GOLDEN HILLS SCHOOL DIVISION

COMBINED ANNUAL EDUCATION RESULTS REPORT & EDUCATION PLAN

2020 2023

Powering Hope and Possibilities

Annual Education Results Report & Education Plan

Each and every year, all of our schools in Golden Hills, along with our staff, work hard to improve our schools and learning environments to create valuable educational opportunities for our students.

We take the feedback from teachers, staff and parents, as well as our achievement results and use that critical information to report to our school communities and develop a plan to move forward. On the following pages, you will find our Combined Annual Education Results Report for the 2019/2020 school year and our 3-Year Education Plan for 2020-2023.

Board of Trustees

LAURIE HUNTLEY

Ward 5, Board Chair
Carseland and Wheatland
County

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Ward 4, Board Vice-Chair
Strathmore

BARRY KLETKE

Ward 1
Three Hills and Trochu

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Ward 2
Acme, Carbon and Linden

JUSTIN BOLIN

Ward 3
Drumheller

ROB PIRIE

Ward 4
Strathmore

We want every one of our schools to be the first choice for parents and students in their communities. Our staff has worked hard to provide innovative, caring and creative learning environments across all of our schools. We are proud of the work and we are also very proud of our hard working and dedicated schools.

Laurie Huntley
Board Chair

About Our Division

Golden Hills School Division is one of the largest employers in rural mid-eastern Alberta. The Division employs approximately 900 people, including bus drivers, maintenance workers, support staff, caretakers, teachers and others. We are all dedicated to supporting student learning in the classroom.

We value our diverse environments and the communities we are part of that are rich with culture and educational opportunities.

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Golden Hills School Division were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020-2023 on November 24, 2020.

Our Schools

Golden Hills has 15 regular schools, two Christian alternative schools, two virtual schools, three outreach schools, 19 Hutterite schools and an international program with 300 students from 30 countries.

The communities we work with consist of numerous farms and acreages, Siksika Nation, as well as local towns, villages and countries around the world. Golden Hills is a global community.

By Geographic Area

ACME/CARBON/LINDEN

- Acme School
- Carbon School
- Dr. Elliott School

THREE HILLS

- Three Hills School
- Prairie Christian Academy*

TROCHU

- Trochu Valley School

EAST WHEATLAND

- Wheatland Crossing School

VIRTUAL

- Golden Hills Learning Academy
- NorthStar Academy

STRATHMORE

- Anchors Outreach ^
- École Brentwood Elementary
- Carseland School
- Crowther Memorial Junior High School
- George Freeman School
- Strathmore High School
- Strathmore Storefront School ^
- Trinitiy Christian Academy*
- Westmount School
- Wheatland Elementary School

DRUMHELLER

- Drumheller Valley Secondary School
- Drumheller Outreach ^
- Greentree Elementary School

* Christian Schools
^ Outreach Schools

HUTTERITE COLONY SCHOOLS

- Huxley Colony School
- Valley View Colony School
- Britestone Colony School
- Rosebud Creek Colony School
- Sayre Colony School
- Rosebud River Colony School
- Hines Colony School
- Sandhills Colony School
- Mountainview Colony School
- Poplar Row Colony School
- Crawling Valley Colony School
- Rising Sun Colony School
- Towers Colony School
- Twin Creeks Colony School
- Glenrose Colony School
- Wintering Hills Colony School
- Green Acres Colony School
- Three Hills Colony School
- Country Hills Colony School

Schools
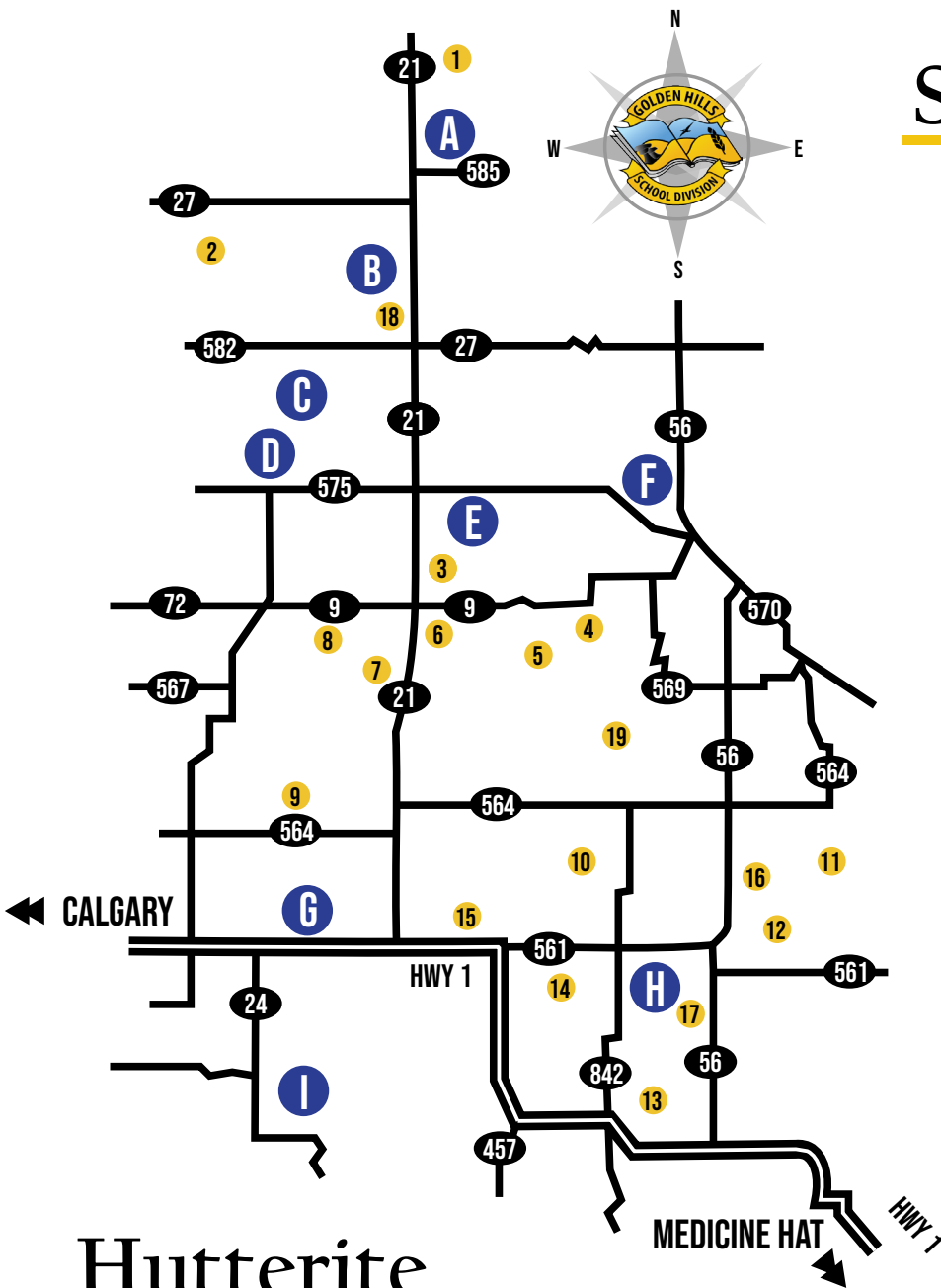
A Trochu
Trochu Valley

B Three Hills
Prairie Christian Academy
Three Hills

C Linden
Dr. Elliott

D Acme
Acme

E Carbon
Carbon

F Drumheller
Drumheller Outreach
Drumheller Valley Secondary
Greentree Elementary

G Strathmore
Anchors Outreach
École Brentwood Elementary
Crowther Memorial Junior High
George Freeman
Golden Hills Learning Academy
Strathmore High
Strathmore Storefront
Trinity Christian Academy
Westmount
Wheatland Elementary

H Wheatland Crossing
Wheatland Crossing

I Carseland
Carseland

● NorthStar Academy

Hutterite

1 Huxley Colony
Huxley

2 Torrington Colony
Valley View

3 Britestone Colony
Britestone

4 Hillview Colony
Rosebud Creek

5 Rosebud Colony
Sayre

6 Springvale Colony
Rosebud River

7 Stahlville Colony
Hines

8 Sandhills Colony
Sandhills

9 Mountainview Colony
Mountainview

10 Standard Colony
Poplar Row

11 Ridgeland Colony
Crawling Valley

12 Sunshine Colony
Rising Sun

13 Cluny Colony
Towers

14 Twin Creeks Colony
Twin Creeks

15 Wheatland Colony
Glenrose

16 Wintering Hills Colony
Wintering Hills

17 Green Acres Colony
Green Acres

18 Three Hills Colony
Three Hills

19 Midwest Colony
Country Hills

CALGARY

MEDICINE HAT HWY 1

Students

8000
Kindergarten to Gr. 12 in person and online

300
International

155
Siksika First Nations

Programming in Golden Hills

Golden Hills School Division is proud to offer outstanding programs and school choices for students and parents, by providing a variety of program options. By using an innovative approach to student instruction and student engagement, we complement our excellent academic preparation with valuable opportunities in areas such as...

1. Foundational Skills
Literacy, Numeracy and Technology * Early Literacy Intervention * Leveled Literacy Intervention * Early Numeracy Intervention

2. Critical Skills
Creativity * Communication * Citizenship *Critical Thinking * Collaboration

3. Science & Technology
STEAM/STEM * Media * Computer Programming * Robotics * 3D Design

4. Arts
Fine Arts * Theatre

5. Languages
English as a Second Language * French Immersion * Second Languages

6. Athletics
Outstanding athletics facilities support our athletes and promote a healthy lifestyle. Facilities include the hockey rink, the soccer/baseball field, and the Strathmore Motors Sportsplex.

7. Career Advancement
Registered Apprenticeship Programming * Counselling * Post-Secondary and Work Partnerships

8. Student and Family Support
Early Childhood Services at four of our elementary schools * Family School Community Resource Programs * Learning Support Programs
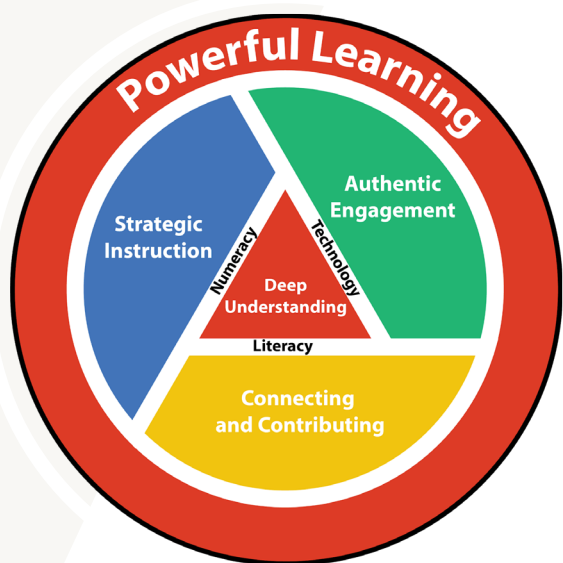
9. Specialized Programs
Advanced Placement * Honours Programs * Student Leadership Development * Dual Credit Programs

Our Vision for Powerful Learning & Student Success

Our students and their learning are our number one priority. In the past, students have been asked to memorize and repeat information. In our world today, this is no longer enough. Students still need foundational skills, but just as importantly, they need the ability to think critically and creatively to communicate effectively and work together, using innovation to have a positive impact on the world around us.

Classrooms that engage students and involve them in real life problems and projects give our students the best opportunities to develop those skills. Powerful Learning is an evidence-based framework based on the best research that maximizes the opportunities for deep understanding for our students. By incorporating Powerful Learning into our classrooms, every day, our teachers and staff work to support deep understanding and the development of those necessary skills for success beyond the classroom. Golden Hills is working hard to power hope and possibilities, as we nurture the leaders of tomorrow.

Powerful Learning

- Authentic Engagement
- Strategic Instruction
- Deep Understanding
- Connecting and Contributing

Numeracy · Technology · Literacy

Connect with Us!

Golden Hills has launched our Powerful Learning website and Facebook to share our Powerful Learning stories with our communities of parents and educators.

Click on the icons to connect with us!

Overall Summary (May 2020)

Measure Category	Measure	GHSD			Alberta			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achieve-ment	Improve-ment	Overall
Safe and Caring Schools	Safe and Caring	90.0	90.6	90.8	89.4	89.0	89.2	Very High	Main-tained	Excellent
Student Learning Opportunities	Program of Studies	81.2	81.0	80.4	82.4	82.2	82.0	High	Main-tained	Good
	Education Quality	91.4	92.1	92.2	90.3	90.2	90.1	Very High	Main-tained	Excellent
	Drop Out Rate	3.8	2.5	3.0	2.7	2.6	2.7	High		
	High School Completion Rate (3 Yr)	76.5	74.1	74.2	79.7	79.1	78.4	High	Main-tained	Good
Student Learning Achievement (Gr. 10-12)	Rutherford Scholarship Eligibility Rate	71.3	70.1	67.5	66.6	64.8	63.5	High		
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 Yr)	50.5	53.7	50.9	60.1	59.0	58.5	Interme-diate	Main-tained	Accept-able
	Work Preparation	86.0	86.0	84.5	84.1	83.0	82.7	High	Main-tained	Good
	Citizenship	83.3	84.8	85.5	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	80.5	82.5	82.8	81.8	81.3	81.2	High	Declied	Accept-able
Continuous Improvement	School Improvement	84.3	84.7	85.2	81.5	81.0	80.9	Very High	Main-tained	Excellent

Combined 2020 Accountability Pillar
FNMI Summary

Measure Category	Measure	GHSD			Alberta			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achieve-ment	Improve-ment	Overall
Student Learning Opportunities	Drop Out Rate	**4.3**	3.8	45	**5.4**	4.8	5.6	Interme-diate		
	High School Completion Rate (3 Yr)	**78.0**	61.2	61.6	**55.8**	56.6	54.5	High	Improved	Good
Student Learning Achievement (Gr. 10-12)	Rutherford Scholarship Eligibility Rate	**52.3**	37.5	44.4	**39.1**	37.1	35.7	Low		
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 Yr)	**40.5**	40.1	43.4	**35.0**	34.2	33.0	Low	Main-tained	Issue
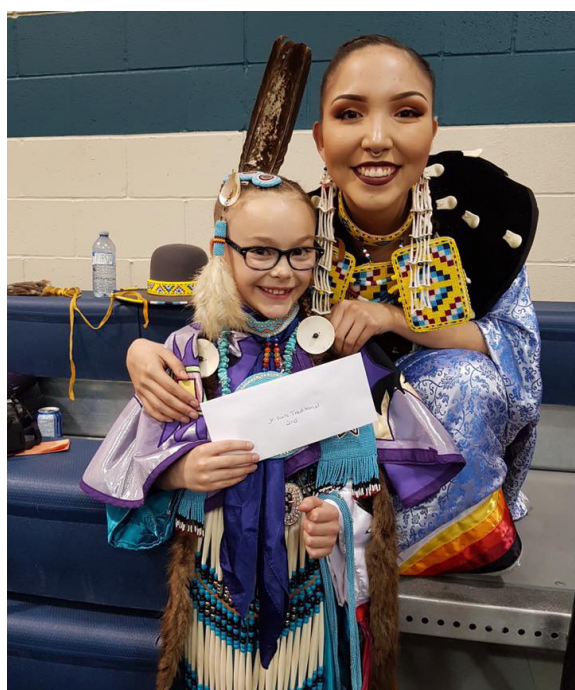
Our Goals

GOAL 1
Every student is successful

WITH THE TIMES

Golden Hills ensures our instruction is up-to-date and that we incorporate technologies and resources that prepare our students for work and life after school.

We are constantly improving the ways we teach our students by implementing high-yield evidence-based strategies.

Our teachers, instructional coaches and leaders are constantly looking for the most engaging ways to teach our students and to set them up for deep learning which will transfer between the classroom and community.

POWERFUL LEARNING

To ensure continued success for all our students, Golden Hills utilizes Powerful Learning.

Powerful Learning is the design and implementation of purposeful and impactful learning experiences that *foster deep student understanding of curriculum outcomes and competencies* designed to prepare students for future challenges.

Powerful Learning encompasses three main components, Strategic Instruction, Authentic Engagement and Connecting and Contributing.

STRATEGIC INSTRUCTION

Strategic Instruction includes assessments and instructional strategies that foster innovative thinkers, doers and connectors.

AUTHENTIC ENGAGEMENT

Teachers ensure Authentic Engagement by creating a culture and space that is welcoming to students, promotes thinking and involves students in meaningful learning.

CONNECTING & CONTRIBUTING

Connecting and Contributing refers to students' abilities to regulate their emotions, connect with others and make positive contributions to their world now and in the future.

Powerful Learning also ensures Foundational Numeracy and Literacy skills. Our research-based Literacy and Numeracy frameworks guide instruction in our classrooms. Students who require additional support access programs such as Kindergarten Boost, Early Literacy Intervention, Early Numeracy Intervention and Leveled Literacy Intervention.

To prepare students for a digital world, meaningful integration of technology is implemented in our classrooms. Our classrooms are supported with Chromebooks, ActivBoards and iPads as well as access to

robotics and 3D printers allowing students to use these common technologies and to explore different avenues of learning.

Instructional Coaches work collaboratively with teachers and schools to implement Powerful Learning. Instructional Coaches work with teachers in a variety of ways including co-constructing lessons, co-teaching and offering professional development opportunities. Our coaching team helps to build teacher capacity in areas such as literacy, numeracy, the competencies, differentiated instruction and technology, all in meaningful ways.
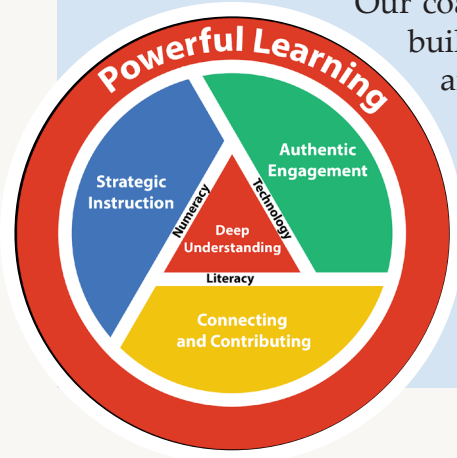
PARTNERSHIPS

Strong partnerships allow our schools and our school system to better deliver programming to the individual students who require it.

Golden Hills works collaboratively to ensure success for all students through interagency partnerships such as with the Regional Collaborative Service Delivery, Alberta Health Services, Child and Family Services and school health partners. Together with our partners, we provide specialized supports for diverse learners, including gifted students, students with academic or social emotional needs, LGBTQ students, First Nations, Métis and Inuit students, English Language Learners and students requiring mental health supports.

Partnerships within our local communities and with the broader global community provide the programming options and supports our students need for dual credit, career connections, green certificate, work experience, and apprenticeship programming.
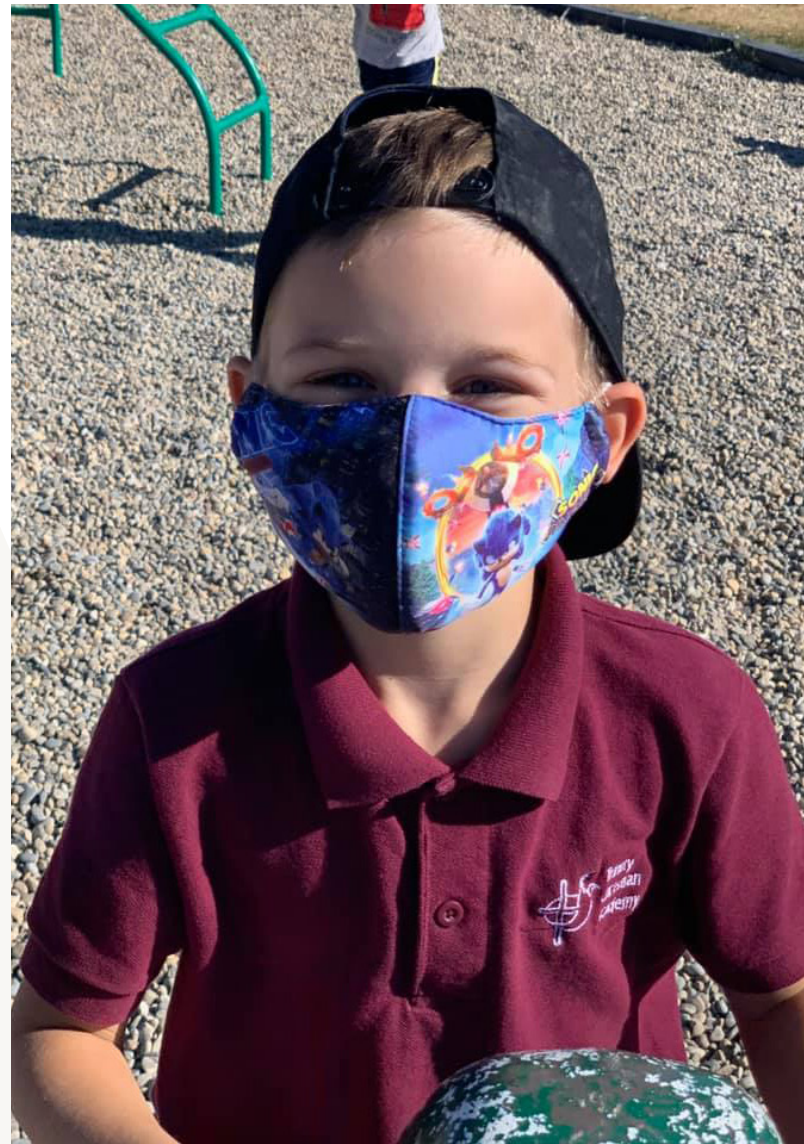
STUDENT ACHIEVEMENT

Student achievement drives instruction and school teams are continually analyzing data, reflecting and enhancing instructional practices to better meet the needs of individual students. To improve graduation and dropout rates, schools are creating a sense of belonging by intentionally connecting with each student. Graduation plans are developed collaboratively with students, parents and staff. Students who require additional courses are contacted and provided with flexible options to return and graduate.

2 GOAL First Nations, Métis and Inuit students are successful

OUR RELATIONSHIPS

Golden Hills partners with the Siksika Board of Education through an Educational Service Agreement that supports 155 Siksika students in our schools. Golden Hills School Division is also proud to have 296 self-declared First Nations, Métis and Inuit students across our school division. In addition to strong relationships with our students and families, we also appreciate the excellent partnership, collaboration and support with Siksika parents, Board and Council leadership and the Siksika elders who work closely with us.

ACADEMIC SUPPORTS

Our staff offers early and late targeted intervention in numeracy and literacy skills and social emotional supports to ensure a stronger foundation for future learning.

The goals of our First Nations Liaisons are to enrich the educational experiences of all of our students and to support the students and families of Siksika Nation. Some of the areas of support are educational achievement, attendance, high school graduation planning, and culture.

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HIGH SCHOOL
COMPLETION RATES
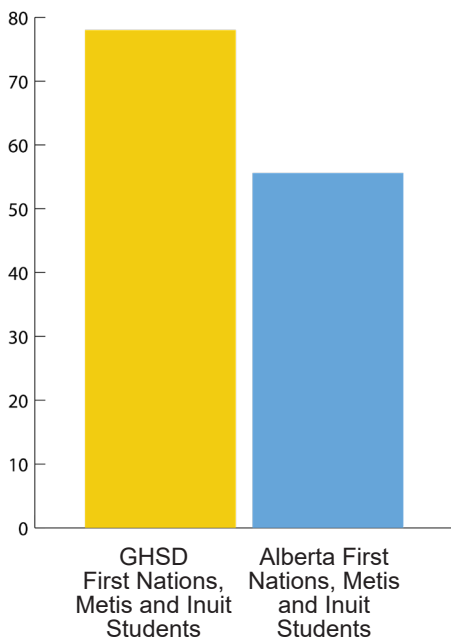
Golden Hills three year First Nations, Métis and Inuit graduation rates are **above** the provincial graduation rates for Provincial First Nations, Métis and Inuit students.

CULTURAL OPPORTUNITIES

Our schools create inclusive and safe spaces for all. Our teachers infuse First Nations, Métis and Inuit culture within various curriculum areas and the school environment. We also provide Blackfoot language instruction, hold cultural events, such as pow wows, and blanket exercises, organize cultural field trips, and host guest speakers, providing a plethora of cultural opportunities at our schools.

FOUNDATIONAL KNOWLEDGE

Our Division continues to play an active role in developing cultural awareness. Our district focus group strives to gather and implement best practices in First Nations, Métis and Inuit education across the system. Furthermore, our teachers and leaders engage in numerous professional development opportunities and work towards increasing their foundational knowledge of First Nations, Métis and Inuit culture, in order to foster an informed and culturally aware learning environment for our students.

3

GOAL

We have quality leadership across our district and in our classrooms
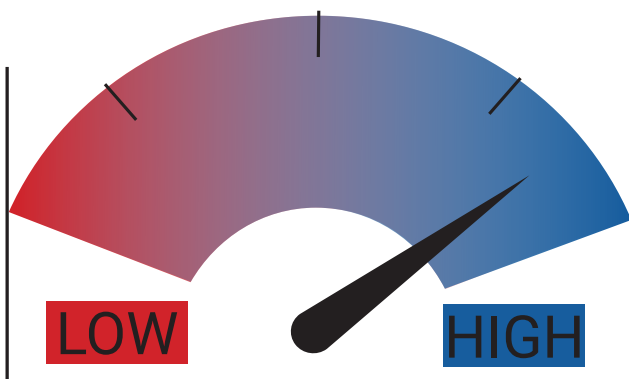
LEADING AND LEARNING

We have a number of mechanisms to support school leaders, who are the primary supports for leaders in our classrooms. Such mechanisms include Leaders for Learning, collaboration opportunities for our school administrators, admin planning support meetings, new administrator support, orientation and membership.

Providing the best educational experience and best opportunities for success means supporting our leaders in our schools and in our classrooms. District-wide systems and support to ensure Powerful Learning in our classrooms include collaborative job-embedded teams of teachers, instructional coach supports, collaborative leadership development and local decision making. Teachers and school administrators who are well prepared and well supported do their best work in support of student success in classrooms.
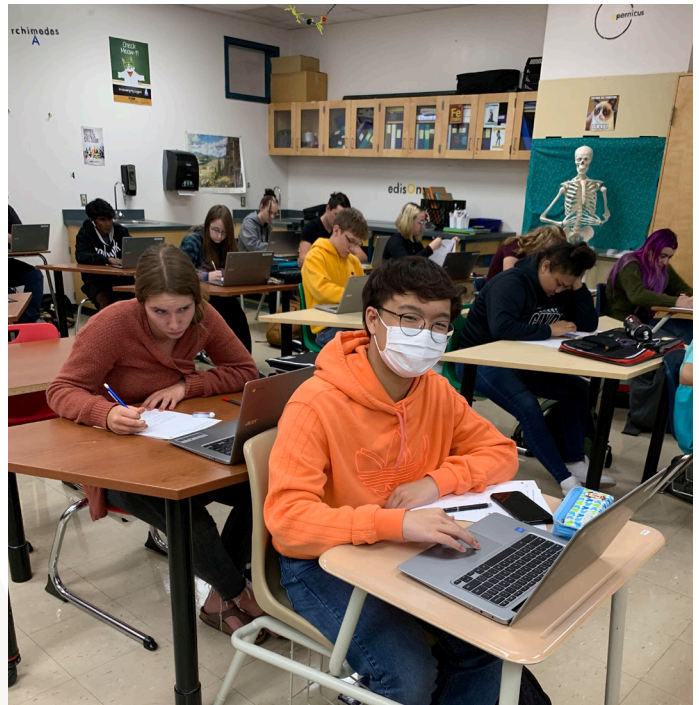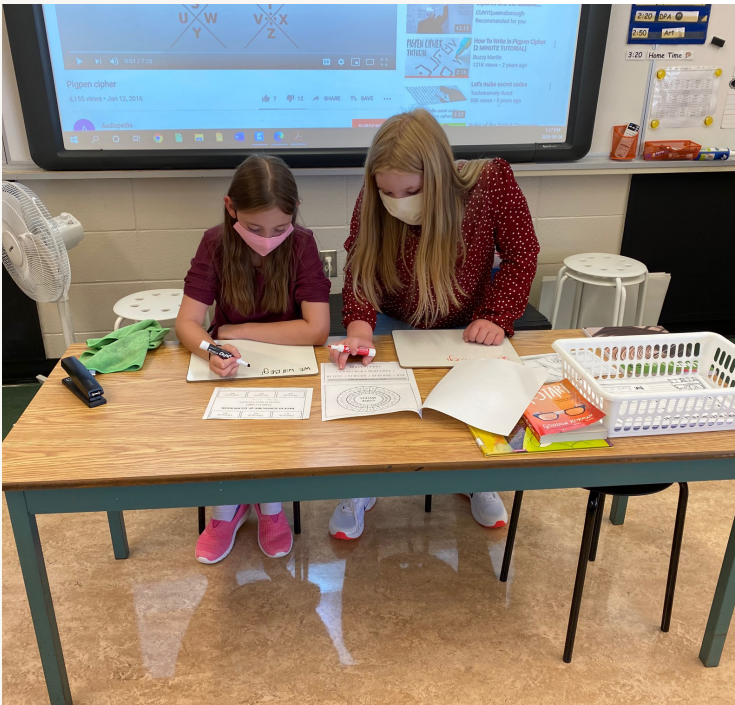
CLASSROOM LEADERS

Our classroom teachers are absolutely key in creating Powerful Learning environments and ensuring student success. We work hard to provide a variety of ways to support our teachers. Such mechanisms include Leading and Learning, Collaborative Days, Instructional Coaches, focus groups, Professional Learning Communities, district professional development, external expert support and teacher supervision and observation.
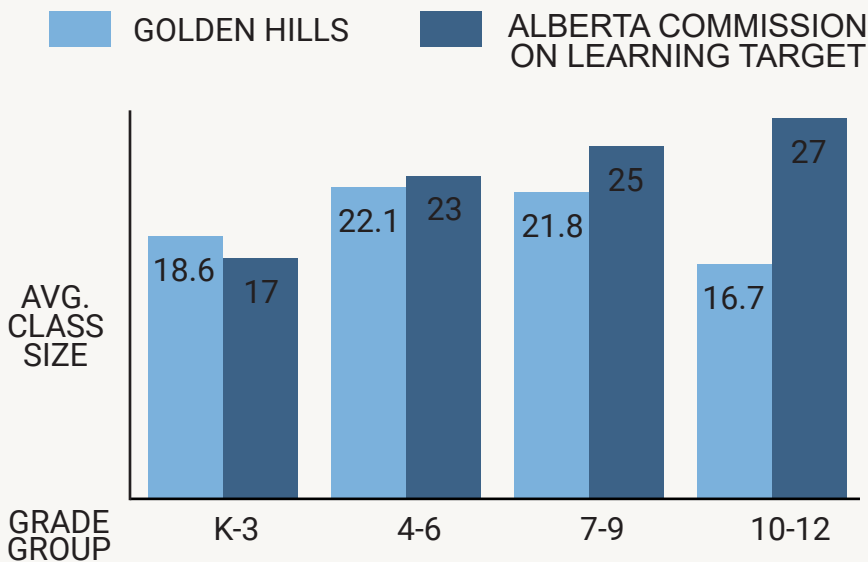
CITIZENSHIP

LOW   HIGH

83.3% GOLDEN HILLS

GOLDEN HILLS CLASS SIZES

GOLDEN HILLS **ALBERTA COMMISSION ON LEARNING TARGET**

AVG. CLASS SIZE

GRADE GROUP	K-3	4-6	7-9	10-12
Golden Hills	18.6	22.1	21.8	16.7
Alberta Commission on Learning Target	17	23	25	27

In three out of four grade groups, we have exceeded provincial expectations for class targets.

In the case of our primary classrooms (K-3), our average class sizes (18.6) were only 1.6 above the Alberta target (17). In many of these situations, we provide additional supports to ensure excellent learning environments for our students.

GOAL 4

Golden Hills is governed effectively

GENERATIVE DECISION MAKING

Governance decisions are made by including a collaborative team of administrators, teachers, parents and students. Throughout the year, all of our stakeholders are encouraged to partake in engagement opportunities at the school and system levels to build a consultative culture that supports shared governance and effective decision making.


LEADERSHIP IN GOVERNANCE

To ensure our Division is led by a strong, knowledgeable and effective leadership team at the Board level, our Trustees, Superintendents and Executive Team continue to be active participants in leadership organizations, such as the Alberta School Boards' Association (ASBA), Public School Boards' Association of Alberta (PSBAA), the Rural Caucus, and the College of Alberta School Superintendents (CASS). This provides collaboration and learning to best manage critical issues that have significant impact across our entire district and province.
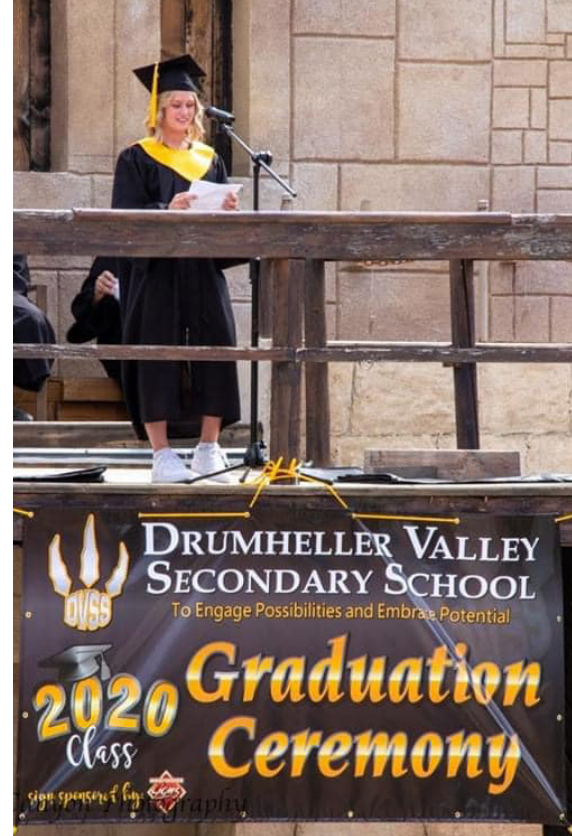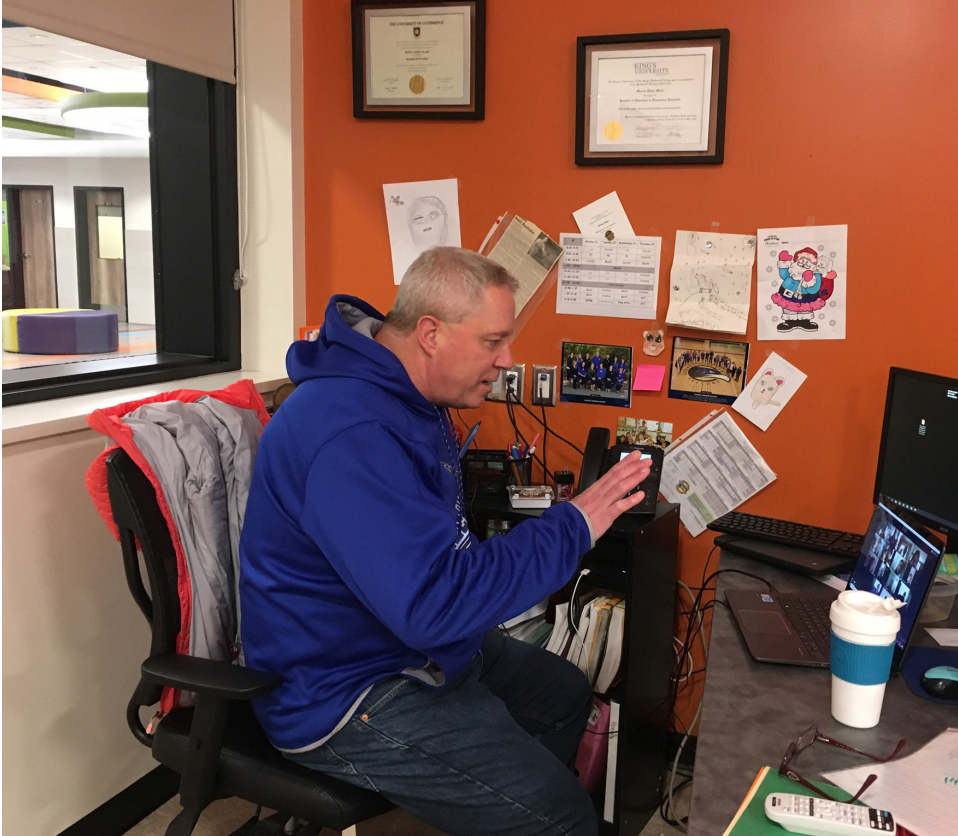
STAKEHOLDER ENGAGEMENT

As part of an effective governance strategy, the Golden Hills Board of Trustees encourages engagement with stakeholders at every level in our jurisdiction. Schools have processes in place to connect directly with school councils, share results and discuss ideas. Schools collect feedback from students and organize district surveys to make program and support decisions. As a system, we connect directly with parents and school council representatives to receive feedback in our efforts to continuously improve our system and be responsive to student and parent needs.

EDUCATION SATISFACTION

LOW   HIGH
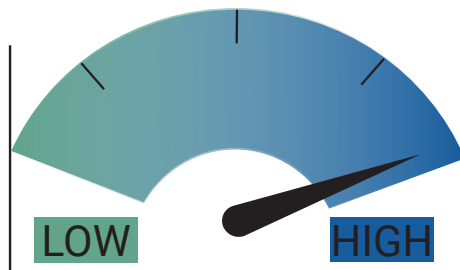
91.4% GOLDEN HILLS

Golden Hills parents, teachers and students are satisfied with the overall quality of basic education.

DRUMHELLER VALLEY SECONDARY SCHOOL
To Engage Possibilities and Embrace Potential
DVSS
2020 Class
Graduation Ceremony

WE'VE GOT THIS!!

We ♥ Miss Our ♥ ♥
Brentwood Kids

LEARNING FROM HOME 2020

KEEP CALM AND CARRY ON
BUT WASH YOUR HANDS MORE OFTEN

Volunteer Appreciation Tea Party!
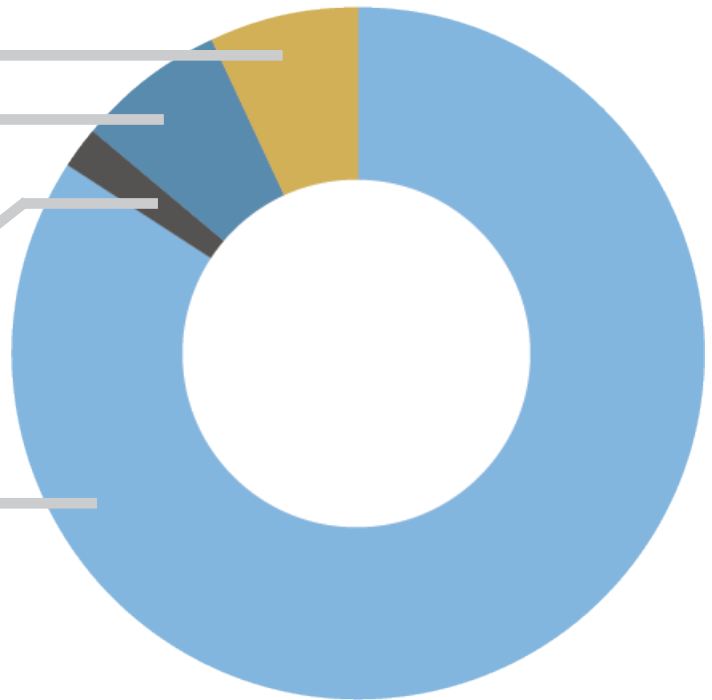
Financial Information
AUDIT 2019/2020

REVENUES

7.5% School fees, school-generated funds & other revenue

6.3% International Student Services

2.1% Local Education Service Agreement
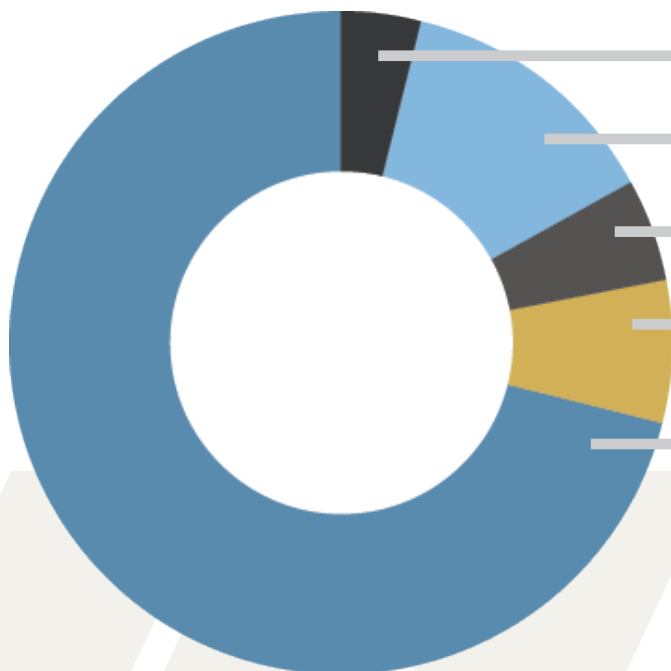
84.1% Provincial Government

EXPENDITURES

3% Administration

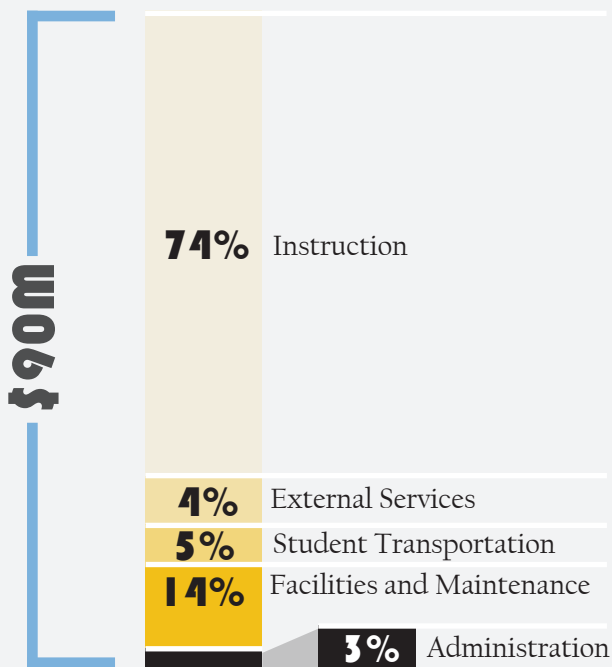**15%** Facilities and Maintenance

4% Student Transportation

7% External Services

71% Instruction

BUDGET 2020/2021
EXPENDITURES

WHERE WILL THE $90M GO?

$90M

- **74%** Instruction
- **4%** External Services
- **5%** Student Transportation
- **14%** Facilities and Maintenance
- **3%** Administration

LEARN MORE...

For additional financial information, please review our

- Audited Financial Statements: http://www.ghsd75.ca/view.php?action=documents&id=603 This includes more specific information as well as school generated funds.
- Budget Documents: http://www.ghsd75.ca/view.php?action=documents&id=605

For more information about Finance or Budget please contact Tahra Sabir, Secretary-Treasurer at (403)-934-5121 (ext. 2017) or at **tahra.sabir@ghsd75.ca**.

SUMMARY

- Golden Hills spends on average 3% of its total operating expenses on administration, well below the 3.6% limit allowed. Therefore, we are able to direct more resources to the classrooms.
- Provincial funding for Transportation and Plant Operations and Maintenance Support has not increased for a number of years. As a result we continue to incur deficits in both of these areas.
- 84% of our revenue comes from the provincial government.
- This site-based funding model advantages:
  - Keeps resources in the classroom;
  - Keeps decision making closest to the student; and
  - Encourages creativity and innovation in our schools.

Facilities and Capital Plans

Each year, school boards submit their facility needs to Alberta Education for the next three years.

Golden Hills has appreciated the support from Alberta Education in the Capital Planning process thus far. Most recently, they have funded the construction of two new schools: George Freeman School in the Strathmore area and Wheatland Crossing School in the Wheatland County area. In both cases, there was a significant partnership with local municipalities and parent groups, who raised considerable funds to enhance the projects.

This year, Golden Hills has requested a modernization of Acme School (K-6, 10-12) as our number one priority. This school requires a number of upgrades to support learning and all members of the school community. Acme School needs a learning commons, Career and Technology Studies areas, handicapped access for students and community members to an appropriately sized gym, front entry upgrades to ensure student safety and security, and gathering areas appropriate for students. In addition, spaces are desperately needed to support innovative partnerships with local businesses and career learning opportunities for Acme students.

The Acme Alumni Association has already been very successful in raising significant funds to enhance whatever support we receive from Alberta Education.

Westmount Elementary School is also a Golden Hills priority and currently has over $5M in maintenance costs needed over the next 5 years.

Acme School Tri-Campus Community Innovation Centre

The four areas of focus for this project include:

1. Repurposing of existing gymnasium and entry areas to accommodate a community-based rural innovation and learning centre.
2. Modernization to develop safe, secure and accessible places for students, staff, parents and community partners and business partners.
3. In partnership with the community, construction of a new gymnasium to improve athletic programming and afford improved community use of the facility.
4. Acme School does not have a CTS/Shop space – nor do they want one through this project. You cannot replicate private enterprise.

Capital Maintenance and Renewal Funding

As part of the Government of Alberta's economic stimulus funding package Golden Hills School Division received $2.476 M. These funds were an acceleration of the long term maintenance and renewal strategy for school buildings. This stimulus package went towards keeping our infrastructure up to date and safe.

Projects included upgrades to building management systems, classroom remodeling, exterior window replacements, floor replacements, roof replacements, as well as washroom renovations and additions.

- Previous AERR and Three Year Education Plans: http://www.ghsd75.ca/view.php?action=documents&id=527
- Class Sizes as reported by Alberta Education for the 2017/2018 School Year: https://education.alberta.ca/class-size/averages/
- Facility and Capital Plan: http://www.ghsd75.ca/view.php?action=documents&id=537

APPENDICES

A • GHSD System Improvement: Powerful Learning

B • Golden Hills Early Literacy Framework

C • Golden Hills Early Numeracy Framework

D • First Nation, Métis, Inuit Services Strategic Action Plan

E • Inclusive Education Monitoring Report

To view appendices, click [*here*](.)*.*

The following is from the Public Interest Commissioner
website and is based on Section 32 of Public Interest Disclosure
(Whistleblower Protection) Act:
Pursuant to Section 32 of the Public Interest Disclosure
(Whistleblower Protection) Act, no disclosures were received
during the 2018-19 school year.