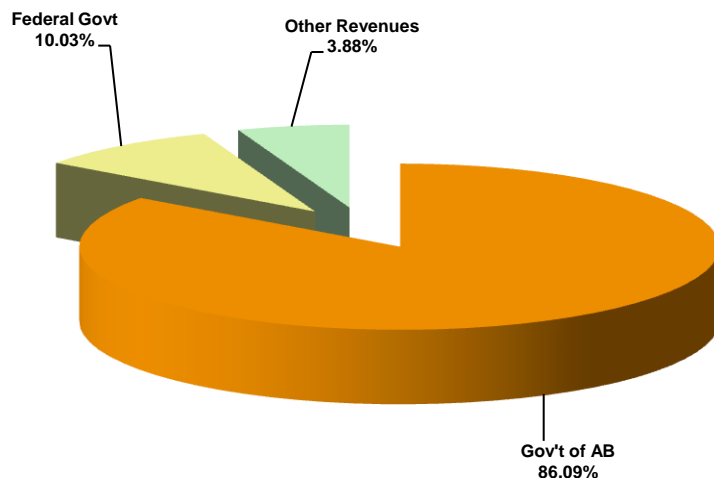
Revenue:

WRPS receives the majority of its operating and capital revenue from the province.

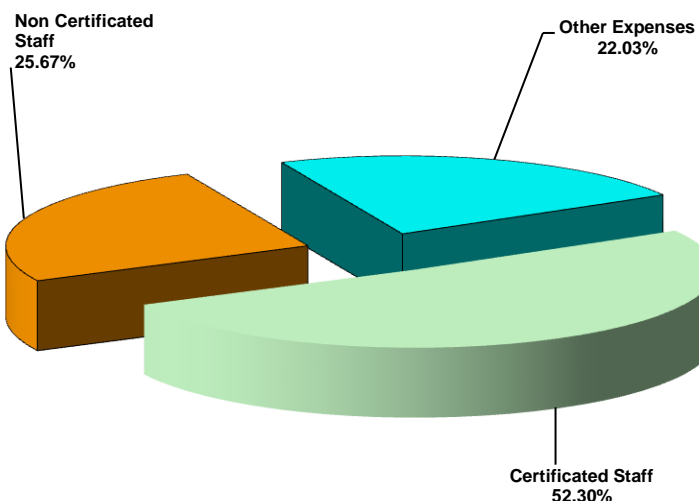
Operating funds are distributed in order to cover staffing levels determined in consultation with site administrators and, in addition, include a per students allocation to cover services, contracts and fees expenditures and a per teacher allocation to cover release time expenditures.

Funds, once distributed to the budgetary sites, are the responsibility of that site. The budgetary process at each site is expected to involve staff and the school community.

Jurisdiction Revenue 2016-17



Jurisdiction Expenditures 2016-17



Expenditures:

The majority of all operating expenditures in WRPS are staffing related.

Certificated Staff – refers to all teaching staff.

Non-Certificated Staff – refers to all non-teaching staff. This includes school support, Plant Operations and Maintenance, Transportation and Board and System Administration.

Other Expenses – refers to all non-staff related expenditures in the division. This includes general supplies, utilities, vehicle operations, travel and subsistence, amortization of capital assets, etc.

SUMMARY OF FINANCIAL RESULTS

Detailed financial information is available on our website:

- View our [2016-2017 Audited Financial Statements](#)
 - Includes detailed information on the jurisdiction's sources of school generated funds.
- Alberta Education Provincial Roll up of Jurisdiction Audited Financial Statements
<https://education.alberta.ca/financial-statements/combined-statements/>

For more information about the Wetaskiwin Regional Public Schools Summary of Financial Results contact:

Mrs. Sherri Senger, CPA, CMA, CSBO
Associate Superintendent: Business
780-352-6018



CRITICAL 2017-2018 BUDGET ASSUMPTIONS

Revenue:

- All instructional grant funding remains at the 2016-17 rates.
- Transportation funding remains at the 2016-2017 rates.
- Operations and Maintenance grant remains at the 2016-2017 rates.
- Infrastructure Maintenance Renewal funding increased by \$168,000 to \$1,391,000.
- Contingent on the proclamation of Bill 1, school boards will not be able to charge basic instructional school fees. The government will implement a new funding grant intended to replace the fees revenue a board would have otherwise collected from families. This funding will be based on the amount school board's reflected in their 2015-2016 Audited Financial Statements on the Basic Instruction Supplies line on Schedule 8 – Fees. WRPS reported a balance of \$187,848.
- Starting in 2017-18, credit enrolment units (CEUs) will only be funded to a maximum of 45 CEUs per student. This is a reduction from the maximum of 60 CEUs that was in place for 2016-17. Based on 2015-16 data, 197 students collectively earned a total 584.50 CEU's between 45 and 60 CEUs per student. Assuming these CEUs would have been Tier 1, normally they would have generated \$111,552. Given that all WRPS high schools are funded via High School Redesign, funding is calculated using the number of CEUs earned over a 3 year rolling average. The reduction in the maximum number of CEUs funded will not have a negative impact on WRPS funding for at least a couple of years.
- School Administration funding was cut by 10% in 2013-2014. This reduction is still in place for the 2017-2018 school year. The funding claw-back related to this reduction will be \$288,000 in 2017-18.

Staffing:

- Certificated staffing salary grids for 2017-18 include a 0% increase.
- Support staff salary grids for 2017-18 include a 0% increase.
- The Alberta School Employer Benefit Plan (ASEBP) rates used are those published for the 2017-18 year, which reflect an overall increase of 1.0% over 2016-17;
- Canada Pension Plan, Employment Insurance and Worker's Compensation rates have been included at the 2017 published rates;
- The employer's cost of the Local Authorities Pension Plan (LAPP) for support staff has been included consistent with rates provided by LAPP. These rates are the same as that included in 2016-17.
- March 2017 payroll master information and any known transfer, retirements or leave information will be used to assign staff.

Enrolment:

- Enrolment is projected to increase by 1 FTE student from a total student population base of 3,775.5 FTE students in 2016-17 to 3,776.50 FTE students in 2017-18.

Significant Business and Financial Risks:

- Forecasted deficit for 2016-17 may be greater than anticipated.
- Any significant increase to the Consumer Price Index (CPI) for purchased goods and services will have a negative impact on purchasing power.
- 2017-2018 actual enrolment is lower than anticipated.
- Unanticipated staff illness occurs.
- The Province of Alberta settles a provincial agreement with the ATA that has financial implications which are not fully funded by Alberta Education.

BUDGET HIGHLIGHTS

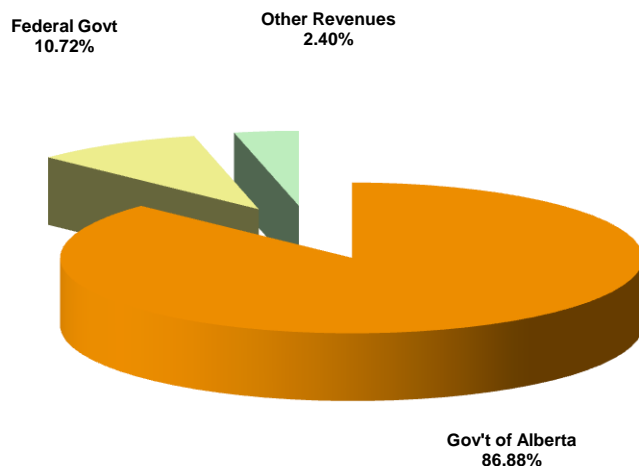
SUMMARY OF BUDGET

Refer to our website to view the [2017-2018 Budget](#)

<u>Budget Summary</u>	Approved 2017-18 Budget \$	Approved 2016-17 Budget \$
Revenues		
Government of Alberta	\$48,366,184	\$46,703,444
Federal Government	5,967,129	4,978,639
Other Revenues	<u>1,339,648</u>	<u>1,916,075</u>
Total Revenue	55,672,961	53,598,788
Expenditures		
Certificated Salary & Benefits	29,185,505	28,016,296
Uncertificated Salary & Benefits	13,632,609	13,342,085
Other Expenses	<u>12,722,542</u>	<u>12,333,250</u>
Total Expenditures	55,540,656	53,691,631
Surplus (Deficit)	<u>\$132,305</u>	<u>\$(92,843)</u>
Operating Reserves Beginning of Year	\$3,234,594	\$ 1,408,480
Operating Reserves End of Year	\$3,445,899	\$ 1,402,437

BUDGET SUMMARY 2017-2018

Jurisdiction Revenue 2017-2018



Revenue:

WRPS receives the majority of its operating and capital revenue from the province.

Operating funds are distributed in order to cover staffing levels determined in consultation with site administrators and, in addition, include a per students allocation to cover services, contracts and fees expenditures and a per teacher allocation to cover release time expenditures.

Funds distributed to the sites, are the responsibility of that site. The budgetary process at each site is expected to involve staff and the school community.

Expenditures:

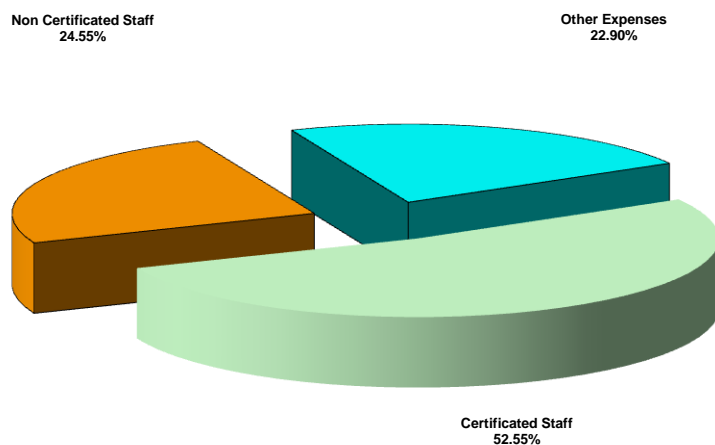
The majority of all operating expenditures in WRPS are staffing related.

Certificated Staff – refers to all teaching staff.

Non-Certificated Staff – refers to all non-teaching staff, which includes school support, Plant Operations and Maintenance, Transportation, the Board and System Administration.

Other Expenses – refers to all non-staff related expenditures in the division, which includes general supplies, utilities, vehicle operations, travel and subsistence, amortization of capital assets, etc.

Jurisdiction Expenditures 2017-2018



HIGHLIGHTS OF CAPITAL & FACILITY PLANS

Our inventory of 26 schools and service facilities totals approximately 48,746 square meters and 125 acres of land. The replacement value of these facilities totals in excess of \$221 million with contents valued at just under \$46 million.

Our schools range in age from Griffiths-Scott Middle School opened in 2012 to Millet School, which was originally constructed in 1930. The largest school, Wetaskiwin Composite High School is 14,016.4 square meters, while the smallest, Early Education and Family Wellness Center is 1,118 square meters.

A major modernization, costing approximately \$23 million, of the Wetaskiwin Composite High School was completed in August 2017.

The Maintenance Department's challenge is to maintain building value while meeting the needs of our students and staff. Our key priority is to ensure our facilities meet all health and safety requirements while addressing educational programming needs and are as aesthetically pleasing and comfortable as possible.

THREE YEAR CAPITAL PLAN

Wetaskiwin Regional Public Schools is requesting capital funding from the provincial government for two new schools and one major modernization. The Board's Three-Year Capital Plan 2018-2021 can be found on our website: [Three Year Capital Plan 2018-2021](#).

FACILITY PLAN

Annually, our Plant Operations & Maintenance staff, in conjunction with site administrators, completes an exhaustive review of all facility requirements. Our Facility Plan prioritizes projects in the following manner:

1. Health and safety of students and staff;
2. Educational program functional deficiencies and long term planning;
3. Prolong the life of the facility and update components failing through aging; and
4. Esthetics

Links to Wetaskiwin Regional Public School Capital and Facility Plans are available on our website at [Facilities Plan 2016-2019](#).

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2016/2017 school year and the Education Plan for the three years commencing September 1, 2017 for Wetaskiwin Regional Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

TIMELINES AND COMMUNICATION

The Board approved this combined Annual Education Results Report for the 2016-2017 school year and the Three-Year Education Plan for 2017-2020 on December 12, 2017.

Lynn Ware
Board Chair

PARENTAL INVOLVEMENT

Wetaskiwin Regional Public Schools will post this Strategic Education Plan on its website. Copies will be made available at each individual school or Division Office upon request. The jurisdictional Strategic Education Plan is annually reviewed with staff and Council of School Councils (COSC) for input.

**For more information regarding the Strategic Education Plan
and Results Report, please contact:**

Dr. Terry Pearson

Superintendent of Schools
Wetaskiwin Regional Public Schools
5515-47A Avenue
Wetaskiwin, Alberta T9A 3S3

Phone: 780-352-6018
Fax: 780-352-7886
Email: terry.pearson@wrps11.ca

View the following documents on our website:

[Three Year Education Plan 2017-2020 & Annual Results Report 2016-2017](#)

Each of our schools will also post their individual School Plans on their school websites. To view individual school plans click on the following link:

<http://www.wrps.ab.ca/schools/our-schools>

[Class Size Report Core Subject 2016-2017](#)

[Class Size Report All Subjects 2016-2017](#)

ALBERTA EDUCATION THREE YEAR PLAN & ANNUAL RESULTS REPORT

*PROVINCIAL GOALS 2017-2020
RESULTS REPORTING 2016-2017*

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Wetaskiwin Regional Div No. 11			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.8	86.0	86.2	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	76.8	76.5	77.0	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	88.3	87.3	87.3	90.1	90.1	89.6	High	Improved	Good
	Drop Out Rate	3.7	2.8	3.1	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	64.7	69.2	70.2	77.9	76.5	76.1	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.3	66.0	66.0	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	12.9	11.5	13.5	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.0	84.9	86.4	83.0	82.7	83.1	Intermediate	Declined	Issue
	Diploma: Excellence	17.3	20.1	20.8	22.2	21.2	21.5	Intermediate	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	42.1	38.7	39.9	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	49.1	48.7	48.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.6	41.5	43.6	57.9	59.4	59.3	Low	Maintained	Issue
	Work Preparation	75.3	75.8	77.3	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
	Citizenship	78.6	79.3	78.7	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Parental Involvement	80.1	79.2	79.7	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	75.1	73.8	75.1	81.4	81.2	80.2	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Wetaskiwin Regional Div No. 11 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.8	4.6	5.6	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	39.4	30.3	41.2	53.6	50.2	47.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	42.0	48.0	45.3	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	3.4	1.7	2.6	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.1	77.6	80.5	77.1	76.1	76.3	Low	Maintained	Issue
	Diploma: Excellence	4.8	8.4	10.0	10.7	10.2	10.2	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	20.4	11.2	12.5	21.8	20.7	20.3	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	22.7	18.4	18.4	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	24.1	23.1	22.3	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.5	67.3	64.6	66.0	64.3	71.0	Very Low	Maintained	Concern	72.0	77.0	81.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.5	15.4	13.7	11.5	12.9	14.0	Low	Maintained	Issue	14.0	17.0	20.0

Comment on Results

Achieving high levels of learning for all students is the priority of schools. Very low PAT results are unacceptable.

WRPS strives to achieve above the provincial rates for overall results. While the result is low, results from the most recent Socio-Economic Status (SES) Index and Gap Scores report indicates overall PAT results have been exceeding predicted expectations. While the SES Index for WRPS is ranked in the bottom quartile provincially, overall PAT results are placed in the first quartile. For the fifteen schools ranked in this report, five schools exceeded predicted results by two quartiles and five schools exceeded predicted results by one quartile.

Strategies

Many schools have established benchmarking practices to support classroom assessment of student achievement. An achievement benchmark is a standard that can be measured in order to compare performance. Common achievement benchmarking practices include the use of commercial assessments or locally developed assessments. Most schools report improving results based on benchmarking practices.

Provincial Achievement Tests are also a benchmark assessment – reporting student achievement based on a standardized assessment of established learning outcomes. Principals will review Grade Six or Grade Nine class lists with classroom and learning support teachers. Together, they will target which students will be excused, earn acceptable or achieve excellence on the upcoming ELA and Math PATs, based on WRPS benchmark levels for students writing (90% Acceptable / 20% Excellence). Schools will develop a plan to achieve the targets. The plan will identify which students are targeted and how the school will ensure the targets are achieved.

Each school is responsible for completing a planning template for students in Grade Six and Nine. The plan identifies students and individualizes support strategies to achieve targets. The template requires schools identify and implement “visible learning” strategies based on achievement research of John Hattie, while incorporating the principles of the Response to Intervention framework (4 Cs).

The Associate Superintendent Instruction will complete the following reviews:

- Use of formative assessment in English Language Arts and Mathematics.
- School implementation of the Learning Cycle
- School implementation of the RTI Framework.

Pilot schools will develop, implement and evaluate a “comprehensive concentrated math review”.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL (CONTINUED)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	87.5	86.8	84.9	83.0		Intermediate	Declined	Issue	85.0	85.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.3	21.1	21.3	20.1	17.3		Intermediate	Declined	Issue	20.0	20.0	20.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.6	70.5	71.0	69.2	64.7		Intermediate	Declined	Issue	70.0	75.0	80.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.6	2.7	3.8	2.8	3.7		High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	45.7	44.9	44.4	41.5	42.6	50.0	Low	Maintained	Issue	50.0	55.0	60.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	48.7	49.1		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.2	40.2	40.8	38.7	42.1	45.0	Low	Maintained	Issue	50.0	55.0	60.0

Comment on Results

WRPS Diploma results are consistently good. Over 80% of students achieve the Acceptable Standard and more than 20% of students typically achieve the standard of excellence.

In the two small high schools, diploma results were maintained. However, their provincial achievement test results are improving. As a result, it is anticipated students will be more prepared to successfully complete high school.

All high schools report they do not expect declining results in 2017-2018.

The good Drop Out Rate is attributed to high school redesign.

Strategies

All three high schools are participating in high school redesign to improve high school completion.

The intention of High school redesign strategies in all WRPS high schools:

- Make schools more engaging.
- Improve instruction and supports for struggling learners.
- Improve school climate.
- Develop significant relationships between students with at least one adult in the school.

High School teachers are committed to working together through focused and purposeful collaboration, taking collective responsibility for students and working closely with students and families.

The Associate Superintendent Instruction will review Diploma Exam participation trends with high schools, with a focus on English and Math.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL (CONTINUED)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.6	78.2	78.4	79.3	78.6		High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.7	79.0	77.1	75.8	75.3		Intermediate	Maintained	Acceptable			

Comment on Results

Stakeholder satisfaction with students modelling active citizenship remains Good overall. Results have been consistent and satisfactory over the last 5 years.

School leaders understand the positive impact on students' sense of self worth when provided with opportunities to make valuable contributions to their schools and communities.

Strategies

Each of the schools facilitates student leadership and volunteerism opportunities. Examples include fund raising efforts to support health or education programs in developing countries, volunteering in the community, assisting younger students in the school, organizing and leading jurisdiction wide "Student Leadership Initiative Conference" (SLIC).

In some situations, Restorative Practices and Circles are employed to hold students accountable for themselves while repairing the damage that has been done to their relationships and reputations.

As part of the "Tell Them from Me" survey process, principals invite small student "focus groups" to gather their ideas on promoting ethical citizenship. Schools are encouraged to do more of this work.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL (CONTINUED)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	65.8	65.4	67.7	65.1	64.7		n/a	n/a	n/a			

Comment on Results

WRPS results are reasonable, slightly less than provincial results. They are consistent over time for a majority of schools (11 / 17). Parents are less satisfied than teachers regarding work preparation.

Strategies

Through [myBlueprint](#) (an on-line Career Path tool), students are doing self exploration work including a self-test (survey) that helps them identify their personal motivation for making a lasting impact in the world. Teacher, student and parent perceptions should improve as schools become proficient support students to use this tool.

OUTCOME TWO: THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	49.2	46.7	41.1	48.0	42.0	66.0	Very Low	Maintained	Concern	60.0	65.0	70.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.0	4.1	2.1	1.7	3.4	10.0	Very Low	Maintained	Concern	5.0	10.0	15.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	74.3	84.6	79.4	77.6	73.1	81.0	Low	Maintained	Issue	75.0	80.0	85.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.9	8.8	12.7	8.4	4.8	14.0	Very Low	Declined	Concern	10.0	15.0	20.0

Comment on Results

Achievement results are unacceptable.

Strategies

Each school is responsible for completing a PAT / DIP planning template that identifies FNMI students in Grade Six, Nine and Twelve. The plan identifies students and individualizes support strategies to achieve targets. The plan will coordinate with the WRPS Indigenous Strategic Plan and the school's related Program Logic Model.

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. (Refer to Strategic Education Goal – Success for Indigenous Students)

OUTCOME TWO: THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED
(CONTINUED)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	49.2	44.7	48.7	30.3	39.4	60.0	Very Low	Maintained	Concern	60.0	65.0	70.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.1	5.7	6.6	4.6	6.8		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	26.6	19.2	24.4	23.1	24.1	40.0	Very Low	Maintained	Concern	40.0	45.0	50.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	18.4	22.7		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	23.9	16.4	10.1	11.2	20.4	25.0	Very Low	Improved	Issue	30.0	40.0	50.0

Comment on Results

With the exception of Drop Out Rate, FNMI performance measures are unacceptable. All three highschools are implementing strategies based on the “Success Coach” model. These programs designate teachers and education assistants to provide academic support to Indigenous students, in coordination with the services of Learning Support Teachers and School Counsellors.

Drop Out Rate is an early indicator suggesting the Success Coach model is impactful.

Strategies

The focus of the Success Coach program is to:

- Provide supports for struggling learners
- Improve understanding and acceptance of Indigenous students.
- Ensure students have at least one significant relationship with an adult in the school.
- Improve communication between parents and schools.

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. (Refer to Strategic Education Goal – Success for Indigenous Students)

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.1	85.8	86.8	86.0	85.8		High	Maintained	Good			

Comment on Results

WRPS results are good and consistent over time for a majority of schools (14 / 17). Parents are satisfied that their children are well treated well, that they are safe and cared for – at school and on their way to and from school.

Last year, Grade 7-9 parents in particular indicated some concern about how students treat one another. Parents were less confident that students were treating one another well at school, and more concerned about teacher perceptions and fair treatment of the students. However, there were no perceptible changes from students.

Strategies

Schools will continue to focus on teaching students how to productively resolve conflicts and treat one another with respect.

All schools develop a three year “Positive School Environment Plan” to ensure a safe and caring environment for students and staff, ensuring all students are learning basic social/emotional and problem solving skills.

Suspension data is now being tracked. Use results to support the development of the “Positive School Environment Plans”.

Students requiring more individualized or intensive supports can access confidential services from school counsellors, Family School Liaisons (FSLs) and/ or other intensive supports. Through a provincial “Wellness Grant”, schools can access high quality professional development and collaboration opportunities to support planning.

All schools are proactive in providing nutritious meals and snacks to students who lack food from home through provisions from the “School Nutrition Project” (provincially funded), grants and the generosity of the Hope Mission and Weekend Baskets by the Salvation Army. The Wetaskiwin Health Foundation provides support through monetary grants.

The School Community Health Education Partnership (SCHEP) supports positive school environments by focusing on student and employee physical and mental and emotional well-being (Policy 19). Through SCHEP, all schools have access to opportunities for professional growth through leadership events and on site consultation from the District Principal and the Alberta Health Services (AHS) School Health Facilitator.

Inclusive school communities are being strengthened as a result of the Building Collaboration and Capacity in Education Grant, which has developed and initiated staff training in the area of trauma informed practices. The Mental Health Capacity Building program, revised in 2016-2017, develops, promotes and supports knowledge and awareness of positive mental health factors in classrooms and school communities through a universal approach with targeted content.

The cross-ministry *Violent Threat Risk Assessment (VTRA)* protocol is implemented as a result of high risk or threat making behavior by students, ensuring safety for everyone.

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, AND SCHOOL AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	76.3	77.2	77.3	76.5	76.8		Intermediate	Maintained	Acceptable			

Comment on Results

WRPS results are good and comparable to provincial results. They are consistent over time for a majority of schools (11 / 17). When the Board developed its strategic direction, it kept in mind the importance of ensuring students receive a variety of opportunities.

Strategies

Maintain staffing levels as a result of implementing the Board's strategic direct to ensure students have access to a broad program of studies. Continue providing opportunities through High School Redesign. Enusre effective implementation of the Grade 7/8 Complementary Course program for students in Wetaskiwin area schools.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

OUTCOME FIVE: ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.0	75.9	75.7	73.8	75.1		Intermediate	Maintained	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.3	80.6	79.2	79.2	80.1		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	86.9	87.6	87.3	88.3		High	Improved	Good			

Comment on Results

School Improvement results are good and comparable to provincial results. They are consistent over time for a majority of schools (14 / 17). It is commendable that staff maintained a focus on improvement despite the uncertainties resulting from the enrolment decline and proposed changes outlined in during the public engagement regarding the Board's Proposed Strategic Plan.

Parent involvement improved and was good in a majority of schools (13 / 16). There is less satisfaction in schools with lower achievement results.

Perceptions about quality of education are high. They are consistent over time for a majority of schools (16 / 17). The school with low results is also one of the schools reporting low achievement over time. Student perceptions are they have "good" teachers.

Strategies

Good perceptions about school improvement, parent involvement and quality of education can be supported and maintained as schools communicate their commitment that the focus of teachers is providing students with effective learning opportunities that makes learning visible, supports are in place when students need help, that students and parents receive timely reporting about achievement, and principals highlight the deliberate school improvement work at school councils.