

2025-2028

EDUCATION PLAN

Powering Hope and Possibilities



Education Plan

Each and every year, all of our schools in Golden Hills School Division (GHSD), 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. The following pages contain our Education Goals and Strategies for the 2025/26 to 2027/2028 school years.



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

Under the direction of the School Board, the Education Plan for Golden Hills School Division, commencing September 2, 2025, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School Board approved the Education Plan for 2025/2026 on May 27, 2025. (Year 1)

<original signed by>
Jeff Grimsdale, Superintendent

<original signed by>
Laurie 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 300 students from 30 countries.

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

By Geographic Area

ACME/CARBON/LINDEN

- Acme School
- Carbon School
- Dr. Elliott School

THREE HILLS

- Three Hills School
- Prairie Christian Academy*

TROCHU

- Trochu Valley School

EAST WHEATLAND

- Wheatland Crossing School

VIRTUAL

- Golden Hills Learning Academy
- NorthStar Academy

STRATHMORE

- Anchors Outreach^
- 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

The map shows the Golden Hills School Division with bus routes 1 through 19. Major roads include HWY 1, HWY 27, HWY 56, HWY 72, HWY 582, HWY 575, HWY 567, HWY 564, HWY 561, HWY 842, and HWY 457. Locations marked include Calgary, Medicine Hat, and Golden Hills School Division. Blue circles A through I and yellow circles 1 through 19 indicate bus stops or areas. A compass rose shows North, South, East, and West.

- 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)**

- 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



Students

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

Includes

300 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 * Music



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

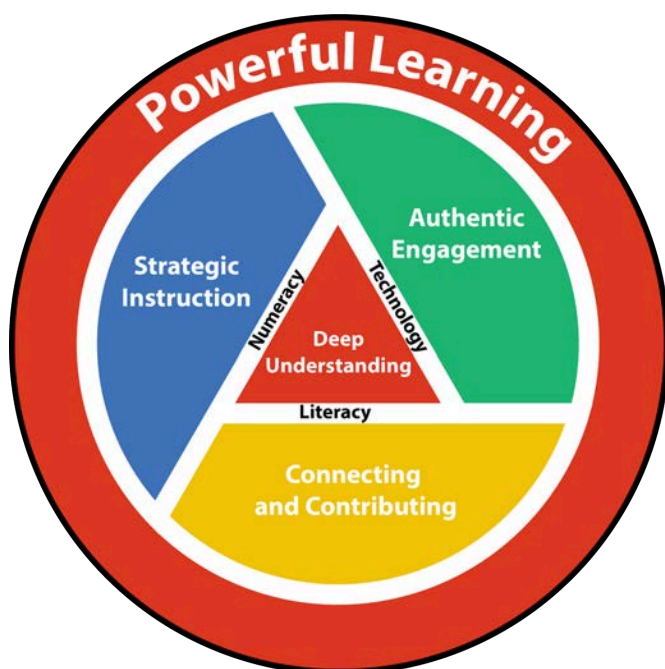
Advanced Placement * Honours Programs * Student Leadership Development * Dual Credit Programs



Our Vision for Powerful Learning & Student Success

Golden Hills School Division students and their learning are the division's number one priority. In the past, students have been asked to memorize and repeat information. In today's world, 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.

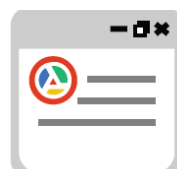
Classrooms that engage students and involve them in real life problems and projects give our students the best opportunities to develop those skills. Powerful Learning is an evidence-based framework based on the best research that maximizes the opportunities for deep understanding for our students. By 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 2024-2025 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 2025/2026 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



Every Student is Successful

OUR STRATEGIES

WITH THE TIMES

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

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

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

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

STRATEGIC INSTRUCTION

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

AUTHENTIC ENGAGEMENT

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

CONNECTING & CONTRIBUTING

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

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

To prepare students for a digital world, meaningful integration of technology is implemented in our classrooms. Our classrooms are supported with Chromebooks, ActivBoards and iPads as well as access to robotics and 3D printers allowing students to use these common technologies and to explore different avenues of learning.

POWERFUL LEARNING

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

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

1 GOAL

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

MEASURES

PROVINCIAL AND LOCAL

Student Learning Engagement (AEAM)

Increase/maintain in percentage in Student Learning Engagement.

Education Quality (AEAM)

Increase/maintain in percentage in Education Quality.

Parent Involvement (AEAM)

Increase/maintain in percentage in Parent Involvement.

High School Completion Rates (AEAM)

Increase/maintain in percentage in High School Completion Rates.

Welcoming, Caring, Respectful, and Safe Learning Environment (AEAM)

Increase/maintain in percentage in Welcoming, Caring, Respectful, and Safe Learning Environment.

PAT Acceptable

Increase/maintain in percentage of the PAT Acceptable

PAT Excellence

Increase/maintain in percentage of the PAT Excellence

Diploma Acceptable

Increase/maintain in percentage of the Diploma Excellence

Diploma Excellence

Increase/maintain in percentage of the Diploma Excellence

GHSD Assurance Survey

PARTNERSHIPS

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

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

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

STUDENT ACHIEVEMENT

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

First Nations, Metis, and Inuit Students are Successful

OUR STRATEGIES

Golden Hills School Division partners with the Siksika Board of Education through an Educational Service Agreement that supports 155 Siksika students in our schools.

Golden Hills is also proud to have 575 self-identified First Nations, Métis and Inuit students across our school division. In addition to strong relationships with our students and families, we also appreciate the excellent partnership, collaboration and support with Siksika parents, Board and Council leadership and the Siksika elders who work closely with us.

ACADEMIC SUPPORTS

Golden Hills 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.



CULTURAL OPPORTUNITIES

Golden Hills School Division has created an inclusive and safe space 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.

MEASURES

PROVINCIAL AND LOCAL

Three-Year High School Completion Rates (AEAM)

Increase/maintain in percentage of the Three-Year High School Completion Rate.

Four-Year High School Completion Rates (AEAM)

Increase/maintain in percentage of the Four-Year High School Completion Rate.

Five-Year High School Completion Rates (AEAM)

Increase/maintain in percentage of the Five-Year High School Completion Rate.

Rutherford Scholarship Eligibility (AEAM)

Increase/maintain in percentage of the Rutherford Scholarship Eligibility.

Dropout Rate

Increase/maintain in percentage of the Dropout Rate

PAT Acceptable

Increase/maintain in percentage of the PAT Acceptable

PAT Excellence

Increase/maintain in percentage of the PAT Excellence

Diploma Acceptable

Increase/maintain in percentage of the Diploma Excellence

Diploma Excellence

Increase/maintain in percentage of the Diploma Excellence

GHSD Assurance Survey



FOUNDATIONAL KNOWLEDGE

Golden Hills 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.



Literacy and Numeracy Success for All Learners

OUR STRATEGIES

Providing the best educational experience and best opportunities for success means supporting our leaders in our schools and in our classrooms. District-wide systems and support to ensure Powerful Learning in our classrooms include collaborative job-embedded teams of teachers, instructional coach supports, collaborative leadership development and local decision making.

Teachers and school administrators who are well prepared and well supported do their best work in support of student success in classrooms.

MEASURES

PROVINCIAL AND LOCAL

Alberta Education Assurance Measures: EAL (AEAM)

Increase/maintain in percentage of all areas of the Alberta Education Assurance Measures: EAL.

Access to Supports and Services (AEAM)

Increase/maintain in percentage in Access to Supports and Services.

GHSD Early Literacy Intervention Data

GHSD Early Numeracy Intervention Data

GHSD Assurance Survey

Leveled Literacy Intervention

Alberta Education Early Years Assessment

- Literacy
- Numeracy

CLASSROOM LEADERS

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

LITERACY AND NUMERACY INTERVENTION

Golden Hills School Division continues to support the literacy and numeracy needs of our students through our early intervention programs. Our Kindergarten Initiative along with our Early Literacy and Numeracy Intervention serve grade one and two students. Students participating typically see between one to two years worth of growth during these short 12-week intervention sessions. These programs have a significant impact on our students, teachers and parents.

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

Promote Well-Being through Positive Relationships and Skill Building

OUR STRATEGIES

Golden Hills School Division is committed to a culture of continuous school improvement. Our goal is to support educators in creating 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 an integral part of academic success. GHSD prioritizes the well-being of both students and staff through a multi-faceted approach.

MEASURES

PROVINCIAL AND LOCAL

Citizenship (AEAM)

Increase/maintain in percentage in Citizenship.

Safe and Caring (AEAM)

Increase/maintain in percentage in Safe and Caring.

Access to Supports (AEAM)

Increase/maintain in percentage in Access to Supports.

GHSD Assurance Survey

BUILDING CAPACITY

Golden Hills School Division continues to build capacity to support student and staff well-being. Administrators, teachers, psychologists, and counselors participate in a Leadership series focused on creating positive student well-being conditions and promoting social-emotional skills. This professional development equips school teams to determine specific goals based on their unique needs. To build teacher capacity and support students, Family School Community Resource Counselors (FSCRCs) will deliver classroom presentations based on evidence-informed programs from CASEL (Collaborative for Academic, Social, and Emotional Learning). Schools also have access to a variety of approved Social-Emotional Learning (SEL) programs through the Instructional Materials Centre (IMC) and school resources, including programs like PATHS, Fourth R, and Zones of Regulation.

STUDENT SUPPORT IN SCHOOLS

In addition to these capacity-building initiatives, GHSD employs a Response to Intervention (RTI) model to ensure targeted support for students with specific needs. School teams collaborate with a team of trained professionals, including FSCRCs, Educational Psychologists, Pediatricians, and a Psychiatrist, to develop appropriate support plans. When necessary, referrals to external agencies are facilitated by the school team. School resource teams work together to ensure each student receives the most suitable support.

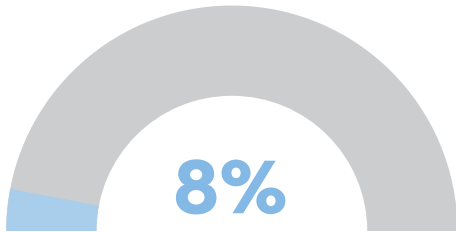
Financial Information

AUDITED FINANCIAL STATEMENT

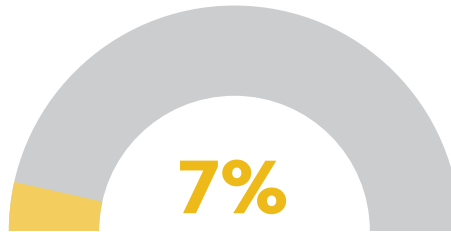
2023/2024 \$106.6 M

REVENUES

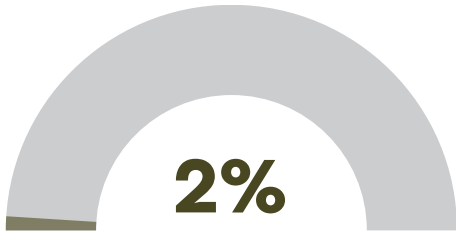
School fees, school-generated funds & other revenue



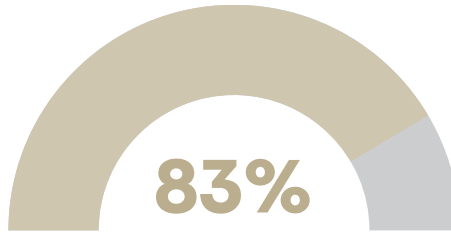
International Student Services



Local Education Service Agreement

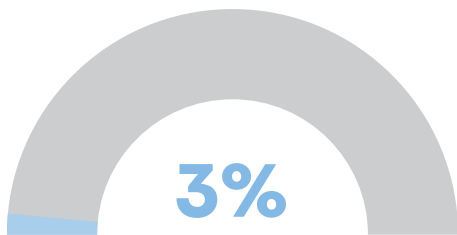


Provincial Government

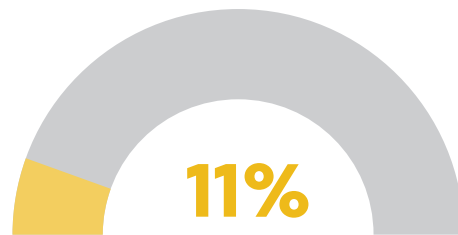


EXPENDITURES

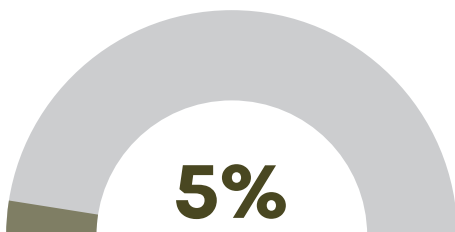
Administration



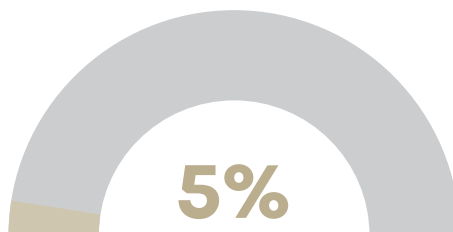
Facilities and Maintenance



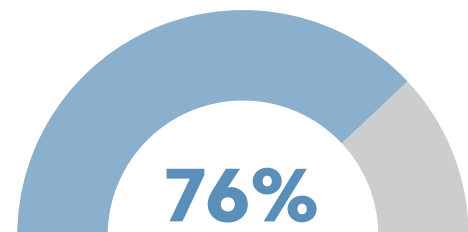
Student Transportation



External Services



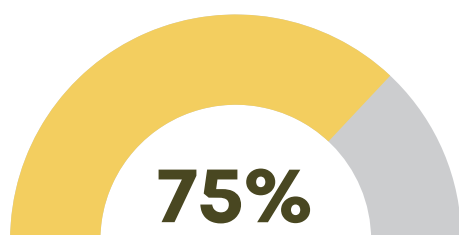
Instruction



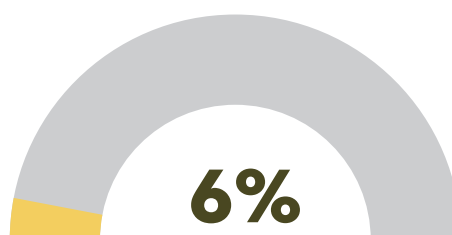
BUDGET 2025/2026

WHERE WILL THE \$113M GO?

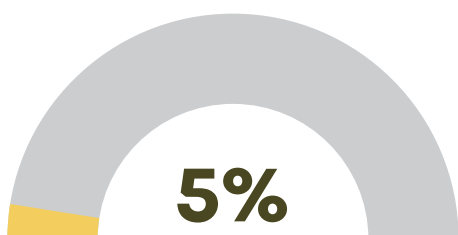
Instruction



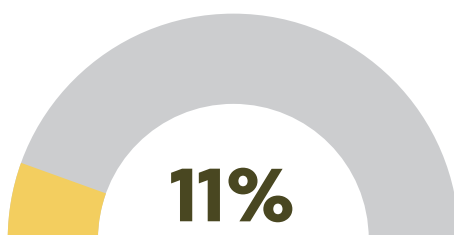
External Services



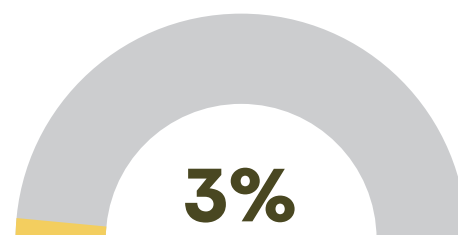
Student Transportation



Facilities and Maintenance



Administration



LEARN MORE...

For additional financial information, please review our

- Audited Financial Statements: <https://www.ghsd75.ca/download/476116>
 - This includes more specific information as well as school-generated funds.
- Budget Documents: <https://www.ghsd75.ca/download/521594>

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.
- 85% 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 consideration in the capital planning process. Golden Hills School Division appreciates the support received thus far and is especially grateful for the recent approval of the design funding for a new Westmount School. The current Westmount facility is 53 years old and would require significant upgrades over the next five years.

Additionally, Golden Hills is thankful for the construction funding approved for the new Acme School (K–6, 10–12), which will also support the development of the Acme School Tri-Campus Community Innovation Centre.

Greentree Elementary in Drumheller and Dr. Elliott School in Linden remain priorities. Greentree is 57 years old and requires over \$3 million in maintenance over the next five years. Dr. Elliott is 66 years old and faces over \$3 million in required maintenance during the same period.

This year, Golden Hills School Division is requesting modernization and additional space for Strathmore High School. This project will bring the school up to modern operational standards while providing much-needed capacity to accommodate local population growth and alleviate programming pressures in Strathmore and surrounding areas.

Artist rendering of the new Acme School



Golden Hills School Division 2018–2028 Capital Plan can be found here:
<https://www.ghsd75.ca/download/521600>

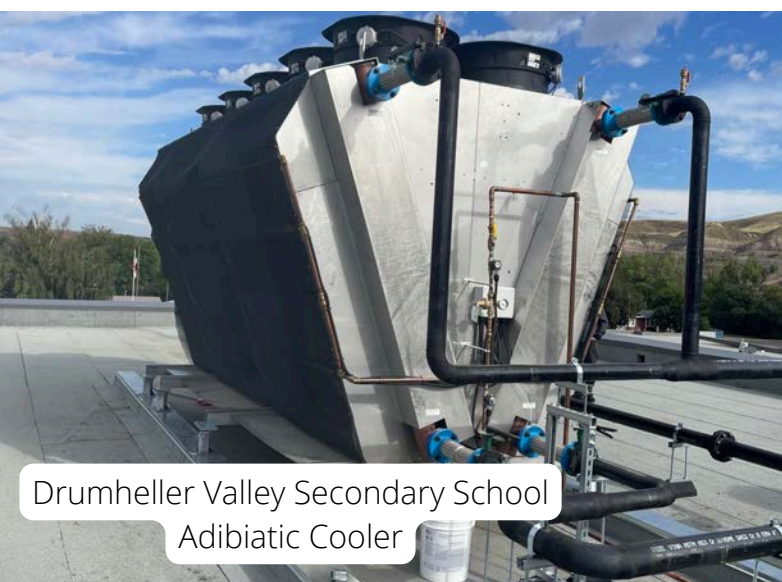
For more detailed information, Golden Hills School Division prepares a School Summary Report: <https://www.ghsd75.ca/departments/facilities-maintenance-services/school-summaries-reports>. The purpose of these school summary reports aligns with the three-year capital plans and additionally, ten-year facility 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.

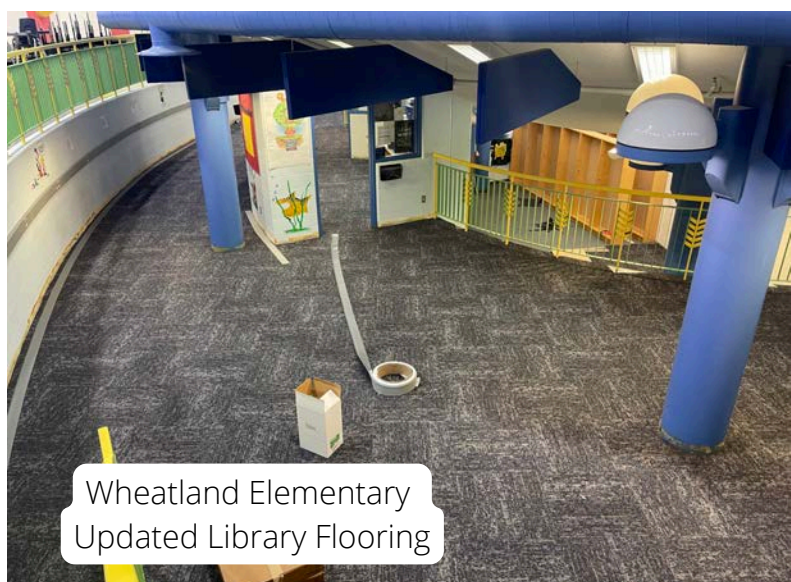
Capital Maintenance and Renewal Funding

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.



Drumheller Valley Secondary School
Adiabatic Cooler



Wheatland Elementary
Updated Library Flooring



Strathmore High School
New Washrooms



Carseland School
Boiler 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](#)

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.

