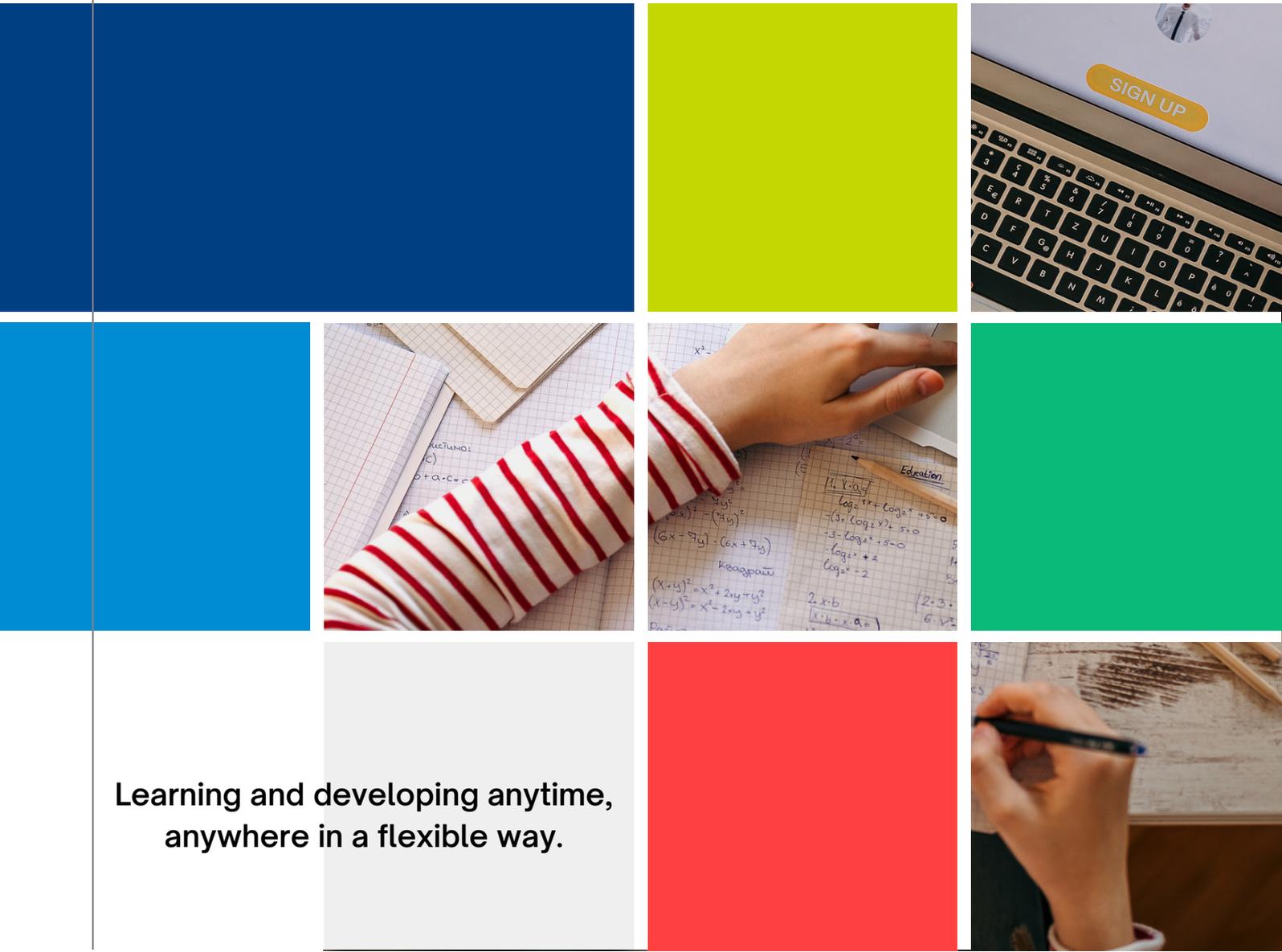# 2023-2024

# Golden Hills Learning Academy

## Education Plan and Annual Education Results Report

**Learning and developing anytime, anywhere in a flexible way.**

# About Golden Hills Learning Academy

In the last 8 school years, the Learning Academy's enrollment is on the rise. In most cases, students that are enrolled at another high school or students wishing to upgrade enroll with us for a few courses at a time. We continue to provide programming for students from all over the province through individual registration or Divisional partnerships. Depending on the course, students can choose between online courses available through a Learning Management System (LMS) program known as Moodle, or a paper version of the same course.

In an onsite registration, members of staff sit down with the student and the student's family to discuss program choice as well as guidance counselling. If students are registered as a group via a partner school, our Partnership Team works with the partner school staff to train them in our easy registration process, how to support and monitor students, and maintains constant contact to support them.

Through the years we have been able to visit some of our provincial partners in their own schools, and continue to build our relationships and collect feedback to ensure we are supporting their programs and students. Our focus with all out students is to provide ongoing support and excellent educational programming. Our teachers and technical facilitators set up online access and deadlines that work best for individual groups of students. This personalized learning contributes greatly to completion of courses and how students experience school. The role of the parent in an individual registration and the role of a staff member in a school registration is essential throughout their time with us. They play a key role in communicating with us and with their children/student around the completion of each course.

GHLA has worked collaboratively with the Strathmore Storefront School by providing teachers programming and administrative support.

Golden Hills Learning Academy
116 3rd Ave
Strathmore, Alberta
www.goldenhillslearningacademy.com
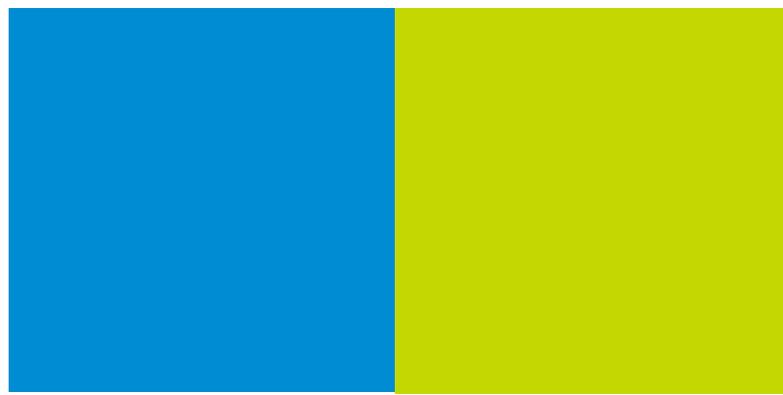
# Foundation Statements

## Mission

Learning and developing anytime, anywhere in a flexible way.

## Vision

As a school we aim to:
1. Engage the unengaged
2. Keep original thought and action
3. Ensure essential learning

## Beliefs & Values

### The Learning Academy team believes that...

...the wishes of individual families and students should be granted through choice. This may be the choice to upgrade their studies while attending another school or working full time, or it may mean choosing homeschooling as an alternative. ...

each student should be granted the freedom to access their studies at any point during the day or night and at any location around the world.

...students should have the option to continue with their education while they are pursuing other passions or dealing with life.

...students can reach their full potential by having a flexible and appropriate program.

...success comes with personalized and flexible learning plans.

# Accountability Statement

The school education plan for the three years commencing September 5, 2023, was prepared under the direction of the Board of Trustees in accordance with responsibilities under the Education Act and the Fiscal Planning and Transparency Act.
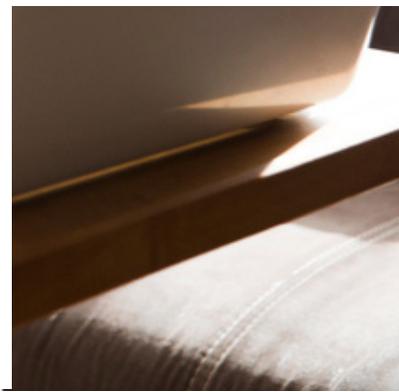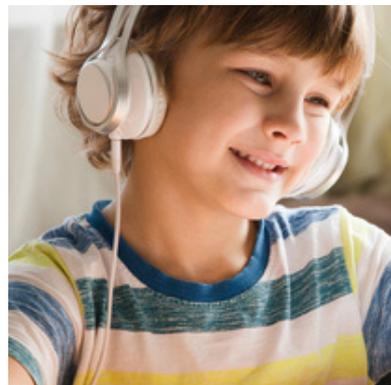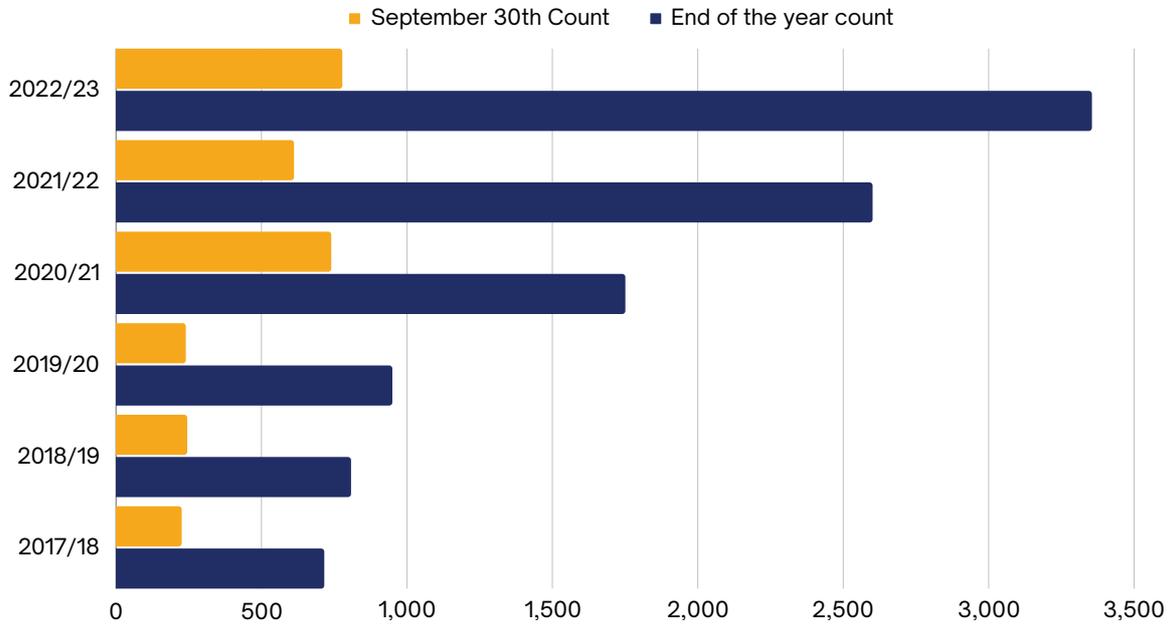
This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

# Issues & Trends

Each year, we see more students choosing an alternative program. Our enrollment always increases over the course of the year, despite only taking non-primary students after September 30th since 2020.

## Enrollment Summary
## September 30th vs. End of year

■ September 30th Count    ■ End of the year count

| Year | September 30th Count | End of the year count |
|------|---------------------|----------------------|
| 2022/23 | ~780 | ~3,350 |
| 2021/22 | ~620 | ~2,600 |
| 2020/21 | ~740 | ~1,750 |
| 2019/20 | ~250 | ~950 |
| 2018/19 | ~270 | ~800 |
| 2017/18 | ~230 | ~720 |

(Axis: 0, 500, 1,000, 1,500, 2,000, 2,500, 3,000, 3,500)

# Issues & Trends

As we continue to grow we face new challenges with employment shortages. We have been able to hire online teachers and continue to spend time coaching, supporting, and training these teachers and support staff.

New this year is our Student Services Office. GHLA has a high proportion of coded students, which is increasing each year. In order to provide supports and set goals, each coded student receives an individual support plan where the student and parents work with staff to set specific goals and utilize strategies to allow the student to have the best success in their program. Since 2020 we have continued to witness an increase of students who suffer anxieties and mental health issues.

Each year, every teacher works on developing and improving our online courses. Some do this by developing a full 1, 3, or 5 credit course from scratch; others work with their already existing course materials to re-develop to improve engagement and incorporate universal design for learning to reach more students. Teachers continue to add more engaging videos and interactive tools to our existing academic courses as well as expanding our CTS credits in the area of communications and technology as well as foods. Our teachers continue to review their existing courses and improve their lessons, assessment, and instructional materials using QR codes, H5P, and other engaging technologies.

The above course development, combined with PD as a staff and as a school division has allowed our teachers to choose what we do well to publish, share, and celebrate our powerful learning stories. This continues to be our focus. Our teachers work on-site and collaborate often. Many encourage and motivate each other into making their own courses better. Our Humanities department is working on enhancing student writing through processfolios, and our Math and Science department continues to review best assessment practices and improvements to our online courses.

Unlike most Golden Hills Schools, the Learning Academy does not cater to a specific community. The online and distance education option is designed to reach students well beyond Golden Hills. This presents many challenges. For instance, we often have a large number of students enrolled in one particular course. Included in such a class are several students from other schools, many of them having multiple entry points. Understandably, the challenges that exist for the teacher of any given course may include adjusting the due dates and scheduling exams, providing tutoring time online, over the phone, or in person, as well as dealing with any technical issues. Where teachers in a classroom can tackle lessons as a whole, our teachers need the time to offer one-on-one time with students. Our staff is incredibly dynamic, flexing their schedule and balancing their courses to meet the needs of each individual student. Our teachers are required to meet diverse demands and we continue to work on ways to run more efficiently while still providing a high level of service.

# Issues & Trends

Although we are located in Strathmore, the Learning Academy is geographically disconnected from any particular community. It is not always easy to communicate information as well as reach out to parents and families in order to support student learning.  More recently, we have discovered that many students are unmotivated.  In the past 5 years, many support systems and an improved level of student tracking have been established to encourage success in student achievement.  With our partner schools, we have established relationships with a teacher or EA at each school to help us coordinate options. These relationships are repeated within our division schools.  Now, more than ever, we report more often and reach out to students, families, and schools when students struggle.  This communication is happening more often, which translates into more success for the student.

Summer school enrollment has continued to grow over the past few years. Last year, we grew by 40% and  even though the term is never more than 6 weeks, resulting in a lot of work for teachers and students in a very short timeframe, students in the past three summers have been just as successful in 6 weeks as they have been the rest of the school year.  We will continue to offer summer school as long as it is a need for all students.  Despite having a cap put on our enrollment for summer 2021, we maximized our numbers by offering to International and adult students.

## Summer School Funded CEUs
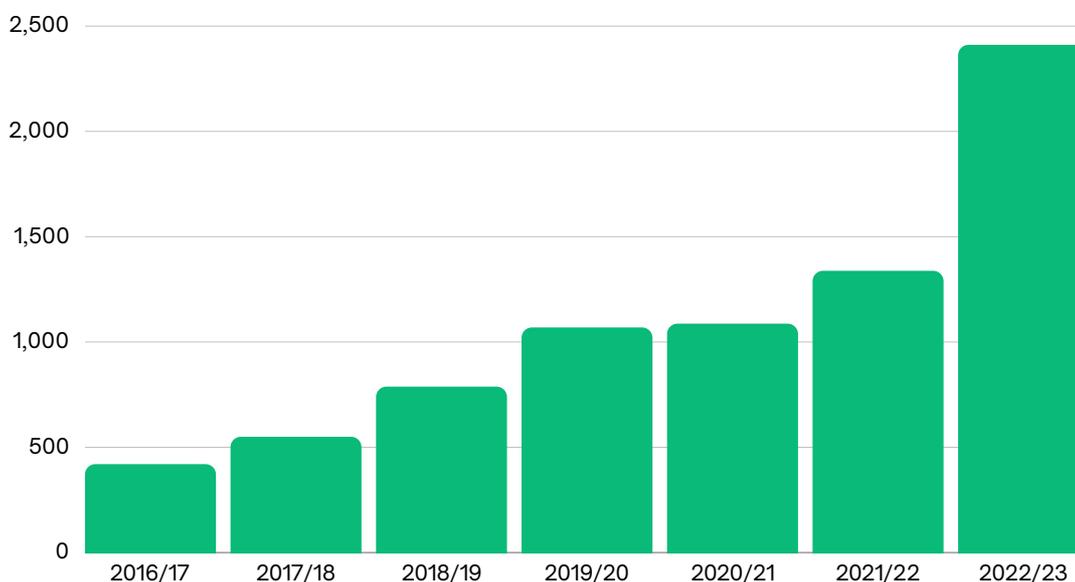


Our full time junior high students can sometimes prove to be challenging as many of them come to us from a predominately teacher lead environments.  Although many different types of learners benefit from our program, motivated students tend to experience most success.  On occasion, we must spend a significant amount of time coaching junior high students with their timetabling and with their academics.  In the past few years, we have noticed more Junior high students choosing to come our way as opposed to coming our way because they are no

# Issues & Trends

Our full-time junior high students can sometimes prove to be challenging as many of them come to us from predominately teacher-led environments.  Although many different types of learners benefit from our program, motivated students tend to experience the most success.  On occasion, we must spend a significant amount of time coaching junior high students with their timetabling and with their academics.  In the past few years, we have noticed more Junior high students choosing to come our way as opposed to coming our way because they are no longer successful in a regular classroom setting. This has been a welcome change. Our junior high team, led by our Vice Principal, has built in student success plans for each student.

In the past 5 years, we have had significant changes to our funding model.  We have gone from splitting credits with schools 50/50 on a CEU model, to a credit cap, to block funding, back to no cap and now to a new nonprimary rate for online schools. Regardless of the funding we have continued to offer ongoing support for students in our district.  Even though we have spent significant time and money in developing courses that we have estimated to be needed, the focus has been to provide what all students need. In addition, we offer a share of our courses for teachers to access our materials at any point.   Schools in and out of division are recognizing the quality of the courses and the quality of the service we provide. As a result, our enrollment continues to climb.

Given the potential market for online education, combined with the trend of parents wanting to choose opportunities for their children, we expect to continue to grow over the next few years.  With that said, however, there are many competing online schools that serve a significantly larger geographical area and student body.  By tapping into the market that exists outside of Golden Hills and advertising our strengths, The Learning Academy has a tremendous amount of potential.

# Issues & Trends

**Course Completion**

Many of GHLA students are taking a single course.  Students typically enrol for courses because they need to upgrade that course, they need an additional requirement to graduate from other schools (both in and out of the division) or they need to re-adjust their schedule to work and fulfill requirements for post-secondary entrance.  Some of our students have struggled to be successful in their previous school, and as such, struggle in the online environment.  Over the past 5 years, we have had varied results in course completion, but it has been an area of focus for us. Our records in the past have been hard to track as many students "rolled over" into the next term, but our estimates show that since 2009-10, our completion rate increased to over 85% and in the past 4 years has been in the 80-90% range overall. As we gather more data from each individual partner school, we believe that this average is higher amongst students we have partnerships with.

Since the COVID outbreak in the Spring of 2020, and we have grown, we are noticing that students are choosing online out of fear of being in a classroom or other anxieties and as such, are not as successful. In 2020-21 we noticed a higher competition rate with partner schools and a lower completion rate with students who do not have those extra supports in place. Since Covid, we find many students are quick to drop or withdraw for no real reason at all.  We are seeing a greater lack of motivation in students overall.  In response to the decrease in completion we have established better structures and routines for communication and have developed a student services department dedicated to contacting students, supporting learning, and ultimately student success in our online programs. This change has had great impact as our completion rate rose once again to 81% after a decrease during the 2021/22 school year.
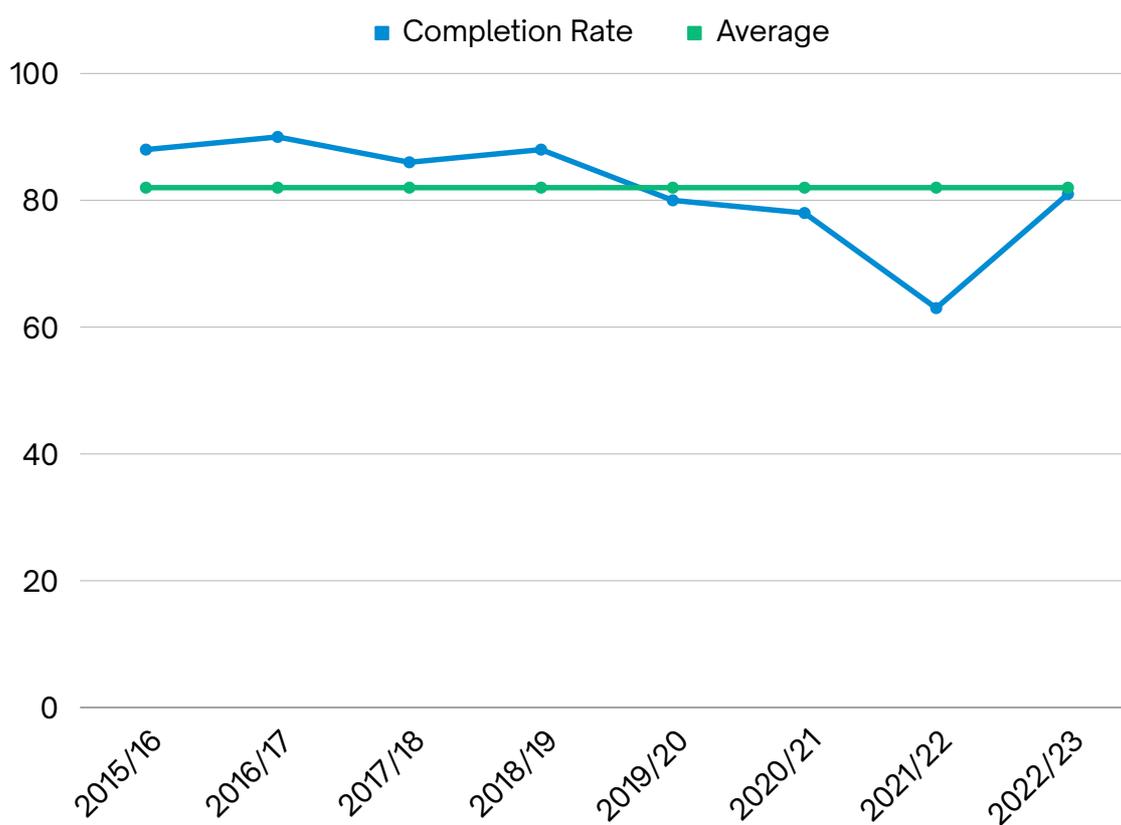
# Alberta Education Assurance Measures
# Overall Summary

| Assurance Domain | Measure | Golden Hills Learning Academy | | | Alberta | | |
|---|---|---|---|---|---|---|---|
| | | Current Result | Previous Year Result | Previous 3 Yr Avg | Current Result | Previous Year Result | Previous 3 Yr Avg |
| Student Growth and Achievement | Student Learning Engagement | 79.6 | 77.1 | 77.1 | 84.4 | 85.1 | 85.1 |
| | Citizenship | 80.9 | 69.5 | 69.5 | 80.3 | 81.4 | 82.3 |
| | 3-year High School Completion | 35.9 | 50.8 | 34.1 | 80.7 | 83.2 | 82.3 |
| | 5-year High School Completion | 40.2 | 44.5 | 48.1 | 88.6 | 87.1 | 86.2 |
| | PAT: Acceptable | 26.2 | 28.1 | n/a | 63.3 | 64.3 | n/a |
| | PAT: Excellence | 10.7 | 1.1 | n/a | 16.0 | 17.7 | n/a |
| | Diploma: Acceptable | 56.4 | 54.4 | n/a | 80.3 | 75.2 | n/a |
| | Diploma: Excellence | 8.1 | 4.9 | n/a | 21.2 | 18.2 | n/a |
| Teaching & Leading | Education Quality | 85.1 | 80.9 | 80.9 | 88.1 | 89.0 | 89.7 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 84.6 | 81.9 | 81.9 | 84.7 | 86.1 | 86.1 |
| | Access to Supports and Services | 88.4 | 83.9 | 83.9 | 80.6 | 81.6 | 81.6 |
| Goverance | Parental Involvement | 85.2 | 76.6 | 76.6 | 79.1 | 78.8 | 80.3 |

Many pieces of the assurance framework survey are not applicable to online schools. Questions related to completion rates do not apply to most of our students, however, other areas are essential in an online environment. The charts below illustrate a few key areas we have done well. These include providing a safe and caring learning environment, work preparation, teaching and leading, learning supports, and the Rutherford Scholarship Eligibility rate.

# Goal 1
## Every Student is Successful

**Teaching & Leading**
**A.4 Education Quality - Measure History**

**School: 0384 Golden Hills Learning Academy**
**Province: Alberta**

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

| | | Golden Hills Learning Academy | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | | n/a | n/a | n/a | n/a | 24 | 89.4 | 27 | 80.9 | 34 | 85.1 | Intermediate | Maintained | Acceptable | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent | | n/a | n/a | n/a | n/a | 12 | 79.4 | 9 | 81.1 | 6 | 83.3 | High | Maintained | Good | 35,262 | 86.4 | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 |
| Student | | n/a | n/a | n/a | n/a | 6 | 94.4 | 7 | 67.5 | 12 | 75.0 | Very Low | Maintained | Concern | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 |
| Teacher | 5 | * | 4 | * | 6 | 94.3 | 11 | 93.9 | 16 | 96.9 | High | Maintained | Good | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 |

### Golden Hills Learning Academy



### Alberta

Alberta Government

## Learning Supports

**W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History**
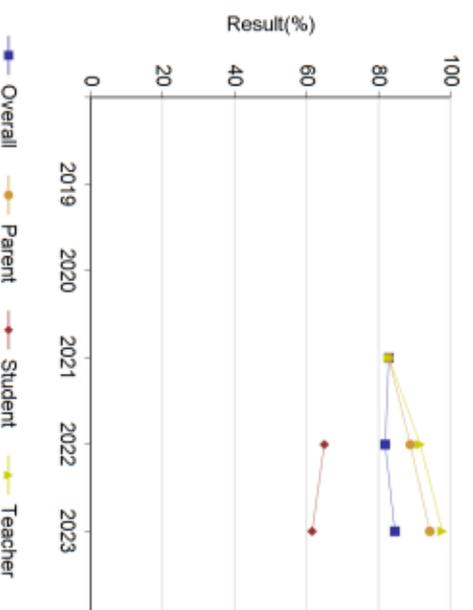
**School: 0384 Golden Hills Learning Academy**
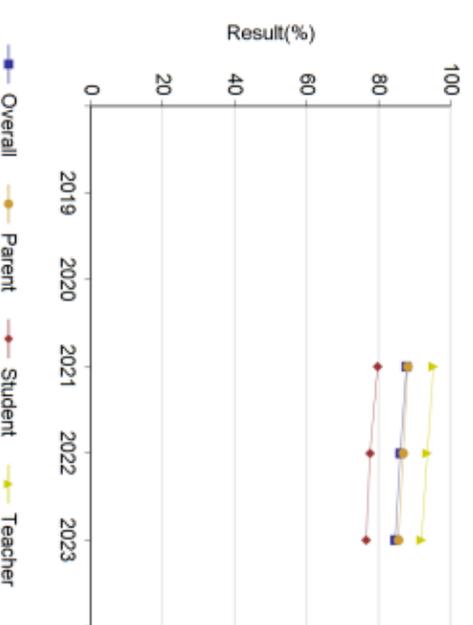
**Province: Alberta**

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

| | Golden Hills Learning Academy | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
|---------|-----|-----|-----|-----|-----|------|-----|------|-----|------|-------------|------------|---------|
| Overall | n/a | n/a | n/a | n/a | 18 | 82.9 | 27 | 81.9 | 33 | 84.6 | n/a | Maintained | n/a |
| Parent | n/a | n/a | n/a | n/a | 12 | 82.9 | 9 | 88.9 | 6 | 94.3 | n/a | Maintained | n/a |
| Student | n/a | n/a | n/a | n/a | n/a | n/a | 7 | 65.0 | 11 | 61.6 | n/a | Maintained | n/a |
| Teacher | n/a | n/a | n/a | n/a | 6 | 82.9 | 11 | 91.7 | 16 | 97.8 | n/a | Maintained | n/a |

| | Alberta | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % |
|---------|-----|-----|-----|-----|---------|------|---------|------|---------|------|
| Overall | n/a | n/a | n/a | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 |
| Parent | n/a | n/a | n/a | n/a | 30,980 | 88.2 | 31,715 | 86.9 | 31,885 | 85.6 |
| Student | n/a | n/a | n/a | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 |
| Teacher | n/a | n/a | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 |

**Golden Hills Learning Academy**

Result(%) — 0, 20, 40, 60, 80, 100 — 2019 2020 2021 2022 2023

Legend: Overall, Parent, Student, Teacher

**Alberta**

Result(%) — 0, 20, 40, 60, 80, 100 — 2019 2020 2021 2022 2023

Legend: Overall, Parent, Student, Teacher

**Alberta** Government

## Learning Supports

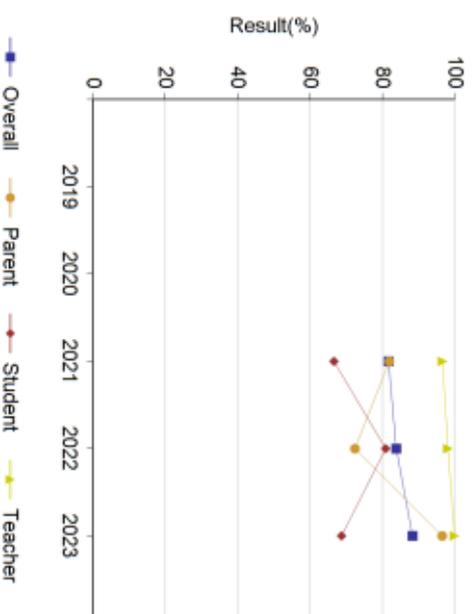**H.1 Access to Supports and Services - Measure History**

**School: 0384 Golden Hills Learning Academy**
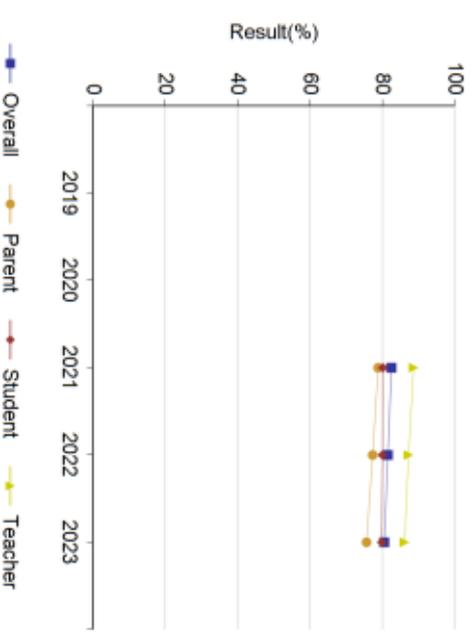
**Province: Alberta**

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

### Golden Hills Learning Academy

|  | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 24 | 81.8 | 27 | 83.9 | 34 | 88.4 |
| Parent | n/a | n/a | n/a | n/a | 12 | 82.0 | 9 | 72.5 | 6 | 96.6 |
| Student | n/a | n/a | n/a | n/a | 6 | 66.7 | 7 | 81.0 | 12 | 68.8 |
| Teacher | n/a | n/a | n/a | n/a | 6 | 96.7 | 11 | 98.2 | 16 | 100.0 |

### Measure Evaluation

|  | Achievement | Improvement | Overall |
|---|---|---|---|
| Overall | n/a | Maintained | n/a |
| Parent | n/a | Improved | n/a |
| Student | n/a | Maintained | n/a |
| Teacher | n/a | Maintained | n/a |

### Alberta

|  | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 |
| Parent | n/a | n/a | n/a | n/a | 30,936 | 78.9 | 31,684 | 77.4 | 31,847 | 75.7 |
| Student | n/a | n/a | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 |
| Teacher | n/a | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 |



Golden Hills Learning Academy

Result(%) — Overall, Parent, Student, Teacher — 2019 2020 2021 2022 2023



Alberta

Result(%) — Overall, Parent, Student, Teacher — 2019 2020 2021 2022 2023

# Goal 1
## Every Student is Successful
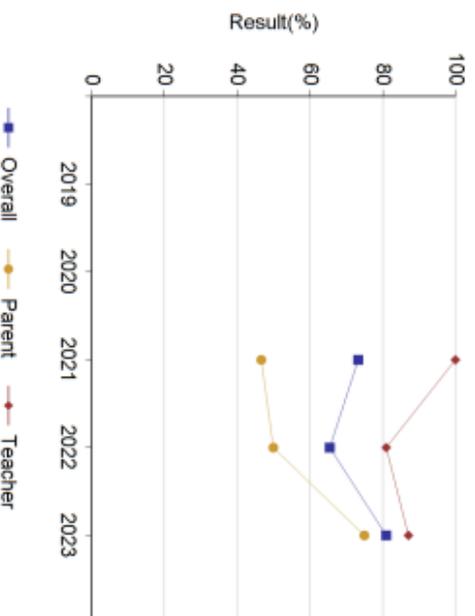
### A.7 Lifelong Learning

**Measure History**

**School: 0384 Golden Hills Learning Academy**
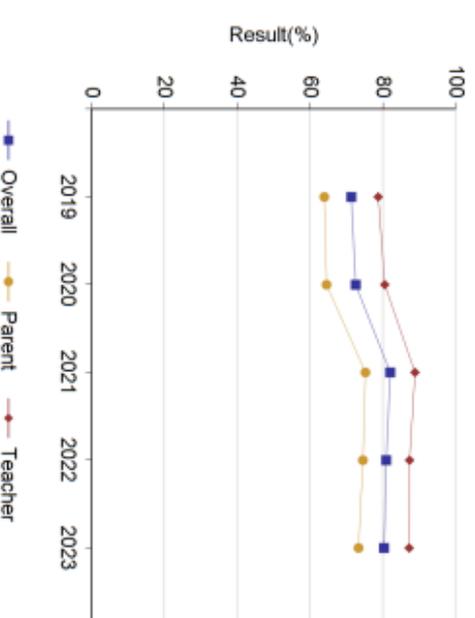
**Province: Alberta**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

| | Golden Hills Learning Academy | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 16 | 73.3 | 20 | 65.5 | 22 | 81.0 | High | Improved | Good | 66,943 | 71.4 | 69,182 | 72.6 | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 |
| Parent | n/a | n/a | n/a | n/a | 10 | 46.7 | 9 | 50.0 | 6 | 75.0 | High | Maintained | Good | 33,876 | 64.0 | 35,454 | 64.6 | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 |
| Teacher | 5 | * | 4 | * | 6 | 100.0 | 11 | 81.0 | 16 | 87.1 | High | Maintained | Good | 33,067 | 78.8 | 33,728 | 80.6 | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 |

**Golden Hills Learning Academy**



**Alberta**

# Goal 1
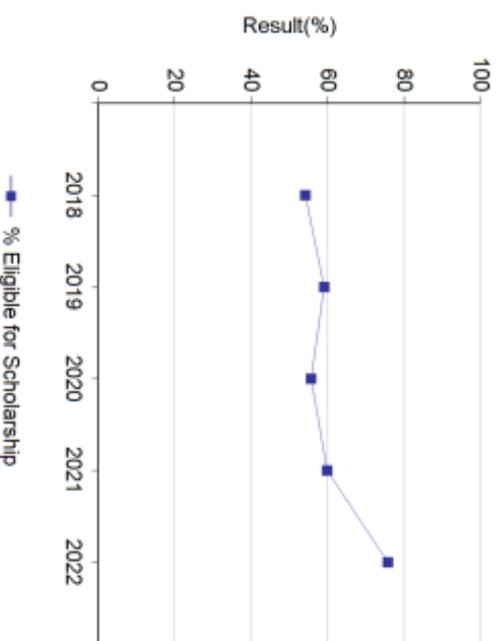## Every Student is Successful

## utherford Scholarship Eligibility Rate

easure History

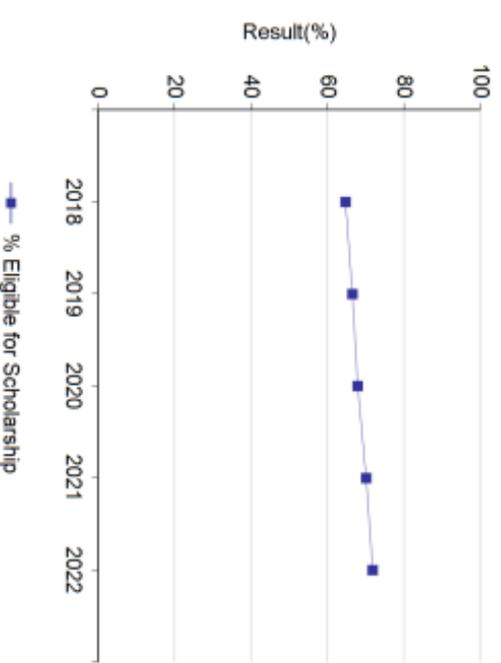**hool: 0384 Golden Hills Learning Academy**

**ovince: Alberta**

| | | Golden Hills Learning Academy | | | | | Measure Evaluation | | | Alberta | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 | 2022 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 | 2021 | 2022 |
| tal Gr 12 Students | 35 | 49 | 43 | 50 | 83 | n/a | n/a | n/a | 60,559 | 58,970 | 59,357 | 58,631 | 57,307 |
| rcent Eligible for holarship | 54.3 | 59.2 | 55.8 | 60.0 | 75.9 | Very High | Improved Significantly | Excellent | 64.8 | 66.6 | 68.0 | 70.2 | 71.9 |

Golden Hills Learning Academy



Golden Hills Learning Academy

Alberta

# Goal 1
## Every Student is Successful

*Alberta* Government

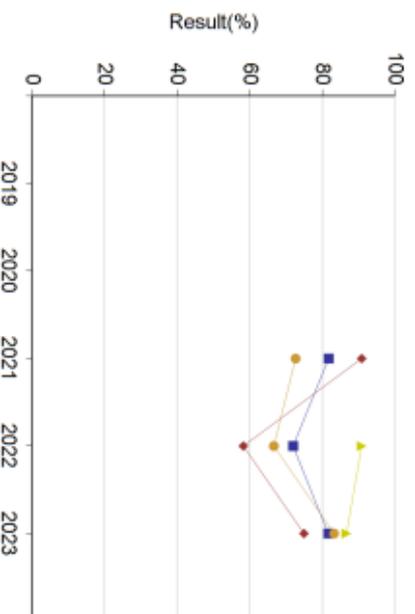## E.2 School Improvement

**Measure History**

**School: 0384 Golden Hills Learning Academy**
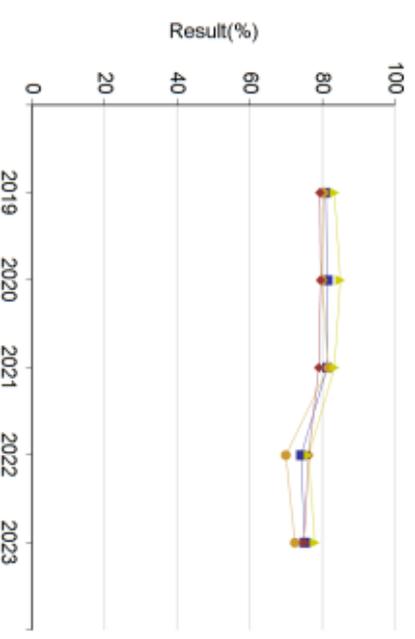
**Province: Alberta**

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.

| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| **Golden Hills Learning Academy** | | | | | | | | | | | | | | |
| Overall | N | n/a | n/a | n/a | n/a | 17 | 81.8 | 26 | 72.0 | 32 | 81.7 | Very High | Maintained | Excellent |
| Parent | N | n/a | n/a | n/a | n/a | 11 | 72.7 | 9 | 66.7 | 6 | 83.3 | Very High | Maintained | Excellent |
| Student | N | n/a | n/a | n/a | n/a | 6 | 90.9 | 6 | 58.3 | 11 | 75.0 | Intermediate | Maintained | Acceptable |
| Teacher | 5 | * | 4 | * | 5 | * | 11 | 90.9 | 15 | 86.7 | Very High | Maintained | Excellent |

| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % |
| **Alberta** | | | | | | | | | | | |
| Overall | N | 263,364 | 81.0 | 262,079 | 81.5 | 224,041 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 |
| Parent | N | 34,159 | 80.3 | 35,896 | 80.0 | 28,016 | 81.7 | 30,147 | 70.0 | 30,371 | 72.5 |
| Student | N | 196,592 | 79.4 | 192,917 | 79.6 | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 |
| Teacher | N | 32,613 | 83.4 | 33,266 | 85.0 | 28,033 | 83.4 | 28,726 | 76.3 | 29,842 | 78.0 |

### Golden Hills Learning Academy



### Alberta

# Goal 1
## Every Student is Successful

**A.8 Work Preparation**

**Measure History**

**School: 0384 Golden Hills Learning Academy**

**Province: Alberta**

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.

| | Golden Hills Learning Academy | | | | | | | | | Measure Evaluation | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | n/a | n/a | n/a | n/a | 16 | 65.0 | 19 | 78.3 | 22 | 77.1 | Intermediate | Maintained | Acceptable |
| Parent | n/a | n/a | n/a | n/a | 10 | 30.0 | 9 | 66.7 | 6 | 66.7 | High | Maintained | Good |
| Teacher | 5 | * | 4 | * | 6 | 100.0 | 10 | 90.0 | 16 | 87.5 | Intermediate | Maintained | Acceptable |

| | Alberta | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % |
| Overall | 66,088 | 83.0 | 68,221 | 84.1 | 58,109 | 85.7 | 59,488 | 84.9 | 60,705 | 83.1 |
| Parent | 33,423 | 75.2 | 34,944 | 76.0 | 28,862 | 77.8 | 29,553 | 77.3 | 29,674 | 75.0 |
| Teacher | 32,665 | 90.8 | 33,277 | 92.2 | 29,247 | 93.7 | 29,935 | 92.5 | 31,031 | 91.3 |

**Golden Hills Learning Academy**
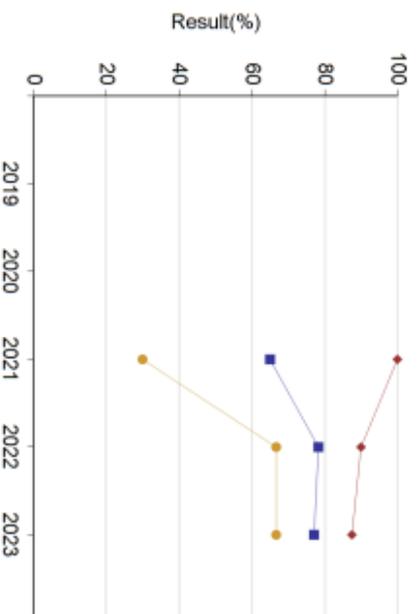


**Alberta**
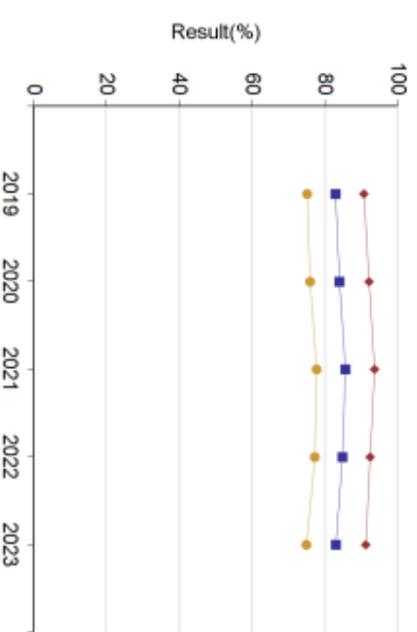
# Goal 1
## Every Student is Successful

Priority for improvement:

- Ensure that all students will achieve a minimum of the acceptable standard and there should be an increase in the standard of excellence (on both the PATs and diploma exams)
- Ensure that all students are enrolled in appropriate course choices and levels and are provided with the necessary accommodations throughout the year
- Motivate, engage, and support students and parents to complete programs and become life long learners
- Re-develop courses to reach the highest quality of course development
- Build new and engaging courses and activities
- Provide a variety of course options and schedules to allow access to programs at all times, anywhere in the world
- Provide students with specific interests to gain credits in those areas (i.e. construction tech, cosmo)

## Student Completion Rates
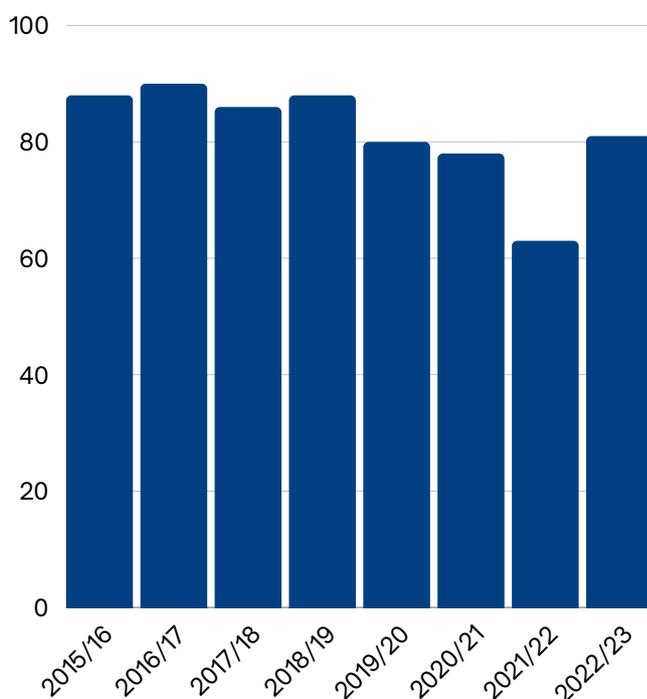


This past year we have implemented more student support to improve our student completion rates. This includes:

- a team approach to contacting students
- student services coordinators to ensure appropriate course selection, accommodations, and supports are in place
- Course re-design/development for more engaging material and stronger assessment

# Goal 2
## First Nations, Metis and Inuit Students are Successful

While our Alberta Education Assurance Report does not capture First Nations, Metis, and Inuit student data as our primary enrolment FNMI numbers are low, we do serve a number of Indigenous students provincially as a secondary enrolment through our partnerships. The Learning Academy is committed to professional development and course design reflective of Indigenous ways of thinking, knowing, and culture, in an engaging and authentic manner.

Priority for improvement:
- Embed professional development opportunities for our teachers and staff throughout the year rooted in First Nations, Metis, and Inuit ways of thinking, knowing, and culture
- Create a land acknowledgement for our Moodle and website that recognizes the historical legacies of colonization and our role in moving towards reconciliation
- Course design that authentically incorporates elements of First Nations, Metis, and Inuit content, viewpoints, thinking, and culture in a meaningful, consistent way
- Work with community partners, knowledge keepers, and provincial partners to create a circle of feedback to improve our programming and ultimately ensure successful outcomes for First Nations, Metis, and Inuit students

# Goal 3
## Literacy and Numeracy Success for all Learners

K-6 Priority for improvement:
- Collect and interpret data from the common writing assessment, LENs, CC3 and teacher benchmark assessments to better support K-6 students' literacy and numeracy programming
- Ensure quality online programming for primary students, with additional resources for parents
  - Course (re)development in K-6
- Utilize common baseline testing in early grades to assist the teacher and parents in supporting the child at home
  - Goal and target setting for our K-3 students
- Support parents and students in building independence with videos and modelling while engaging the student(s) in inquiry-based learning
- Simple, quick, and engaging online assessment pieces
- Developing a strong Kindergarten program to give students a head start in their learning

7-12 Priority for improvement:
- Departments will continue to meet and work towards reflecting and improving on assessment in an online environment
  - Humanities Department - Skill building, process folio, building student confidence.
    - Processfolio introduced September 2022; see diploma result comparison
  - Math & Science Department - Improving assessment and building student confidence
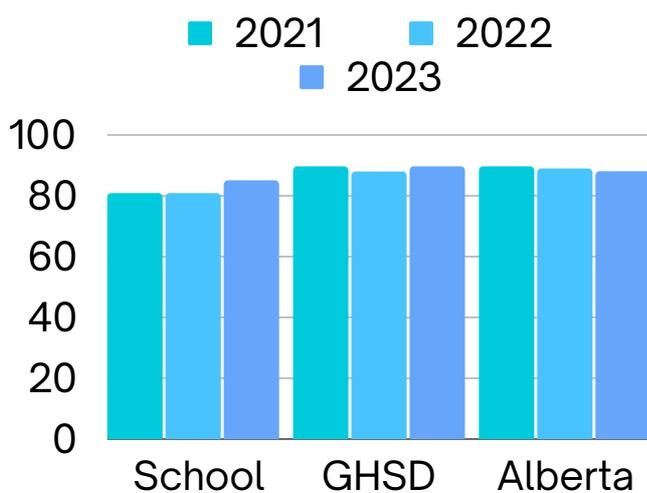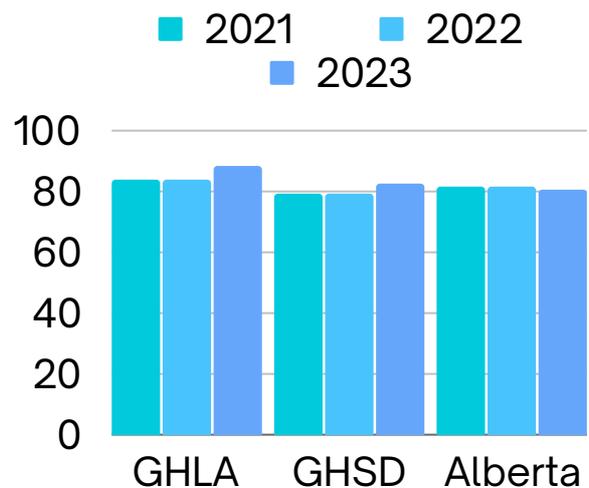
# Goal 3
## Literacy and Numeracy Success for all Learners

### Education Quality



- 2021
- 2022
- 2023

Categories: School, GHSD, Alberta

### Access to Supports and Services



- 2021
- 2022
- 2023

Categories: GHLA, GHSD, Alberta

## Our Results

The Learning Academy results in both the Education Quality and Access to Supports and Services have increased over the past year. This speaks to the prioritization of course development and re-design, as well as our shift to expand our Student Services department that works to support students in achieving their goals.
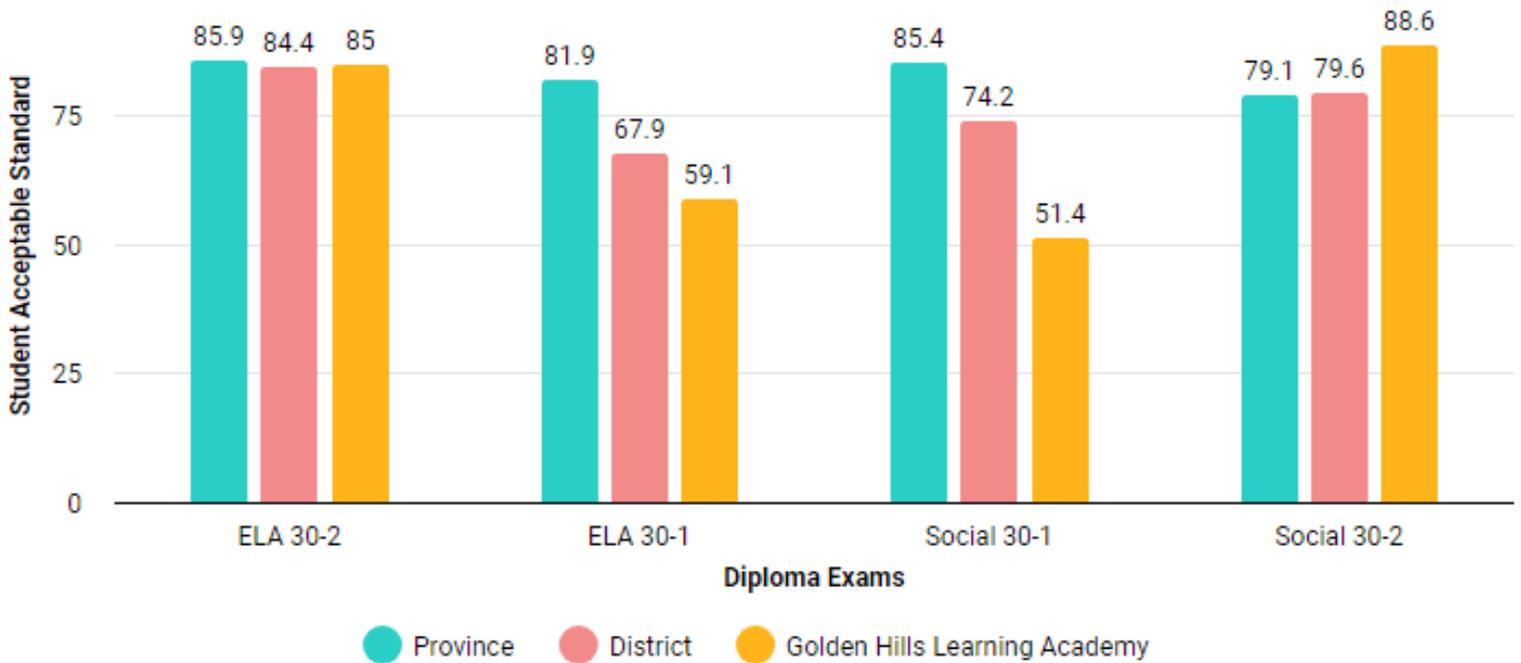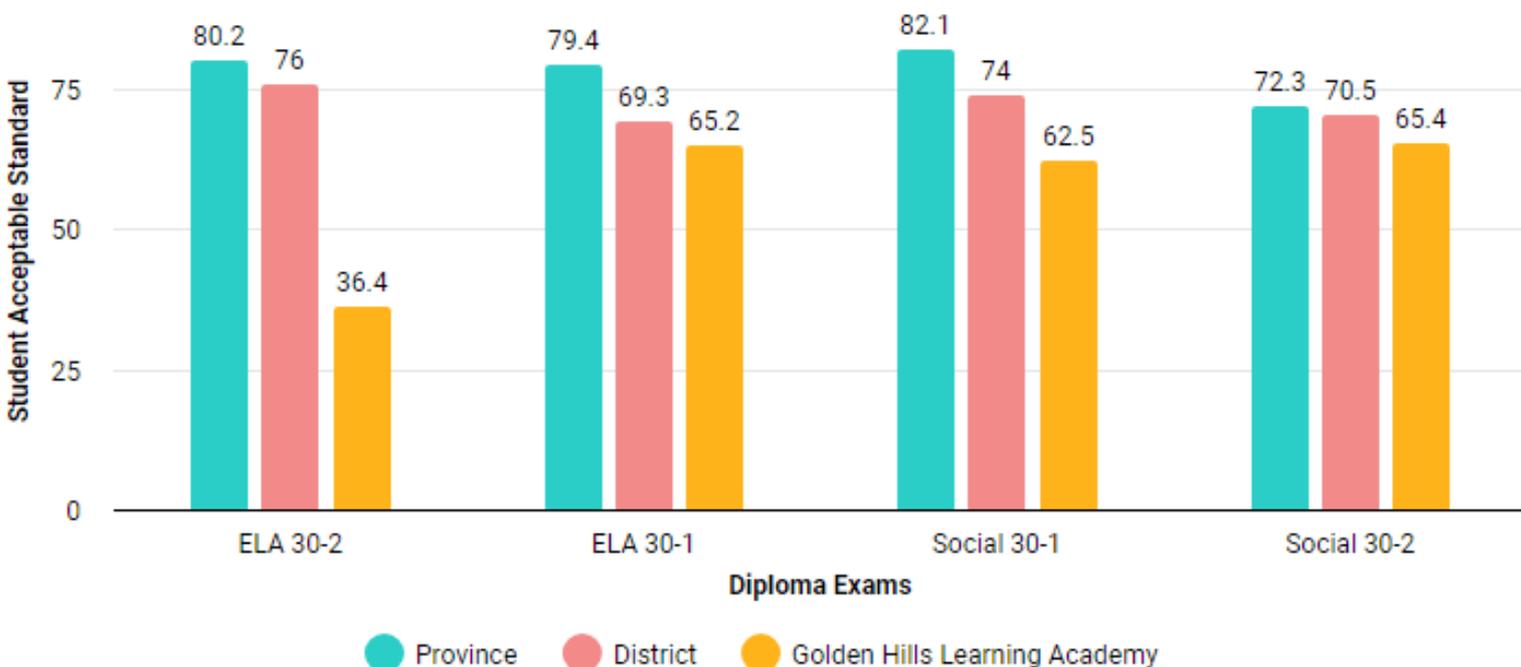
# Goal 3
## Literacy and Numeracy Success for all Learners

In September 2022 the Humanities department implemented the Processfolio work in the Learning Academy online courses. This work focuses on writing skills, focusing on the process, and building student confidence. This has had great impact on our -2 diploma results.
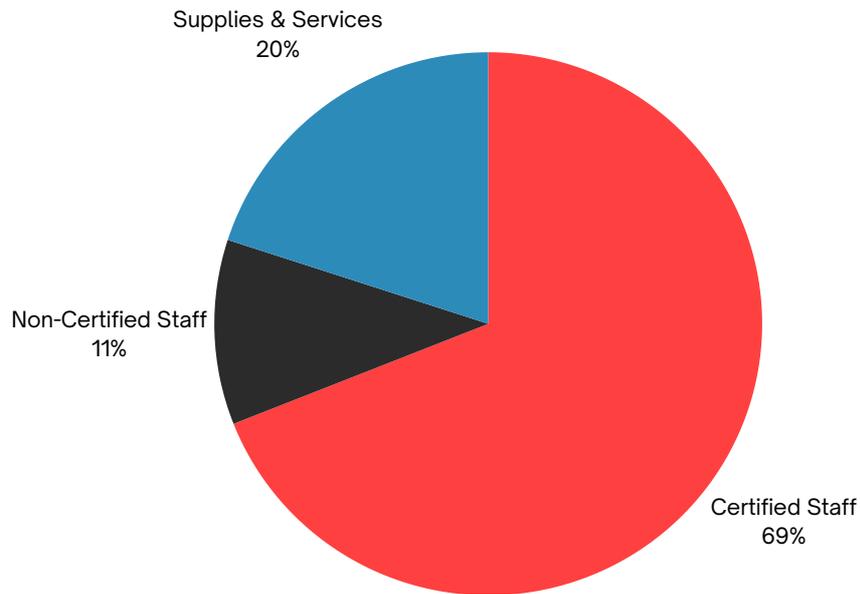
### Humanities Diploma June 2023



Bar chart titled "Humanities Diploma June 2023" showing Student Acceptable Standard by Diploma Exams (Province, District, Golden Hills Learning Academy):

| Diploma Exam | Province | District | Golden Hills Learning Academy |
|---|---|---|---|
| ELA 30-2 | 85.9 | 84.4 | 85 |
| ELA 30-1 | 81.9 | 67.9 | 59.1 |
| Social 30-1 | 85.4 | 74.2 | 51.4 |
| Social 30-2 | 79.1 | 79.6 | 88.6 |

### Humanities Diplomas June 2022



Bar chart titled "Humanities Diplomas June 2022" showing Student Acceptable Standard by Diploma Exams (Province, District, Golden Hills Learning Academy):

| Diploma Exam | Province | District | Golden Hills Learning Academy |
|---|---|---|---|
| ELA 30-2 | 80.2 | 76 | 36.4 |
| ELA 30-1 | 79.4 | 69.3 | 65.2 |
| Social 30-1 | 82.1 | 74 | 62.5 |
| Social 30-2 | 72.3 | 70.5 | 65.4 |

# Operating Budget



Supplies & Services
20%

Non-Certified Staff
11%

Certified Staff
69%

*Additional information concerning individual school expenditures is available by request.*