2023/2024

ANNUAL EDUCATION
RESULTS REPORT

Powering Hope and Possibilities

GOLDEN HILLS SCHOOL DIVISION

Annual Education Results Report

Golden Hills School Division (GHSD) is committed to providing exceptional educational opportunities for students by continuously improving schools and learning environments.

Golden Hills takes the feedback from teachers, staff, and parents, as well as achievement results, and uses that critical information to report to school communities and develop a plan to move forward. On the following pages, you will find the Annual Education Results Report for the 2023/2024 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 (GHSD) is a significant employer in rural mid-eastern Alberta, with a workforce of about 900 dedicated individuals. From teachers and support staff to bus drivers and maintenance workers, GHSD employees are committed to providing quality education.

The Division values the diverse communities it serves, recognizing their unique cultures and educational opportunities.

Accountability Statement

The Annual Education Results Report for Golden Hills School Division for the 2023/2024 school year was prepared under the direction of the Board/Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Annual Education Results Report for the 2023/2024 was approved by the Board on November 29, 2024.

Board Chair

Our Schools

Golden Hills School Division (GHSD) 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 GHSD works 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^
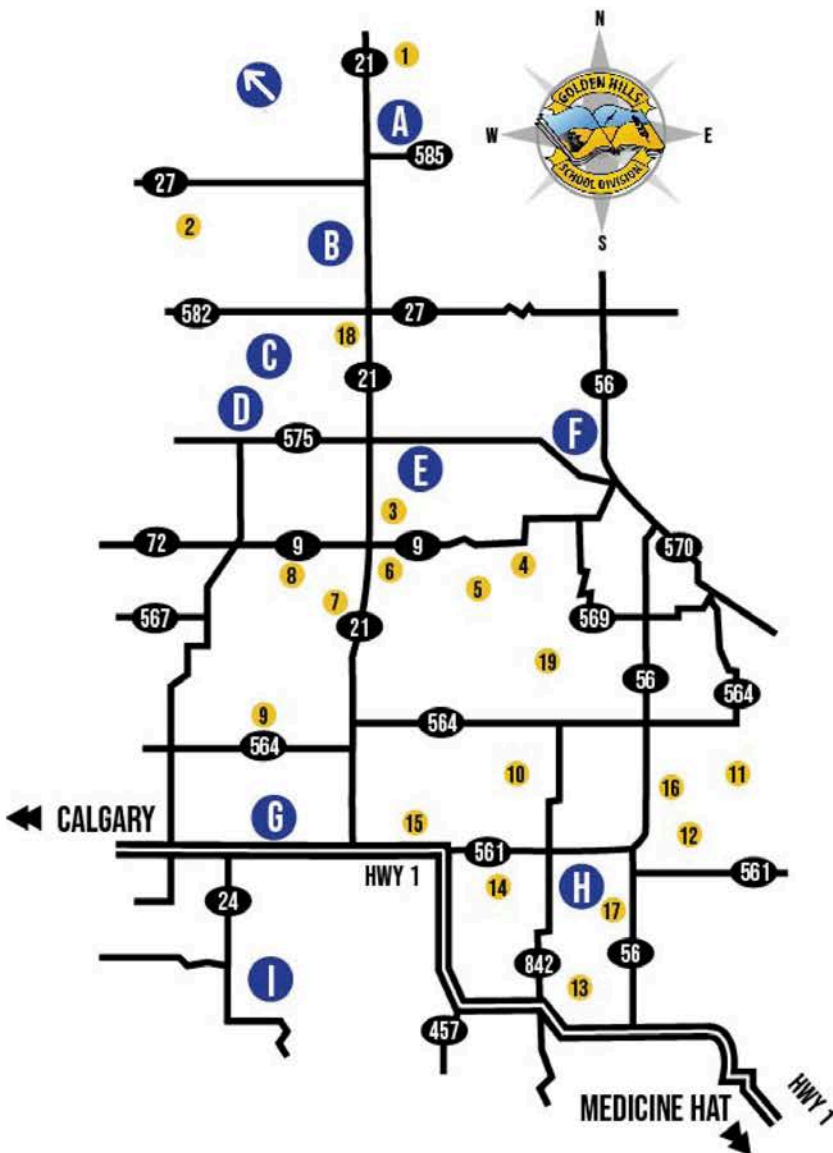- Greentree Elementary School

* 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 (Red Deer, AB)

Colony Schools

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

12,000 Kindergarten to Gr. 12 In Person and Online

300 International

155 Siksika First Nation

Programming in Golden Hills

Golden Hills School Division (GHSD) empowers students and parents with a diverse range of exceptional programs. By fostering innovative learning experiences and strong student engagement, GHSD complements academic excellence with opportunities in the following:

1. Foundational Skills

Literacy, Numeracy, and Technology * Early Literacy Intervention * Leveled Literacy Intervention * Early Numeracy Intervention

2. Competencies

Creativity * Communication * Citizenship * Critical Thinking * Collaboration

3. Science & Technology

STEAM/STEM * Media * Computer Programming * Robotics * 3D Design * Coding * Artificial Intelligence

4. Arts

Fine Arts * Theatre * Band * Musical Theatre

5. Languages

English as an Additional Language * French Immersion

6. Athletics

Hockey Programs * Ringette Programs * Baseball Programs * Golf Programs * School-based fitness facilities

7. Career Advancement

Registered Apprenticeship Programming * Career Counselling * Interships * Work Partnerships * Dual Credit * Work Experience

8. Student and Family

Support Early Childhood Services at four of our elementary schools * Family School Community Resource Programs * Learning Support Programs
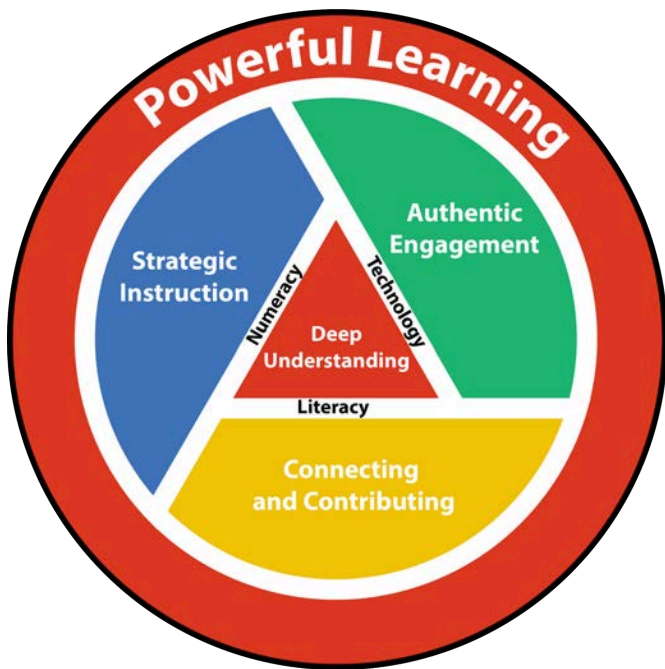
9. Specialized Programs

Advanced Placement * Honours Programs * Student Leadership Development

Our Vision for Powerful Learning & Student Success

Golden Hills School Division prioritizes student learning. While foundational skills remain essential, today's world demands more. Golden Hills believes students must develop critical thinking skills, creativity, effective communication, and collaboration. To foster these skills, GHSD has embraced Powerful Learning, an evidence-based framework that engages students in real-world problems and projects. By empowering teachers and staff, Golden Hills continues to cultivate a deep understanding while preparing students to become innovative leaders who positively impact the world.

Powerful Learning

- Authentic Engagement
- Strategic Instruction
- Deep Understanding
- Connecting and Contributing
- Numeracy
- Technology
- Literacy

Connect with GHSD!

For the most up-to-date events and news, follow Golden Hills on Facebook and Instagram.

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

Click on the icons to connect!

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 feedback to shape their planning and reporting.

STAKEHOLDER ENGAGEMENT

During the 2023-2024 school year, Golden Hills stakeholder engagement has included:

- Council of Council meetings with the Board of Trustees
- Trustees attend portions of regular local school council meetings to receive ongoing feedback
- Connecting meetings with Senior Administration and School Administration to review and monitor Education Plans and Assurance Measures
- Golden Hills School Division Assurance Survey
- Golden Hills School Division Early Literacy and Numeracy parent, teacher, and student surveys
- Golden Hills School Division Collaborative Day feedback survey
- Meetings with Siksika Elders

These stakeholder engagement sessions have allowed Golden Hills to intentionally focus on key priorities.
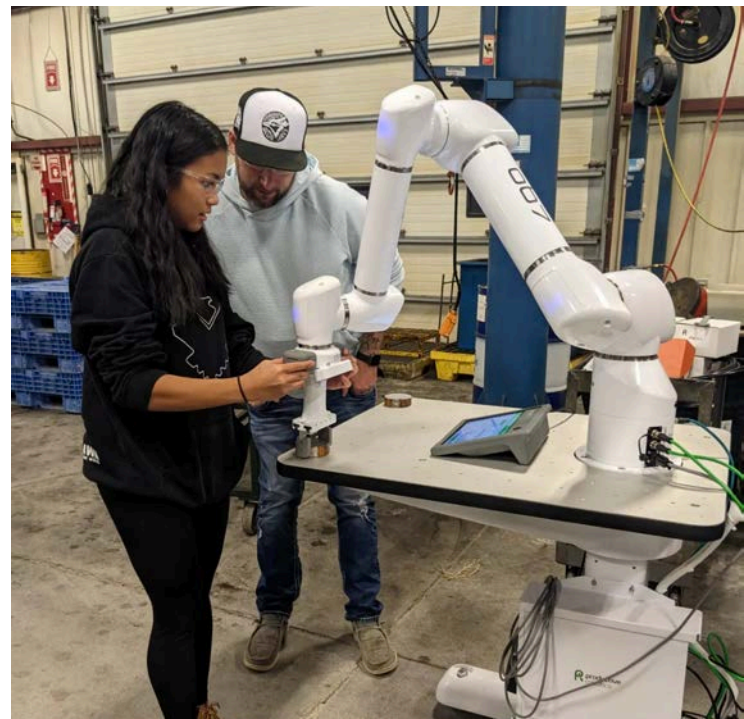
KEY PRIORITIES

For the 2024/2025 school year, Golden Hills will continue to focus on the following as 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 2024 Assurance Domains

Overall Summary (Fall 2024)

Assurance Domain	Measure	GHSD			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	82.5	85.3	84.6	83.7	84.4	84.8
	Citizenship	78.4	81.1	80.8	79.4	80.3	80.9
	3-year High School Completion	73.4	77.1	81.2	80.4	80.7	82.4
	5-year High School Completion	86.6	89.6	87.1	88.1	88.6	87.3
	*PAT6: Acceptable	60.2	61.5	61.5	68.5	66.2	66.2
	*PAT6: Excellence	12.0	10.5	10.5	19.8	18.0	18.0
	*PAT9: Acceptable	52.8	52.6	52.6	62.5	62.6	62.6
	*PAT9: Excellence	10.1	9.8	9.8	15.4	15.5	15.5
	*Diploma: Acceptable	67.5	70.9	70.9	81.5	80.3	80.3
	* Diploma: Excellence	12.5	15.0	15.0	22.6	21.2	21.2
Teaching & Leading	Education Quality	86.4	89.7	88.8	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	85.7	85.8	84.0	84.7	85.4
	Access to Supports and Services	78.0	82.6	80.9	79.9	80.6	81.1
Goverance	Parental Involvement	76.3	78.2	76.9	79.5	79.1	78.9

* All GHSD PAT results are indicated above. These results do not include Grade 6 English Language Arts and Literature or Math as there were no PATs for those two subjects. Additionally, grade 6 French Language Arts Students did not write the PAT as they were piloting the new curriculum.

* Due to the extraordinary number of out-of-district students' data has been disaggregated to show the in-district students.

Overall PAT Results

Course	Measure	GHSD		Alberta	
		Current Result	Prev 3 Yr Avg	Current Result	Prev 3 Yr Avg
Science 6	Acceptable	62.7	64.5	68.8	66.7
	Excellence	20.1	16.9	24.8	21.8
Social Studies 6	Acceptable	60.2	61.5	68.5	66.2
	Excellence	12.0	10.5	19.8	18.0
English Language Arts 9	Acceptable	59.0	62.5	69.5	71.4
	Excellence	8.3	7.9	11.8	13.4
K&E English Language Arts 9	Acceptable	45.5	76.9	49.6	50.2
	Excellence	9.1	0.0	5.6	5.7
Mathematics 9	Acceptable	43.7	44.9	52.7	54.4
	Excellence	9.6	8.9	14.0	13.5
K&E Mathematics 9	Acceptable	68.4	36.4	52.2	52.7
	Excellence	21.1	0.0	9.9	11.3
Science 9	Acceptable	60.4	56.0	67.6	66.3
	Excellence	12.7	14.0	20.8	20.1
K&E Science 9	Acceptable	57.1	84.6	52.3	52.9
	Excellence	14.3	7.7	8.9	10.9
Social Studies 9	Acceptable	47.3	45.8	60.5	58.4
	Excellence	9.2	9.2	15.8	15.9
K&E Social Studies 9	Acceptable	50.0	69.2	50.4	49.6
	Excellence	8.3	7.7	11.3	10.6

*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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.
7. Data includes in-division and out-of-division student results.

Overall Diploma Results

Course	Measure	GHSD			Alberta	
		Current Result	Current Primary (In Division)	Prev 3 Yr Avg	Current Result	Prev 3 Yr Avg
English Lang Arts 30-1	Acceptable	73.4	78.5	74.0	84.2	83.7
	Excellence	6.3	6.9	5.7	10.1	10.5
English Lang Arts 30-2	Acceptable	81.5	82.5	86.6	85.7	86.2
	Excellence	10.9	7.2	11.8	12.9	12.7
Mathematics 30-1	Acceptable	48.1	77.3	50.4	75.4	70.8
	Excellence	13.8	28.4	18.8	34.9	29.0
Mathematics 30-2	Acceptable	52.0	68.0	61.5	70.9	71.1
	Excellence	12.1	18.0	18.8	15.4	15.2
Social Studies 30-1	Acceptable	74.3	74.9	75.1	85.2	83.5
	Excellence	10.7	10.0	13.6	18.7	15.9
Social Studies 30-2	Acceptable	70.4	71.0	75.4	77.6	78.1
	Excellence	6.6	5.4	7.8	12.7	12.3
Biology 30	Acceptable	67.2	81.1	70.8	83.1	82.7
	Excellence	18.9	25.2	24.0	33.7	32.8
Chemistry 30	Acceptable	68.9	81.1	68.7	82.9	80.5
	Excellence	22.6	27.9	24.3	38.0	37.0
Physics 30	Acceptable	66.4	74.3	71.3	85.1	82.3
	Excellence	21.9	33.3	28.7	43.1	39.9
Science 30	Acceptable	59.0	n/a	48.0	81.3	79.4
	Excellence	10.3	n/a	0.0	24.6	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. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events
5. Current Primary (In Division) 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.

GOAL 1

Every Student is Successful

SUPPLEMENTAL ALBERTA ASSURANCE MEASURES - OVERALL SUMMARY (FALL 2024)						
Measures	GHSD			Alberta		
	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg
Diploma Exam Participation Rate (4+ Exams)	41.4	1.4	n/a	52.7	3.5	n/a
Drop Out Rate	4.4	3.5	3.1	2.5	2.5	2.4
In-Service Jurisdiction Needs	90.0	89.9	90.2	81.1	82.2	83.0
Lifelong Learning	76.6	82.6	81.9	79.9	80.4	80.7
Program of Studies	79.5	82.4	81.8	82.8	82.9	82.9
Program of Studies - At Risk Students	78.0	82.8	80.9	80.6	81.2	81.5
Rutherford Scholarship Eligibility Rate	72.5	75.8	74.9	70.7	71.9	70.0
Safe and Caring	87.6	88.8	88.8	87.1	87.5	88.1
Satisfaction with Program Access	72.8	75.6	74.2	71.9	72.9	72.7
School Improvement	79.0	79.4	76.5	75.8	75.2	74.7
Transition Rate (6 yr)	54.9	45.9	50.0	60.1	59.7	60.0
Work Preparation	79.4	83.2	83.4	82.8	83.1	84.0

Every Student is Successful

Support Strategies: Professional Learning, Supervision and Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning as well as 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 and administrators meet to collaboratively design instruction and assessment for increased student achievement.

> **94%** of teachers agree that collaborative work will help them implement Powerful Learning Practices.

- **Leadership Series** – School teams and division leaders worked with Dr. David Tranter to further develop sound practices that support student well-being and achievement. In partnership with the CRC, in person sessions (Powerful Pathways to Lead Learning) were provided twice throughout the year. In addition, school teams met with Dr. David Tranter virtually, and administrators collaborated regarding this work at the administrator meeting.
- **Instructional Coaches** – On-going support for teachers building powerful instruction and assessment.

> "Learning coaches supporting our PLCs and collaboration project made a huge impact on our teacher's ability to incorporate powerful learning and best practices into their own teaching practices."

- **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** – Sessions were provided throughout the 2023-24 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 powerful instructional and assessment practices.
- **Calgary Regional Consortium (CRC) Partnership** – GHSD works closely with the CRC to offer professional development to teachers, in areas such as literacy and numeracy.
- **Administrator Meetings** – Each meeting consists of a Powerful Learning component that provides administrators with opportunities to hone their instructional leadership skills.

- **Teacher Growth, Supervision, and Evaluation** – These practices 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 providing students with a range of supports and services, including specialized assistance, to ensure inclusive education for all.

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.

> **95%** of parent surveys indicated that they had a better understanding of their child's issues and their parenting skills improved because of the support from the FSCRC.

- **Clinical Supervision** - This is provided by a registered psychologist who supports the Educational Consultants and FSCRC.
- **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 and cultural support. First Nation Liaisons support students and their families while connecting schools with Siksika Nation.
- **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	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	n/a	85.1	83.8	85.3	82.5	88	88	89	90
Parent	n/a	87.6	85.4	87.3	81.5	87	87	88	89
Student	n/a	70.4	69.4	71.5	69.6	78	78	79	80
Teacher	n/a	97.2	96.7	97.2	96.4	98	98	98	98

EDUCATION QUALITY

Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Results (%)					Target	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	91.4	89.9	88.0	89.7	86.4	90	90	91	92
Parent	86.6	86.2	82.4	84.6	78.8	86	86	87	88
Student	89.8	86.3	84.3	86.9	85.0	87	87	88	89
Teacher	97.8	97.3	97.2	97.6	95.4	97	98	98	98

GOAL 1

Every Student is Successful

PARENTAL INVOLVEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Results (%)					Target	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	80.5	75.9	75.6	78.2	76.3	80	80	81	82
Parent	70.7	63.8	67.1	68.5	66.8	73	73	74	75
Teacher	90.2	88.1	84.2	88.0	85.8	89	89	90	91

HIGH SCHOOL COMPLETION RATES

	Results (%)					Target	Target		
	2019	2020	2021	2022	2023	2023	2024	2025	2026
3 Year Completion	78.9	84.1	82.5	77.1	73.4	83	83	84	85
4 Year Completion	84.8	83.3	88.9	85.9	83.6	85	85	86	87
5 Year Completion	86.6	86.0	85.6	89.6	86.6	87	88	89	90

Every Student is Successful

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	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	n/a	87.7	85.9	85.7	83.8	87	87	88	89
Parent	n/a	88.2	84.5	82.6	81.7	87	87	88	89
Student	n/a	78.8	76.7	78.0	75.6	79	79	80	81
Teacher	n/a	96.1	96.3	96.5	94.1	98	98	98	98

Golden Hills parents believe their child(ren) clearly understands what they are expected to learn in school.

Legend: High School | Jr. High | Gr. 3-6

GHSD data collected 2023-2024
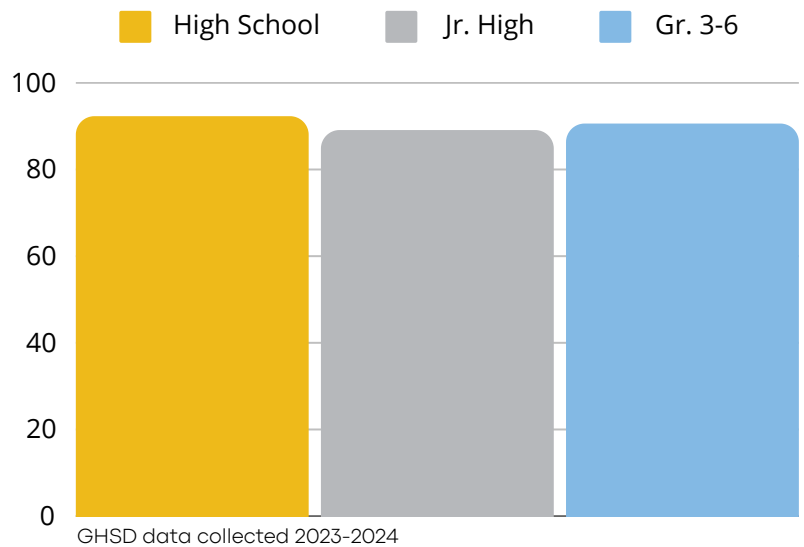
Our Results

Golden Hills ensures students reach their full potential by integrating technology and resources designed to prepare them for future careers and life beyond the school walls. GHSD prioritizes continuous improvement by implementing high-yield, evidence-based teaching strategies.

GHSD has a dedicated team of teachers, instructional coaches, and leaders who are passionate about creating engaging learning experiences that empower students to apply their knowledge both inside and outside the classroom.

FNMI Summary (Fall 2024)

Assurance Domain	Measure	GHSD (FNMI)			Alberta (FNMI)		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg
Student Growth and Achievement	3-year High School Completion	**54.7**	74.3	72.5	58.6	57.0	59.5
	5-year High School Completion	**80.3**	84.0	84.4	**69.4**	71.3	69.1
	PAT 6: Acceptable	**40.5**	51.3	51.3	**48.7**	45.3	45.3
	PAT 6: Excellence	**11.9**	5.1	5.1	**7.3**	6.5	6.5
	PAT 9: Acceptable	**31.5**	37.5	37.5	**41.4**	39.4	39.4
	PAT 9: Excellence	**5.4**	2.5	2.5	**6.1**	5.3	5.3
	Diploma: Acceptable	**69.7**	65.7	65.7	**76.9**	74.8	74.8
	Diploma: Excellence	**10.5**	4.8	4.8	**11.8**	11.3	11.3

First Nations, Metis, and Inuit Students are Successful

ALBERTA EDUCATION PERFORMANCE MEASURES – OVERALL SUMMARY (FALL 2024)						
Measures	**GHSD**			**Alberta**		
	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg
Diploma Exam Participation Rate (4+ Exams)	10.9	0.0	n/a	23.5	1.3	n/a
Drop Out Rate	4.3	6.0	3.6	5.2	5.1	5.0
Rutherford Scholarship Eligibility Rate	48.9	71.1	61.8	43.7	43.9	41.5
Transition Rate (6 yr)	51.8	45.6	43.1	36.8	35.5	36.3

OUR RELATIONSHIPS

Golden Hills School Division partners with the Siksika Board of Education through an Educational Service Agreement that supports 155 Siksika students. Golden Hills School is also proud to have 433 self-declared First Nations, Métis and Inuit students across the school division. In addition to strong relationships with students and families, GHSD also appreciates the excellent partnership, collaboration and support alongside Siksika parents, leadership and elders who work closely with the division.
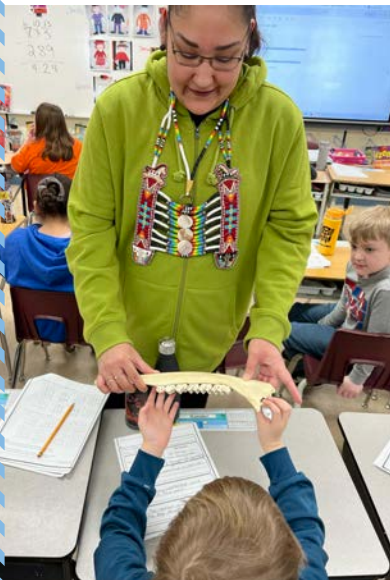
First Nations, Metis, and Inuit Students are Successful

GOLDEN HILLS SCHOOL DIVISION: FNMI		
Measures	GHSD (FNMI)	Alberta (FNMI)
	Current Result	Current Result
Science 6	46.3	51.4
	14.6	12.3
Social Studies 6	40.5	48.7
	11.9	7.3
English Language Arts 9	35.9	49.5
	5.1	4.7
Mathematics 9	21.1	28.7
	5.3	4.8
Science 9	41.0	46.0
	7.7	8.5
Social Studies 9	35.9	39.0
	5.1	6.3
English Language Arts 30-1	85.7	81.7
	0.0	6.9
English Language Arts 30-2	75.0	86.0
	12.5	10.8
Mathematics 30-2	85.7	64.8
	28.6	10.1
Social Studies 30-1	62.5	79.1
	0.0	10.6
Social Studies 30-2	56.3	72.9
	0.0	6.6
Biology 30	87.5	72.8
	37.5	17.0

First Nations, Metis, and Inuit Students are Successful

4 YR HIGH SCHOOL COMPLETION RATES

DROP OUT RATES BELOW THE PROVINCIAL AVERAGE
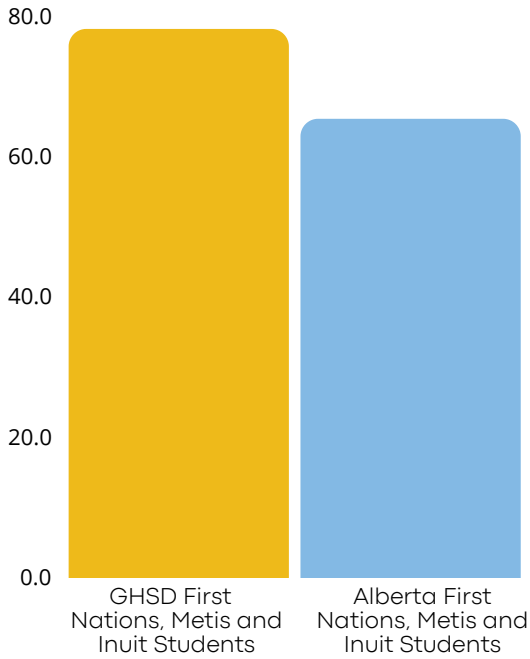
Golden Hills five year First Nations, Métis and Inuit graduation rates are **above** the provincial graduation rates for Provincial First Nations, Métis and Inuit students.

Chart: 4 YR High School Completion Rates (scale 0.0 to 80.0)
- GHSD First Nations, Metis and Inuit Students
- Alberta First Nations, Metis and Inuit Students

Chart: Drop Out Rates (scale 0.0 to 6.0)
- GHSD First Nations, Metis and Inuit Students
- Alberta First Nations, Metis and Inuit Students

CULTURAL OPPORTUNITIES

Golden Hills schools are committed to creating welcoming and supportive spaces for all students. Teachers, liaisons, and school leaders endeavor to infuse First Nations, Métis, and Inuit cultures into various subjects and school activities. By offering Blackfoot language instruction, hosting cultural events like powwows and blanket exercises, organizing field trips, and inviting guest speakers, Golden Hills provides a wealth of opportunities for students to learn about and appreciate Indigenous culture.

Our Results

Golden Hills staff provides early literacy and numeracy intervention, as well as social-emotional support to build a strong foundation for future learning. GHSD First Nations Liaisons enrich the educational experience of all students, with a focus on supporting Siksika Nation students and families through academic achievement, attendance, graduation planning, and cultural connections.

Golden Hills actively promotes cultural awareness, with division-wide focus groups implementing best practices in First Nations, Métis, and Inuit education. Teachers and leaders engage in professional development to increase their cultural knowledge and foster informed, culturally aware learning environments.

GOAL 3

Literacy and Numeracy Success for All Learners

ALBERTA EDUCATION ASSURANCE MEASURES: EAL							
		GHSD (EAL)			Alberta (EAL)		
Assurance Domain	Measures	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg
Student Growth and Achievement	3-year High School Completion	70.0	67.0	86.1	72.0	72.8	76.7
	5-year High School Completion	100.0	91.4	83.0	88.1	88.7	87.2
	PAT6: Acceptable	50.0	59.0	59.0	64.6	65.4	65.4
	PAT6: Excellence	4.3	3.6	3.6	16.5	15.7	15.7
	PAT9: Acceptable	46.1	37.9	37.9	52.7	55.3	55.3
	PAT9: Excellence	7.5	1.4	1.4	10.1	11.0	11.0
	Diploma: Acceptable	46.8	54.4	54.4	66.3	67.1	67.1
	Diploma: Excellence	5.7	5.9	5.9	14.0	13.8	13.8

GOAL 3

Literacy and Numeracy Success for All Learners

GOLDEN HILLS SCHOOL DIVISION: EAL		
Measures	GHSD (EAL)	Alberta (EAL)
	Current Result	Current Result
Science 6	60.0	63.8
	5.7	18.4
Social Studies 6	50.0	64.6
	4.3	16.5
English Language Arts 9	51.7	56.9
	3.4	5.4
Mathematics 9	42.4	46.7
	6.8	11.5
Science 9	54.2	57.7
	6.8	14.2
Social Studies 9	29.8	49.4
	7.0	9.6
English Language Arts 30-1	50.0	61.3
	2.7	2.7
English Language Arts 30-2	59.1	70.0
	0.0	5.2
Mathematics 30-1	27.9	64.0
	7.0	27.6
Mathematics 30-2	50.0	57.7
	4.5	9.0
Social Studies 30-1	62.5	70.5
	6.3	10.7
Social Studies 30-2	54.2	63.2
	8.3	8.3
Biology 30	47.1	69.7
	11.8	23.6
Chemistry 30	38.9	73.2
	5.6	29.6
Physic 30	45.5	71.3
	9.1	32.9

Literacy and Numeracy Success for All Learners

SUPPORTING STRATEGIES FOR STUDENTS AT-RISK

Daily support is essential for students who are at-risk. Early Literacy, Numeracy, and Levelled Literacy Interventions engage these students by deepening their understanding of literacy and numeracy. These programs are enhanced with targeted phonics and phonemic instruction for literacy and number talks for numeracy. Parents are trained in these strategies to support home practice. At-risk learners in grades 1-3 receive additional small-group instruction to supplement classroom learning.

How beneficial was the Early Numeracy Program in developing numeracy skills?

Legend: Student (gold), Parent (grey), Teacher (blue)
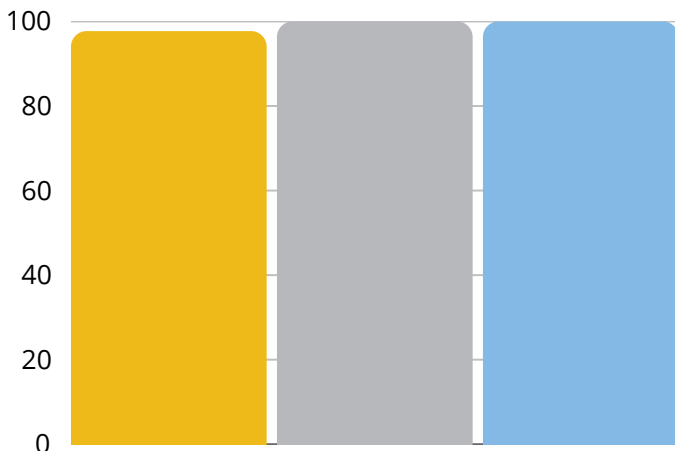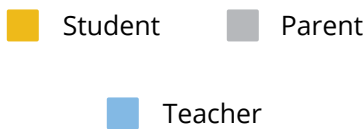
GHSD data collected 2023-2024

How beneficial was the Early Literacy Program in developing literacy skills?

Legend: Student (gold), Parent (grey), Teacher (blue)
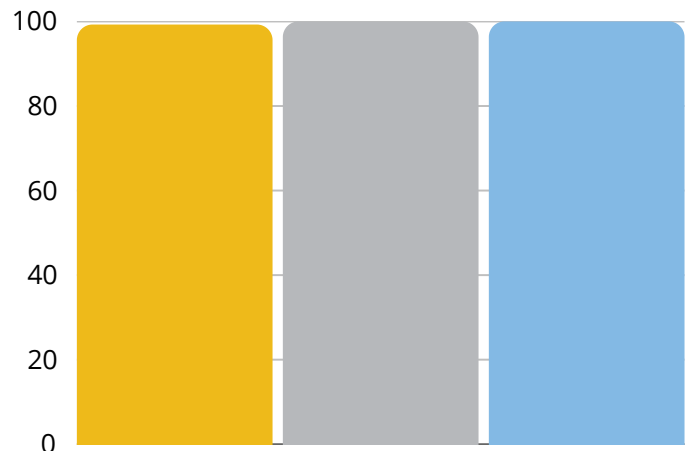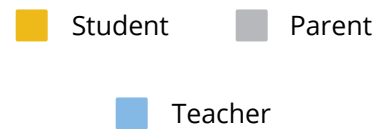
GHSD data collected 2023-2024

Literacy and Numeracy Success for All Learners

Golden Hills parents believe the reading skills their child(ren) is learning at school are useful and meaningful.

Legend: High School (gold), Jr. High (gray), Gr. 3-6 (blue)

GHSD data collected 2023-2024
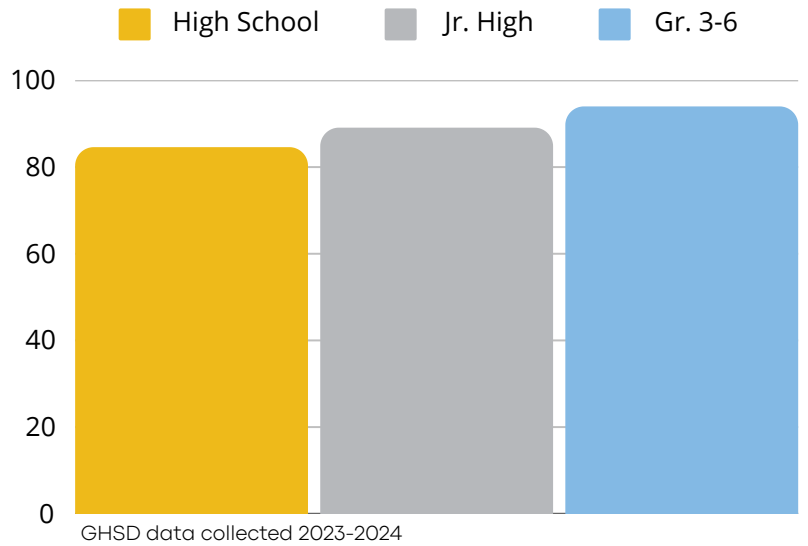
Golden Hills parents believe the math skills their child(ren) is learning at school are useful and meaningful.

Legend: High School (gold), Jr. High (gray), Gr. 3-6 (blue)

GHSD data collected 2023-2024
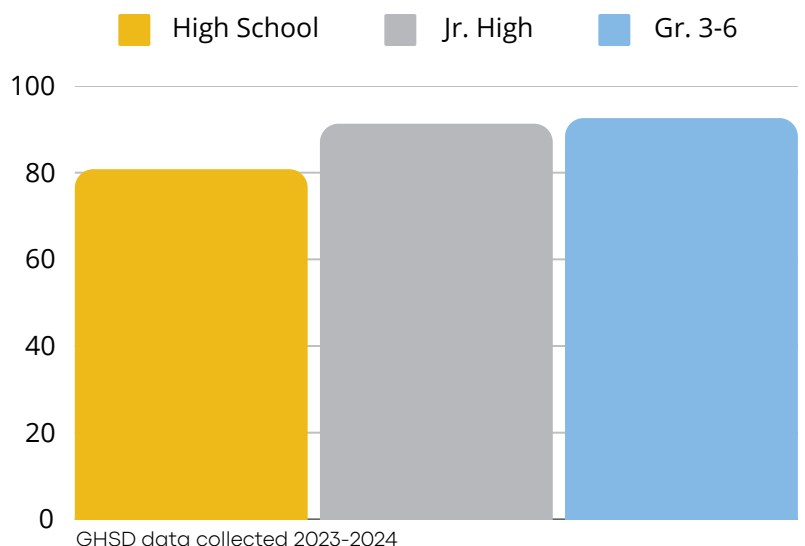
Our Results

Golden Hills School Division offers early intervention supports in literacy and numeracy. GHSD continues to monitor division-wide data over time and compile annual results from the Early Literacy and Early Numeracy teams. Powerful Learning practices continue to be utilized to increase individual student success through tailored programming, while simultaneously offering support for all students.

GOAL 3

Literacy and Numeracy Success for All Learners

TOTAL NUMBER OF INITIAL STUDENTS ASSESSED - EARLY YEARS LITERACY AND NUMERACY	
Grade 1	390
Grade 2	447
Grade 3	430

Early Years Numeracy Assessment

■ Average number of months gained for 'At Risk' Students

■ Average number of months gained for Early Numeracy Intervention Students
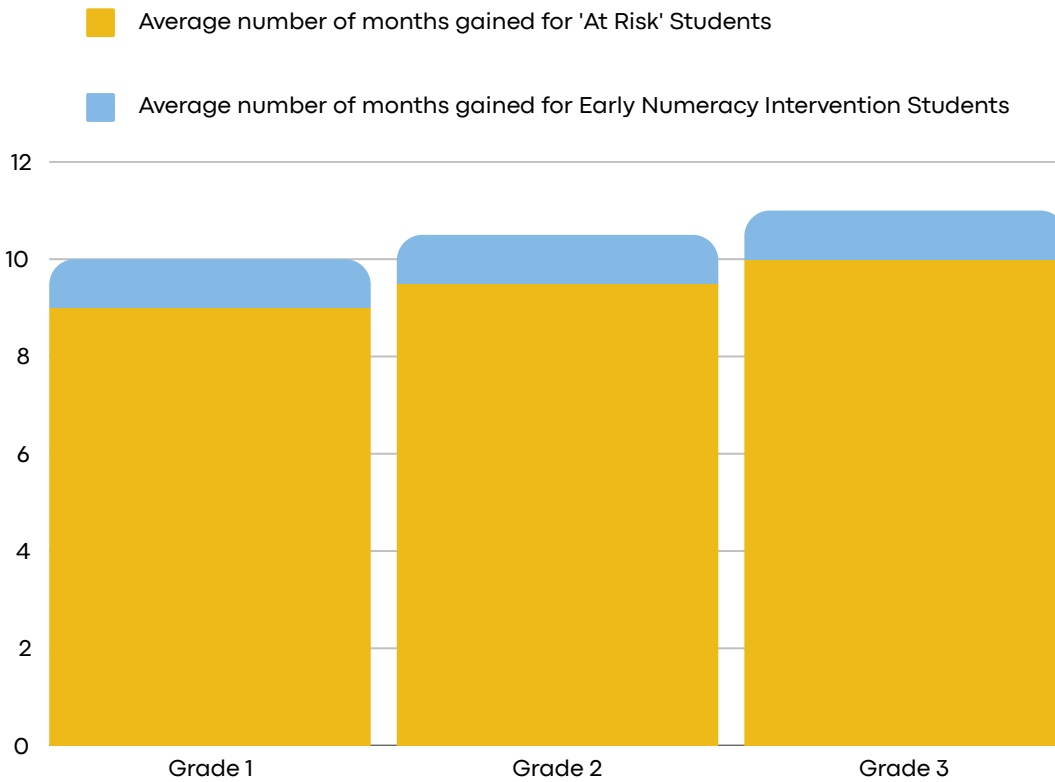
Spring Assessment 2024

NUMERACY	Grade 1	Grade 2	Grade 3
Number of Students at Risk (Initial Assessment)	29	134	89
Average Number of Months Behind Grade Level (Initial Assessment)	6	7	6
Number of Students at Risk (Spring Assessment)	3	27	16

Approved Numeracy Assessments:
- Provincial Numeracy Screening

Literacy and Numeracy Success for All Learners

Early Years Literacy Assessment

- █ Average number of months gained for 'At Risk' Students
- █ Average number of months gained for Early Literacy Intervention Students

Spring Assessment 2024
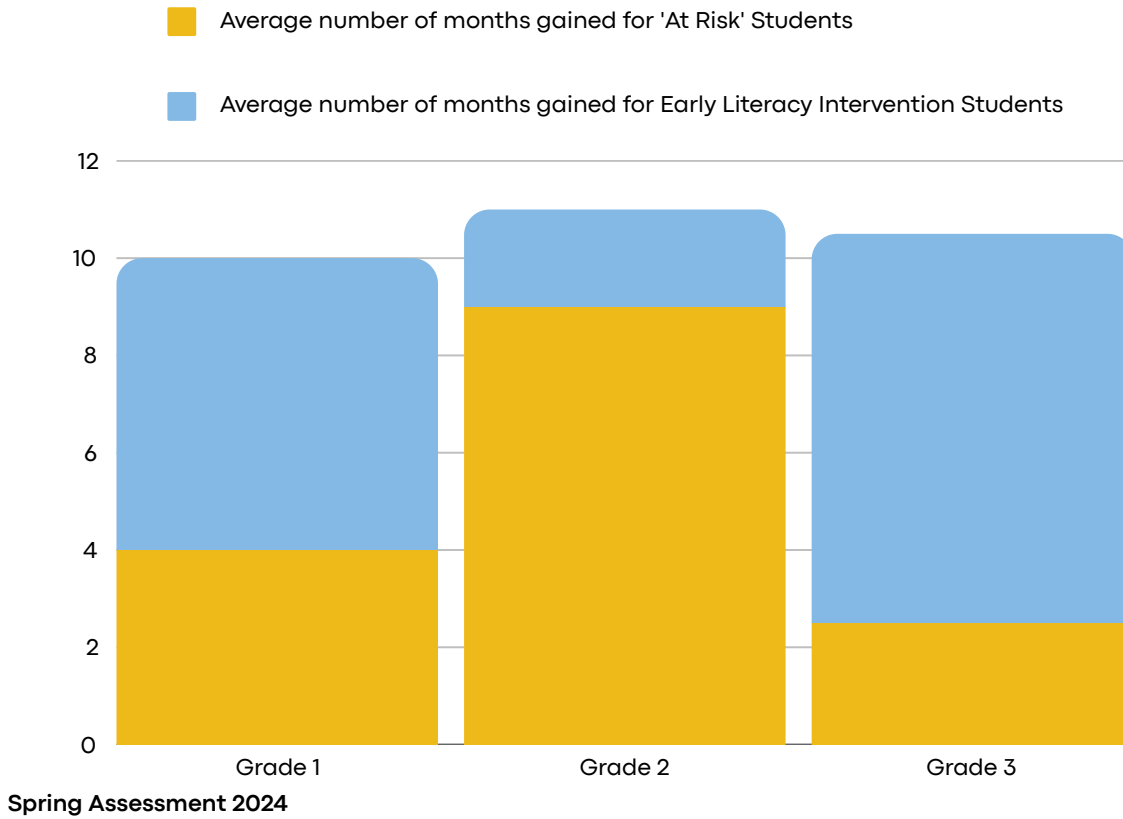
LITERACY			
	Grade 1	Grade 2	Grade 3
Number of Students at Risk (Initial Assessment)	56	94	123
Average Number of Months Behind Grade Level (Initial Assessment)	5.5	8.5	14
Number of Students at Risk (Spring Assessment)	42	81	105

Approved Literacy Assessments:
- Castle and Coltheart 3 Test
- Letter Name-Sound Test

GOAL 4

Promote Well-Being through Positive Relationships and Skill Building

STUDENT SUPPORT IN SCHOOLS

Golden Hills School Division uses a Response to Intervention (RTI) model to provide targeted support to students with specific needs. School teams collaborate with a team of professionals, including FSCRCs, Educational Psychologists, Pediatricians, and a Psychiatrist, to develop appropriate support plans. When needed, referrals to external agencies are facilitated. School resource teams work together to ensure each student receives the best support.

CITIZENSHIP

Percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship.	Results (%)					Target	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	83.3	83.0	80.4	81.1	78.4	84	84	85	86
Parent	79.0	80.2	75.1	75.8	72.9	83	83	84	85
Student	76.1	74.0	71.7	72.8	71.1	75	75	76	77
Teacher	94.9	94.9	94.5	94.7	91.1	95	95	96	97

SAFE AND CARING

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Results (%)					Target	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	90.0	90.0	88.8	88.8	87.6	88	89	90	91
Parent	87.7	90.5	88.1	86.3	85.9	86	87	88	89
Student	85.5	83.1	81.1	82.7	81.1	82	83	84	85
Teacher	96.9	96.5	97.1	97.2	95.7	96	96	97	98

Promote Well-Being through Positive Relationships and Skill Building

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	Target		
	2020	2021	2022	2023	2024	2024	2025	2026	2027
Overall	n/a	81.8	79.3	82.6	78.0	83	83	84	85
Parent	n/a	76.3	71.0	77.8	68.7	80	80	81	82
Student	n/a	78.8	77.5	79.7	77.3	81	81	82	83
Teacher	n/a	90.2	89.3	90.2	88.1	91	91	92	93

Golden Hills parents believe their child(ren) is safe at school.
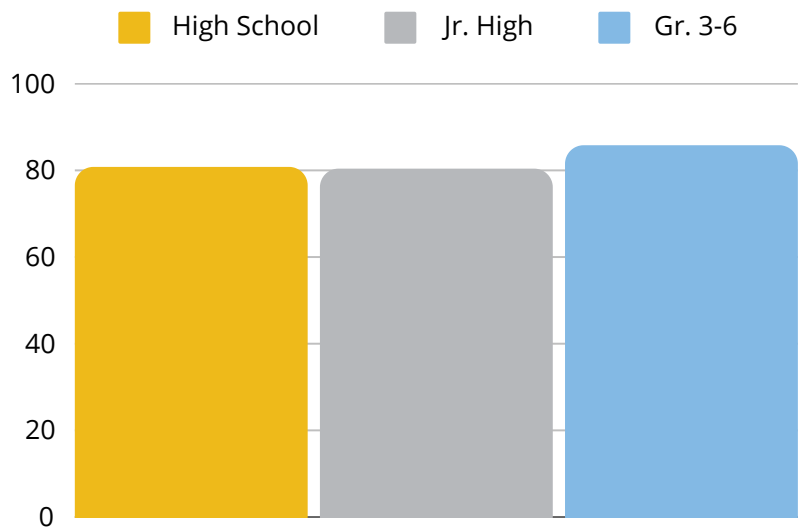
GHSD data collected 2023-2024

Our Results

Golden Hills School Division is committed to a culture of continuous school improvement. The division's goal is to support educators in cultivating a culture of well-being as the foundation for all learning. Understanding the role of social-emotional skills, such as managing one's emotions, coping with setbacks, and solving problems, is integral to academic success. GHSD prioritizes the well-being of both students and staff through a multifaceted approach.

Financial Information

REVENUES

School Fees, School-Generated Funds & Other Revenue

10%
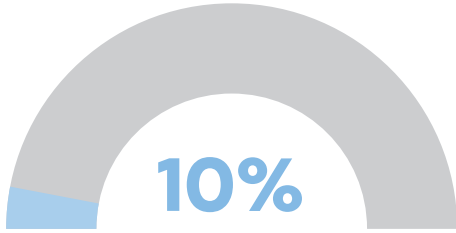
International Student Services

7%
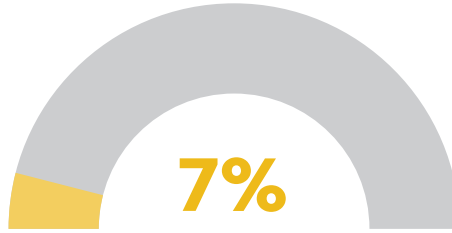
Local Education Service Agreement

2%

Provincial Government

81%
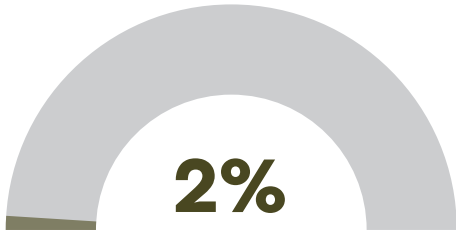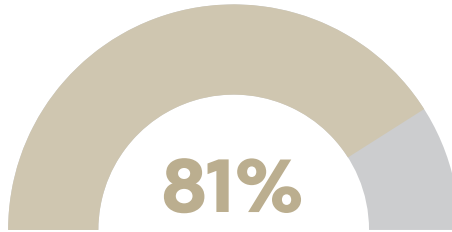
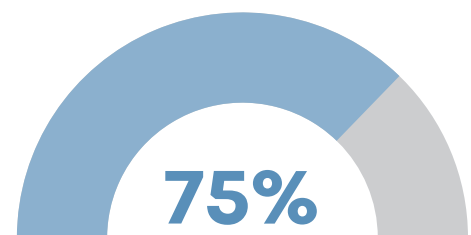## EXPENDITURES

Administration
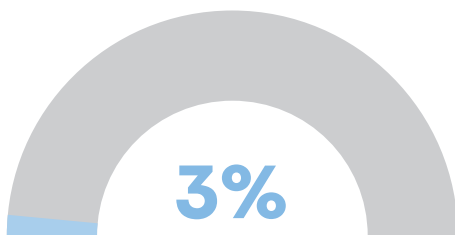
3%

Facilities and Maintenance

12%

Student Transportation

5%

External Services

5%

Instruction

75%

BUDGET 2024/2025
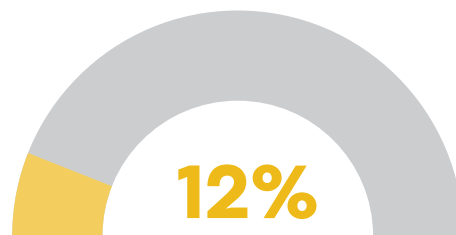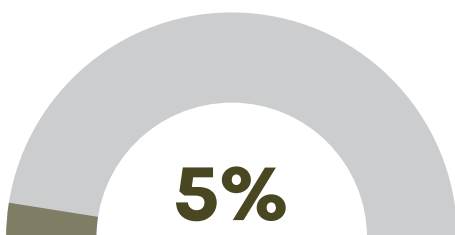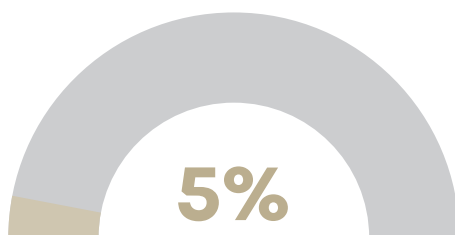
WHERE WILL THE $107M GO?

Instruction
75%
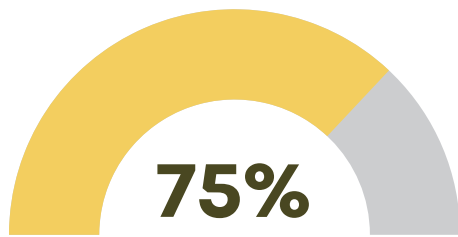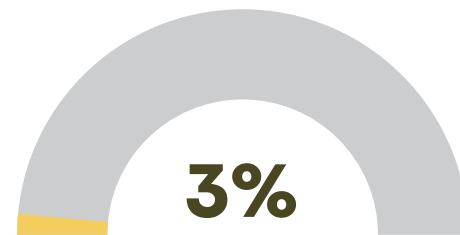
External Services
6%
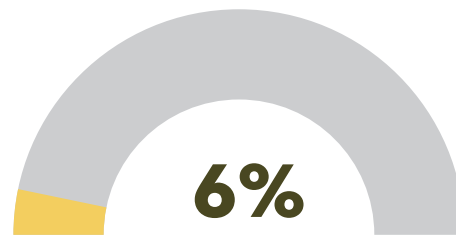
Student Transportation
5%
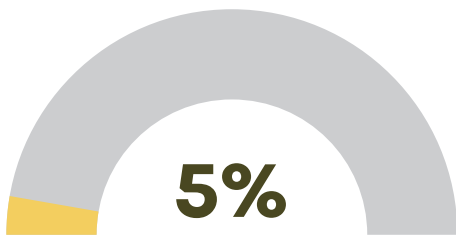
Facilities and Maintenance
11%
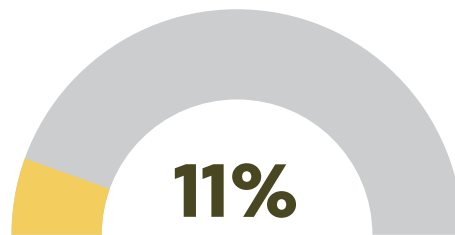
Administration
3%

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-Treasure, 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.
- 87% 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 School as well as construction funding for Acme School (K-6, 10-12). Construction is currently underway for the Acme School Tri-Campus Community Innovation Centre.

Currently, Westmount 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 educational environments that are conducive to learning for all students.

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

Boiler replacement

Cooling Tower

Carpet and chair replacement

Flooring replacement
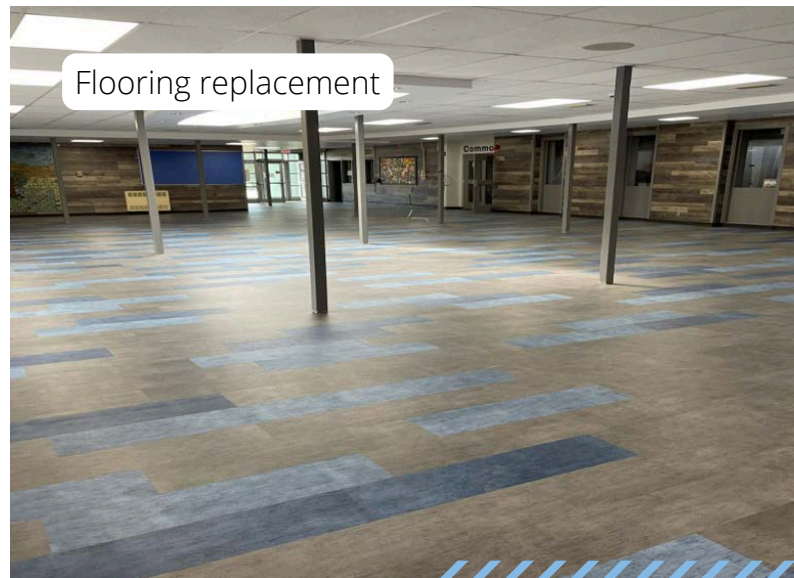
APPENDICES

- [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 2023-2024 school year.