2022/2023

ANNUAL EDUCATION RESULTS REPORT

Powering Hope and Possibilities

GOLDEN HILLS SCHOOL DIVISION

Annual Education Results Report

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 Annual Education Results Report for the 2022/2023 school year.

Board of Trustees

Golden Hills School Division Board of Trustees
Back Row (left to right): Barry Kletke - Ward 1, James Northcott - Ward 2, Justin Bolin - Ward 3
Front Row (left to right): Jennifer Mertz - Ward 4, Board Chair Laurie Huntley - Ward 5, Rob Pirie - Ward 4

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 2022/2023 school year and the Three-Year Education Plan commencing September 5, 2023, 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 2022/2023 school year on November 28, 2023.

Laurel Huntley

Board Chair

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 250 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^
- Ecole Brentwood Elementary
- Carseland School
- Crowther Memorial Jr. high School
- George Freeman School
- Strathmore High School
- Strathmore Storefront School^
- Trinity Christian Academy*
- Westmount School
- Wheatland Elementary School

DRUMHELLER

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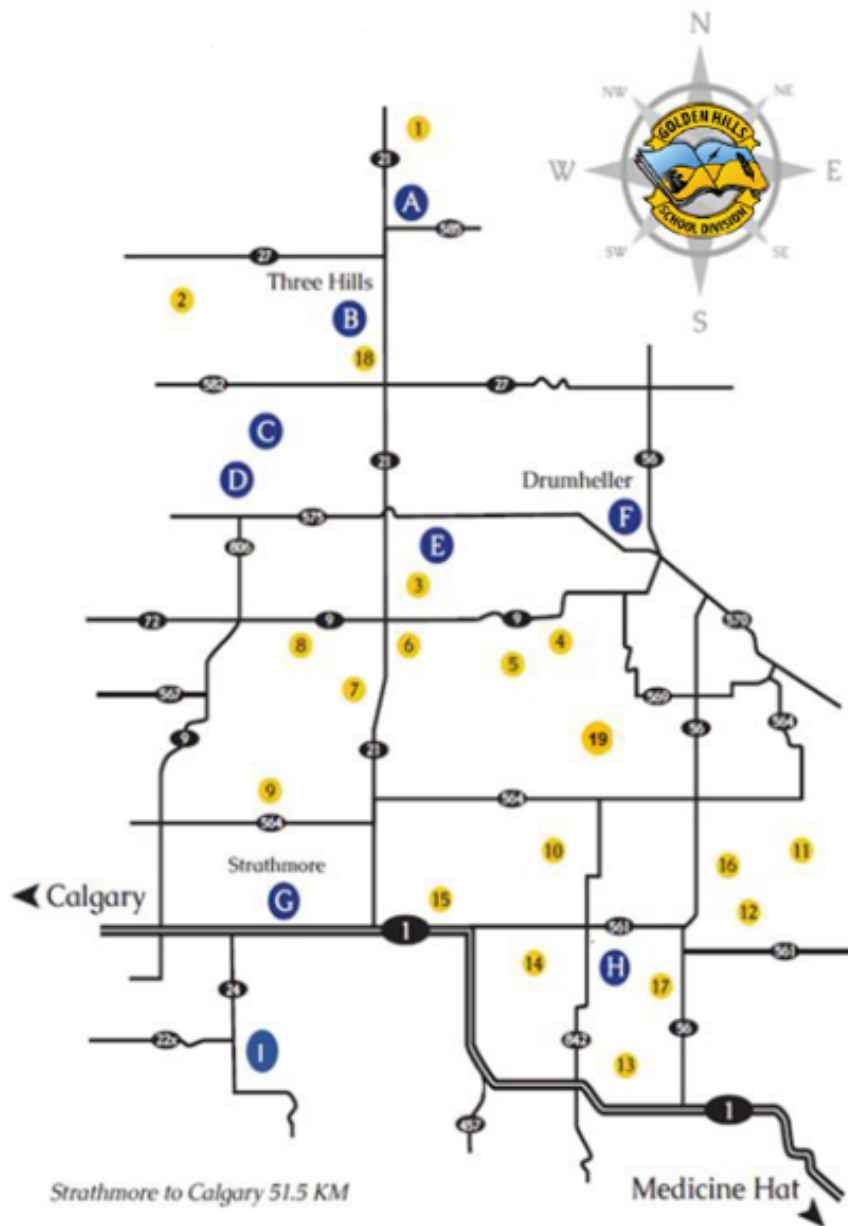- Greentree Elementary School

* 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   (Didsbury, AB)

Strathmore to Calgary 51.5 KM

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

Students

10,000 Kindergarten to Gr. 12 in person and online

250 International

155 Siksika First Nation

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.
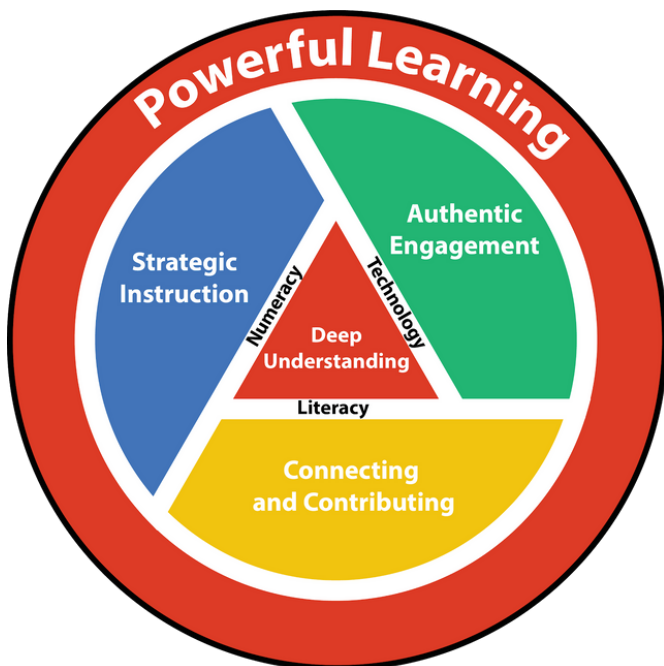
Connect with Us!

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!

Planning and Priorities

ASSURANCE MODEL

School jurisdictions have greater flexibility in responding to the needs and priorities of their local community while still maintaining provincial standards. Jurisdictions are expected to have a strong stakeholder engagement process to inform local priorities and use this to shape their planning and reporting.

STAKEHOLDER ENGAGEMENT

During the 2022-2023 School Year, Golden Hills stakeholder engagement has included:
- Multiple school council representative meetings with the Board of Trustees
- The Board requests feedback from parents on the school relaunch planning prior to implementation
- Trustees attend portions of regular local school council meetings to receive ongoing feedback
- Connecting meetings with Sr. Administration and School Administration (weekly/biweekly/monthly)
- Regular Sr. Administration meetings with Siksika Elders and the Elder Advisor to the Board, Clarence Wolfleg Sr.

These stakeholder engagement sessions have allowed Golden Hills to focus on a review of our key priorities.

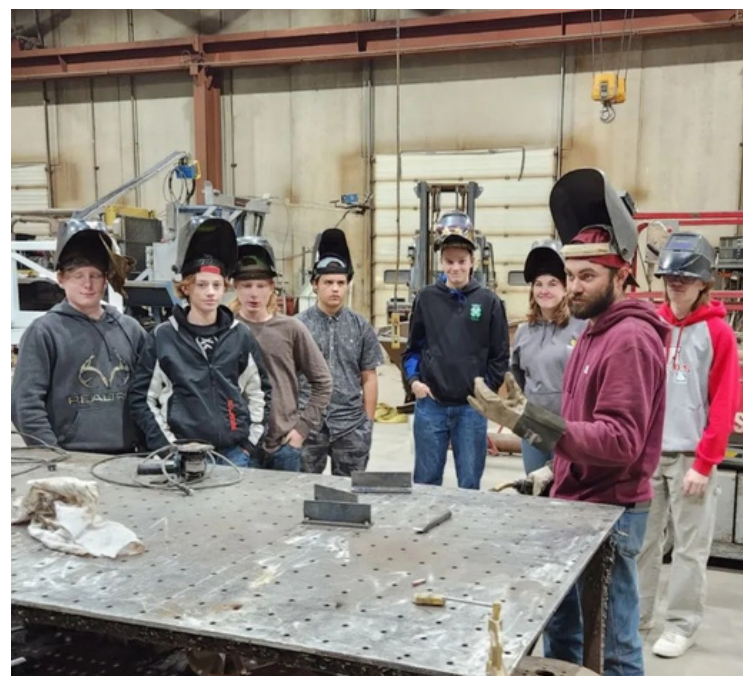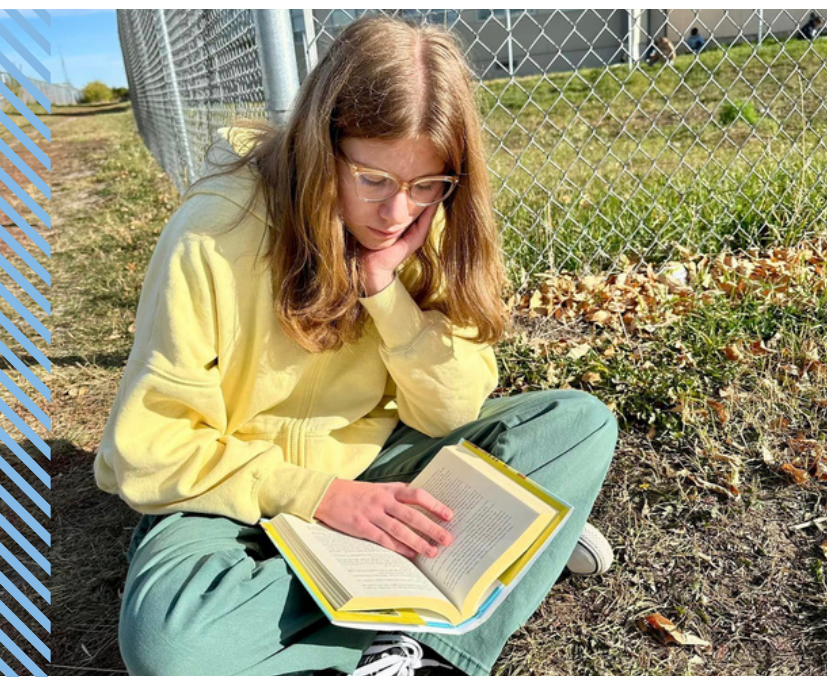## KEY PRIORITIES

For the 2023/2024 school year Golden Hills will continue to focus on the following as our key priorities in our Assurance Framework:

Goal 1: Every Student is Successful
Goal 2: First Nations, Métis, and Inuit Students are Successful
Goal 3: Literacy and Numeracy Success for All Learners
Goal 4: Promote Well-Being through Positive Relationships and Skill Building

Combined 2023 Assurance Domains

Overall Summary (Fall 2023)

Assurance Domain	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	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.3	83.8	83.8	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	81.1	80.4	81.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	77.1	82.5	81.8	80.7	83.2	82.3	Intermediate	Declined	Issue
	4-year High School Completion	85.9	88.9	85.67	86.5	87.1	85.0	Intermediate	Maintained	Acceptable
	5-year High School Completion	89.6	85.6	86.1	88.6	87.1	86.2	High	Improved	Good
	*PAT: Acceptable	74.8	52.0	n/a	63.3	64.3	n/a	High	n/a	n/a
	*PAT: Excellence	11.0	9.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	*Diploma: Acceptable	77.9	65.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	* Diploma: Excellence	19.2	10.2	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	89.7	88.0	89.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	85.9	85.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.6	79.3	79.3	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Goverance	Parental Involvement	78.2	75.6	78.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

* All GHSD PAT results are indicated above. Provincial results for GHSD are 54.3% Acceptable Standard and 9.9% Standard of Excellence. (This result does not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas).
* Due to the extraordinary number of out-of-district students' data has been disaggregated to show the in-district students.
 Diploma results including local and out of district students are: 70.9% Acceptable Standard and 15% Standard of Excellence.

Overall PAT Results

Course	Measure	GHSD %	Alberta %
English Language Arts 6	Acceptable Standard	91.1	90.4
	Standard of Excellence	17.6	21.9
French Language Arts 6	Acceptable Standard	100.0	83.1
	Standard of Excellence	0.0	13.3
Mathematics 6	Acceptable Standard	73.5	76.9
	Standard of Excellence	12.5	18.8
Science 6	Acceptable Standard	75.7	79.9
	Standard of Excellence	20.0	27.0
Social Studies 6	Acceptable Standard	72.0	79.1
	Standard of Excellence	12.4	22.1
English Language Arts 9	Acceptable Standard	81.3	85.1
	Standard of Excellence	10.3	15.9
K&E English Language Arts 9	Acceptable Standard	83.3	71.2
	Standard of Excellence	0.0	8.0
Mathematics 9	Acceptable Standard	57.8	64.0
	Standard of Excellence	11.5	15.6
K&E Mathematics 9	Acceptable Standard	57.1	65.0
	Standard of Excellence	0.0	14.1
Science 9	Acceptable Standard	73.1	78.5
	Standard of Excellence	18.3	24.1
K&E Science 9	Acceptable Standard	91.7	68.4
	Standard of Excellence	8.3	14.3
Social Studies 9	Acceptable Standard	59.1	69.0
	Standard of Excellence	11.9	19.0
K&E Social Studies 9	Acceptable Standard	81.8	62.1
	Standard of Excellence	9.1	13.3

*Notes:
1. 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 tests.
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Data is based on the number of students writing the PAT.

Overall Diploma Results

Course	Measure	GHSD		Alberta
		% In District	% All	%
English Language Arts 30-1	Acceptable Standard	**76.1**	74.0	83.7
	Standard of Excellence	**3.3**	5.7	10.5
English Language Arts 30-2	Acceptable Standard	**83.7**	86.6	86.2
	Standard of Excellence	**6.9**	11.8	12.7
Mathematics 30-1	Acceptable Standard	**75.0**	50.4	70.8
	Standard of Excellence	**34.4**	18.8	29.0
Mathematics 30-2	Acceptable Standard	**74.8**	61.5	71.1
	Standard of Excellence	**23.8**	18.8	15.2
Social Studies 30-1	Acceptable Standard	**77.9**	75.0	83.5
	Standard of Excellence	**11.5**	13.6	15.9
Social Studies 30-2	Acceptable Standard	**70.3**	75.4	78.1
	Standard of Excellence	**4.2**	7.8	12.3
Biology 30	Acceptable Standard	**81.8**	70.8	82.7
	Standard of Excellence	**28.6**	24.0	32.8
Chemistry 30	Acceptable Standard	**74.1**	68.7	80.5
	Standard of Excellence	**23.8**	24.3	37.0
Physics 30	Acceptable Standard	**80.6**	71.3	82.3
	Standard of Excellence	**37.3**	28.7	39.9
Science 30	Acceptable Standard		48.0	79.4
	Standard of Excellence		0.0	23.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.
6. In District data includes only Primary students.

* Due to the extraordinary number of out-of-district students' data has been disaggregated to show the in-district students.
Diploma results including local and out of district students are: 70.9% Acceptable Standard and 15% Standard of Excellence.

GOAL 1

Every Student is Successful

SUPPLEMENTAL ALBERTA ASSURANCE MEASURES - OVERALL SUMMARY (FALL 2023)									
Measures	**GHSD**			**Alberta**			**Measure Evaluation**		
	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	**1.4**	n/a	45.3	**3.5**	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	**3.5**	2.7	3.3	**2.5**	2.3	2.5	High	Maintained	Good
In-Service Jurisdiction Needs	**89.9**	90.4	91.1	**82.2**	83.7	84.3	High	Maintained	Good
Lifelong Learning	**82.6**	81.2	77.6	**80.4**	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	**82.4**	81.2	81.2	**82.9**	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	**82.8**	79.0	79.0	**81.2**	81.9	83.4	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	**75.8**	75.6	75.6	**71.9**	70.2	68.3	Very High	Maintained	Excellent
Safe and Caring	**88.8**	88.8	89.4	**87.5**	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	**75.6**	72.8	75.2	**72.9**	72.6	73.9	Intermediate	Maintained	Acceptable
School Improvement	**79.4**	73.5	78.9	**75.2**	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	**45.9**	53.8	51.9	**59.7**	60.3	60.2	Low	Declined	Issue
Work Preparation	**83.2**	83.6	84.8	**83.1**	84.9	84.5	High	Maintained	Good

Every Student is Successful

Support Strategies: Professional Learning, Supervision and Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision, and evaluation processes.

Throughout the school year, professional learning opportunities are provided to school staff and leaders. These opportunities include:

- **Collaborative Days** – Four times a year, grade or subject level teachers meet to collaboratively design instruction and assessment for increased student achievement.
- **Leadership Series** – School teams and division leaders worked with Katie White to further develop sound assessment practices that support student achievement. In partnership with the CRC, in person sessions (Leading Powerful Learning: Unlocking the Potential of Assessment) were provided twice throughout the year. In addition, school teams met with Katie White virtually.
- **Instructional Coaches** – On-going support for teachers building powerful instruction and assessment.
- **New Teacher Orientation** – New teachers meet three times a year to focus on division practices, teacher and student supports, powerful learning, critical thinking, and assessment.
- **New Administrator Orientation** – New administrators meet to build leadership capacity and connect with collegues.
- **Mentorship Program** – New teachers and administrators are paired with a mentor. Supports are provided for mentors and mentees to meet several times throughout the school year to build capacity.
- **New Curriculum PD** – 18 sessions were provided throughout the 2022-23 school year to support teachers implementing new curriculum. Sessions brought teachers from the same grade level together to focus on understanding the curriculum and designing instructional and assessment practices.
- **Calgary Regional Consortium (CRC) Partnership** – GHSD works closely with the CRC to offer professional development to teachers.
- **Administrator Meetings** – Each meeting consists of a Powerful Learning component that provides administrators with opportunities to hone their instructional leadership skills.
- **Educational Assistant Training** – In partnership with the CRC, Educational Assistants were offered a 10 part collaborative learning series focused on understanding the role and developing best practices to support students.

- **Teacher Growth, Supervision, and Evaluation** – These are embedded in Golden Hills School Division's administrative practices. At each administration meeting, administrators set monthly goals for Teacher Supervision and Evaluation classroom visits. Teacher Supervision and Evaluation are conducted as per the Alberta Education Teaching Quality Standard *"Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers."*

Every Student is Successful

Support Strategies: Access to a Continuum of Supports and Services

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Golden Hills School Division has structures in place to support all students utilizing a response to intervention model:

- **School Based Teams** – Teachers, administrators, Family School Community Resource Counselors (FSCRC) and Educational Consultants work collaboratively to support individual students and address school-wide needs responsively.
- **Educational Consultants** – Psychologists engage in various forms of consultation at the school level including informal discussions, classroom observations, formal meetings, and assessments.
- **Family School Community Resource Counselors** – The FSCRC team provides universal, small group, and individualized support for students and their families. Counselors use evidence-based programming to support Social Emotional Learning. Outcomes are utilized to ensure student success and guide programming.
- **Clinical Supervision** – This is provided by a registered psychologist who supports the Educational Consultants, FSCRC, and Instructional Coaches.
- **Instructional Coaches** – Help build capacity in teachers by supporting planning and differentiation to support students in the classroom.
- **First Nation Liaisons** – Work in schools to promote culture and enhance Indigenous education. They also work directly with students to provide academic support. First Nation Liaisons support students and their families.
- **Connections** – Psychiatric outreach consultation is available to students and their caregivers within GHSD on a monthly basis in a collaborative environment.
- **Program Unit Funding** – Supports preschool age children with early intervention and support.
- **Allied Health** – Speech Language Pathologists, Physiotherapists, and Occupational Therapists work with students who require additional support.
- **Low Incidence** – Renfrew Educational Services provides support for students who are blind/low vision, deaf or hard of hearing, or those with complex communication needs.
- **Specialized Programs** – For students who require support outside of the traditional classroom, specialized educational classrooms are available.

GOAL 1

Every Student is Successful

STUDENT LEARNING ENGAGEMENT

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Results (%)					Target	Evaluation			Target		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Overall	n/a	n/a	85.1	83.8	85.3	87	n/a	Improved	n/a	88	89	90
Parent	n/a	n/a	87.6	85.4	87.3	86	n/a	Maintained	n/a	87	88	89
Student	n/a	n/a	70.4	69.4	71.5	78	n/a	Improved	n/a	78	79	80
Teacher	n/a	n/a	97.2	96.7	97.2	97	n/a	Maintained	n/a	98	98	98

EDUCATION QUALITY

Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Results (%)					Target	Evaluation			Target		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Overall	92.1	91.4	89.9	88.0	89.7	90	Very High	Maintained	Excellent	90	91	92
Parent	88.7	86.6	86.2	82.4	84.6	86	High	Maintained	Good	86	87	88
Student	89.6	89.8	86.3	84.3	86.9	87	High	Maintained	Good	87	88	89
Teacher	98.1	97.8	97.3	97.2	97.6	97	Very High	Maintained	Ecellent	98	98	98

Every Student is Successful

PARENTAL INVOLVEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Results (%)					Target	Evaluation			Target		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Overall	82.5	80.5	75.9	75.6	78.2	80	Intermediate	Maintained	Acceptable	80	81	82
Parent	72.8	70.7	63.8	67.1	68.5	72	High	Maintained	Good	73	74	75
Teacher	92.1	90.2	88.1	84.2	88.0	88	Intermediate	Maintained	Acceptable	89	90	91

CITIZENSHIP

Percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship.	Results (%)					Target	Evaluation			Target		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Overall	84.8	83.3	83.0	80.4	81.1	84	Very High	Maintained	Excellent	84	85	86
Parent	82.9	79.0	80.2	75.1	75.8	83	High	Maintained	Good	83	84	85
Student	75.9	76.1	74.0	71.7	72.8	75	Very High	Maintained	Excellent	75	76	77
Teacher	95.6	94.9	94.9	94.5	94.7	95	Very High	Maintained	Excellent	95	96	97

GOAL 1

Every Student is Successful

HIGH SCHOOL COMPLETION RATES

	Results (%)					Target	Evaluation			Target		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
3 Year Completion	76.9	78.9	84.1	82.5	77.1	83	Intermediate	Declined	Issue	83	84	85
4 Year Completion	83.8	84.8	83.3	88.9	85.9	84	Intermediate	Maintained	Acceptable	85	86	87
5 Year Completion	84.1	86.6	86.0	85.6	89.6	86	High	Improved	Good	87	88	89

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Results (%)					Target	Evaluation			Target		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Overall	n/a	n/a	87.7	85.9	85.7	87	n/a	Maintained	n/a	87	88	89
Parent	n/a	n/a	88.2	84.5	82.6	86	n/a	Maintained	n/a	87	88	89
Student	n/a	n/a	78.8	76.7	78.0	78	n/a	Maintained	n/a	79	80	81
Teacher	n/a	n/a	96.1	96.3	96.5	97	n/a	Maintained	n/a	98	98	98

Our Results

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.

FNMI Summary (Fall 2023)

Assurance Domain	Measure	GHSD (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	74.3	64.4	73.7	57.0	59.5	59.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	84.0	96.8	84.6	71.3	68.0	67.0	Intermediate	Maintained	Acceptable
	PAT: Acceptable	39.7	39.3	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.9	8.9	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	65.7	72.2	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	4.8	5.6	n/a	11.3	8.5	n/a	Very Low	n/a	n/a

GOAL 2

First Nations, Metis, and Inuit Students are Successful

ALBERTA EDUCATION PERFORMANCE MEASURES - OVERALL SUMMARY (FALL 2023)

Measures	GHSD			Alberta			Measure Evaluation		
	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	32.5	1.3	n/a	24.4	n/a	n/a	n/a
Drop Out Rate	6.0	2.0	3.1	5.1	4.9	5.1	Intermediate	Declined	Issue
Rutherford Scholarship Eligibility Rate	71.1	61.7	55.5	43.9	41.1	39.9	High	Improved	Good
Transition Rate (6 yr)	45.6	37.3	41.4	35.5	37.7	36.1	Low	Maintained	Issue

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.

First Nations, Metis, and Inuit Students are Successful

4 YR HIGH SCHOOL COMPLETION RATES

GHSD First Nations, Metis and Inuit Students

Alberta First Nations, Metis and Inuit Students
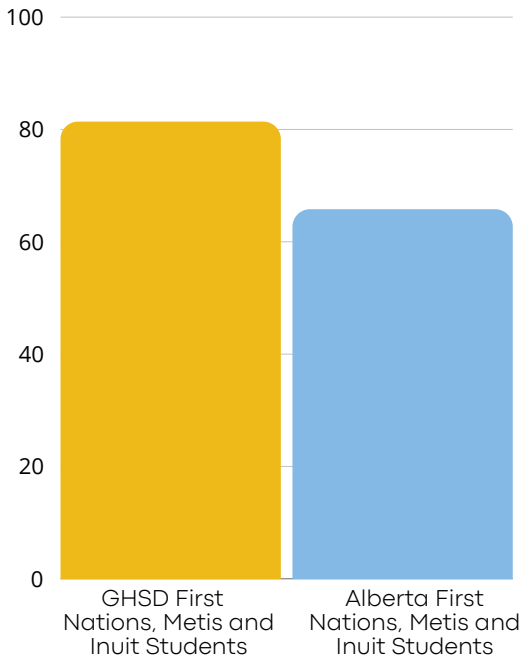
Golden Hills five year First Nations, Métis and Inuit graduation rates are **above** the provincial graduation rates for Provincial First Nations, Métis and Inuit students.

RUTHERFORD SCHOLARSHIP ELIGIBILITY RATES

GHSD First Nations, Metis and Inuit Students

Alberta First Nations, Metis and Inuit Students
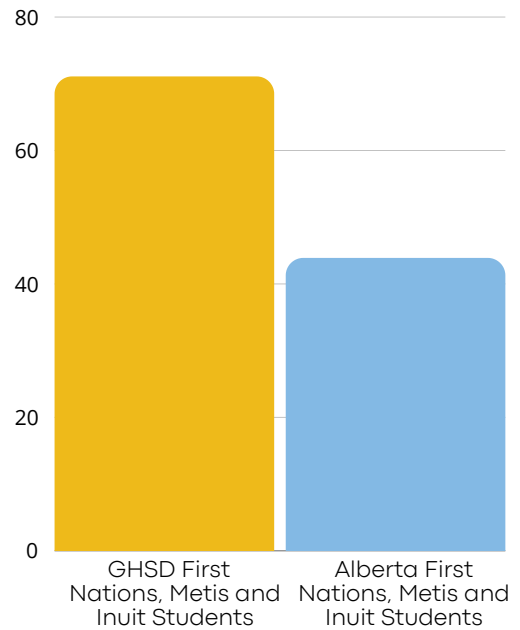
CULTURAL OPPORTUNITIES

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.

Our Results

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.

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.

GOAL 3

Literacy and Numeracy Success for All Learners

ALBERTA EDUCATION ASSURANCE MEASURES: EAL									
Assurance Domain	Measures	GHSD (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	67.0	100.0	93.7	72.8	78.5	77.1	Low	Declined	Issue
	5-year High School Completion	91.4	91.2	83.1	88.7	86.1	86.0	High	Maintained	Good
	PAT: Acceptable	43.7	49.3	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.0	8.8	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	54.4	37.5	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	Diploma: Excellence	5.9	3.1	n/a	13.8	10.8	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respoectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Literacy and Numeracy Success for All Learners

ACCESS TO SUPPORTS AND SERVICES

Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Results (%)					Target	Evaluation			Target		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Overall	n/a	n/a	81.8	79.3	82.6	83	n/a	Improved Significantly	n/a	83	84	85
Parent	n/a	n/a	76.3	71.0	77.8	80	n/a	Improved Significantly	n/a	80	81	82
Student	n/a	n/a	78.8	77.5	79.7	80	n/a	Improved	n/a	81	82	83
Teacher	n/a	n/a	90.2	89.3	90.2	90	n/a	Maintained	n/a	91	92	93

Our Results

Golden Hills School Division (GHSD) offers early intervention supports in literacy and numeracy. GHSD continues to track division data over time and compile yearly results from the Early Literacy and Early Numeracy teams.

Powerful Learning continues to be used to focus on individual student success with tailored program, while offering support for all students.

Literacy and Numeracy Success for All Learners

TOTAL NUMBER OF INITIAL STUDENTS ASSESSED - EARLY YEARS LITERACY AND NUMERACY	
Grade 1	422
Grade 2	393
Grade 3	414

Early Years Literacy Assessment

Avg. # of Months Gained for 'At Risk' Students (Spring Assessment 2023)
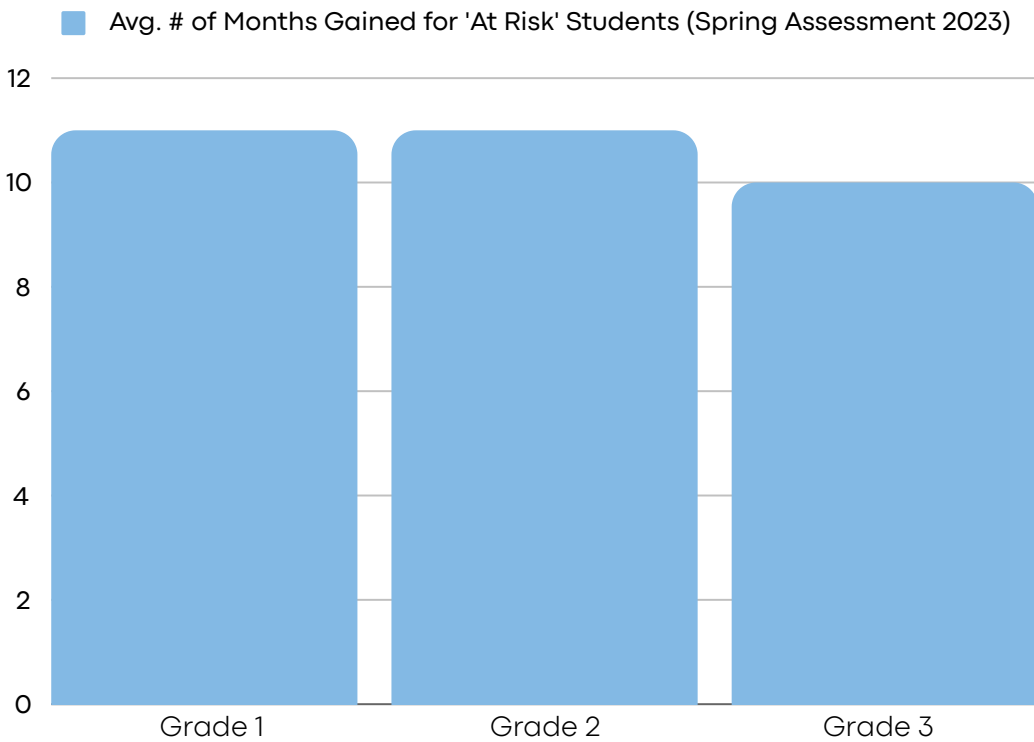
Approved Literacy Assessments:
- Castle and Coltheart 3 Test
- Letter Name-Sound Test

LITERACY			
Number of Students at Risk (Initial Assessment)	122	121	129
Average Number of Months Behind Grade Level (Initial Assessment)	9	14	24
Number of Students at Risk (Spring Assessment)	88	113	106

Literacy and Numeracy Success for All Learners

Early Years Numeracy Assessment

■ Avg. # of Months Gained for 'At Risk' Students (Spring Assessment 2023)
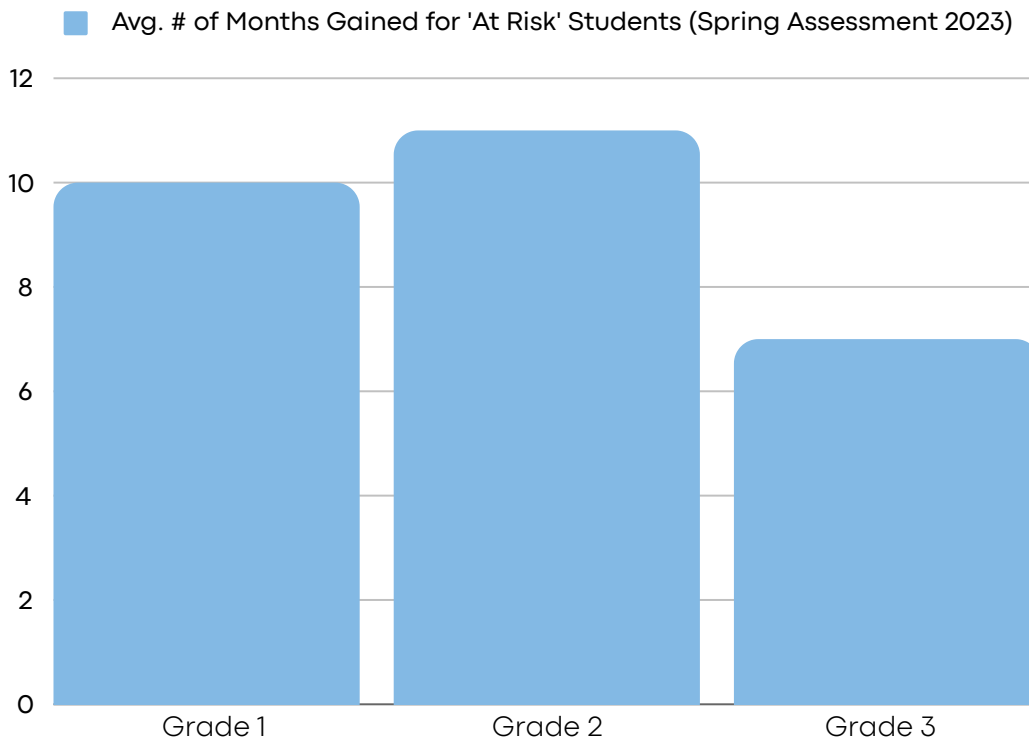
Approved Numeracy Assessments:
- Provincial Numeracy Screening

NUMERACY			
Number of Students at Risk (Initial Assessment)	125	142	135
Average Number of Months Behind Grade Level (Initial Assessment)	6	7	6
Number of Students at Risk (Spring Assessment)	112	104	93

SUPPORTING STRATEGIES FOR STUDENTS AT-RISK

Providing our at-risk students with daily support was integral to increased success. Early Literacy Intervention, Early Numeracy Intervention, and Levelled Literacy Intervention engaged our at-risk students in extending and deepening their understanding of literacy and numeracy concepts. Additional components were added to both literacy and numeracy intervention programs. Targeted phonics and phonemic instruction were added to literacy intervention, and numbers talks, focused on relationships between numbers, were added to numeracy. Parents were taught the strategies learned in each of these programs and encouraged to support further practice at home. At-risk learners in grades 1 - 3 were provided small group, targeted instruction that augmented classroom learning.

Financial Information

REVENUES

School fees, school-generated funds & other revenue
8%
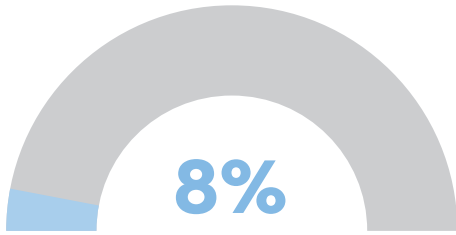
International Student Services
8%
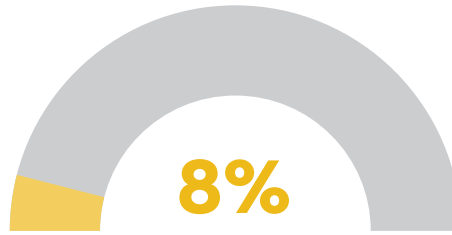
Local Education Service Agreement
2%
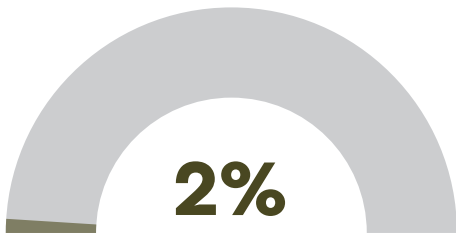
Provincial Government
82%
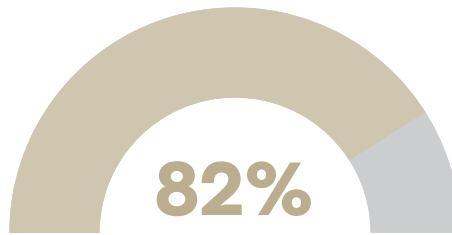
EXPENDITURES

Administration
3%
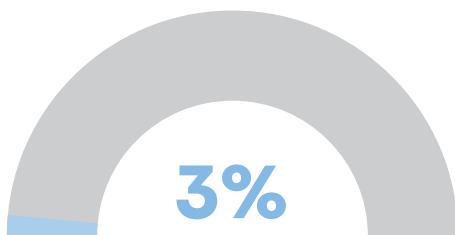
Facilities and Maintenance
12%
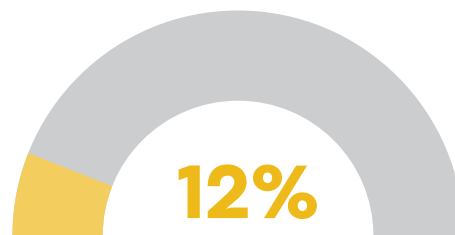
Student Transportation
5%
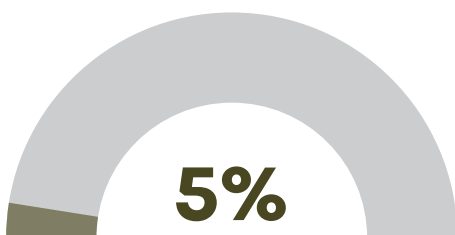
External Services
5.5%
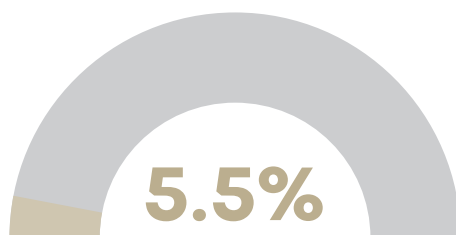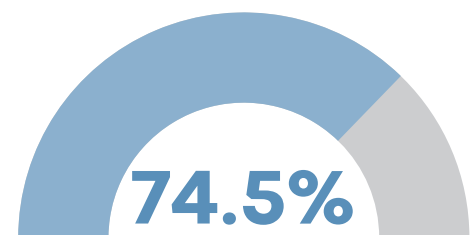
Instruction
74.5%

BUDGET 2023/2024

WHERE WILL THE $104M GO?

Instruction
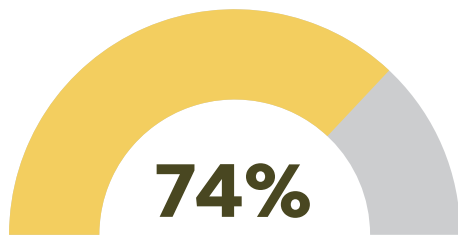
74%

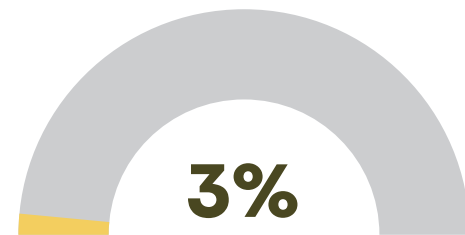External Services

6.5%

Student Transportation

5.5%

Facilities and Maintenance

11%

Administration

3%
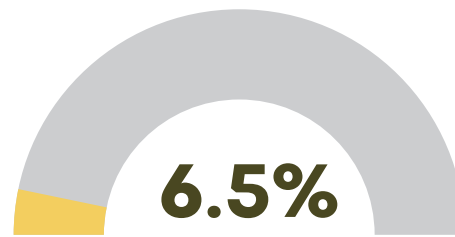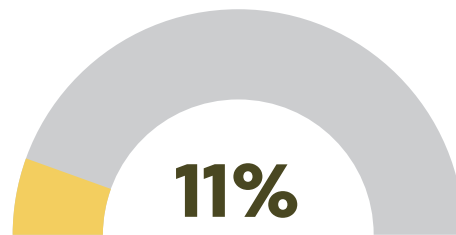
LEARN MORE...

For additional financial information, please review our
- Audited Financial Statements: https://www.ghsd75.ca/download/349689
  - This includes more specific information as well as school-generated funds.
- Budget Documents: https://www.ghsd75.ca/download/353616

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, below the limit allowed. Therefore, we are able to direct more resources to the classrooms.
- 82% of our revenue comes from the provincial government.
  - This site-based funding model has 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 School Division has appreciated the support from Alberta Education in the Capital Planning process thus far. Most recently, they have received the planning funding for a new school for Westmount Elementary School as well as construction funding for Acme School (K-6, 10-12) which will lead to the development of the Acme School Tri-Campus Community Innovation Centre.

Currently, Westmount Elementary School is 53 years old and requires $4M in maintenance costs over the next 5 years.

This year, Greentree Elementary in Drumheller and Dr. Elliott School in Linden are Golden Hill School Division's top priorities. Greentree Elementary School is 57 years old and requires $3.5M in maintenance costs over the next 5 years and Dr. Elliott School is 66 years old and requires over $3M in maintenance costs over the next 5 years.

Artist rendering of the new Acme School
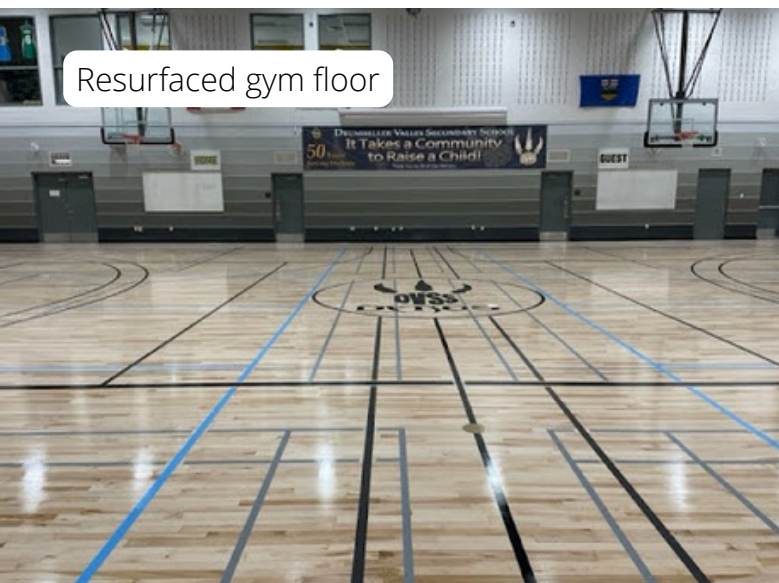
Each year the Board prepares a School Summary Report: https://www.ghsd75.ca/departments/facilities-maintenance-services/school-summaries-reports. The purpose of these school summary reports aligns with the three-year capital plans and additionally, ten-year facility plans where the purpose is to provide project justification and supportability to demonstrate overall planning and management, communicate local priorities, provide project definitions for budget and scope development and demonstrate that all options for the accommodation of students is reviewed and discussed.

The Annual School Summary Reports provide a complete review and assessment for Health & Safety, School Facility Information, Enrolment Trends & Budget Information. Part of these reports include information on existing communities which include birth rates, mobility of families, current and projected community populations. Each year these reports are brought to the Board to help identify capital plan projects.

Capital Maintenance and Renewal Funding

Alberta Education allocates annual funding for school facilities through two distinct financial allocations: Infrastructure Maintenance Renewal (IMR) and Capital Maintenance Renewal (CMR). These allocations are specifically designated for the purpose of enhancing and, when necessary, replacing significant building components. The primary objective of these allocations is to ensure compliance with regulatory standards pertaining to health and safety, as well as to proactively extend the longevity and overall quality of school facilities. This prudent allocation of resources serves the paramount goal of providing secure and conducive educational environments for the students.

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

Resurfaced gym floor

Updated boiler system

Relocated modular units

New school parking lot

Golden Hills School Division Plans and Reports: https://www.ghsd75.ca/our-division/plans-reports

APPENDICES

- [GHSD System Improvement: Powerful Learning](#)
- [Golden Hills Early Literacy Framework](#)
- [Golden Hills Early Numeracy Framework](#)
- [First Nation, Métis, Inuit Services Strategic Action Plan](#)
- [Inclusive Education Monitoring Report](#)

QUICK LINKS

- [Provincial Roll-up of Jurisdiction AFS Information](#)

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 2022-2023 school year.