



AGENDA

Golden Hills School Division No. 75

Vision: *Inspiring confident, connected, caring citizens of the world*

Mission: *Engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment.*

Regular Meeting Of The Board Of Trustees

Tuesday, November 27, 2012

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. ATTENDANCE
2. CALL TO ORDER
3. IN CAMERA
4. APPROVAL OF AGENDA
5. WELCOME AND OPENING PRAYER
6. PRESENTATION OF MINUTES
 - 6.1 BOARD OF TRUSTEES REGULAR MEETING (2012/10/23)
7. REPORTS
 - 7.1. CHAIR'S REPORT
 - 7.2. BOARD COMMITTEES
 - 7.3. BOARD REPRESENTATIVES TO EXTERNAL ORGANIZATIONS (ASBA ZONE 5) Trustee Tucker
 - 7.4. ADMINISTRATION REPORTS
8. BUSINESS ARISING
 - 8.1. ACTION ITEMS
 - 8.1.1. THREE YEAR EDUCATION PLAN 2011/12-2013/14 AND ANNUAL EDUCATION RESULTS REPORT (AERR) 2010-11 B. Daverne
9. NEW BUSINESS

9.1. ACTION ITEMS

- | | |
|------------------------------------------------------------------------|----------|
| 9.1.1. AUDITED FINANCIAL STATEMENT FOR THE YEAR ENDING AUGUST 31, 2012 | T. Sabir |
| 9.1.2. BUDGET SUBMISSION (FALL 2012 UPDATE TO THE 2012/13 BUDGET) | T. Sabir |

9.2. INFORMATION ITEMS

- | | |
|----------------------------------------------------------------|------------|
| 9.2.1. MONTHLY ENROLMENT MONITORING REPORT (OCTOBER 31, 2012) | T. Sabir |
| 9.2.2. WIND POWER PROJECT | T. Sabir |
| 9.2.3. ADMINISTRATIVE PROCEDURE 400, PERSONNEL SELECTION | B. Daverne |
| 9.2.4. FIELD STUDIES/EXCURSION (CROWTHER MEMORIAL JUNIOR HIGH) | K. Jordan |

10. SCHOOL MONITORING REPORTS

- 10.1. 1. CARSELAND SCHOOL (J. GRIMSDALE)
- 10.2. 2. TRINITY CHRISTIAN ACADEMY (W. FUNK)
- 10.3. 3. WESTMOUNT SCHOOL (W. FUNK)

11. ADJOURNMENT

Draft



MINUTES

Golden Hills School Division No. 75

Board Of Trustees Regular Meeting

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, October 23, 2012

Start time : 9:30 AM

Location : Boardroom of the Golden Hills School Division No. 75

MINUTES

ATTENDANCE

Present were:

a) Chair

- David Price

b) Vice-Chair

- Larry Tucker

c) Trustee

- Janet Bolinger
- Lawrence Maerz
- Bob McKay

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendent

- Kandace Jordan
- Ed Holt

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Brenda Scott

h) Absent: Trustee Harries

CALL TO ORDER

Chair Price called the meeting to order at 9:35 a.m.

IN CAMERA

Resolution #BD20121023.1001

MOVED by Trustee Maerz that the Board go in-camera at 9:38 a.m. to discuss board operations, personnel and legal matters.

Resolution #BD20121023.1002

MOVED by Trustee Tucker that the Board rise from in-camera at 10:47 a.m.

CARRIED

WELCOME AND OPENING PRAYER

Trustee Bolinger offered the opening prayer.

Chair Initials _____ Secretary Treasurer Initials: _____

**APPROVAL OF
AGENDA**

Resolution #BD20121023.1003
MOVED by Trustee Bolinger that the agenda be approved as presented.

CARRIED

**PRESENTATION OF
MINUTES**

Resolution #BD20121023.1004
MOVED by Trustee McKay that the Board of Trustees approve the minutes of the Regular Meeting of September 25, 2012 as presented.

CARRIED

IN CAMERA

Resolution #BD20121023.1005
Moved by Trustee Bolinger that the Board of Trustees approve the two year contract as negotiated (including Schedule A, dated October 23, 2012) between Golden Hills School Division No. 75 and the Canadian Union of Public Employees Local 1184 that will be binding and in effect from September 1, 2012 to August 31, 2014.

CARRIED

Resolution #BD20121023.1006
Moved by Trustee Maerz that the Board of Trustees approve the two year contract as negotiated in the Memorandum of Agreement (September 1, 2012 to August 31, 2014), including Schedule B, dated October 23, 2012 between Golden Hills School Division No. 75 and the Canadian Union of Public Employees Local 2347 that will be binding and in effect from September 1, 2012 to August 31, 2014.

CARRIED

**CHAIR'S REPORT
(REPORTS)**

Chair Price reported on the following items:

- October 10, 2012 meeting with the Honorable J. Johnson, Minister of Education re: governance implications and the role of Advocacy
- Acme, Dr. Elliott and Carbon School Councils combined meeting scheduled in November

**BOARD
COMMITTEES
(ADVOCACY,
POLICY)
(REPORTS)**

Superintendent Daverne presented information on the Policy Committee meeting October 2, 2012.

Superintendent Daverne presented information on the Advocacy Committee meeting, October 9, 2012.

**BOARD
REPRESENTATIVES
TO EXTERNAL
ORGANIZATIONS
(ASBA ZONE 5)
(REPORTS)**

Trustee Tucker reported on Alberta School Boards Association meeting, October 2, 2012.

**ADMINISTRATION
REPORTS
(REPORTS)**

Superintendent Daverne reported on the following items:

- October 10, 2012 meeting with the Honorable J. Johnson, Minister of Education and educational implications
- Connectivity - student computer use and the "open campus" model
- Opportunities to meet with other school divisions during the Alberta School Boards Association Annual General Meeting
- Update on CEU averages in Golden Hills schools
- Thank you to Associate Superintendent Holt for all his excellent work for Golden Hills School Division No. 75

Associate Superintendent Jordan reported on the following items:

- Thank you to Three Hills School for hosting the Professional Development Day
- Crowther Memorial Junior High computer project

Associate Superintendent Holt reported on the following items:

- AESBP Health Prevention clinics being offered for staff in Golden Hills schools
- October 20 and 21, 2012 Siksika Recognition and Honor Night, students and staff

Secretary-Treasurer Sabir reported on the following items:

- October 10, 2012 meeting with the Honorable J. Johnson, Minister of Education and financial implications

BREAK

Recessed at 12:18 p.m.

Reconvened at 1:00 p.m.

WIND POWER PROJECT PRESENTATION (PRESENTATIONS)

Kent Brown (BluEarth Renewables Inc.) and Duane Reid-Carlson (EDC Associates Ltd.) presented information on the CPC School Wind Power project. Trustees had the opportunity to ask questions about the project.

1. WHEATLAND ELEMENTARY (K. LANE) (SCHOOL MONITORING REPORTS)

Chair Price welcomed K. Lane, Principal and M. Silver-Rushford, Associate Principal (Wheatland Elementary School) who highlighted the school's Education Plan and the results achieved. Chair Price thanked K. Lane and M. Silver-Rushford for the presentation.

2. CROWTHER MEMORIAL JUNIOR HIGH (I. WRIGHT) (SCHOOL MONITORING REPORTS)

Chair Price welcomed I. Wright, (Crowther Memorial Junior High School) who highlighted the school's Education Plan and the results achieved. Chair Price thanked I. Wright for the presentation.

WIND POWER PROJECT PRESENTATION (PRESENTATIONS)

BREAK

Recessed at 2:06 p.m.

Reconvened at 2:15 p.m.

POLICY 8, COMMITTEES OF THE BOARD (ACTION ITEMS)

Resolution #BD20121023.1007

Moved by Trustee Bolinger that the Board of Trustees approve Policy 8, Committees of the Board as revised.

CARRIED

ADVOCACY SUB-COMMITTEE (ACTION ITEMS)

Resolution #BD20121023.1008

Moved by Trustee Tucker that the Board of Trustees approve the formation of an Advocacy sub-committee to meet as soon as possible with the purpose of developing a draft advocacy plan to bring to the Board at its earliest convenience.

Superintendent Daverne and Trustee Tucker to serve on the sub-committee.

CARRIED

REQUEST FOR BOUNDARY CHANGE (ACTION ITEMS)

Resolution #BD20121023.1009

Moved by Trustee McKay that the Board of Trustees approve the attendance boundary change:

Remove from Carbon Attendance Area:	Add to Three Hills Attendance Area:
TWP 30 Range 24 - NE 1/4 14, North 1/2 of 13, East 1/2 of 23, All of 24, South 1/2 of 25 and SE 1/4 of 26	TWP 30 Range 24 - NE 1/4 14, North 1/2 of 13, East 1/2 of 23, All of 24, South 1/2 of 25 and SE 1/4 of 26
TWP 30 Range 23 - North 1/2 of 18 and 17, All of 19 and 20 and South 1/2 of 29 and 30	TWP 30 Range 23 - North 1/2 of 18 and 17, All of 19 and 20 and South 1/2 of 29 and 30

CARRIED

**ALBERTA
EDUCATION
MODULARS
REQUEST 2013-2014**
(ACTION ITEMS)

Resolution #BD20121023.1010

Moved by Trustee Maerz that the Board of Trustees approve the recommended modular requests for the 2013/2014 school year.

School	Request
Westmount School (Strathmore)	2 modulars
Crowther Memorial Junior High (Strathmore)	2 modulars
Greentree School (Drumheller)	1 modular
Wheatland School (Strathmore)	1 modular

CARRIED

**MONTHLY
ENROLMENT
MONITORING
REPORT**
(INFORMATION ITEMS)

Secretary-Treasurer Sabir presented information on the monthly enrolment report.

**HUMAN
RESOURCES
MONITORING
REPORT**
(INFORMATION ITEMS)

Associate Superintendent Holt presented information on the Human Resources Monitoring Report.

**THREE YEAR
EDUCATION PLAN
AND AERR (DRAFT
REPORT)**
(INFORMATION ITEMS)

Superintendent Daverne presented information on the draft Three Year Education Plan and AERR.

**ADMINISTRATIVE
PROCEDURE 560,
JOINT USE
AGREEMENTS**
(INFORMATION ITEMS)

Superintendent Daverne presented information on the changes to Administrative Procedure 560, Joint Use Agreements.

ADJOURNMENT

Resolution #BD20121023.1011

Moved by Trustee Maerz that the Board of Trustees adjourn the meeting at 4:18 p.m.

CARRIED

Chair

Secretary-Treasurer

Draft



Three Year Education Plan 2011/12- 2013/14 and Annual Education Results Report (AERR) 2010-11

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

School boards must have an updated three-year education plan (3YEP) in place before the start of the school year, but plans are finalized after the new year of provincial achievement results become available in the fall. The combined three-year education plan (3YEP) and annual education results report (AERR) must be approved by the board, posted to the website, and sent to Alberta Education by November 30. Planning and reporting on results achieved provide assurance to the public and the provincial government on the quality of education in the school system.

The board approved the 3YEP (draft) June 26, 2012. The achievement results for 2011-12 were presented in camera, as per provincial protocol, on September 25, 2012. The results were presented in the regular meeting on October 23, 2012.

The combined 3YEP and AERR, in draft, were posted with the agenda and presented at the Regular Meeting, October 23, 2012 for information and to solicit any further input from the board.

The 3YEP and AERR meets the Boards fiduciary obligations for planning and reporting as outlined by Alberta Education at www.education.alberta.ca/admin/resources/planning.aspx.

Strategically, the board needs to consider how the goals, outcomes, priorities and strategies align with and promote Alberta Education's and the division's mission and vision for student learning. Does the plan promote *learning for all students*?

Generative governance looks for ways to provoke discussion that "generates" ideas, not necessarily immediate action, but to practice ways to reframe issues and gain new insights. Thinking about, "what external factors/forces will most affect the school division in the coming year(s)," or, "What are we overlooking;" or "What are the most attractive, least attractive, most worrisome aspects of the plan?" are possible questions to generate thinking about the "whys" of planning and reporting. The Board may also wish to spend some time considering opportunities for engagement with stakeholders to identify issues and priorities in promoting *learning for all students*.

Recommendation:

That the Board of Trustees approves the combined *Three Year Education Plan 2012/13 – 2014/15 and Annual Education Results Report 2011-2012* for submission to Alberta Education November 30, 2012.



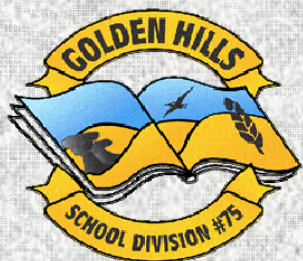
Bevan Daverne
Superintendent of Schools

Draft

GOLDEN HILLS SCHOOL DIVISION No. 75



COMBINED THREE YEAR EDUCATION PLAN 2012/13 - 2014/15 & AERR for 2011



VISION:

INSPIRING CONFIDENT, CONNECTED, CARING
CITIZENS OF THE WORLD

MISSION:

ENGAGING ALL LEARNERS IN ACHIEVING THEIR
HIGHEST LEVELS OF ACADEMIC AND PERSONAL
COMPETENCE WITH A CARING, INNOVATIVE
ENVIRONMENT

435 A HIGHWAY # 1 STRATHMORE, AB WWW.GHSD75.CA

1-800-320-3739 OR 403-934-5121

Message from the Board Chair



The Annual Education Results Report (AERR) celebrates progress towards the goals and priorities of the Three Year Education Plan (3YEP). Success reflects the partnership among teachers, staff, students, parents and the community of Golden Hills. The Board of Trustees values all the partners in the important work of providing every student with the opportunity to experience success in learning.

November 20, 2012 the Alberta Legislature passed the new Education Act. This Act in large part came from the work done by our current Minister of Education Minister Johnson, who Co-Chaired of the development of Inspiring Education. He has made many comments around the transformation of education as a result of the Inspiring Education: A Dialogue with Albertans process. This sets the stage for the continuing work going on in schools and the continued evolution of our education system.

The next generation will experience a world increasingly interdependent and competitive where the pace of change will be relentless and the opportunities generated will be greater than ever experienced. As never before, the next generation will need to be innovative, creative and skilled in gaining and managing knowledge as a resource. There will be transition in the work place where the ability to rapidly access and efficiently utilize information and knowledge will be necessary to replace the reliance on experience. This new environment will require Alberta's strong education system to make significant adjustments to maintain its leadership position.

The Board of Trustees invites all stakeholders to consider how to help Golden Hills with ideas and positive advice in order to achieve the goals of ensuring all students discover and pursue their passions, make successful transitions to adulthood, and become lifelong learners who will consciously contribute to healthy, inclusive communities and thriving economies.

The collaboratively developed vision of our school division is "inspiring confident, connecting, caring citizens of this world." The mission that guides the day-to-day decision-making is "engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment." Our vision and mission align directly with the goals articulated by Albertans through Inspiring Education: "to inspire and enable students to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit within an inclusive education system."

A key strategy for transforming the learning system to inspire, engage and connect all students is to build stronger connections between community and elected school boards. The Board of Trustees looks forward to greater engagement of all interested stakeholders beyond those directly involved in the delivery of education, and to strengthened partnerships with parents and community. It will be by working together that we are best able to insure our students achieve their goals while insuring that within our own school division in this province, we have the flexibility and the means to meet our students' needs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dave Price'.

Dave Price, Chair

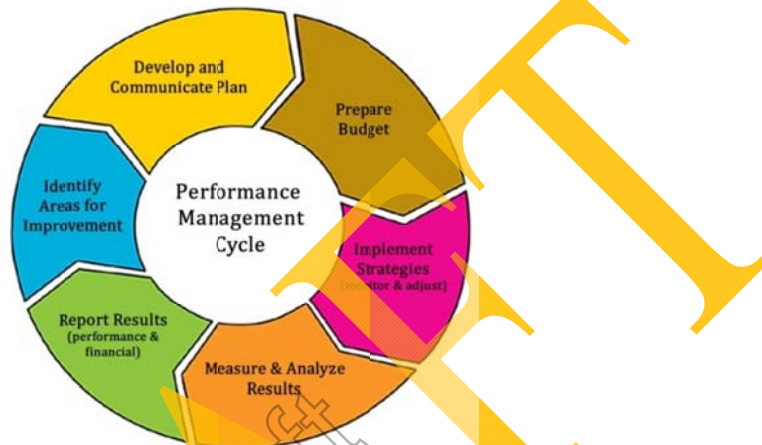
Trustees: Larry Tucker (Vice -Chair), Karen Harries, Larry Maerz, Bob McKay, Janet Bolinger

Accountability Statement for the Three-Year Education Plan

The Education Plan for Golden Hills School Division No. 75 for the three years commencing September 1, 2012 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Combined Education Plan for 2012-2015 and AERR onPUT IN DATE.....

School Authority Plans and Results Reports are part of an overall Performance Management Cycle. The cycle involves:



Reference: *Guide for School Authority Planning and Reporting*

School Authority Plans align with the provincial goals for the learning system. In turn, schools align their Education Plans with the school authority. Responsiveness at the local level is then also consistent with provincial and system-level direction.

The school board is accountable for and approves the jurisdiction's three-year education plan. The elected board provides overall direction for the plan. In consultation with parents, staff and other stakeholders in the community, administration is responsible for preparing the content of the plan and the budget for approval by the board.

Direction from the Ministry, the Accountability Pillar Results, and stakeholder input at the school and division level inform the major goals and directions for the plan.

The following forums provided opportunity for stakeholder voices:

- Community Engagement Forums in East Wheatland and Carbon
- Leaders' Learning Institute – a two day forum for principals, associates, consultants, lead teachers and others
- Community Stakeholders Think Tank – a one day forum for staff, parents, school councils, and members of the community at large

The feedback from the forums are posted to the division web site at www.ghsd75.ca

Major themes emerged as key directions for Golden Hills:

- Fostering strong engagement in 21st Century skills and learning (critical thinking, problem-solving, collaborating, adapting, innovating) facilitated by expert teachers and enabled by technology tools
- Safe and caring environments that foster good citizenship
- Increased engagement and communication with all stakeholders.

Trends, Issues and Future Challenges

Local, provincial, national and global change forces present significant change forces impacting the present and future of Golden Hills. Our students need to be prepared for success in the global village fuelled by the knowledge economy.

1. Globalization

Our students will live, work and compete in a “global society” requiring high levels of achievement in science, mathematics and technology. Students need preparation for tackling global problems such as environmental degradation, pandemics and terrorism. This compels Golden Hills to increase overall academic achievement, high school completion, and post-secondary transition rates.

2. Societal and Demographic Changes

Immigration, in-migration, and soaring birth rates among various population groups will change the demographics of Alberta. As the percentage of aboriginal students continues to increase, the learning system must close the gap in the historical levels of under achievement. Immigration increases the percentage of English as second language learners. Urbanization and low birthrates are contributing to significantly declining population in rural areas. Demographic changes raise questions about the number and locations of schools needed, affordability, and the impact on quality education for all students. Golden Hills competes to fill vacancies and needs due to retirements. Canada faces an overall shortage of qualified teachers to fill the labor gaps.

3. Alberta's Economy within a Global Context

While Alberta's economy is considered relatively strong despite global financial insecurity, there is increasing uncertainty and growing recognition that the global economy impacts our nation, our province, and our communities in profound ways. Cycles of boom and bust, reflective of Alberta's reliance on resource revenues, mean funding for schools is often unpredictable. Nevertheless, students need to be well-educated, versed in technology, and skilled in various trades to ensure a vibrant, diversified economy. Increasingly, jobs will require advanced levels of education and increased capacity to appreciate diversity and cultural differences.

4. Learning Technologies

Today's students, described as “digital natives” learn differently from previous groups. The school division is challenged to ensure all students harness the potential of technology to improve learning. This includes access to computers, high speed internet, video conferencing, smart boards, as well as other emerging technologies for collaborative problem-solving. Teachers, too, need support in learning ways to effectively engage new technologies to support instruction and learning.

5. Capacity Building

Teachers need opportunity to continually upgrade and renew their professional practice. Curriculum changes occur regularly and often include new approaches to learning. Inquiry-based “big question” projects, for example, are essential for effective instruction and learning in Social Studies. Mathematics requires a solid understanding of constructivist approaches and assessment practices now focus on coaching higher levels of learning rather than simply determining a grade score. Students increasingly expect individual learner pathways and personalized approaches made possible through advances in various technologies. Improved understandings about how to effectively engage students support the need to ensure every child has a learning program that is unique to his/her needs. Golden Hills is pursuing an approach through AISI “Strategic Learning” for all students. Powerful Learning Design, Strategic Instruction, Meaningful Communication of Student Outcomes as well as Citizenship and Social Responsibility are the four core pillars of our initiative for school improvement.

6. Focus on the “new” 21st Century Survival Skills

Increasingly, a challenging and rigorous education for all students means focusing on the skills necessary for adapting in a world of unprecedented change. The new survival skills include:

- Critical thinking and problem-solving
- Collaborating across cultures and leading by influencing
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

7. Student Achievement

Despite improved results as measured by the Provincial Achievement Tests at grades 3, 6 and 9, Golden Hills is concerned about the overall levels of student achievement. Diploma Examination results still lag behind expected levels of achievement. Teachers need on-going support to improve practice by ensuring instruction focuses on the outcomes established by the Program of Studies, to employ effective instructional strategies, and to assess in ways that promote further learning.

8. Learning Spaces and Facilities

The jurisdiction must be both effective and efficient in its operations to ensure the resources support learning for each student. Challenges of sparse population and distances, aging infrastructure, and pressures to adapt and better meet student learning needs are all factors in determining how many schools and programs are needed in the most appropriate locations. Communities strongly desire the presence of a school that is well maintained and responsive to student learning.

9. Engaging Stakeholders: Building Community Together

The single, most important school-based factor in a child's education is the quality of the teacher, but in our complex society, other institutions and individuals are also responsible and have enormous stakes in the outcomes. No matter how hard staff work, they cannot fulfill society's enormous list of demands for schools without families and communities. The “great conversation” needed between educators and the public means those who work in schools must speak up and put the good news forward while also listening and responding to the community's needs. The process of engaging stakeholders is about building supportive partnerships based on understanding and trust. Educators and community stakeholders become partners in community and school improvement by sharing power and decision making to benefit students.

10. Dialogue with Albertans, *Inspiring Education, Inspiring Action* and *Setting Directions* for an *Inclusive Education System* – the Learning System Is Posed for Transformational Change

Over the past couple of years, the Minister of Education initiated two major consultative processes, “Dialogue with Albertans” which considered future directions for public education in Alberta, and “Setting the Directions” which focused on education for students with special needs. Following the broad based stakeholder input, the educational system is poised for “transformational change” which will be supported, in part, by the new Education Act, to be tabled in the future. Policy and Regulations will change in preparation for the proclamation of the revised Act, possibly within a year. While these consultations bring focus to exciting possibilities for improving education for all students in Alberta, the implications for in-service, funding, policy and regulation are immense. Albertans expressed a strong desire for one model of inclusive education, which accommodates and personalizes learning in response to the needs of individual students. The notion of “special education” is undergoing profound changes.

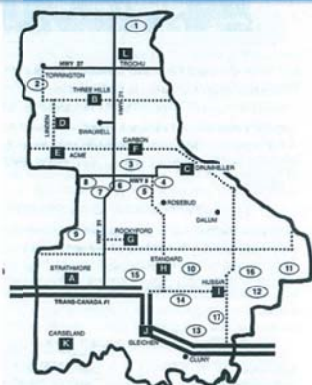


GOLDEN HILLS SCHOOL DIVISION NO 75

Profile of the School Authority

Inspiring confident, connected, caring citizens of the world

OUR DIVISION



Golden Hills School Division covers a vast geographical area and serves approximately 6000 students from 16 communities, 18 Hutterite colonies, 17 regular schools, 2 Christian, 2 Virtual and 5 outreach schools and an international program. The communities consist of numerous farms and acreages, Siksika Nation and many countries of the world. Golden Hills is a global community.

Golden Hills employs nearly 350 (April 2011) teachers and 270 staff including bus drivers, maintenance workers, educational assistants, caretakers and others to support the delivery of education services.

REGULAR SCHOOL

WARD 1
THREE HILLS
TROCHU VALLEY

WARD 2
ACME
CARBON
DR. ELLIOTT

WARD 3
DRUMHELLER VALLEY SECONDARY
GREENTREE

WARD 4
STRATHMORE HIGH
CROWTHER MEMORIAL JR. HIGH
WHEATLAND
BRENTWOOD
WESTMOUNT

WARD 5
CARSELAND
CENTRAL BOW VALLEY
STANDARD
HUSSAR
ROCKYFORD

SPECIALTY SCHOOL

WARD 1
PRAIRIE CHRISTIAN ACADEMY
TROCHU OUTREACH

WARD 3
DRUMHELLER OUTREACH

WARD 4
ANCHORS OUTREACH
STRATHMORE STOREFRONT
TRINITY CHRISTIAN ACADEMY

WARD 5
SEQUOIA OUTREACH



ALL WARDS – GOLDEN HILLS LEARNING ACADEMY & NORTHSTAR ACADEMY

HUTTERITE COLONY SCHOOLS

WARD 1
HUXLEY COLONY
VALLEY VIEW COLONY

WARD 2
BRITESTONE COLONY
HINES COLONY
ROSEBUD RIVER COLONY
NEW SPRINGVALE COLONY
ROSEBUD CREEK COLONY
SAYRE COLONY
THREE HILLS COLONY

WARD 5
CRAWLING VALLEY COLONY
GLENROSE COLONY
MOUNTAIN VIEW COLONY
POPLAR ROW COLONY
RISING SUN COLONY
TOWERS COLONY
TWIN CREEKS COLONY
WINTERING HILLS COLONY

www.ghsd75.ca

Combined 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Golden Hills School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.1	88.7	87.9	88.6	88.1	87.5	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	78.6	76.1	75.6	80.7	80.9	80.6	High	Improved	Good
		Education Quality	90.5	88.8	88.4	89.4	89.4	89.3	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.7	4.7	4.9	3.2	4.2	4.4	High	Improved	Good
		High School Completion Rate (3 yr)	71.9	72.6	69.5	74.1	72.6	71.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	78.5	80.0	79.4	79.1	79.3	78.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	16.0	15.4	15.7	20.9	19.6	19.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	76.4	74.9	76.7	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	11.5	13.0	14.1	18.6	18.7	18.7	Low	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	48.6	47.8	46.5	56.2	54.9	53.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	59.8	59.3	56.2	61.5	59.6	58.0	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	51.4	51.8	52.2	58.4	59.3	59.5	Intermediate	Maintained	Acceptable
		Work Preparation	78.2	82.1	80.9	79.7	80.1	79.9	High	Declined	Acceptable
		Citizenship	81.8	80.7	79.2	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	81.4	77.9	78.2	79.7	79.9	80.0	High	Improved	Good
Continuous Improvement	Excellent	School Improvement	81.2	81.0	79.9	80.0	80.1	79.8	Very High	Improved	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Combined 2012 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Golden Hills School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.5	0.0	3.2	9.0	10.4	10.9	High	Maintained	Good
		High School Completion Rate (3 yr)	41.0	50.0	50.0	40.2	38.2	36.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	67.4	78.0	65.3	58.3	58.1	57.8	Low	Maintained	Issue
		PAT: Excellence	7.0	6.0	2.0	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	72.2	62.5	71.4	77.6	77.7	77.0	Very Low	Maintained	Concern
		Diploma: Excellence	2.8	4.2	5.6	8.8	7.4	8.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	20.5	0.0	0.0	19.6	19.1	17.7	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	42.9	*	n/a	34.4	32.1	29.6	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	21.1	18.6	9.8	30.2	31.2	32.3	Very Low	Maintained	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.7	78.7	79.6	80.0	78.5	83	Intermediate	Maintained	Acceptable	83	84	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.8	16.1	15.7	15.4	16.0	17	Intermediate	Maintained	Acceptable	17	18	19
Strategies <ul style="list-style-type: none"> Support <i>all</i> learners through implementation of <i>Inclusive Education</i> based on the <i>Response to Intervention</i> (RTI) model (e.g. establish pilots for Alberta Education's inclusive education planning tool) Improve assessment practices and instruction practices (Strategic Learning) through AISI projects in <i>every</i> school and changes in practice to facilitate learning to foster innovative thinkers, doers and connectors Provide direct classroom support for improved assessment practices, instruction and the integration of technology through the use of instructional coaches Improve literacy through Early Literacy Intervention Program (Site based with system coordination) Support the Learning Strategies pilot (a collaborative project in partnership with the Calgary Regional Consortium, Pearson Publishing and Alberta Education) Identify early learning needs and opportunities by school community through the <i>Early Development Indicators</i> (EDI) Ensure all schools identify targets, interim measures and strategies to address "issue" and/or "concern" indicators in any achievement area as noted on a school's Accountability Pillar results summary 												

Notes:

1. 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 3, 6, 9) and Science (Grades 6, 9).
2. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.9	77.2	78.0	74.9	76.4	83	Low	Maintained	Issue	83	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.6	14.2	14.9	13.0	11.5	16	Low	Declined	Issue	16	17	18

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.8	68.1	67.7	72.6	71.9	74	Intermediate	Maintained	Acceptable	74	75	76
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	5.4	4.5	4.7	3.7	4.3	High	Improved	Good	4.0	4.0	4.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	48.8	53.6	51.3	51.8	51.4	74	Intermediate	Maintained	Acceptable	60	60	61
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	54.4	56.6	52.8	59.3	59.8	61	High	Improved	Good	62	63	64
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	48.0	47.5	44.2	47.8	48.6	48	Intermediate	Maintained	Acceptable	50	52	53

Strategies

- Improve assessment practices and instruction practices (Strategic Learning) through AISI projects in every school and changes in practice to facilitate learning to foster innovative thinkers, doers and connectors
- Provide direct classroom support for improved assessment practices, instruction and the integration of technology through the use of instructional coaches
- Enhance, wherever possible, community partnerships (e.g. School Health Partners, Family and Community Social Services, post-secondary institutions including Bow Valley and Red Deer College) to support dual registration/credit, professional development and training, and life-long learning
- Implement strategies identified by the GHSD *School Completion* task force
- Increase credit enrolment units (raise division average to 35/student or full time equivalency)
- Support increased flexibility in high school programming (time, partnerships, inquiry projects)
- Re-engage students through "safety net" (Improve marketing of Outreach Programs and other alternatives)
- Focused PD. for district diploma teachers
- Focus on AISI strategies, sharing best practices, collaborative support, and diploma preparation

Notes:

1. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

Appendix 1 for 8.1.1.: 3 year ed plan

High school to post-secondary transition rate of students within six years of entering Grade 10.										
High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	29.3	31.5	29.5	26.5	34.8	38.7	38.9	37.5	37.8	38.2
6 Year Rate	48.8	53.6	51.3	51.8	51.4	58.8	59.2	59.8	59.3	58.4

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	54.4	56.6	52.8	59.3	59.8	56.8	57.3	56.9	59.6	61.5

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2007	561	271	48.3	248	44.2	146	26.0	305	54.4
2008	546	278	50.9	249	45.6	139	25.5	309	56.6
2009	564	264	46.8	234	41.5	126	22.3	298	52.8
2010	644	334	51.9	298	46.3	151	23.4	382	59.3
2011	552	289	52.4	273	49.5	155	28.1	330	59.8

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.2	77.7	79.4	80.7	81.8	83	Very High	Improved Significantly	Excellent	84	85	86
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.	83.3	81.0	79.5	82.1	78.2	84	High	Declined	Acceptable	84	85	86

Strategies

- Identify characteristics of active citizenship and communicate in a variety of ways to students, parents, and the public how these are taught and reinforced through the education system
- Identify attitudes and behaviours essential for employment success and communicate in a variety of ways to students, parents, and the public how these are taught and reinforced through the education system
- Support pedagogy that is individualized, learner-focused, constructivist, and technology enabled to develop 21st Century skills supported through AISI project

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk ().*



Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	76.6	77.3	73.4	76.1	78.6	79	High	Improved	Good	80	81	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.0	88.6	87.8	88.8	90.5	90	Very High	Improved Significantly	Excellent	91	92	93
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.	85.9	87.4	87.5	88.7	89.1	90	Very High	Improved	Excellent	91	92	93

Strategies

- Review the procedures, processes, and documents for Reporting Student Achievement to parents (i.e., develop reporting processes based on outcomes in the program of studies and best practice that is consistent with assessment for learning)
- Support Advanced Placement (AP), develop local curriculum e.g. Palaeontology 35, enhance CTS opportunities e.g. equine studies, develop CTS facilities, peruse local partnership for off campus and RAP instruction
- Promote a culture of acceptance and belonging to reduce cyber bullying and promote appreciation of diversity
- Provide risk/threat training and risk/threat assessment as needed
- Continue Comprehensive School Health Projects
- Further implement the Technology Plan to support 21st Century Teaching and Learning
 - Install Active Boards in all classrooms
 - Expand web based reporting to parents, Integrate technology appropriately in regular instruction
 - Expand collaboration tools for teachers and students (e.g., videoconferencing, sharing through portal access, cloud computing and sharing)
 - Expand student access to technology tools (e.g., student-owned devices accessing the network, one-to-one laptops, portable rather than fixed labs)
 - Promote inquiry-based projects that incorporate multiple learning outcomes across disciplines
- Confirmed improvement in satisfaction of education quality understanding of assessment and instruction practices for improving

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk ().*



Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.3	79.4	77.2	77.9	81.4	81	High	Improved	Good	82	83	84
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.	79.7	79.9	78.8	81.0	81.2	82	Very High	Improved	Excellent	83	84	85

Strategies

- Develop Social Media Strategy to allow easy and immediate information sharing and feedback
- Plan stakeholder engagement opportunities both at the school and system levels to build a collaborative, consultative culture that supports shared governance
- Ensure all schools establish a School Council to provide, at least, input into the Education Plan and school budget, and receive the Annual Education Results Report.
- Post division's and all schools' improvement plans and results reports to website and/ or provide links to school websites
- Recognize staff through regular news from Human Resource Services, long service/retirement recognition, orientation
- Update and communicate the Human Resource Services action plan to include value-added opportunities (e.g., retirement and investment seminars)
- Review, and revise as necessary, all joint use agreements with all towns, villages, municipalities to provide optimum opportunity for students and community to access facilities for learning, recreation and cultural activities
- Maximize opportunities to improve business procedures and to improve site-based management and decision-making
- Work towards OH & S Certificate of Recognition
- Develop system leadership capacity through CASS initiatives (e.g. *Moving and Improving, Mentorship, Team Leadership Academy*) to positively impact student learning
- Invest in the professional learning of school based leaders to support strong instructional practice
- Employ consistently, the evidence-based model for evaluating and coaching professional practice based on the Teaching Quality Practice Standards (e.g. Teaching Evaluation Model of Charlotte Danielson et al.)
- Articulate and support a division-wide plan for professional development that focuses on achieving the goals and priorities identified in the Education Plan. Provide professional learning to support implementation of new curriculum
- Improve facilities through the Capital Plan

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	63.5	*	*	50.0	41.0	60	Very Low	Maintained	Concern	50	55	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	2.9	6.7	0.0	3.5	3	High	Maintained	Good	3	3	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	1.1	18.6	21.1	18	Very Low	Maintained	Concern	19	19	20
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	42.9	50	Very Low	n/a	n/a	50	50	50
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	48.2	*	*	0.0	20.5	65	Very Low	Improved	Issue	70	70	70

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.7	54.2	63.6	78.0	67.4	70	Low	Maintained	Issue	70	72	74
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	6.0	7.0	3.5	Very Low	Maintained	Concern	4.5	5.5	6.5
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	87.5	64.3	62.5	72.2	70	Very Low	Maintained	Concern	70	73	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	12.5	0.0	4.2	2.8	5	Very Low	Maintained	Concern	5	5	5

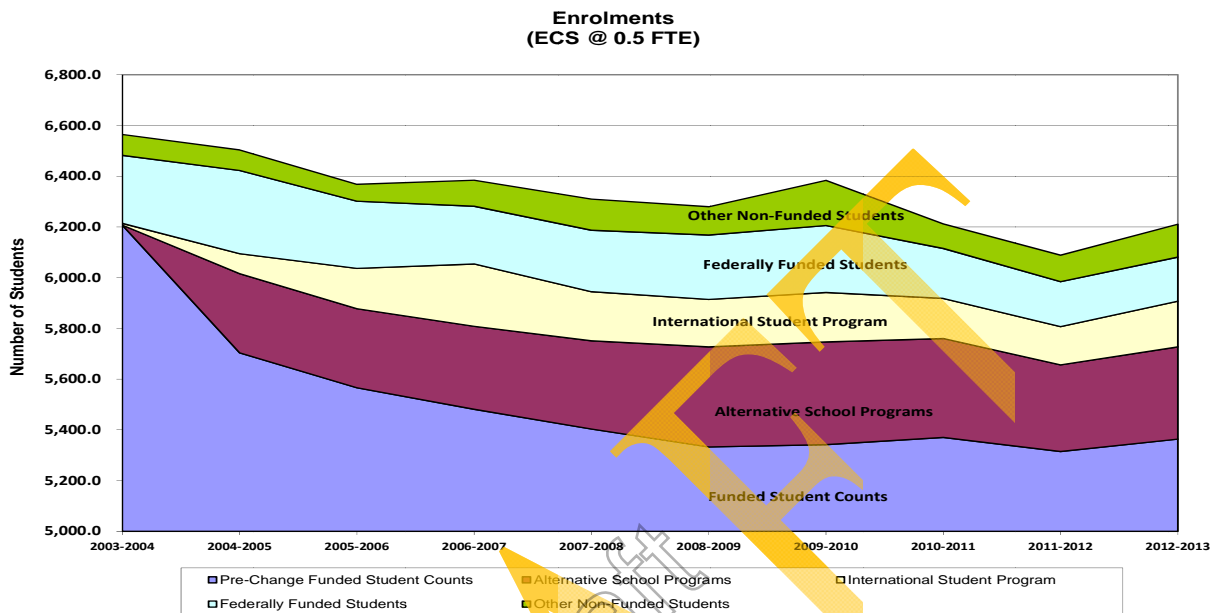
Strategies

- Implement the new Educational Services Agreement between GHSD and the Siksika Board of Education
- Implement the strategies (ongoing) identified by the Golden Hills First Nations, Métis, and Inuit *Action Team*
- Strengthen relationships between the GHSD Board and the Siksika Board of Education (through meetings hosted by each board) to share strategies and ideas for supporting Siksika students attending division schools
- Schedule meetings of GHSD and Siksika representatives to facilitate communication regarding events such as Education Pow Wow and School Achievement nights, graduation ceremonies and Parent-Teacher interviews
- Schools with FNMI students must include in their school education targets and strategies for improving student achievement based on the school's results
- Provide opportunities for all students to develop their understanding and appreciation of Blackfoot culture and the contribution of the Blackfoot people to Canadian society. Examples include: language arts reading, writing, and representations which celebrate the Blackfoot nation; artistic and other presentations of the First Nations virtues common to all peoples; post-secondary career fairs specific to FNMI students; Early Language Learning project to support vocabulary and writing skill development (a targeted intervention for First Nations students); networking and partnering with agencies to enhance services such as mentors

Summary of Financial Information

Projected Enrolment

Funded Enrolment for 2012/2013 is 5,698.5

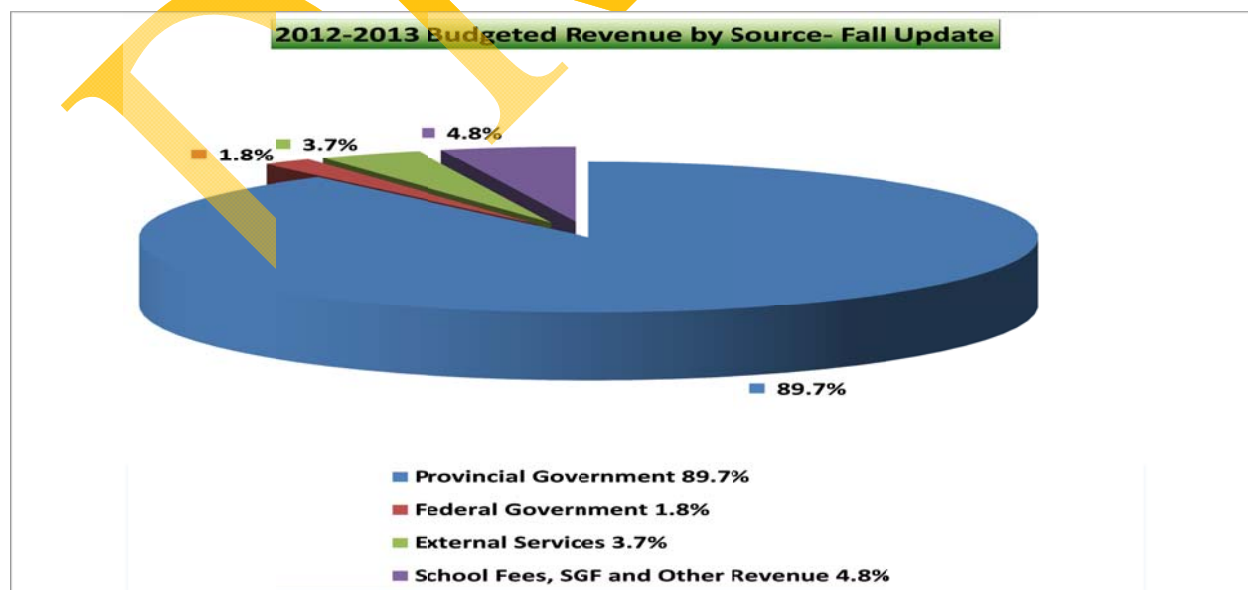


Historical Enrolment (shows enrolment from years 2003/2004-2012-2013)

Montessori, Prairie Christian Academy, Trinity Christian Academy, International Student Services and tuition agreement with Siksika Nation positively impact the enrolment trends.

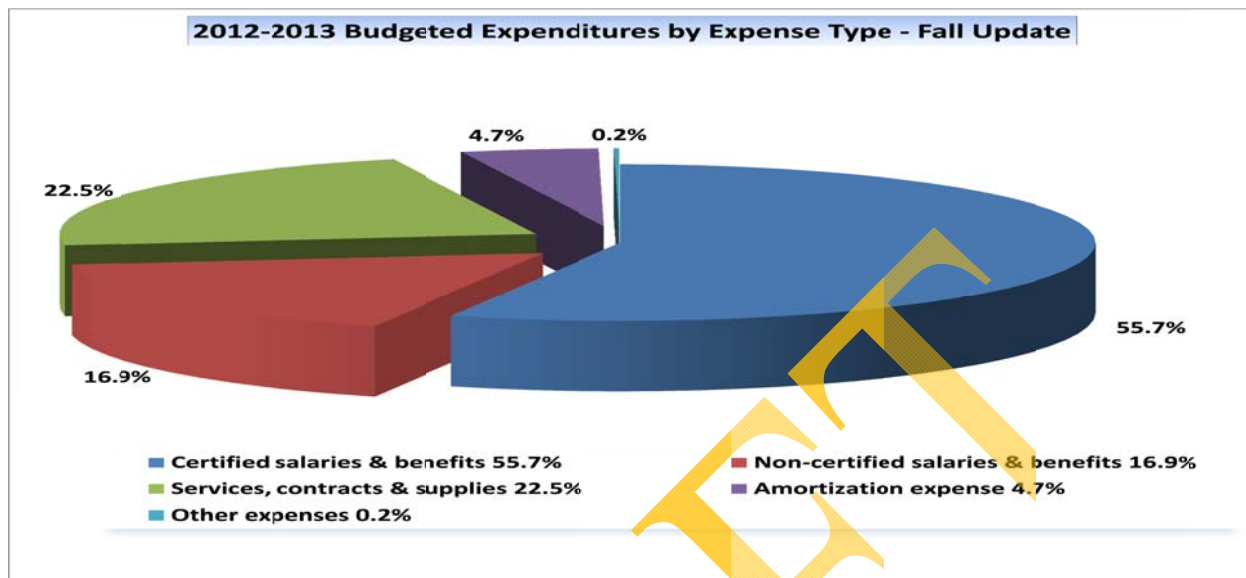
Funding Sources

Golden Hills receives its funding primarily from the Province of Alberta



Spending by Envelope

Expenditures occur in 5 different envelopes.



Audited Financial Statements

The Financial Statements are available on the Golden Hills website at:

Directions: [www.ghsd75.ca/ Documents/Finance/Alberta Education Budget Report](http://www.ghsd75.ca/Documents/Finance/Alberta%20Education%20Budget%20Report)

Budget Principles

- Balance revenue and expenditures
- Balance within each envelope
- Budget process is open and involves stakeholders
- Respond to Alberta Education and Priorities of Alberta Education
- Equitable allocation of resources for students to receive quality education program
- Budget be guided by principles of transparency and public accountability for the use of resources and results received
- Budget reflects appropriate reserves that ensure financial health and meet encumbrances

Capital and Facilities Projects

Trochu Valley

In September 2011, Alberta Infrastructure awarded the architectural work for the Trochu Valley School modernization to Quinn Young Architects. Quinn Young developed a comprehensive plan that will turn Trochu Valley into a very modern and functional design that will serve the students and community for many years to come. To facilitate the project, the students are being relocated into temporary facilities in Trochu. All existing programs will be offered in these temporary locations.

East Wheatland

In the fall of 2011, following a process of community engagement, an East Wheatland Committee was formed with members representing the four communities of Gleichen, Hussar, Rockyford and Standard. This committee met weekly to develop a plan that would bring a long-term solution for the educational needs of the students in East Wheatland. Through cooperation, consultation and collaboration, this committee was able to find a solution they all could support. This solution was presented to the broader community in the area and then adopted by the Board of Trustees who utilized the information in the development of the 2013-2014 Capital Plan submission to Alberta Education.

Highlights of the Annual Capital Plan Submission

In March 2012, the Board of Trustees was tasked with determining the 2013-2014 Capital Plan submission to Alberta Education. The annual submission includes the Board's number one priority for a new school, the number one priority for a modernization and any leasing funding requirements. The priorities for the Capital Plan include:

- A centrally located K-12 school in East Wheatland and a new K-9 school for the Town of Strathmore
- The modernization of the Prairie Christian Academy School in Three Hills and Greentree School in Drumheller
- Continued lease funding support was requested for the Prairie Christian Academy K-12 School in Three Hills and Trinity Christian Academy, a K-9 School in Strathmore

Infrastructure Maintenance and Renewal

Infrastructure Maintenance Renewal (IMR) incurred a slight decrease in funding from \$1,005,191 for the 2010-2011 year to \$977,491 for the 2011-2012 year. The jurisdiction plans to address some of the backlog of deferred maintenance projects that will improve health and safety as well as learning opportunities for students. The jurisdiction will address issues in as many school buildings as possible.

For more information about capital building projects or infrastructure renewal projects, please contact Don Hartman, Facilities Manager at (403) 934-5121 ext. 2053 or don.hartman@ghsd75.ca

Summary of Facility and Capital Plans

- To accommodate increasing enrollments, Golden Hills School Division will request modular classrooms for three schools in Strathmore as well as Greentree School in Drumheller.



Parental Involvement

All Golden Hills Schools share the school Education Plans with their School Councils and receive feedback on the plan. Additionally, the division Education Plan is shared and discussed at the Council of School Council annual meeting. At this meeting, School Council representatives have an opportunity to provide feedback on the division Education Plan as well as gain a level of understanding of the linkages between school and division Plans.



Deadlines and Communication

The Three Year Education Plan and Annual Education Results Report (combined) focus on improving student learning over three years. The strategies and priorities are updated annually and as one year is completed, another is added so that the plan rolls forward maintaining a three-year time frame. This allows the jurisdiction to respond to recent performance results and changes in the operating environment while ensuring continuity from year to year.

Preparing and Updating Plans

In revising the report, the jurisdiction considers:

- Jurisdiction and/or school results from the Accountability Pillar Survey
- Student achievement data including Provincial Achievement Tests and Diploma Examinations
- Input from stakeholders i.e., School Councils, students, parents and the public
- Resources available
- Alberta Education's Three Year Business Plan
- Feedback to the jurisdiction from Alberta Education

Jurisdiction and school three-year plans align with Alberta Education's vision, mission, goals and outcomes for the learning system.

Communication

The combined Education Plan and Annual Education Results Report serves as a tool for communicating with all staff, students, School Councils, parents and community groups. Other tools for communicating include the website, newsletters, press releases and other announcements, stakeholder meetings and regular postings of the Board Agenda packages and minutes to the website.

The combined Education Plan and Annual Education Results Report, Audited Financial Statements, Board meeting agenda packages and minutes, Governance Policies and Administrative Procedures Manuals are all posted to the website.

Stakeholders are encouraged to attend Regular Board Meetings, which are open to the public, and to contact the Board Chair or Superintendent for information. The website provides a feedback form for policy input which is accepted at any time.



APPENDIX – MEASURE DETAILS

The following pages include tables that provide detailed data for the performance measure

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	87.0	14.9	84.4	18.2	83.9	16.1	87.8	15.7	83.3	18.5	85	20
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	82.7	23.2	76.4	25.0	78	26
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	82.7	18.9	83.3	16.7	87.4	19.1	86.6	17.1	83.7	15.3	85	17
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	76.8	14.3	73.9	11.5	75	13
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	72.4	18.7	78.6	20.0	76.4	21.6	78.1	18.6	76.6	22.5	78	23
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	65.5	10.9	67.1	12.9	68.2	13.4	76	15
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	Authority	73.9	10.7	79.7	14.1	79.2	8.9	79.2	12.4	78.6	12.4	80	14
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	59.3	3.7	73.1	0.0	78.8	9.1	80	10
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	57.1	10.6	61.9	10.2	66	12
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	64.3	7.1	45.8	4.2	60.7	25.0	62	25
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	Authority	63.8	6.0	68.9	12.0	70.3	12.0	68.2	12.9	69.0	10.5	74	12
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	71.4	7.1	50.0	8.3	76.7	20.0	78	20
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	63.6	13.5	59.9	13.4	68.8	11.5	70	13
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	77.8	7.4	66.7	25.9	47.6	9.5	60	10
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Golden Hills School Division								Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg			2012		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	432	83.3	426	85.4		44,689	81.9	42,242	81.6
	Standard of Excellence	High	Maintained	Good	432	18.5	426	16.7		44,689	20.4	42,242	18.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	Declined Significantly	n/a	432	76.4	452	82.7		44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Maintained	n/a	432	25.0	452	23.2		44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	418	83.7	452	85.8		43,170	82.7	43,453	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	418	15.3	452	17.7		43,170	17.8	43,453	18.8
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	418	73.9	456	76.8		43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	Declined	n/a	418	11.5	456	14.3		43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	Low	Maintained	Issue	418	76.6	451	77.7		43,073	77.8	43,389	76.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	418	22.5	451	20.1		43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	418	68.2	463	66.3		43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	Maintained	n/a	418	13.4	463	11.9		43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	379	78.6	447	79.4		42,309	77.4	43,450	79.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	379	12.4	447	11.8		42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	Improved	n/a	33	78.8	27	66.2		1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	Improved	n/a	33	9.1	27	1.9		1,654	5.8	1,597	7.8
Mathematics 9	Acceptable Standard	n/a	Improved	n/a	383	61.9	443	57.1		41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Maintained	n/a	383	10.2	443	10.6		41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	Maintained	n/a	28	60.7	26	55.1		1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	Improved	n/a	28	25.0	26	5.7		1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	381	69.0	446	69.1		42,307	74.2	43,288	73.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	381	10.5	446	12.3		42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	Improved	n/a	30	76.7	26	60.7		1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	Improved	n/a	30	20.0	26	7.7		1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Improved Significantly	n/a	391	68.8	439	61.7		42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	Maintained	n/a	391	11.5	439	13.4		42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	Declined	n/a	21	47.6	27	72.2		1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	Maintained	n/a	21	9.5	27	16.7		1,588	13.9	1,565	14.6

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.3	13.8	82.4	9.1	78.3	7.1	76.6	5.8	81.3	5.2	85	7
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	85.5	7.0	79.8	8.3	82.2	7.5	85.5	5.7	83.6	4.8	85	7
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
Pure Mathematics 30	Authority	73.9	18.6	70.7	18.8	78.2	27.3	72.2	24.1	74.1	19.0	78	20
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	77.6	11.2	72.7	9.9	80.0	11.3	70.7	9.2	68.7	10.7	75	11
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	88.5	14.6	79.3	15.3	77.1	2.9	*	*	n/a	n/a	n/a	n/a
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	81.1	12.2	75.9	7.8	77.6	5.5	86	10
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	79.7	12.9	82.1	17.4	74.5	8.5	75.0	12.5	n/a	n/a	n/a	n/a
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	78.9	8.0	81.7	12.1	76.1	10.3	83	11
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	80.9	19.5	77.0	23.0	73.0	21.5	70.9	20.0	72.2	17.8	81	18
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	85.4	30.1	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	73.3	20.4	75.5	28.3	73.3	20.6	66.5	17.9	77	18
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	80.8	21.6	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	78.1	9.6	60.9	11.3	71.1	18.9	70.1	22.2	81	22
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Golden Hills School Division							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	347	81.3	364	79.1	29,328	86.0	28,848	85.2
	Standard of Excellence	Very Low	Declined	Concern	347	5.2	364	7.4	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	189	83.6	209	82.5	14,554	89.5	14,112	88.5
	Standard of Excellence	Intermediate	Declined	Issue	189	4.8	209	7.2	14,554	10.7	14,112	9.1
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	247	74.1	262	73.7	21,691	81.8	22,716	82.0
	Standard of Excellence	Intermediate	Declined	Issue	247	19.0	262	23.4	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	Very Low	Declined	Concern	150	68.7	152	74.5	9,991	75.6	10,625	77.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	150	10.7	152	10.1	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	290	77.6	264	78.5	23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	Declined Significantly	n/a	290	5.5	264	10.0	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	Declined	n/a	234	76.1	227	80.3	17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	Maintained	n/a	234	10.3	227	10.0	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	Low	Maintained	Issue	281	72.2	281	73.6	23,299	81.8	22,083	82.1
	Standard of Excellence	Low	Declined	Issue	281	17.8	281	21.5	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	Intermediate	Declined	Issue	212	66.5	229	74.0	19,926	76.7	18,365	76.8
	Standard of Excellence	Intermediate	Declined	Issue	212	17.9	229	23.1	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	117	70.1	112	70.0	10,562	81.0	10,364	76.6
	Standard of Excellence	High	Improved	Good	117	22.2	112	13.3	10,562	30.3	10,364	23.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.



AUDITED FINANCIAL STATEMENT

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

Pursuant to Section 151(1) of the School Act, the Board of Trustees is responsible for submitting to the Minister by November 30th the Audited Financial Statements for the fiscal year September 1st, 2011 - August 31st, 2012. The auditors will attend the Regular Meeting of the Board of Trustees to present the Auditor's Report including an analysis and commentary on the financial statements.

As the annual financial statements are an important tool in evaluating the Division's performance, Trustees will have an opportunity to ask due diligence questions of both Administration and the Auditor.

Recommendation:

That the Board of Trustees approves the Audited Financial Statements for the year ending August 31, 2012 for submission to Alberta Education by November 30, 2011.

That the Board of Trustees approves the 2011-12 amount on the Audited Financial Statements for the year ending August 31, 2012 to be transferred to restricted reserves as follows:

Capital Reserves – transfer of \$1,000,000

Operating Reserves – transfer of \$2,202,268.66

A blue ink signature of Bevan Daverne, written in a cursive style.

Bevan Daverne
Superintendent

A blue ink signature of Tahra Sabir, written in a cursive style.

Tahra Sabir
Secretary-Treasurer

School Jurisdiction Code: 2155

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2012**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Golden Hills School Division #75

Legal Name of School Jurisdiction

435A Hwy. #1, Strathmore, Alberta T1P 1J4

Mailing Address

Telephone: (403) 934-5121 Fax: (403) 934-5125

Telephone and Fax Numbers

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Golden Hills School Division #75 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with generally accepted accounting principles and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chairman

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position and results of operations and cash flows for the year in accordance with generally accepted accounting principles and follow the financial reporting requirements prescribed by Alberta Education.

BOARD CHAIR

David Price

Name

"ORIGINAL SIGNED"

Signature

SUPERINTENDENT

Bevan Daverne

Name

"ORIGINAL SIGNED"

Signature

SECRETARY TREASURER OR TREASURER

Tahra Sabir

Name

"ORIGINAL SIGNED"

Signature

27-Nov-12

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: Robert.Mah@gov.ab.ca
PHONE: (780) 427-3855 (Toll free 310-0000) FAX: (780) 422-6996

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Independent Auditors' Report

To the Board of Trustees
Golden Hills School Division #75

We have audited the accompanying financial statements of Golden Hills School Division #75, which comprise the statement of financial position as at August 31, 2012, and the statements of revenue and expenses, cash flows, changes in net assets and capital allocations for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Golden Hills School Division #75 as at August 31, 2012, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Emphasis of Matter

As part of our audit of the financial statements for the year ended August 31, 2012, we also audited the adjustment described in note 26 that was applied to restate the financial statements for the year ended August 31, 2011. In our opinion, such restatements were appropriate and have been properly applied.

CHARTERED ACCOUNTANTS

Calgary, Canada
November 27, 2012

School Jurisdiction Code: 2155

STATEMENT OF FINANCIAL POSITION

as at August 31, 2012

(in dollars)

		2012	2011 Restated - Note 26
ASSETS			
Current assets			
Cash and temporary investments	(Note 4)	\$13,234,704	\$10,202,016
Accounts receivable (net after allowances)	(Note 5)	\$2,506,620	\$2,569,426
Prepaid expenses	(Note 2d)	\$211,636	\$274,975
Other current assets	(Note 2b)	\$256,207	\$234,858
Total current assets		\$16,209,166	\$13,281,275
Trust assets (Note 10)			
Long term accounts receivable		\$0	\$0
Long term investments		\$0	\$0
Capital assets (Note 6)			
Land		\$624,985	\$624,985
Construction in progress		\$365,652	\$0
Buildings		\$90,231,261	\$91,458,047
Less: accumulated amortization		(\$45,586,698)	(\$44,562,161)
Equipment		\$5,179,821	\$5,132,927
Less: accumulated amortization		(\$4,414,208)	(\$4,012,752)
Vehicles		\$5,018,208	\$4,845,551
Less: accumulated amortization		(\$2,887,368)	(\$2,871,702)
Total capital assets		\$48,531,655	\$50,614,896
TOTAL ASSETS		\$64,860,468	\$63,998,571
LIABILITIES			
Current liabilities			
Bank indebtedness	(Note 7)	\$0	\$0
Accounts payable and accrued liabilities	(Note 8)	\$2,379,200	\$2,809,166
Deferred revenue	(Note 9)	\$3,993,893	\$3,204,636
Deferred capital allocations	(Note 12)	\$490,438	\$279,994
Current portion of long term debt		\$379,985	\$617,471
Total current liabilities		\$7,243,517	\$6,911,267
Trust liabilities (Note 10)			
Employee future benefit liabilities	(Note 2h)	\$119,647	\$102,400
Long term debt (Note 11)		\$298,517	\$253,065
Supported: Debentures and other supported debt		\$370,864	\$864,164
Less: Current portion		(\$252,030)	(\$493,300)
Unsupported: Debentures and capital loans		\$1,820,714	\$1,935,395
Capital leases		\$75,031	\$84,522
Mortgages		\$0	\$0
Less: Current portion		(\$127,955)	(\$124,171)
Other long term liabilities		\$0	\$0
Unamortized capital allocations	(Note 13)	\$40,374,284	\$42,260,895
Total long term liabilities		\$42,679,071	\$44,882,970
TOTAL LIABILITIES		\$49,922,588	\$51,794,237
NET ASSETS			
Unrestricted net assets		\$1,029,236	\$1,917,898
Operating reserves		\$6,804,326	\$4,602,058
Accumulated operating surplus (deficit)		\$7,833,562	\$6,519,956
Investment in capital assets		\$5,985,794	\$5,564,443
Capital reserves		\$1,138,524	\$129,935
Total capital funds		\$7,104,318	\$5,684,378
Total net assets		\$14,937,880	\$12,204,334
TOTAL LIABILITIES AND NET ASSETS		\$64,860,468	\$63,998,571

School Jurisdiction Code: 2155

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2012
(in dollars)

	Actual 2012	Budget 2012 "Unaudited" - Note 23	Actual 2011 Restated - Note 26
REVENUES			
Government of Alberta	\$64,551,859	\$60,826,245	\$59,148,751
Federal Government and/or First Nations	\$1,461,241	\$1,404,786	\$1,593,067
Other Alberta school authorities	\$2,196	\$0	\$5,746
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$52,700	\$0	\$70,000
Fees (Note 14)	\$900,371	\$1,982,689	\$2,255,112
Other sales and services	\$4,059,221	\$3,802,340	\$3,705,609
Investment income	\$156,973	\$0	\$95,152
Gifts and donations	\$210,167	\$82,727	\$120,026
Fundraising	\$491,521	\$1,217,245	\$748,069
Rental of facilities	\$195,961	\$661,929	\$246,383
Gains on disposal of capital assets	\$8,589	\$0	\$6,950
Amortization of capital allocations	\$2,943,873	\$2,703,990	\$2,237,461
Other revenue	\$18,866	\$0	\$53,840
Total Revenues	\$75,053,537	\$72,681,951	\$70,286,166
EXPENSES			
Certificated salaries (Note 21)	\$33,358,403	\$33,597,914	\$31,731,673
Certificated benefits (Note 21)	\$7,043,757	\$7,055,486	\$3,563,001
Non-certificated salaries and wages (Note 21)	\$9,879,503	\$9,274,492	\$9,519,862
Non-certificated benefits (Note 21)	\$2,593,782	\$2,318,623	\$2,422,117
Services, contracts and supplies	\$15,412,265	\$16,656,446	\$16,931,913
Capital and debt services			
Amortization of capital assets			
Supported	\$2,943,873	\$2,703,990	\$2,237,461
Unsupported	\$781,470	\$780,000	\$750,327
Total Amortization of capital assets	\$3,725,343	\$3,483,990	\$2,987,788
Interest on capital debt			
Supported	\$54,703	\$150,000	\$99,565
Unsupported	\$104,685	\$120,000	\$111,352
Total Interest on capital debt	\$159,387	\$270,000	\$210,917
Other interest and charges	\$16,218	\$25,000	\$18,321
Losses on disposal of capital assets	\$0	\$0	\$2,104
Other expense	\$86,301	\$0	\$61,378
Total Expenses	\$72,244,960	\$72,681,951	\$67,449,074
EXCESS OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM	\$2,808,577	\$0	\$2,837,092
Extraordinary Item	\$0	\$0	\$0
EXCESS OF REVENUES OVER EXPENSES	\$2,808,577	\$0	\$2,837,092

School Jurisdiction Code: 2155

STATEMENT OF CASH FLOWS

for the Year Ended August 31, 2012

(in dollars)

	2012	2011 Restated - Note 26
CASH FLOWS FROM:		
A. OPERATIONS		
Excess (deficiency) of revenues over expenses	\$2,808,577	\$2,837,092
Add (Deduct) items not affecting cash:		
Amortization of capital allocations revenue	(\$2,943,873)	(\$2,237,461)
Total amortization expense	\$3,725,343	\$2,987,787
Gains on disposal of capital assets	(\$8,589)	(\$6,950)
Losses on disposal of capital assets	\$0	\$2,104
Changes in:		
Accounts receivable	\$62,806	(\$1,069,339)
Prepays and other current assets	\$41,990	(\$110,440)
Long term accounts receivable	\$0	\$0
Long term investments	\$0	\$0
Accounts payable and accrued liabilities	(\$429,966)	\$263,768
Deferred revenue	\$789,257	\$590,621
Employee future benefit liabilities	\$45,452	\$0
Other (describe)	\$0	\$0
Total cash flows from Operations	\$4,090,998	\$3,257,182
B. INVESTING ACTIVITIES		
Purchases of capital assets		
Land	\$0	\$0
Buildings	(\$743,827)	(\$3,792,157)
Equipment	(\$46,894)	(\$437,452)
Vehicles	(\$479,822)	(\$501,556)
Net proceeds from disposal of capital assets	\$8,589	\$59,168
Other (describe)		\$0
Total cash flows from Investing activities	(\$1,261,954)	(\$4,671,997)
C. FINANCING ACTIVITIES		
Capital allocations	\$456,799	\$3,404,996
Issue of long term debt	\$0	\$0
Repayment of long term debt	(\$617,472)	(\$613,870)
Add back: supported portion	\$493,300	\$493,300
Other (describe) Capital Allocations included in Accounts Receivable	(\$128,984)	\$0
Total cash flows from financing activities	\$203,643	\$3,284,426
Net cash flows from during the year	\$3,032,688	\$1,869,611
Cash and temporary investments, net of bank indebtedness, beginning of year	\$10,202,016	\$8,332,405
Cash and temporary investments, net of bank indebtedness, end of year	\$13,234,704	\$10,202,016

School Jurisdiction Code: 2155

STATEMENT OF CHANGES IN NET ASSETS
for the Year Ended August 31, 2012

(in dollars)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
						INTERNALLY RESTRICTED NET ASSETS											
	TOTAL NET ASSETS Cols. 2+3+4+5	INVESTMENT IN CAPITAL ASSETS	UNRESTRICTED NET ASSETS	TOTAL OPERATING RESERVES Cols. 6+8+10+12+14	TOTAL CAPITAL RESERVES Cols. 7+9+11+13+15	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services			
						Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves		
Balance at August 31, 2011	\$12,204,334	\$5,554,443	\$1,917,898	\$4,602,058	\$129,935	\$4,602,058	\$47,687	\$0	\$0	\$0	\$52,217	\$0	\$30,031	\$0	\$0		
Prior period adjustments (describe)																	
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Adjusted Balance, Aug. 31, 2011	\$12,204,334	\$5,554,443	\$1,917,898	\$4,602,058	\$129,935	\$4,602,058	\$47,687	\$0	\$0	\$0	\$52,217	\$0	\$30,031	\$0	\$0		
Excess (deficiency) of revenues over expenses	\$2,808,577		\$2,808,577														
Board funded capital additions		\$1,153,171	(\$1,153,171)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Disposal of unsupported capital assets	\$0	\$0	(\$8,589)		\$8,589		\$0	\$0	\$0				\$8,589		\$0		
Disposal of supported capital assets (board funded portion)	\$0	\$0	\$0		\$0		\$0			\$0			\$0		\$0		
Direct credits to net assets (\$75,031)		(\$75,031)	\$0														
Amortization of capital assets		(\$3,725,343)	\$3,725,343														
Amortization of capital allocations		\$2,943,873	(\$2,943,873)														
Debt principal repayments (unsupported)		\$114,681	(\$114,681)														
Net transfers to operating reserves			(\$2,202,268)	\$2,202,268		\$2,202,268		\$0		\$0		\$0		\$0			
Net transfers from operating reserves			\$0	\$0		\$0		\$0		\$0		\$0		\$0			
Net transfers to capital reserves			(\$1,000,000)		\$1,000,000		\$85,000		\$785,000		\$55,000		\$75,000		\$0		
Net transfers from capital reserves			\$0		\$0		\$0		\$0		\$0		\$0		\$0		
Assumption/transfer of other operations' net assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Balance at August 31, 2012	\$14,937,880	\$5,965,794	\$1,029,236	\$6,804,326	\$1,138,524	\$6,804,326	\$132,687	\$0	\$785,000	\$0	\$107,217	\$0	\$113,620	\$0	\$0		

School Jurisdiction Code: 2155

STATEMENT OF CAPITAL ALLOCATIONS
(EXTERNALLY RESTRICTED CAPITAL CONTRIBUTIONS ONLY)
for the Year Ended August 31, 2012
(in dollars)

	Deferred Capital Allocations	Unamortized Capital Allocations
Balance at August 31, 2011	\$279,994	\$42,260,895
Prior period adjustments	\$0	\$0
Adjusted balance, August 31, 2011	\$279,994	\$42,260,895
Add:		
Restricted capital allocations from: Alberta Education school building and modular projects	\$356,719	
Other Government of Alberta	\$0	
Federal Government and First Nations	\$0	
Other sources		
Interest earned on provincial government capital allocations	\$80	
Other capital grants and donations	\$0	
Net proceeds on disposal of supported capital assets	\$100,000	
Insurance proceeds (and related interest)	\$0	
Donated capital assets (amortizable, @ fair market value)		\$0
P3, other ASAP and Alberta Infrastructure managed projects		\$362,982
Transferred in capital assets (amortizable, @ net book value)		\$0
Current year supported debenture principal repayment		\$493,300
Expended capital allocations - current year	(\$246,355)	\$246,355
Deduct:		
Net book value of supported capital assets dispositions, write-offs, or transfer; Other	\$0	\$45,375
Capital allocations amortized to revenue		\$2,943,873
Balance at August 31, 2012	\$490,438	\$40,374,284

* Infrastructure Maintenance Renewal (IMR) Program allocations are excluded from this Statement, since those allocations are not externally restricted to capital.

Golden Hills School Division No. 75
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2012

1. AUTHORITY AND PURPOSE

Golden Hills School Division No. 75 (the "School Jurisdiction") delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The School Jurisdiction receives instruction and support allocations under Education Grants Regulation (AR120/2008). The regulation allows for the setting of conditions and use of grant monies. The School Jurisdiction is limited on certain funding allocations and administration expenses.

The School Jurisdiction is a charitable organization under the Income Tax Act (Canada) and therefore, is exempt from income taxes.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles (GAAP). The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates and approximations. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

a) Cash and temporary investments

Cash and temporary investments consist of cash and short term investments with maturities of less than 90 days from the financial statement date.

b) Inventories

Inventories are recorded at the lower of cost or net realizable value. The cost of inventory is determined on a first-in, first-out basis and includes expenditures incurred in acquiring the inventory and other costs incurred in bringing it to its existing location and condition. Inventory is included in other current assets on the statement of financial position. In establishing the appropriate inventory obsolescence, management estimates the likelihood that inventory carrying value will be affected by changes in market demand which would make inventory on hand obsolete. At year end, no inventory was considered obsolete.

c) School Generated Funds

Funds generated from school based activities are included as assets, liabilities, revenue and expenses of the School Jurisdiction, because the accountability, control and ownership of these funds rests with the School Jurisdiction officials or their appointee. Revenue from school generated funds is recognized as the related expenses are incurred.

d) Prepaid Expenses

Certain expenditures incurred before the close of the school year are for school supplies which will be consumed subsequent to the year-end, and are accordingly recorded as prepaid expenses. Certain insurance expenses also fall into this category.

e) Capital Assets

Capital Assets are recorded at cost, and are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	2.5% to 10%
Vehicles & Buses	10% to 20%
Computer Hardware & Software	20%
Other Equipment & Furnishings	10% to 20%

Capital assets with costs in excess of \$5,000 are capitalized. Capital allocations received for asset additions are amortized into revenue at the same rates as the amortization expense.

f) Revenue Recognition

Revenue is recognized as follows:

Instruction and support allocations are recognized in the year to which they relate.

Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Unrestricted contributions are recognized as revenue when received or receivable. Contributions in-kind are recorded at fair market value when reasonably determinable.

Externally restricted contributions are deferred and recognized as revenue in the period in which the restriction is complied with. Endowment contributions are recognized as direct increases in net assets in the period in which they are received or receivable.

g) Vacation Pay

Vacation pay is accrued in the period in which the employee earns the benefit.

h) Pensions

Pension costs included in these statements comprise the cost of employer contributions for current service of employees during the year.

The current and past service costs of the Alberta Teacher Retirement Fund are met by contributions by active members and the Government of Alberta (the "Government"). Under the terms of the Teachers Pension Plan Act, the School Jurisdiction does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund ("ATRF") on behalf of the jurisdiction is included in both revenues and expenses. For the school year ended August 31, 2012, the amount contributed by the Government was \$3,228,393 (2011 \$3,064,048) (note 25).

Previously, the Provincial contributions to the ATRF were not included in the accounts of the jurisdiction. The prior year's comparative figures have been restated to conform to this change in accounting policy.

The school board participates in a multi-employer pension plan, the Local Authorities Pension Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$790,122, for the year ended August 31, 2012 (2011 – \$710,312). At December 31, 2011, the Local Authorities Pension Plan reported an actuarial deficiency of \$4.639 million (2010 - \$4.635 million).

i) Contributed Services

Volunteers contribute a considerable number of hours per year to schools to ensure that certain programs are delivered, such as kindergarten, lunch services and the raising of school generated funds. Because of the difficulty of compiling these hours and the fact that these services are not otherwise purchased, contributed services are not recognized in the financial statements.

j) Financial Instruments

Canadian Institute of Chartered Accountants ("CICA") Handbook Section 3855 prescribes when a financial asset, financial liability, or non-financial derivative is to be recognized on the balance sheet and at what amount, requiring fair value or cost-based measures under different circumstances. All financial instruments must be classified as one of the following five categories: held-for-trading; held-to-maturity instruments; loans and receivables; available-for-sale financial assets; or other financial liabilities. All financial instruments with the exception of loans and receivables, held-to-maturity investments and other financial liabilities measured at amortized cost are reported on the balance sheet at fair value. Subsequent measurement and changes in fair value will depend on their initial classification. Available-for-sale financial assets are measured at fair value with changes in fair value recorded in other comprehensive income until the investment is derecognized or impaired at which time the amounts would be recorded in the statements of loss.

The School Jurisdiction has chosen not to adopt CICA Handbook Section 3862 – “*Financial Instruments – Disclosures*” and Section 3863 – “*Financial Instruments – Presentation*” and continues to apply CICA Handbook Section 3861 – “*Financial Instruments – Disclosure and Presentation*” as permitted for not-for-profit organizations.

Financial instruments are detailed in note 22. Unless otherwise noted, the fair values of these financial instruments approximate their carrying values. The Society has invested surplus funds in accordance with Section 60(2)(d) of the *School Act*.

k) Investments

Held for trading investments are recognized in the balance sheet at fair value. The fair values of the recognized investments are determined based on the available market information. Realized investment income and unrealized gains and losses are reported in the Statement of Revenues and Expenses.

l) Operating and Capital Reserves

Reserves are established at the discretion of the Board of Trustees of the jurisdiction, to set aside funds for operating and capital purposes. Such reserves are appropriations of unrestricted net assets.

m) Future Accounting Policies

The school board will adopt public sector accounting standards for the year ending August 31, 2013 with retrospective application and restatement of the prior school year. The transition is intended to enhance the public accountability and comparability of the financial reporting of the government controlled entities with those of other government organizations.

3. MEASUREMENT UNCERTAINTY

The valuation of accounts receivable is based on management's best estimate of the provision for doubtful accounts.

The valuation of inventory is based on management's best estimate of the provision for slow-moving and obsolete inventory.

The valuation of capital assets is based on management's best estimate of the future recoverability of these assets and the determination of costs subject to classification as capital assets. The amounts recorded for amortization of the capital assets and the related amortization of unamortized capital allocations are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

4. CASH AND TEMPORARY INVESTMENTS

	2012			2011	
	Average Effective (Market) Yield	Cost	Fair Value	Cost	Fair Value
Cash and cash equivalents	-	\$13,234,704	\$13,234,704	\$10,202,016	\$10,202,016
Fixed-income securities		-	-	-	-
Total cash and temporary investments	%	<u>\$13,234,704</u>	<u>\$13,234,704</u>	<u>\$10,202,016</u>	<u>\$10,202,016</u>

5. ACCOUNTS RECEIVABLE

	2012	2011
Government of Alberta	345,275	575,520
Alberta Municipalities	44,655	8,484
Federal Government	182,916	143,093
First Nations	692,729	1,016,340
Other	1,241,045	825,989
Total	<u>2,506,620</u>	<u>2,569,426</u>

6. TANGIBLE CAPITAL ASSETS

	Land	Construction In Progress - Buildings	Buildings	Leasehold Improve.	Equipment, Computer Hardware & Software	Other Equipment	Vehicles	Total 2012	Total 2011
Estimated Useful life			25-40 Years	3-5 Years	3-5 Years	5-10 Years	5-10 Years		
Historical cost									
September 1, 2011	\$ 624,985	0	\$ 91,458,047	\$ -	\$ 5,132,927	\$4,871,633	\$ 102,087,593	\$ 97,557,076	
Additions	0	365,653	325,555	424,179	0	46,894	479,822	\$ 1,642,102	4,731,165
Transfers in (out)	0	0	0	0	0	0	0	\$ -	-
Less disposals including write-offs	0	0	(1,976,520)	0	0	0	(333,247)	\$ (2,309,767)	(200,649)
August 31, 2012	<u>624,985</u>	<u>365,653</u>	<u>89,807,082</u>	<u>424,179</u>	<u>-</u>	<u>5,179,821</u>	<u>5,018,208</u>	<u>101,419,928</u>	<u>102,087,593</u>
Accumulated amortization									
September 1, 2011	0	0	44,562,161	0	0	4,012,752	2,897,783	51,472,696	48,631,236
Amortization expense	0	0	3,081,057	0	0	401,455	322,831	3,725,343	2,987,595
Transfers in (out)	0	0	0	0	0	0	0	0	0
Effect of disposals	0	0	(1,976,520)	0	0	0	(333,247)	(2,309,767)	(146,135)
August 31, 2012	<u>0</u>	<u>0</u>	<u>45,586,698</u>	<u>0</u>	<u>0</u>	<u>4,414,208</u>	<u>2,887,367</u>	<u>52,888,272</u>	<u>51,472,696</u>
Net Book Value	<u>\$ 624,985</u>	<u>\$ 365,653</u>	<u>\$ 44,220,384</u>	<u>\$ 424,179</u>	<u>\$ -</u>	<u>\$ 765,613</u>	<u>\$ 2,130,841</u>	<u>\$ 48,531,655</u>	<u>\$ 50,614,896</u>

Included in vehicles are assets under capital lease with a net book value of \$75,031 (2011- \$94,522)

Amortization of assets under capital lease is \$9,491 (2011 - 9,211) and is included in amortization expense.

7. BANK INDEBTEDNESS

The jurisdiction has negotiated a line of credit in the amount of \$2,500,000 that bears interest at the bank prime rate less 0.25% per annum. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the jurisdiction. There was no balance outstanding on the line of credit at August 31, 2012 (2011 - \$Nil).

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2012	2011
Alberta Education	100,418	0
Alberta Finance	47,192	69,188
Federal Government	0	0
First Nations	0	0
Other Alberta School Jurisdictions	0	0
Other Trade Payables and Accrued Liabilities	2,231,590	2,739,978
Total	<u>2,379,200</u>	<u>2,809,166</u>

9. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2011	ADD: 2011/2012 Restricted Funds Received/ Receivable	DEDUCT: 2011/2012 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2011/2012 Adjustments or Returned Funds	DEFERRED REVENUE as at Aug. 31, 2012
Alberta Education Restricted Operational Funding:					
Alberta Initiative for School Improvement	\$350,839	\$444,360	\$723,451	\$0	\$71,748
Infrastructure Maintenance Renewal	\$0	\$977,559	\$904,229	\$0	\$73,330
Other Alberta Education deferred revenue	\$0	\$0	\$0	\$0	\$0
Other Government of Alberta Restricted Funding:					
CTS Everygreening	\$73,054	\$0	\$13,049	\$0	\$60,005
Rural Trades Initiative	\$0	\$0	\$0	\$0	\$0
Technology in Classroom	\$87,225	\$7,236	\$0	\$0	\$94,461
Innovative Classroom	\$277,429	\$0	\$0	\$0	\$277,429
Other Deferred Revenue:					
International Student Fees	\$1,359,665	\$1,767,681	\$1,359,665	\$0	\$1,767,681
Comprehensive School Health Project	\$8,264	\$0	\$2,196	\$0	\$6,068
Infrastructure Rental Income	\$5,665	\$248	\$0	\$0	\$5,913
Transportation Fees	\$0	\$0	\$0	\$0	\$0
Hutterite Conference Fees	\$9,020	\$0	\$268	\$0	\$8,752
United Way	\$8,000	\$0	\$8,000	\$0	\$0
School Generated Funds (Note 15)	\$1,025,475	\$2,250,898	\$1,647,867		\$1,628,506
Total	<u>\$3,204,636</u>	<u>\$5,447,982</u>	<u>\$4,658,725</u>	<u>\$0</u>	<u>\$3,993,893</u>

10. TRUST ASSETS AND LIABILITIES

These balances represent cash that is held in trust by the jurisdiction.

	2012	2011
Deferred Salary Leave Plan	\$0	\$0
Scholarship Trusts	94,001	102,400
Student Health Initiative Trust (SHI Banker Board)	25,646	0
Total	<u>\$119,647</u>	<u>\$102,400</u>

11. LONG TERM DEBT**Debenture Debt – Supported**

The debenture debt bears interest at rates varying between 7.50% and 9.375%. The debenture debt is fully supported by Alberta Finance. Debenture payments due over the next five years and beyond are:

	Principal	Interest	Total
2012-2013	252,030	29,992	282,022
2013-2014	118,834	9,075	127,909
2014-2015	0	0	0
2015 to maturity	0	0	0
Total	\$370,864	\$39,067	\$409,931.

Unsupported Debentures

The School Jurisdiction previously entered into debentures in the amount of \$1,200,000. The debentures bear interest at 6.25% per annum and expire on August 25, 2025. The following is a summary of principal and interest payments on the debentures outstanding at August 31, 2012:

	Principal	Interest	Total
2012-2013	48,000	39,000	87,000
2013-2014	48,000	38,000	84,000
2014-2015	48,000	33,000	81,000
2015-2016	48,000	30,000	78,000
2016 to maturity	432,000	135,000	567,000
Total	\$624,000	\$273,000	\$897,000

The School Jurisdiction previously entered into debentures in the amount of \$1,622,853. The debentures bear interest at 5.175% per annum and expire on Sept 15, 2024. The following is a summary of principal and interest payments on the debentures outstanding at August 31, 2012:

	Principal	Interest	Total
2012-2013	70,175.55	61,033.67	131,209.22
2013-2014	73,854.12	57,355.10	131,209.22
2014-2015	77,725.55	53,483.71	131,209.22
2015-2016	81,799.85	49,409.37	131,209.22
2016 to maturity	893,159.37	222,119.00	1,115,278.37
Total	\$1,196,714.40	\$443,400.85	\$1,640,115.25

Obligation under capital lease:**2012****2011**

Obligation under capital lease, payable in monthly Instalments of \$991, including interest at 3.04%, secured by the underlying value of the asset.

\$ 75,031

\$ 84,522

Less: Portion due within one year

9,780
\$ 65,251

9,491
\$ 75,031

Payments due on the obligation under capital lease are as follows:

2013	11,897
2014	11,897
2015	11,897
2016	11,897
2017 and beyond	<u>35,689</u>
	83,277
Payments representing interest	<u>8,246</u>
	<u>\$ 75,031</u>

12. DEFERRED CAPITAL ALLOCATIONS

Deferred capital allocations represent externally-restricted supported capital funds provided for a specific capital purpose received or receivable by the jurisdiction, but the related expenditure had not been made at year-end. When expended, these deferred capital allocations are transferred to unamortized capital allocations.

	2012	2011
Balance, beginning of year	\$ 279,994	\$ 853,254
Add: Contributions received	456,799	3,404,996
Less: Amounts transferred to unamortized capital allocations	<u>(246,355)</u>	<u>(3,978,256)</u>
Balance, end of year	<u>\$ 490,438</u>	<u>\$ 279,994</u>

13. UNAMORTIZED CAPITAL ALLOCATIONS

Unamortized capital allocations represent externally-restricted supported capital funds that have been expended, but have yet to be amortized over the useful life of the related capital asset. The unamortized capital allocations account balance is increased by transfers of deferred capital allocations expended, as well as fully-supported debenture principal repayments.

	2012	2011
Balance, beginning of year	\$ 42,260,895	\$ 40,026,800
Add: Supported debenture principal repayments	493,300	493,300
Outstanding principal on Capital Lease	75,031	0
Transfer from deferred capital allocations	246,355	3,978,256
Government contribution not processed through DCA	362,982	0
Less: Amortization	<u>(2,943,876)</u>	<u>(2,237,461)</u>
Dr. Elliott School Gym project adjustment	<u>(120,405)</u>	<u>0</u>
Balance, end of year	<u>\$ 40,374,282</u>	<u>\$ 42,260,895</u>

14. FEES

	2012	2011
Item	Gross Receipts	
Transportation fees	\$53,222	\$77,292
Fees charged for instruction material and supplies	\$368,687	\$830,180
Other fees	\$478,462	\$1,347,640
Total	\$900,371	\$2,255,112

15. SCHOOL GENERATED FUNDS

Unexpended School Generated Revenues, Opening Balance August 31, 2011:	\$1,025,475
Current Year Activities – Gross Receipts:	
Fees	478,461
Fundraising	491,522
Gifts and donations	198,738
Grants to schools	0
Other sales and services	1,082,177
Total gross receipts	\$2,250,898
Current Year Activities – Total Direct Costs Including Cost of Goods Sold to Raise Funds	290,641
Current Year Activities –Uses of Funds	1,357,226
Unexpended School Generated Revenues, Closing Balance August 31, 2012	\$1,628,506

Total unexpended funds is reported as a line item in Note 9 – Deferred Revenue.

16. ASSET RETIREMENT OBLIGATIONS

Asset retirement obligations represent legal obligations associated with the retirement of a tangible long-lived asset that result from its acquisition, construction, development or normal operation. The School Jurisdiction has a legal obligation to remove and dispose of, in a safe manner, the hazardous material (asbestos) located within any school within its jurisdiction upon its retirement. A liability has not been recognized, as the fair value of the liability cannot be reasonably estimated, as the range of time over which the entity may settle the obligation cannot be determined.

17. COMMITMENTSa) Building Projects:

The jurisdiction is committed to further capital expenditures for the Phase 2 repairs of the School Gym at Dr. Elliot School of approximately \$85,000. All costs are fully funded by capital allocations from Alberta Education.

b) Transportation:

The School Jurisdiction has agreements with several contractors to provide transportation services for students. These agreements are for the period September 2012 to June 2016, with basic daily rates ranging from \$172 to \$347.

c) Office Lease:

The jurisdiction is committed to lease office space on behalf of an affiliated organization to September 14, 2017, from which the annual rental of \$43,397 is recovered annually.

d) Lease Commitments

The jurisdiction leases classroom and dormitory space under lease agreements expiring between 2013 and 2017. Future minimum operating lease payments, are as follows:

2013.....	746,099
2014.....	9,110
2015.....	9,110
2016.....	759
2017.....	7,592
Total	\$772,670

18. CONTINGENCIES

- a) The jurisdiction is a member of a reciprocal insurance exchange called ALAIRE. A portion of the premiums paid each year represents equity contributions to the insurance fund. These payments have been recorded as expenses in the financial statements, as the value of equity is subject to liability claims.

19. RELATED PARTY TRANSACTIONS

Effective 2005/2006, school jurisdictions are controlled by the Government according to criteria set out in PSAB 1300. All entities consolidated or accounted for on a modified equity basis in the accounts of the Government of Alberta are now related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

2011-2012	Balances		Transactions	
	Assets (at cost or net realizable value)	Liabilities (at fair value)	Revenues	Expenses
Government of Alberta:				
Education	-	100,418	49,762,200	-
Infrastructure and transportation	322,162	-	10,993,112	-
Finance	15,312	2,191,578	568,154	568,154
Health and wellness	-	-	-	30,263
Human Resources/Employment	7,800	-	3,228,393	3,228,393
Other Gov't of Alberta departments	-	-	-	-
Other:				
Health authorities	-	-	-	-
Post-secondary institutions	-	-	-	-
Other Alberta school jurisdictions	-	-	-	-
Other related parties	-	-	-	-
TOTAL 2011-2012	345,275	2,291,996	64,551,859	3,826,810
TOTAL 2010-2011	575,520	2,799,558	59,148,751	119,716

20. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The jurisdiction's primary source of income is from the Government. The Division's ability to continue viable operations is dependent on this funding.

21. REMUNERATION AND MONETARY INCENTIVES

The Golden Hills School Division No. 75 had paid or accrued expenses for the year ended August 31, 2012 to or on behalf of the following positions and persons in groups as follows:

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERIP's / Other	Expenses
Chair: Dave Price	1.00	\$17,884	\$4,854	\$0			\$9,805
Other members	0.00	\$0	\$0	\$0			\$0
Karen Harries	1.00	\$11,573	\$2,093	\$0			\$6,047
Lawrence Maerz	1.00	\$11,270	\$0	\$0			\$5,352
Robert McKay	1.00	\$8,970	\$0	\$0			\$940
Janet Bolinger	1.00	\$7,047	\$1,869	\$0			\$2,288
Larry Tucker	1.00	\$12,769	\$4,432	\$0			\$3,868
Subtotal	6.00	\$69,513	\$13,248	\$0			\$28,300
Superintendent	1.00	\$175,000	\$25,288	\$600	\$0	\$0	\$13,185
Superintendent (2)	0.00	\$0	\$0	\$0	\$0	\$0	\$0
Secretary/Treasurer	1.00	\$145,033	\$28,880	\$600	\$0	\$0	\$10,923
Secretary/Treasurer (2)	0.00	\$0	\$0	\$0	\$0	\$0	\$0
Board Secretary (1)	0.00	\$0	\$0	\$0	\$0	\$0	\$0
Board Secretary (2)	0.00	\$0	\$0	\$0	\$0	\$0	\$0
Board Treasurer (1)	0.00	\$0	\$0	\$0	\$0	\$0	\$0
Board Treasurer (2)	0.00	\$0	\$0	\$0	\$0	\$0	\$0
Certificated Teachers	0.0	\$33,183,403	\$6,988,469	\$0	\$0	\$0	
Non-certificated - Other	0.0	\$9,664,957	\$2,551,654	\$0	\$0	\$0	
TOTALS		\$43,237,906	\$9,607,589	\$1,200	\$0	\$0	

Benefits include the government portion of the current service contribution to the Alberta Teachers Pension Fund on behalf of the school jurisdiction.

22. FINANCIAL INSTRUMENTS

The School Jurisdiction uses CICA Handbook Section 3861 when determining disclosures for financial instruments.

a) Fair values

The fair values of the School Jurisdiction's cash and temporary investments, accounts receivable and accounts payable and accrued liabilities approximate their carrying values because of their short-term nature. The fair value of the long-term debt and obligations under capital lease approximate book values because the instruments bear interest at market rates.

b) Credit risk

The financial instruments that potentially subject the School Jurisdiction to a significant concentration of credit risk consist primarily of cash and temporary investments as well as accounts receivable. Cash and temporary investments are held with one Canadian financial

institution and are therefore subject to credit risk on deposits held in excess of the government's insured amounts.

c) Interest rate risk

The School Jurisdiction is exposed to interest rate price risk to the extent that the obligations under capital lease, and long-term debt bear interest at fixed rates.

23. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on November 29, 2011. It is presented for information purposes only and has not been audited.

24. CAPITAL DISCLOSURES

The School Jurisdiction defines its capital as the amounts included in its net assets.

The School Jurisdiction's objective when managing capital is to safeguard its ability to continue as a going concern so that it can continue to provide the appropriate level of services to its beneficiaries and stakeholders.

25. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform with the current year's presentation.

26. RESTATEMENT

The year ending August 31, 2011 financial statements have been restated for the following:

- i. Revenue from Government of Alberta and certificated benefits were increased by \$3,064,048 to reflect retroactive application of government contributions to Alberta Teachers' Retirement Fund in the statement of revenue and expenses.
- ii. The School Jurisdiction reported funds collected and held by the school council in the amount of \$1,416,501 as school-generated assets and school-generated liabilities on its statement of financial position as at August 31, 2011. It was determined that the funds collected and held by the school council are not considered assets and liabilities to the School Jurisdiction. As a result, school-generated assets of \$1,416,501 and school-generated liabilities of \$1,416,501 were removed from the statement of financial position.



BUDGET 2012-2013

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

The submission deadline for boards is November 30, 2012. This submission incorporates final student counts for the 2012/2013 school year.

The September 30, 2012 enrolment has been finalized, therefore this budget represents actual student numbers versus projected numbers.

Attached is the draft 2012/2013 Budget in the Alberta Education format required.

Changes from the Spring budget submission include:

1. Increase in Enrolment from projected in the amount of 157 FTE students.
2. Increase for CEU estimate based on 2011/2012 CEU average.

Budget 2012-13 will be posted on the website on November 30, 2012.

Recommendation:

That the Board of Trustees approves Budget 2012-13 for submission to Alberta Education by November 30, 2012 as required.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer

2155 Golden Hills School Division No. 75				
School Jurisdiction Code and Name				
FALL 2012 UPDATE TO THE 2012/2013 BUDGET				
	Fall 2012 Update to the Budget 2012/2013	Spring 2012 Budget Report 2012/2013	Variance	% Variance
OPERATIONS (SUMMARY)				
Revenues				
Government of Alberta	\$64,308,361	\$62,639,081	\$1,669,280	2.7%
Fees	\$1,575,000	\$1,600,000	(\$25,000)	-1.6%
Other sales and services revenue	\$3,607,048	\$4,066,709	(\$459,661)	-11.3%
Amortization of capital allocations revenue	\$2,636,284	\$2,631,309	\$4,975	0.2%
All other revenues	\$2,516,451	\$2,603,738	(\$87,287)	-3.4%
Total Revenues	\$74,643,144	\$73,540,837	\$1,102,307	1.5%
Expenses By Program				
ECS - Grade 12 Instruction	\$55,880,042	\$55,852,663	\$27,379	0.0%
Operations & Maintenance of Schools and Maintenance Shops	\$9,832,357	\$9,594,344	\$238,013	2.5%
Transportation	\$3,858,858	\$3,827,431	\$31,427	0.8%
Board and System Administration	\$2,859,482	\$2,711,634	\$147,848	5.5%
External Services	\$2,915,052	\$3,235,230	(\$320,178)	-9.9%
Total Expenses	\$75,345,791	\$75,221,302	\$124,489	0.2%
Excess (Deficiency) of Revenues over Expenses	(\$702,647)	(\$1,680,465)	\$977,818	-58.2%
Accumulated Operating Surplus (Projected)				
Accumulated Operating Surplus - Aug.31, 2012	\$7,833,562	\$6,405,276	\$1,428,286	22.3%
Accumulated Operating Surplus - Aug.31, 2013	\$7,130,915	\$4,845,699	\$2,285,216	47.2%
Expenses by Object				
Certificated salaries, wages and benefits expense	\$41,959,989	\$42,230,210	(\$270,221)	-0.6%
Non-certificated salaries, wages and benefits expense	\$12,701,225	\$12,561,473	\$139,752	1.1%
Services, contracts and supplies expense	\$17,024,723	\$16,976,121	\$48,602	0.3%
Amortization expense	\$3,524,854	\$3,320,372	\$204,482	6.2%
Interest on capital debt expense	\$115,000	\$113,126	\$1,874	1.7%
All other expenses	\$20,000	\$20,000	\$0	0.0%
Total Expenses	\$75,345,791	\$75,221,302	\$124,489	0.2%
Certificated Staff FTE's				
School based	348.7	350.9	(2.2)	-0.6%
Non-school based	11.5	11.5	(0.0)	-0.2%
Total Certificated Staff FTE's	360.2	362.4	(2.2)	-0.6%
Certificated Staffing Change due to:				
Enrolment	-	-	-	#DIV/0!
Other factors	(2.2)	-	(2.2)	#DIV/0!
Total Change	(2.2)	-	(2.2)	#DIV/0!
Non-Certificated Staff FTE's				
Instructional	154.8	151.3	3.5	2.3%
Non-instructional	126.8	126.8	(0.0)	0.0%
Total Non-Certificated Staff FTE's	281.6	278.1	3.5	1.3%
Non-Certificated Staffing Change due to:				
Enrolment	-	-	-	#DIV/0!
Other factors	3.5	15.5	(12.0)	-77.4%
Total Change	3.5	15.5	(12.0)	-77.4%
Eligible Funded Students				
Early childhood services (ECS headcount)	409	363.0	46	12.7%
Grades 1 to 9 (headcount)	4,064	3,960.0	104	2.6%
Grade 10 to 12 (FTE)	1,430	1,400.0	30	2.1%
Total Eligible Funded Students	5,903	5,723	180	3.1%
Attestation of Secretary-Treasurer/Treasurer:				
This information was formally received by the Board of Trustees at the meeting held on :			November 27, 2012	

2155 Golden Hills School Division No. 75

School Jurisdiction Code and Name

FALL 2012 UPDATE TO THE 2012/2013 BUDGET

Comments/Explanations of Variance:

Actual enrolment is greater than projected by 157 FTE students which results in increased revenue.

Other Sales and Services Revenue - Short term enrolment for International has increased however, we have changed to project our prorated FTE head counts in order to ensure better accuracy.

Board and System Administration - increase in expenses is a result of reclassification of amortization. Fall budget is a more accurate reflection of actual unsupported amortization costs.

External Services - expenses have been reduced to account for reduction in anticipated revenue in International as a result of the varied enrolment types.

Amortization Expense - more accurately reflects actual costs as a result of classification errors.

Kindergarten Variance - Offered full day, full time kindergarten at no charge to parents in Strathmore and Drumheller which increased kindergarten enrolment.

Draft

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :



ENROLMENT BACKGROUNDER

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

The Board of Trustees regularly monitors enrolment and notes trends over time. Funding is primarily enrolment-driven and monitoring and projecting enrolment trends informs the board's budgeting processes.

As per the attached monitoring report, information is provided on October 31, 2012 enrolment of resident funded students, Siksika funded students and International funded students.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2012. High school funding is based on the Credit Enrolment Units earned per student.

The Enrolment Monitoring Report indicates current month enrolment as well as 5-year trends.

Recommendation:

That the Board of Trustees receives the Enrolment Monitoring Report for information and for the record.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer



ENROLMENT MONITORING REPORT

Presented to the Board of Trustees by Bevan Daverne, Superintendent of Schools

Resource Persons:

Tahra Sabir, Secretary-Treasurer

Ed Holt, Associate Superintendent of Schools

Kandace Jordan, Associate Superintendent of Schools

Norma Emde, Student Records Specialist

November 27, 2012

REPORTING PERIOD: October 31, 2012

OVERVIEW: Enrolment is critical information which has various implications for funding and staffing levels. Pursuant to Board Governance Policy 2, the Board is responsible for monitoring the fiscal management of the Division. This requires knowledge of how resources are allocated to achieve desired results. The information provided in this report assists the Board in fulfilling its governance role.

SUMMARY & IMPLICATIONS:

- Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30. High school funding is based on the historical averages of Credit Enrolment units earned per student.
- A comparison is provided for enrolments for a five year trend for September 30 enrolments.

RECOMMENDATION:

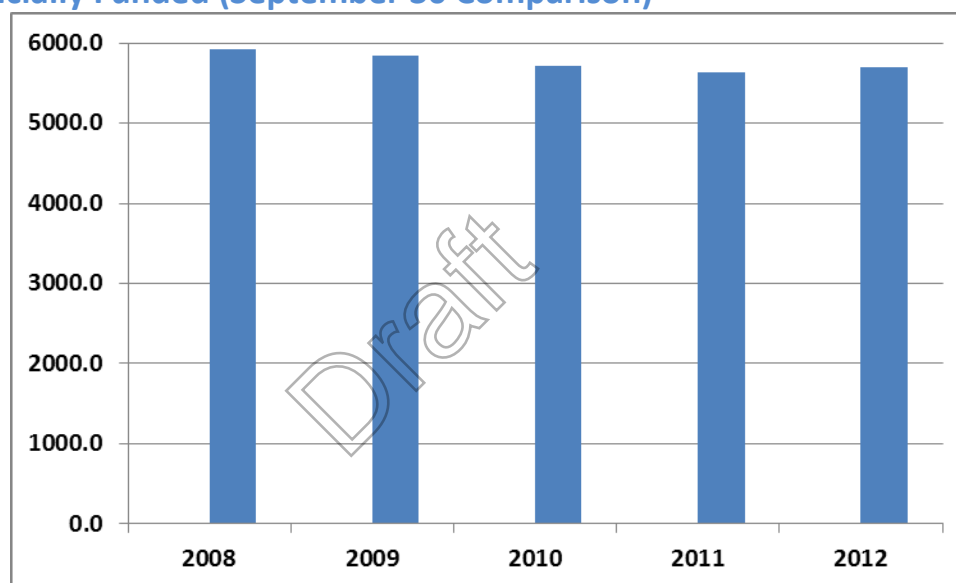
That that the Board of Trustees receives the Enrolment Monitoring Report for information and the record.

Summary of Totals

	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	5 Year Historical Trend				
				30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Funded Total Enrolment								
Provincially Funded Students	5,706.50	5,698.50	8.00	5,706.50	5,638.00	5,708.00	5,835.50	5,921.00
Siksika Students	175.00	175.00	0.00	178.00	178.00	197.00	245.00	245.00
International Students	143.00	143.00	0.00	158.00	158.00	158.00	185.00	185.00
Total	6,024.50	6,016.50	8.00	6,042.50	5,974.00	6,063.00	6,265.50	6,351.00

60.5 more than
last year

Total Provincially Funded (September 30 Comparison)



Graph includes provincially funded students only

Year	Funded % Change	Total %
2009	-1%	-1%
2010	-2%	-3%
2011	-1%	-1%
2012	1%	1%



Funded – includes total provincial resident students

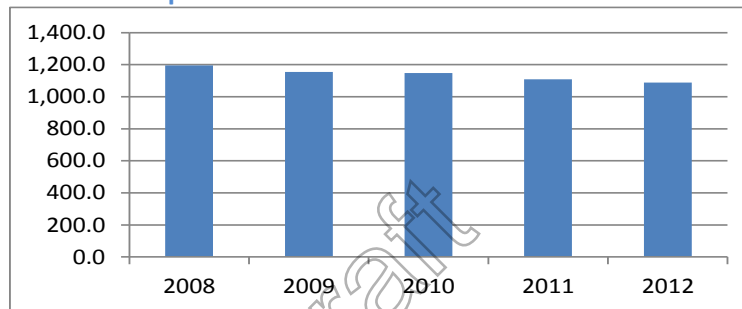
Total – includes all students (resident + Siksika + international)

Schools

Ward #1

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #1 Area Schools								
Prairie Christian Academy	261.5	259.5	2.0	259.5	286.5	318.0	314.0	342.5
Three Hills School	457.0	458.0	-1.0	458.0	431.0	425.5	443.0	450.0
Trochu Outreach	28.0	28.0	0.0	28.0	27.0	33.0	21.0	26.0
Trochu Valley School	338.5	342.5	-4.0	342.5	364.0	371.0	377.0	377.5
Total	1,085.0	1,088.0	-3.0	1,088.0	1,108.5	1,147.5	1,155.0	1,196.0

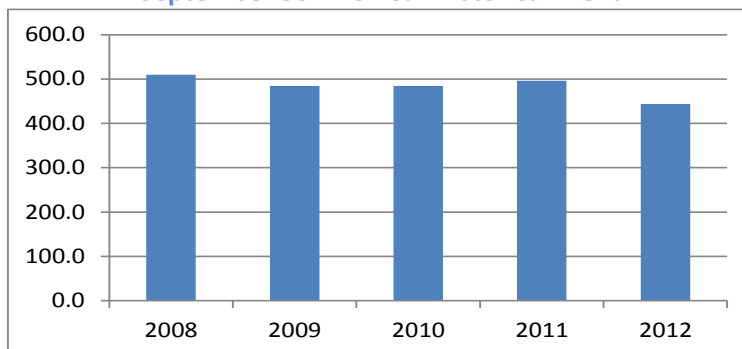
September 30 Five Year Historical Trend



Ward #2

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #2 Area Schools								
Acme School	182.5	181.5	1.0	181.5	189.0	186.0	186.5	194.0
Carbon School	99.0	100.0	-1.0	100.0	143.5	150.0	153.5	158.5
Dr. Elliott Community School	161.5	162.5	-1.0	162.5	163.5	148.5	144.5	157.5
Total	443.0	444.0	-1.0	444.0	496.0	484.5	484.5	510.0

September 30 Five Year Historical Trend

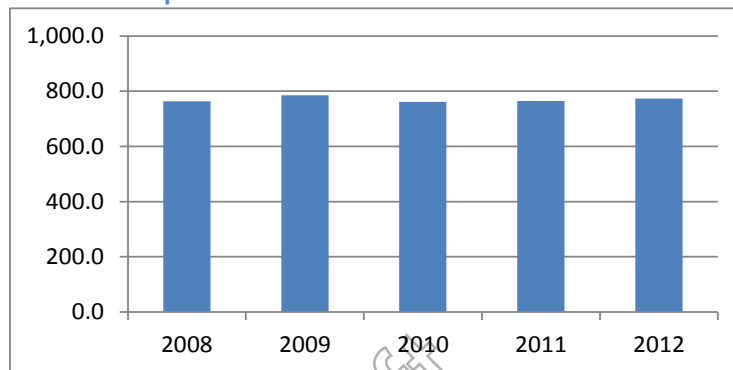


Appendix 1 for 9.2.1.: Monthly Enrolment Monitoring Report

Ward #3

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #3 Area Schools								
Drumheller Valley Secondary	345.0	342.0	3.0	342.0	337.0	360.0	397.0	400.0
Drumheller Outreach	23.0	23.0	0.0	23.0	15.0	16.0	27.0	27.0
Greentree School	409.0	408.5	0.5	408.5	410.0	385.5	361.5	336.5
Total	777.0	773.5	3.5	773.5	762.0	761.5	785.5	763.5

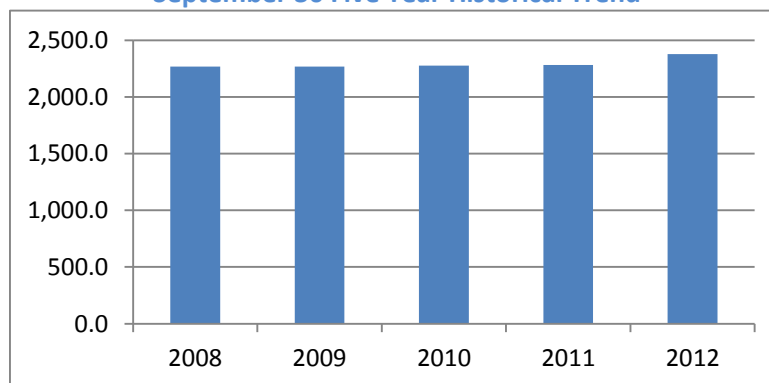
September 30 Five Year Historical Trend



Ward #4

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #4 Area Schools								
Brentwood School	321.0	320.5	0.5	320.5	314.5	298.0	285.0	297.0
Crowther Memorial Jr. High	533.0	533.0	0.0	533.0	526.0	520.0	529.0	553.0
Strathmore High School	618.0	616.0	2.0	616.0	601.0	609.0	621.0	616.0
Strathmore StoreFront	39.0	39.0	0.0	39.0	34.0	53.0	66.0	80.0
Trinity Lutheran Christian	91.5	90.0	1.5	90.0	69.0	72.0	91.0	53.0
Westmount School	424.0	428.0	-4.0	428.0	381.0	369.5	339.0	354.5
Wheatland School	355.5	350.5	5.0	350.5	355.5	355.0	336.5	314.5
Total	2,382.0	2,377.0	5.0	2,377.0	2,281.0	2,276.5	2,267.5	2,268.0

September 30 Five Year Historical Trend

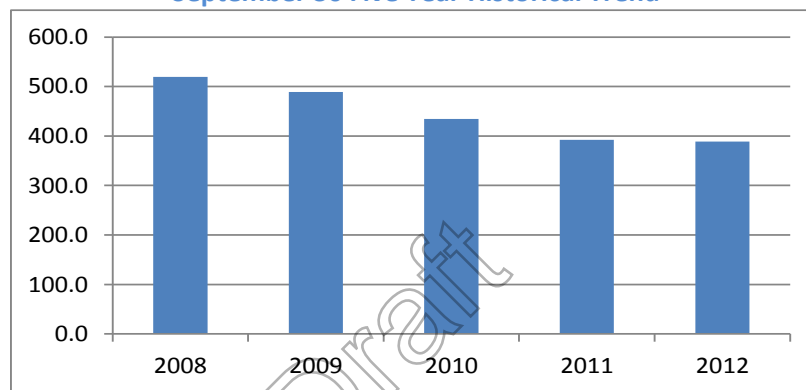


Appendix 1 for 9.2.1.: Monthly Enrolment Monitoring Report

Ward #5

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #5 Area Schools								
Carseland School	79.0	79.0	0.0	79.0	88.0	96.0	103.5	105.0
Central Bow Valley School	41.0	41.0	0.0	41.0	43.5	43.5	45.0	70.0
Hussar School	52.5	52.5	0.0	52.5	49.5	48.5	83.0	107.5
Rockyford School	29.5	29.5	0.0	29.5	35.0	55.5	75.0	91.5
Standard School	189.5	186.5	3.0	186.5	176.0	191.0	182.5	145.5
Total	391.5	388.5	3.0	388.5	392.0	434.5	489.0	519.5

September 30 Five Year Historical Trend



Specialty Schools

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Specialty								
Golden Hills Learning Academy	91.0	91.0	0.0	91.0	79.0	89.0	119.0	100.0
Northstar Academy	163.0	163.0	0.0	163.0	124.0	131.0	151.0	128.0
Sequoia Outreach	20.0	20.0	0.0	20.0	22.0	15.0	7.0	42.0
Total	274.0	274.0	0.0	274.0	225.0	235.0	277.0	270.0

Colony Schools

	This Year			5 Year Historical Trend				
	31-Oct-12 Funded Enrolment	30-Sep-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Colony Schools								
Colony Schools	354.0	353.5	0.5	353.5	373.5	368.5	377.0	394.0



WIND POWER PROJECT

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

Golden Hills currently is a member of Alberta Schools Commodity Purchasing Consortia (CPC), along with 42 other school boards since January 1, 2001. The cost savings associated with membership is 10% annually. The consortium has provided Golden Hills with buying power. Annual electricity costs are \$700,000, locked in until December 31, 2013. These costs are actual electricity costs and do not include the rider and distribution costs which are also in the range of \$700,000.

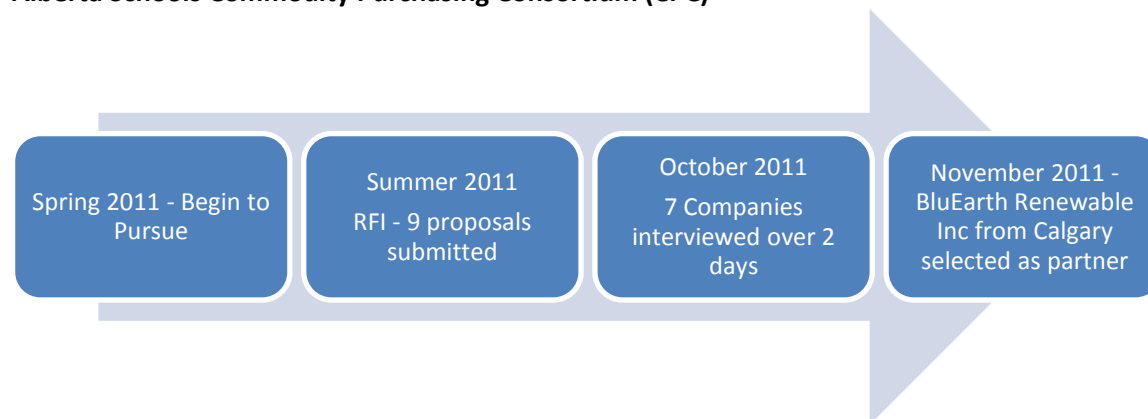
Golden Hills has been invited to be a part of a Wind Power Project currently being developed by the CPC. All school boards will have the option of being part of the project with or without an equity participation. At some time in the future, all participating boards will have to sign a Power Purchasing Agreement (PPA) for the term of the project. This is the same as what is currently in place with your electricity provider (e.g. ENMAX for current CPC members) except that this PPA will have a longer term of 25 years. The PPA price will be determined by the partnership (e.g. the CPC and BluEarth) and calculated based on actual and projected construction and operating cost and agreed upon escalation and return on investment rates. The advantage of a Wind Project is that most of the costs are upfront with very little operating and maintenance costs. In addition, the input cost is a non-issue as wind is free contrary to a conventional plant using fossil fuel which is subjected to significant price volatility.

Golden Hills Consumption

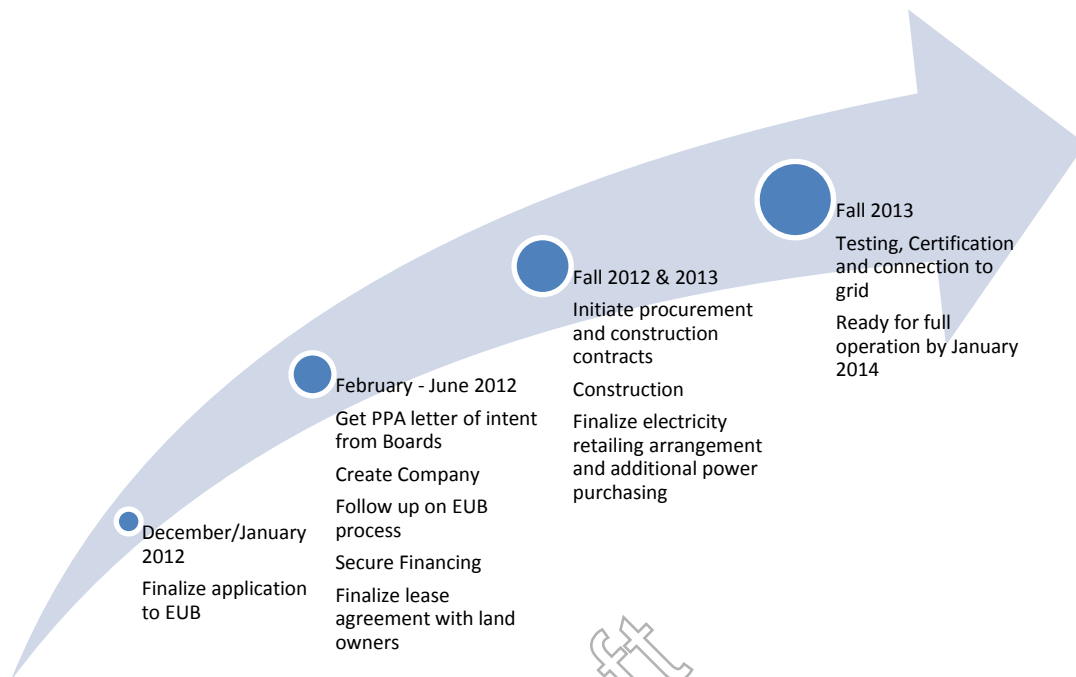
According to Enmax records, we used 7,989,532 kWh for the period December 1, 2010 to November 30, 2011.

There is a 2% increase from one year to the next or \$55.32 per mwp (0.055 per kilowatt) with a market rate of 90 to 100 MWH.

Alberta Schools Commodity Purchasing Consortium (CPC)



Alberta Schools Commodity Purchasing Consortium (CPC) Projected Timeline



Letter of confirmation is required by BluEarth to confirm the volume of the project and advance the project to the next phase which is the final approval from the Board of Directors to obtain financing.

On October 23, 2012 a representative from both BluEarth Renewables Inc. and EDC Associates Ltd. came to the Board meeting to discuss the proposal.

Since the information session, Administration has consulted with various other Boards who have either committed or not committed to the project.

Further information regarding the benefits and risks will be discussed at the board meeting.

Recommendation:

That the Board of Trustees receives as information and for the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer



ADMINISTRATIVE PROCEDURE 400 Personnel Selection

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

Administrative Procedure 400, Personnel Selection and the accompanying appendix, 400A, provide regulation on hiring processes and membership on hiring committees. This Administrative Procedure has been reviewed and the changes are attached for information.

Administrative Procedure 400 and Appendix 400A are attached for information.

Recommendation:

That the Board of Trustees receives as information.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

Draft

Administrative Procedure 400 (DRAFT REVISED)

PERSONNEL SELECTION

Background

Well-qualified personnel are essential for the efficient organization of all aspects of the Division.

Procedures

1. Advertising
 - 1.1 The individual identified in Appendix 400A – Personnel Selection who finalizes the contract will be responsible for advertising the position.
 - 1.2 In the interest of continuity, where a temporary vacancy has been filled and the vacancy becomes permanent, the candidate appointed to the temporary position may be offered the position, at the discretion of the employee's supervisor and the Superintendent, for the remainder of the school year. The position will then be advertised across the school system and possibly outside the system.
 - 1.3 All vacant positions for ~~which on-going employment is anticipated~~ **and work of a casual or contractual nature is** will be advertised across the Division and possibly outside the system, except in instances **involving** of staff reduction, where the Superintendent may assign staff according to Administrative Procedure 409 – Staff Reduction.
2. Record Checks (new employees)
 - 2.1 Employment for new employees will be confirmed upon receipt of the following record checks:
 - 2.1.1 Current Criminal Record Check
 - 2.1.2 Current Child Welfare Information System (CWIS) check.
 - 2.2 When individuals are considered for a position, they will be informed that the checks required in 2.1.1 and 2.1.2 will be required prior to an offer of employment.
3. Short-List
 - 3.1 The Superintendent or designate shall determine a short-list of candidates who will be offered an interview.
 - 3.2 The Superintendent or designate shall reference check prior to interviews.
4. Selection
 - 4.1 Selection committees shall be formed as per Appendix 400A – Personnel Selection.
 - 4.2 Each selection committee shall be chaired by the individual first listed except where the selection committee is the Board and Superintendent.
 - 4.3 Preceding interviews, the Superintendent or designate shall provide a set of interview questions which each candidate shall answer and against which he/she shall be rated.
 - 4.4 Every consideration shall be given to applicants already in the employ of the Division. However, the selection committee must nevertheless determine the best candidate based on his/her fit with the criteria established for the particular job.
 - 4.5 During interviews committee members may record candidate responses.

GOLDEN HILLS SCHOOL DIVISION NO. 75

REPLACING PROCEDURE DATED: N/A

PROCEDURE DATED: February, 2006

Page 1 of 2

4.6 At the conclusion of the interview process, the committee shall collect all interview notes. These notes shall be retained for a minimum of six months.

5. Probationary Period

5.1 Probationary period for all non-teaching staff not covered by collective agreements shall be a period of three months.

6. Placement

6.1 School based appointments shall be made to the Division with initial designation to a specific school.

6.2 All appointments shall be reported to the Board as information.

Reference: Section 60, 61, 92, 93, 95, 96, 97, 117, School Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Individual Rights Protection Act

Cross Reference: Policy 12 – Role of the Superintendent
Policy 16 – Recruitment and Selection of Personnel

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Appendix 400A DRAFT REVISION – Nov 2012

PERSONNEL SELECTION

VACANCY	SELECTION TEAM*	PLACEMENT	CONTRACT FINALIZED BY
Head Custodians	Director of Facilities (c) Facilities Manager (c) Principal	Director of Facilities Facilities Manager Principal	Secretary Treasurer
Cleaning Personnel	Director of Facilities (c) Facilities Manager (c) Head Custodian Custodian Supervisor	Director of Facilities Facilities Manager	Secretary Treasurer
Maintenance/Facilities Staff	Secretary Treasurer (c) Director of Facilities Facilities Manager	Director of Facilities Facilities Manager	Secretary Treasurer
Transportation Staff	Secretary Treasurer (c) Supervisor of Transportation Transportation Manager	Supervisor of Transportation Transportation Manager	Secretary Treasurer
Library Personnel	Principal (c) Associate Principal	Principal	Associate Superintendent
Clerical Personnel	Principal (c) Associate Principal	Principal	Associate Superintendent
School Secretaries	Principal (c) Associate Principal	Principal	Associate Superintendent
Education Assistants	Principal (c) Teacher or Associate Principal	Principal	Associate Superintendent
Cafeteria Staff	Cafeteria Supervisor (c) Principal	Cafeteria Supervisor	Associate Superintendent
Cafeteria Supervisor	Food Study Instructor (c) Principal	Principal	Associate Superintendent
Teachers	Principal (c) Superintendent/Assoc. Superintendent	Principal	Superintendent
Central Office Non-executive staff	Secretary Treasurer (c) Immediate Supervisor Assistant Secretary Treasurer Human Resources	Immediate Supervisor	Assistant Secretary Treasure Secretary-Treasurer
Assistant Secretary Treasurer, Manager of Finance, Executive Secretary	Superintendent (c) Secretary Treasurer	Secretary Treasurer	Superintendent

GOLDEN HILLS SCHOOL DIVISION NO. 75

REPLACING PROCEDURE DATED: N/A

PROCEDURE DATED: February, 2006

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VACANCY	SELECTION TEAM*	PLACEMENT	CONTRACT FINALIZED BY
Transportation Supervisor Transportation Manager	Superintendent (c) Secretary Treasurer	Secretary Treasurer	Superintendent
Director of Facilities Facilities Manager	Superintendent (c) Secretary Treasurer	Secretary Treasurer	Superintendent
Assistant Director of Facilities Facilities Supervisor	Secretary Treasurer (c) Director of Facilities Facilities Manager	Director of Facilities Facilities Manager	Secretary Treasurer
Associate Principal	Superintendent/Assoc. Superintendent (c) Principal Trustee	Principal	Superintendent
Principal ✦	Superintendent (c) Assoc. Superintendent Trustee ✦	Superintendent	Superintendent
Secretary Treasurer	Board Superintendent	Superintendent	Board Superintendent
Associate Superintendent	Board Superintendent	Superintendent	Board Superintendent
Superintendent	Board	Board	Board and Minister of Education

(c) indicates Chair

Note 1: At the discretion of the Chair of the Selection Team, additional members may be added to any selection team.

Note 2: In the selection of Principals and Associate Principals, there will be a process to solicit input from staff and School Council representatives.

Note 3: Personnel selected for alternative programs must reflect the staffing profiles in the approved alternative program. Contractual agreements will specify this distinction.

✦ This role of the trustee on the selection team is to provide community representation.



FIELD TRIP STUDIES/STUDENT EXCURSION
Crowther Memorial Junior High School

"Inspiring confident, connected, caring citizens of the world"

November 27, 2012

Background:

Crowther Memorial Junior High School requests permission, in accordance with Administrative Procedure 260 for a proposed student trip to Niagara Falls, Toronto, Ottawa, Montreal and Quebec City from May 18, 2013, returning on May 24, 2013. There will be 110 students and chaperones and the students will miss 5 days of school. The trip will expose students to a different culture and language while also seen as an extension of the Social Studies, Science, Fine and Performing Arts, Physical Education, Health and Life Skills and Second Languages school programming whereby the students are provided learning opportunities beyond the classroom.

The administration will ensure that all requirements of Procedure 260- *Field Studies/Student Excursion* are fully completed before departure.

Recommendation:

That the Board of Trustees receives as information and for the record.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent of Schools

A handwritten signature in blue ink, appearing to read "Dr. Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools