



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2017-2020
And
Annual Education Results Report
2016-17**



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Message from Board Chair

Northland School Division has had many successes and accomplishments in the 2016-2017 school year. These accomplishments bring with them a sense of renewal and hope for the future. As a new Board, we are working closely together with administration to develop valuable partnerships with the province and communities to accomplish our vision for the school division. There have been many structural changes within Northland School Division, including major policy and procedure change which will help to strengthen our relationships with communities, and manage the division resources effectively. Our Board is looking forward to our four year term, working with communities, and seeing our student's successes. I would like to thank the Minister of Education and Alberta Education for their continued support of Northland School Division.

Accountability Statement

The Annual Education Results Report for the 2016-17 school year and the Education Plan for September 1, 2017 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the Education Plan for 2017-2020 on November 30, 2017.

Publication and Communication

Copies will be sent to each Board member, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: www.nsd61.ca

To view a summary of the report click the following link: www.nsd61.ca

Maddy Daniels, Board Chair

Gord Atkinson, Superintendent of Schools

JURISDICTION PROFILE/CONTEXT

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 excepting any lands contained in any other school division or any First Nation.

Since its inception in 1961, there have been numerous reviews of Northland School Division (NSD). The Northland School Division Inquiry Team Report released in January of 2011 provides a framework of recommended actions to achieve the provincial goals of success for every student, quality teaching and leadership and engaged effective governance. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014. The combined 2016-19 Three Year Plan and Annual Education Results Report 2015-16 identify NSD results and plans in relation to these recommendations.

The Northland Community Engagement Team (NCET) report released in June 2014 provides a community based response to the recommendations on key issues arising from the Northland Inquiry Team Report. The NCET developed a Vision Statement for Northland School Division and outlined a process for community engagement. The report identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance.

In the spring of 2016, Minister of Education, David Eggen, announced his intention to reinstate an elected Board of Trustees in Northland School Division No. 61 in the fall of 2017.



Minister Eggen announces Bill 6: Northland School Division Act

On May 4, 2017 a new Northland School Division Act was proclaimed law. At the same time, the previous Northland School Division Act, RSA 200 cN-5 was repealed. Some key points of the new act are:

- A ward structure for election of trustees of 7-11 wards.
- The board is required to establish a formal engagement process with a number of key partners, council of school councils and ward councils.
- Persons living on reserve where NSD has a tuition or education services agreement with the Nation are eligible to vote and/or run in trustee elections.

- Local school board committees will be replaced with school councils subject to the Alberta School Council Regulation.
- A transition period was included that provides for the Local School Board Committees to remain until the end of the 2016/17 school year, June 30, 2017.

As a result of these changes the Official Trustee redeveloped Policies 2 - 20 to align with the Act. Policy 1 (Mission Vision Values) was left for the new Board to determine. Policy 21 (Community Engagement) was also left for the Board to determine. These policies will set a new direction for Northland.

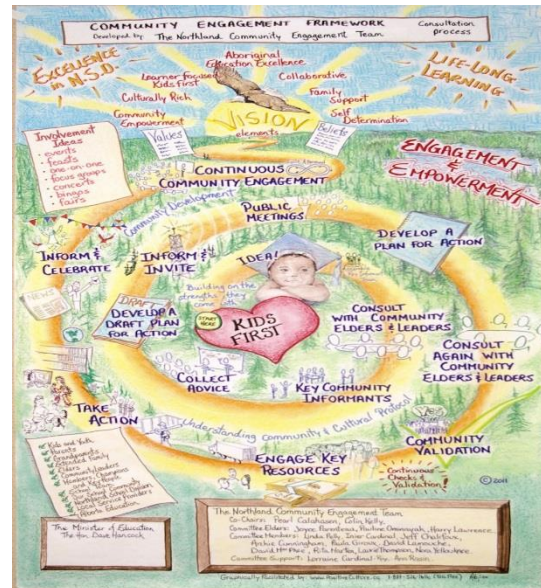
In August of 2017 the Official Trustee passed 5 new outcome statements. These statements give better alignment to Alberta outcomes, set priorities for the Division, and set clear indicators for student success.

The Northland Community Engagement Team (NCET) report released in June 2014 provides a community based response to the recommendations on key issues arising from the Northland Inquiry Team Report. The NCET developed a Vision Statement for Northland School Division and outlined a process for community engagement.

Vision Elements



Community Engagement Framework





Outcome Statements

Provincial Outcome One: Alberta’s students are successful.

NSD Outcome One: NSD Students are strong in identity, healthy and successful.

This outcome identifies three key components that are inseparable. 95% of students in NSD are of either First Nation or Metis heritage. Students will be more successful in their studies when their spirit, body and mind are all working together in harmony. Our core work is to ensure the students have pride in themselves and their history and heritage, that they are in good physical health, and that they develop a passion for education and learning.

Provincial Outcome Two: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

NSD Outcome Two: NSD is a leader for indigenous education excellence.

NSD will facilitate a process for community engagement to define Indigenous Education Excellence. The first step will be to go to the communities to engage the students, school staff, and community members and leadership.

Provincial Outcome Three: Alberta’s education system is inclusive.

NSD Outcome Three: NSD is inclusive, each child’s ways of knowing and ways of being is respected and essential.

Each student is accepted and has a place for themselves in NSD. Parents, staff and community members are all valuable to NSD and all share responsibility for the success of our students. NSD embraces the premises of equitable opportunity, fairness, and helping students reach their personal ambitions.

Provincial Outcome Four: Alberta has excellent teachers, and school, and school authority leaders.

NSD Outcome Four: NSD has excellent teachers, system leaders and school leaders.

NSD strives to recruit and retain exceptional and qualified staff who are instructional leaders of indigenous teaching and learning. This has included recruiting teachers nationwide who demonstrate an interest in serving students in Northland communities. This is assisted through a list of Northland based descriptors



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of teacher attributes that was created through consultation with system and school leaders as well as community input.

Provincial Outcome Five: Alberta's education system is well governed and managed.
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NSD Outcome Five: NSD is well governed and managed.
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Throughout the 2016 and 2017 school year, all Board Policies and all Administrative Procedures were scrutinized and updated. Once the NSD Act was passed they were reviewed to ensure alignment with the provisions of the Act. Two policies were left for the new Board of Trustees, Policy 1 - Board Mission, Mandate, Beliefs, and Values, Policy 21 - Community Engagement.

Procedures were changed to reflect less administrative burden on Principals, as well as directions for system alignment. Many new tools were sourced to create a more efficient and effective means for managing the organization give unique challenges of geography and local practices.

Major Accomplishments

NSD Outcomes

NSD created new goal statements to align with Ministry Outcomes, and specifically a goal statement that supports academic success. See page 6.

Reorganize Central Office

NSD Organizational Chart: <http://nsd61.ca/download/22803>

This divided the Division into 3 distinct areas with supports for teaching in each area. Areas of support added include:

- Area Associate Superintendents
- Family Wellness Workers
- Assistant Supervisors of Student Services
- Pedagogical Supervisors

Policies and Procedures

NSD reviewed all administrative procedures to assure they align the procedures to the new governance model and provide clear direction for personnel to follow as they carry out their duties.

- New Housing Procedures
- New Transportation Procedures

Flexible Learning Program

The *Flexible Learning Pilot Program* has students accessing resources and instruction online using Google Classroom while continuing to participate in land-based learning and hands-on Career and Technology Studies (CTS). The online learning environment includes core courses such as Language Arts, Science, Social Studies and Math as well as CTS.



The *Flexible Learning Pilot Program* content is available on the Career Pathways School website.

<http://careerpathwaysschool.ca/flex-learning-portal/career-technology-studies>

<http://careerpathwaysschool.ca/flex-learning-portal/academic-core-courses>

Housing Plan

A housing plan was brought to the Board in January, 2017. A copy of the plan can be found [here](#). The housing plan includes modernization, new construction and some demolition with a \$6.0 million dollar budget. The funds are identified in the 5 year investment plan. The funds will be confirmed in the 2017-2018 school year.

Northland Day

Northland Day on August 30th, 2017 presented the opportunity to engage with our school communities

to refresh the dialogue about getting to know each other. A resource person was available to help community members understand the new Northland Act, the process to become a Trustee and the establishment of a School Council. The resource person was either from Northland School Division or Alberta Education.

KTC/NSD Sports Programming

In 2016-2017, KTC and NSD launched a sports league for the schools involved in the partnership agreement. It brings together 10 rural schools, mostly comprised of First Nation and Métis students, for league games in tournament-style competition. Around 250 students compete in cross-country running, dodge ball, floor hockey, volleyball, basketball, horseshoes and archery.



And away they go! Runners in the upper elementary school grades begin the first Kee Tas Kee Now Tribal Council – Northland School Division Cross-Country Race in Peavine Oct. 5.

KTC-NSD Sports provides students the opportunity to:

- build relationships,
- enhance leadership skills
- build on teamwork skills,
- participate in structured competition, and
- develop physical fitness in a safe and caring environment.

WE Day

Hundreds of Northland students returned to their home communities feeling motivated and inspired after attending WE Day at the Scotiabank Saddledome in Calgary October 26th, 2016. Students from Keg River, Elizabeth Métis Settlement, Grouard, Wabasca-Desmarais, Peerless Lake and Calling Lake earned their way to WE Day by exploring topics linked to real world challenges and then commit to implementing one local and one global action that will improve their community and the world. Some of the real world topics discussed included bullying, overcoming disabilities and mental illness.



Grouard Northland School and Peerless Lake School students and

staff who
attended WE Day in 2016

5 Year Grant Investment Project

The investment will support NSD school communities with First Nations, Métis curriculum, language and culture and land-based learning, literacy, student attendance, wellness, professional learning

opportunities for staff and community members and school councils. With respect to attendance, the conditional grant from the province would support the hiring of a District Attendance Lead.

Enhancing Support for Indigenous Language Instructors

KTC and NSD hosted workshops for Indigenous Language Instructors during the 2016-2017 school year. These workshops helped to build capacity and strengthen language and culture in the school communities we serve. This work supports the Truth and Reconciliation Commission of Canada: Calls to Action number 13, 14 and 15 which speaks to preserving Indigenous language and culture.



Community Engagement Sessions

Combined with Alberta Education, the Official Trustee and Senior Administration attended 28 community consultations regarding the Northland Act.

Land-Based Learning

A Peerless Lake School student echoed a statement many students can relate to; “I learn better by doing.” 44 high school students from KTC and NSD schools did just that by participating in a Career and Technology Studies (CTS) Camp at the Marten Lakes Wilderness Camp – Northern Lakes College Campus. Students slept in cabins just above the Marten Lakes and participated in high school credit courses related to carpentry, cosmetology, foods, mechanics and a

firearms certification course

Grade 1-9 students from Grouard Northland School and Atikameg School stepped outside the classroom walls to attend a land-based learning experience at the Northern Lakes College Marten Lakes Wilderness Campus. Students are learning about identifying plants for medicinal purposes





Student Information System

Overhaul the Student Information System (SIS) procedures and operational expectations. This included training for staff on the use of the SIS Administrative Procedures 307 and revised student enrolment processes. Attendance codes were revised and new expectations and responsibilities were determined for system users.

New Report Card

A committee of principals and system leaders determined that a new report system would be piloted in the 2017 - 2018 school year. The new report card tool more closely aligns to provincial outcomes from grades 1 -6. There was no division wide system. The committee also reviewed the use of our SIS and recommended opening a parent and student portal to access teacher gradebooks at the 7 - 12 grade levels.



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Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2017 Authority: 1280 Northland School Division No. 61

Measure Category	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	79.5	81.7	79.1	89.5	89.5	89.3	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	62.2	64.8	63.3	81.9	81.9	81.5	Very Low	Maintained	Concern
	Education Quality	79.9	79.5	79.0	90.1	90.1	89.6	Very Low	Maintained	Concern
	Drop Out Rate	12.9	11.9	13.0	3.0	3.2	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	11.3	13.1	16.4	77.9	76.5	76.1	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	24.3	22.9	26.8	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	1.7	0.8	1.7	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	35.5	42.4	35.8	83.0	82.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	0.9	0.0	0.4	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	2.6	3.4	4.2	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	40.8	27.0	27.0	62.3	60.8	60.8	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	15.6	13.7	12.6	57.9	59.4	59.3	Very Low	Maintained	Concern
	Work Preparation	72.0	76.9	74.2	82.7	82.6	81.9	Low	Maintained	Issue
	Citizenship	70.1	70.7	68.1	83.7	83.9	83.6	Low	Improved	Acceptable
Parental Involvement	Parental Involvement	70.9	74.5	72.5	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	72.3	74.0	70.3	81.4	81.2	80.2	Intermediate	Improved	Good



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FNMI Summary Annual Education Results Reports - Oct 2017 Authority: 1280 Northland School Division No. 61

Measure Category	Measure	Northland School Div No. 61 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	12.3	11.0	12.5	5.8	6.1	6.7	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	9.4	11.2	16.2	53.6	50.2	47.8	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	22.1	22.5	25.5	51.7	52.4	52.1	Very Low	Declined	Concern
	PAT: Excellence	0.9	0.5	1.3	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	31.0	39.7	34.8	77.1	76.1	76.3	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	0.0	0.0	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	3.1	2.4	3.8	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	36.4	25.7	25.7	34.2	31.9	31.9	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	16.2	13.3	12.7	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	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
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	25.0	25.5	28.2	22.9	24.3	25	Very Low	Maintained	Concern	30	35	40
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.1	1.6	1.9	0.8	1.7	5	Very Low	Maintained	Concern	5	10	15

Strategies

Review the data and assess the progress that is being made for the current literacy initiative.
 Improve the understanding of Provincial Achievement Test results in each school.
 Improve the ability of teachers to teach multiple grade classes through instructional leadership, professional learning, and resources.
 Each school will involve staff in the analysis of the grade 6 and 9 Provincial Achievement Test results to develop strategies for improvement.
 Appoint a numeracy committee to inform the development of a five year strategic map.
 Plan and deliver a Professional Development Day for March 2018 focusing on Numeracy.
 Implement the new elementary report card in three pilot schools for the first reporting period.
 Implement the second phase of the new elementary report card will be implemented in the remaining schools for the second half of the 2017/18 school year.
 Design, develop and implement the student/parent portal for assessment and reporting.
 Develop and implement literacy strategies in each school.
 Implement year three of a three year literacy strategy that directly targets K-2 learners as well as influences grades 3- 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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	17.7	33.7	38.0	42.4	35.5	40	Very Low	Maintained	Concern	45	50	55
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.8	0.0	0.9	5	Very Low	Maintained	Concern	10	15	20

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	17.7	22.7	13.4	13.1	11.3	15	Very Low	Declined	Concern	20	30	35
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.7	12.9	14.2	11.9	12.9	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	21.6	15.5	8.6	13.7	15.6	20	Very Low	Maintained	Concern	25	30	35
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	27.0	40.8	45	n/a	Improved Significantly	n/a	50	55	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	3.8	5.1	4.2	3.4	2.6	5	n/a	n/a	n/a	10	15	20

Strategies

Improve the understanding and analysis of Diploma Exam results in each school.
 Develop strategies in each school to target areas for development and improvement.
 Increase the awareness and understanding of the principles of High School Redesign by engaging all high schools in professional learning.
 Develop a partnership agreement with Northern Lakes College to deliver Dual Credit classes.
 Implement the many attendances strategies – listed under other outcomes.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.8	65.2	68.5	70.7	70.1	70	Low	Improved	Acceptable	70	75	80
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.4	69.4	76.2	76.9	72.0	75	Low	Maintained	Issue	75	80	85

Strategies

Work with the vendor to plan for the design and development of a student/parent portal.
 Develop a communication plan for Indigenous Education Excellence
 Implement the 2017/ 2018 Communication Plan
 Provide in-services and communicate the value of School Messenger as an effective communication tool for school/home communication.
 Each principal will share the AERR/ 3YP with their school council or principal advisory.
 Review perception data with each school principal to talk about areas of satisfaction and areas for development.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	55.2	52.3	61.9	58.7	52.2	55	n/a	n/a	n/a	60	65	70

Strategies

Develop internal and external communications targeted at assuring our stakeholders understand all of the good work that NSD is doing in Indigenous Education.
 Develop a strategy to promote education for reconciliation.
 Review perception data with each school principal to talk about areas of satisfaction and areas for development.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.



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Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	24.1	23.8	27.3	22.5	22.1	25	Very Low	Declined	Concern	30	35	40
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.9	1.3	1.3	0.5	0.9	5	Very Low	Maintained	Concern	5	10	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	15.7	32.6	36.9	39.7	31.0	40	Very Low	Maintained	Concern	45	50	55
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	5	Very Low	Maintained	Concern	10	15	20

Strategies

Imbed Indigenous perspectives in all curricular areas.
 Implement the Classroom Improvement Fund Initiative to create classrooms that reflect and honour First Nation and Metis Culture, language and values.
 Hire Indigenous Instructors for each school.
 Ensure all schools offer Indigenous language instruction.
 Develop a definition of Indigenous Education Excellence.
 Develop a communication plan for Indigenous Education Excellence.
 Develop the Collaborative Action Plan process to create activities for land based learning and cultural camps.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	17.5	24.5	13.0	11.2	9.4	15	Very Low	Declined	Concern	20	30	35
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.0	12.8	13.8	11.0	12.3	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	21.7	17.9	6.8	13.3	16.2	20	Very Low	Maintained	Concern	25	30	35
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	25.7	36.4	45	n/a	Improved	n/a	50	55	60
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	4.0	5.1	4.0	2.4	3.1	5	n/a	n/a	n/a	10	15	20

Strategies

Improve the accuracy of attendance recording and validate family experiential learning by implementing a process to validate this type of learning.

Revise and implement the 'Every Day Counts' Attendance Improvement Initiative.

Implement and utilize the HS planning tool MyBlueprint for each student in all High Schools to assist them with selecting high school courses and career planning.

Hire a District Attendance Lead.

Increase the attendance of students who are deemed as chronically absent by 2%.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	78.1	76.1	79.6	81.7	79.5	80	Low	Maintained	Issue	85	88	90

Strategies
<p>Implement the Family Wellness Worker plan.</p> <p>Improve the school division and school capacity for handling mental health, attendance and wellness concerns through the implementation of Family Wellness Workers.</p> <p>Attract and Hire Family Wellness Workers in all Northland Communities.</p> <p>Increase the supports for student services by hiring Assistant Supervisors of Student Services.</p> <p>Increase assistance to school-based staff to support the ability to work with complex learners.</p> <p>Provide guidance and mentorship for school-based administration for teaching and supporting the success of complex learners.</p> <p>Provide professional development on working with complex learners.</p> <p>Develop and implement an intake process for new students.</p> <p>Develop awareness and understanding of both staff and communities about Policy 19, welcoming, caring, respectful, safe and healthy learning and working environments through professional learning and communication.</p> <p>Each school will facilitate community and staff understanding of how they create a welcoming, caring, respectful, safe and healthy learning and working environments</p> <p>Research and investigate the viability of wellness classrooms.</p> <p>Create a system of interventions and supports to ensure curriculum accessibility for all students.</p> <p>Implement PublicSchoolWORKS, the new safety management system.</p>

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	63.8	61.8	63.2	64.8	62.2	70	Very Low	Maintained	Concern	75	80	85

Strategies
<p>The attraction and recruitment efforts will target candidates that have the capacity to become an instructional leaders of indigenous teaching & learning.</p> <p>Increase awareness of High School Redesign by having school administration and key staff visit high schools that are successfully implementing the High School Redesign Initiative.</p> <p>Introduce, inform and increase the understanding of the principles of High School Redesign for school staff.</p> <p>Introduce, inform and increase the understanding of the principles of High School Redesign for students and parents in each school.</p> <p>Develop a strategy to build school leader capacity in the foundational knowledge of the First Nations, Metis and Inuit peoples.</p> <p>Design and offer professional development in experiential learning through Land-Based learning for up to five schools.</p> <p>Complete 100% of staff evaluations for those who require them according to the required standard and board policies.</p> <p>Complete 100% of staff growth/improvement plans to meet the legislative and jurisdiction requirements.</p> <p>Develop and implement a professional learning framework that will enhance teacher practice to ensure optimal learning for all students.</p> <p>Support all teachers and leaders to develop and apply foundational knowledge about the First Nations, Metis and Inuit for the benefit of all NSD students.</p> <p>Improve the understanding and awareness of Indigenous Perspectives of teaching staff by providing professional development.</p> <p>Design and implement a leadership development program for aspiring and current leaders.</p> <p>Design a framework to guide professional learning with the challenges by acknowledging the complexities of wide geographic distribution of teaching staff and the limits to travel.</p>



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Develop and implement a model for inquiry that engages leaders as learners through an action research orientation through the regional principal meetings.

NSD will mentor, coach and support all staff new to the division.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.1	64.5	72.3	74.0	72.3	75	Intermediate	Improved	Good	80	85	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	69.8	69.6	73.2	74.5	70.9	75	Low	Maintained	Issue	80	85	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.1	76.9	80.7	79.5	79.9	85	Very Low	Maintained	Concern	88	89	90

Strategies

Conduct a school review at Athabasca Delta School.
 Conduct school review(s) in the High Prairie region.
 Review hiring practices and job descriptions with the FNMI team.
 Complete and sign education services agreements with each First Nation
 Continue to implement the transition plan to transfer three schools to Kee Tas Kee Now Tribal Council
 Continue the work with Bigstone Education Authorities to develop the Education Service Agreement.
 Continue the work with ATC First Nation Areas to establish service agreements with Mikisew Cree First Nation, Athabasca Chipewyan First Nation, Chipewyan Prairie First Nation, and Fort McMurray 468.
 Initiate the implementation of the Fort McKay Co-Management Agreement.
 Develop a committee and plan to focus on the implementation of a Wellness Grant.
 Increase the awareness and understanding among employees of their Benefits Plan.
 Implement and promote a Wellness Spending Account that can be accessed through the Health Spending Account.
 Design and implement a positive smoking cessation project.
 Develop a work-plan with and for the Board of Trustees.
 Establish a School Council or Principal Advisory Committee for each school.
 The Board of Trustees will develop Policy 21 (Community Engagement) as per the Northland Act.
 Communicate and socialize the new Administrative Procedures.
 Conduct a review of staff the housing.
 Fleet Management System Implementation.
 Implement the strategic planning and management system Envisio.
 Improve the accuracy of attendance collection at the school level.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Class Size Survey Results

A copy of the Class Size Survey Results for 2016-2017 can be found on our website by clicking the following link:

www.nsd61.ca



Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that had been contracted for the 2016/17 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and laptop computers. The community of Wabasca continued to have a funding under a partnership with the Municipal District, Bigstone, and Northland school Division for a school-based counsellor. The position was advertised and was not filled, it was decided that the role would take a different approach for the 2017-2018 school year. 2016-2017 the ECS teacher's continued to use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms. The year also focused on student wellness and mental health. A number of professional development opportunities provide to school based staff around Zones of Regulation, Yoga, Mental health first Aid as well as good healthy choices offered.

Regional Collaborative Service Delivery Model

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner. Because the division is spread out over much of Northern Alberta, we belong to four RCSD's.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve are listed below:

Peace Country RCSD	Susa Creek Little Buffalo	Dr. Mary Jackson Paddle Prairie
Northern Lakes RCSD	Pelican Mountain Mistassiniy St. Theresa Peerless Lake Calling Lake	Kateri Chipewyan Lake Gift Lake Bishop Routhier Grouard Northland School
Wood Buffalo RCSD	Fort McKay Anzac Father. R. Perin Bill Woodward	Conklin Athabasca Delta Community School
Eastern Edge RCSD	Elizabeth	J.F. Dion



Northland School Division Priorities Update 2014-2017

1. Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.

- Administrative procedures 422 - Teacher Growth, Supervision and Evaluation and 423 Teacher Professional Growth Plan 432 - Evaluation of the Principal, were reviewed, adjusted, and reaffirmed June 2017. The new organizational plan will help ensure these procedures are met.

2017 - 2020 Goals 4.1, 4.4, 4.6

2. *Reorganize central office to provide more administrative and learning support for principals and teachers ~ Completed*

- The new organization structure was approved at the May Board meeting. The division was reorganized into three areas. New roles include, area associate superintendents, more pedagogical supervisors, assistant supervisors of student services, and family wellness workers. The full complement of personnel will be filled once the enhancement funds are received from the Ministry.

2017 - 2020 Outcome 5

3. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.

- The 'Everyday Counts' attendance initiative is being revised in 2017-2018 school year to reflect the new governance model for NSD and the new organizational structure. The plan needs to reflect the new NSD Act which includes new entities such as the new Board of Trustees and School Councils. Administratively the plan needs to include Associate Superintendents, Assistant Supervisors of Student Services, and Family Wellness Workers.

2017 - 2020 Goals 1.1, 3.3, 3.4, 5.1

4. Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.

- Literacy rates are improving in NSD. The June 2017 assessments showed 43% of NSD students reading at grade level. The assessment data shows improvement from 2016 to 2017 as well as steady improvement throughout the school year. NSD has a strategy to include indigenous language instruction in all of our schools. We

<p>are developing a literacy strategy for our junior and senior high school students that may need some extra supports.</p> <p>2017 - 2020 Goals 1.2, 2.1</p>
<p>5. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement that include First Nations, Métis, Inuit outcomes.</p> <ul style="list-style-type: none"> ● The land-based learning camps were successful and well attended from NSD and KTC partnerships schools. Students were exposed to Woodland Cree land-based practices and culture while infusing the Cree language into the teachings. ● The November land based learning camp provided High School students to gain credit in CTS course work and partial credit for Drama 10/20/30 <p>Goal 3.2</p>
<p>6. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.</p> <ul style="list-style-type: none"> ● The Community Engagement Education Coordinator position continued for the 2016 - 2017 school year. A successful project from the school was <i>Old Stories of the Mission</i> with the Mistassiniy Mentors which was showcased at World Indigenous Peoples Conference on Education in Toronto in July, 2017. ● Grad Coach worked with all grad students ● High School Redesign project was evaluated and a new high school redesign project is underway for the 2017 - 2018 year. <p>2017 - 2020 Goals 1.5, 1.6, 1.7</p>
<p>8. Establish assessment standards and reporting process across the division including timely parental and student access to student data.</p> <ul style="list-style-type: none"> ● New report cards pilot for 2017 2018 school year. ● Common outcomes for grades K-6 were agreed upon based on the provincial standards. Standardized student information system procedures are in place. <p>2017 - 2020 Goal 3.1</p>
<p>9. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools.</p> <ul style="list-style-type: none"> ● AP 103 - School reviews shall be used to assist in the establishment and maintenance of appropriate instructional, program and management standards



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that contribute to a high level of student development and achievement in a school. June 2017

- AP 201 - NSD is committed to inspire our students to complete their education and to graduate with a high school diploma. We will encourage all students to remain in school and to provide them with the educational, emotional and social support necessary to graduate. June 2017

10. Design and implement a strategy to address teacher housing.

- Housing plan was approved at the January 2017 Board Meeting. Implementation of the plan will start in October, 2017



School Facilities

Maintenance

There are a total of 27 Facilities that maintenance looks after:

- 23 Schools
- Central Office
- 3 Outreach Facilities - maintained but not owned by NSD
- 3 maintenance shops - 1 owned by NSD; 2 leased

In 2016-2017, maintenance received over 1300 maintenance repair requests. These were mostly routine requests.

16 Schools were involved in Infrastructure Maintenance Repair (IMR) Projects that totalled 1.3 million dollars.

These included:

- fixing tired components in the Mechanical and Electrical system
- small upgrades where possible, ensuring upgrades compatible for future work
- moving towards installing Building Management Systems (BMS) which will allow diagnosing problems remotely thus reducing windshield time

A copy of the Division's Capital Plan may be viewed by clicking on the following link: www.nsd61.ca

Transportation Department

Northland School Division provides school bus transportation to all of our students, regardless of distance, at no cost to the families that we serve. To accomplish this, 53 bus routes have been designed throughout the division to provide optimum service to Northland Communities. Of those 53 routes, 15 are contract operated and an additional 2 bus routes have been covered by a cooperative transportation agreement with a neighbouring school division.

Northland School Division covers a total of 288,347 square kilometers of unorganized territory in northern Alberta. The service area of the transportation department is 4421 sq. kilometers; 5373 daily kilometres are travelled or 967,140 kilometres annually to transport approximately 3000 students daily to 40 schools in Alberta, British Columbia and Northwest Territories by bus or by conveyance allowance.

Due to the vast size of the division, Northland does not operate division owned repair facilities. Alternately, eight local garages are utilized to conduct semi-annual inspections and maintain the fleet of 68 School Buses.

The transportation department operates on a provincially funded budget of approximately \$2,300,000.

Housing

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing accommodation to members of the teaching profession in those communities where housing is not readily available.

Housing Services continued to:

- 1) Be client focussed with professional staff as clients
- 2) Provide quality maintenance service to tenants with the budget constraints of housing rental income. The 2017-2018 budget is \$1.2 million, with \$10,000 available for repairs and maintenance.



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- 3) Work towards the establishment and consistent use of a functional preventative maintenance program, building on the use of our current Maintenance Connection computer program (MRR)
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option. Preliminary discussions have taken place with the Regional Municipality of Wood Buffalo, and the MD of Opportunity (Wabasca-Desmarais) to explore possible housing partnerships.
- 5) Work with the ATA Local 69 (Quality of Work Life Committee) to share and receive information on housing concerns.
- 6) A housing plan has been passed by the board for renovations over a five-year period in the amount of approximately \$6.25 million. The implementation of the plan will start in November, 2017.

School Food Services

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2016-2017 school year.

A central administrative staff complement of 3 positions worked with twenty three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 456,075 nutritionally balanced school lunches to registered students. For all schools combined, this is approximately 2,699 lunches produced each instructional day.

During the summer of 2016, the walk-in refrigerator and freezer at Athabasca Delta School in Fort Chipewyan failed due to power interruptions. This resulted in significantly higher food and freight costs as a year's worth of frozen and non-perishable food is sent in by truck on the winter road. In order to prevent this from happening again, School Food services worked with maintenance to install alarm systems in the lunch program kitchens.

Three staff members from St. Theresa and Mistassiniy Schools provided catering for the new teacher orientation in Wabasca in August 2016. This gave them the opportunity to enhance their food preparation skills.

Seven students received CTS credits for successfully completing the National Food Safety Training program, instructed by School Food Services staff at Marten Lakes camp in December, 2016. Twelve students from Kateri School successfully completed the course in March, 2017.

In an effort to promote wellness through healthy eating, nutrition education sessions were held at some of the schools to promote Nutrition Month. In March 2017, students submitted art based on the Nutrition Month theme of "Take the Fight out of Food! Spot the problem. Get the Facts. Seek Support." This dealt with some of the issues people have regarding healthy eating. Students submitted art based on this theme and the winning submissions are featured in the 2017-2018 Northland Calendar.

Parental Involvement Strategies

On May 6th, 2017 the new Northland Act was passed in the Alberta Legislature. The Act includes the establishment of School Councils. The School Councils are a means to reach out to the local communities to foster collaboration, engagement, and improved participation in the school system. Principals were provided with learning opportunities, and assistance with their school council formations. Schools invited community members, parents and students to Northland Day where they celebrated education and learned how they could become a closer part of the school community.



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AERR-PIDA Report 2016-2017

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide an annual report:

Chief Officer's Annual Report

32(1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.

(2) The report under subsection (1) must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2016-2017 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.



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Financial Results

The following pages outline the finances of the Division. Information related to School-Generated Funds and their uses and a copy of the Audited Financial Statements and Unaudited Schedules can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or can be viewed on our website at the following link:

www.nsd61.ca

A copy of our budget report for the year ending August 31, 2018 can be viewed on our website at the following link: www.nsd61.ca

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2017-2018 priorities.

Comparative information is available in a provincial report at the following website:

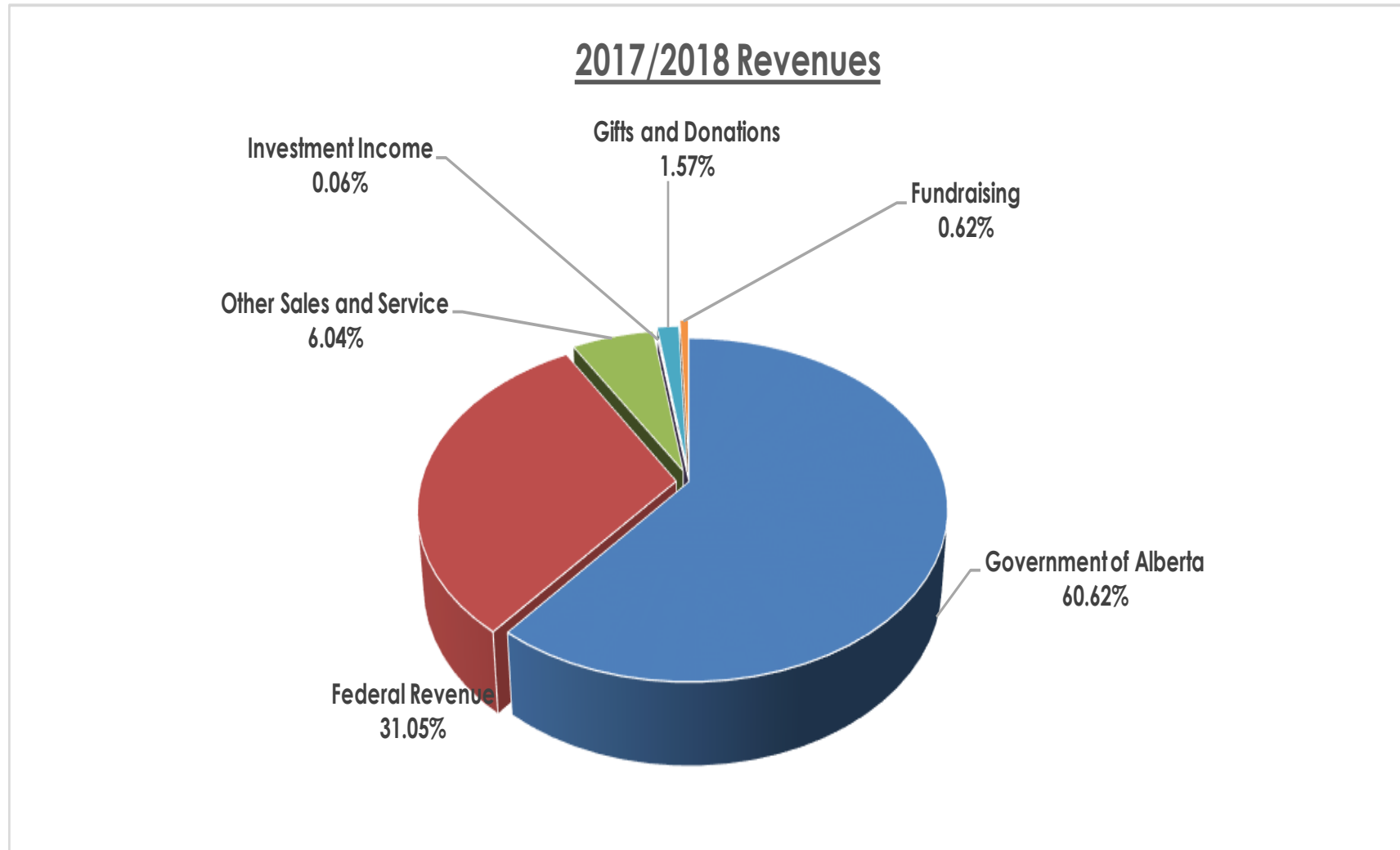
<https://education.alberta.ca/financial-statements/combined-statements/>

Key Financial Information about the Upcoming School Year

- 2017-2018 budget is based on a change in enrolment from 2,705 last year to 2,579 for this year.
- \$6 million Five-Year Investment Grant provided by the province.
- Increase in federal tuition rates from \$1,793 per student per month to \$1,903 per student per month.
- Collection of the remaining \$1.25 million outstanding receivable from Mikisew Cree First Nation.
- Five-Year Investment Grant used to increase support to principals and teachers.
- Additional \$500,000 invested into school maintenance and repair (outside the IMR budget).
- NSD capital reserves to be used for the construction of a new CTS shop, and some identified school updates.
- Transition from Local School Board Committees to School Councils
- Implementation of a new 11-member Board of Trustees

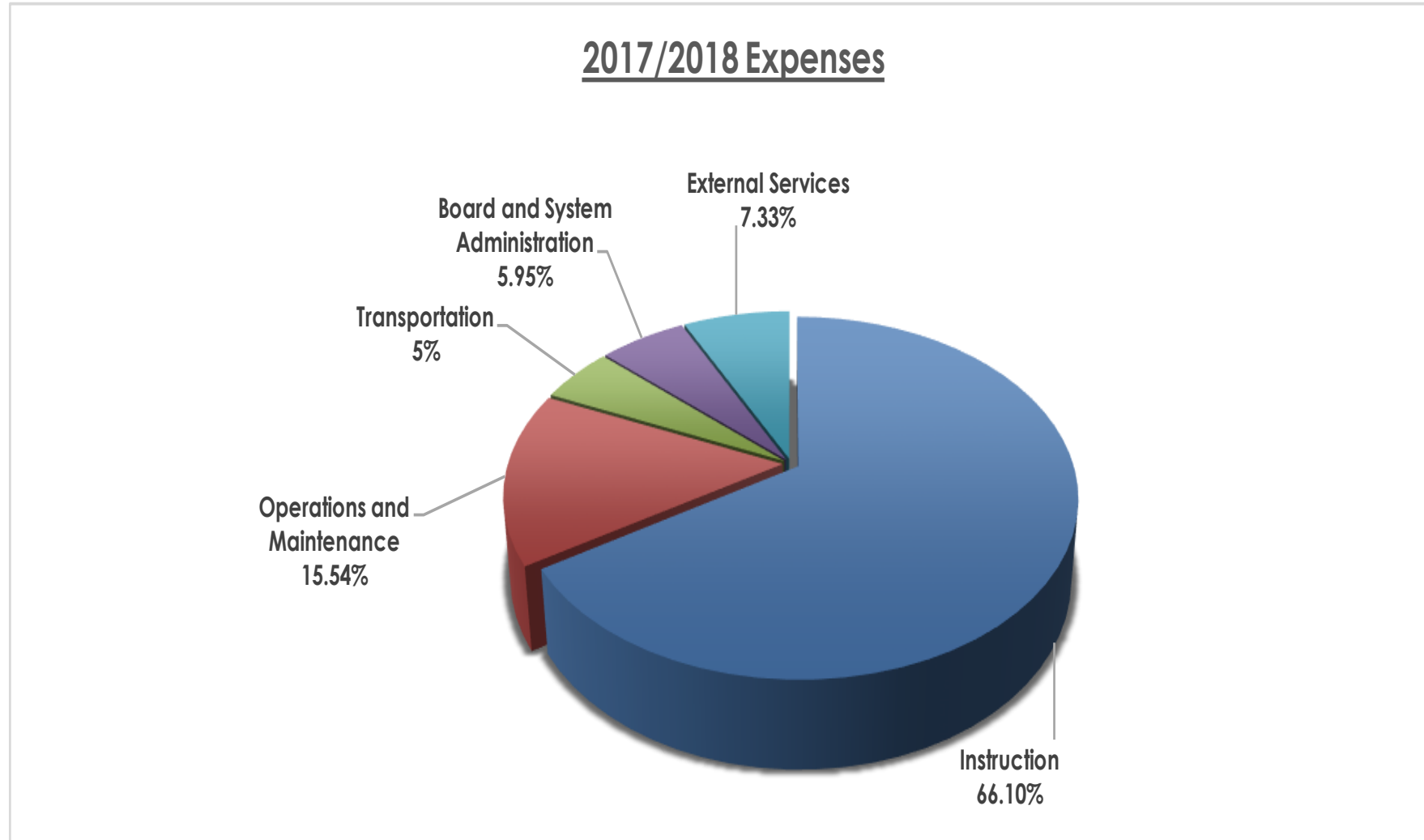


2017-2018 June Budget Operating Revenue By Type



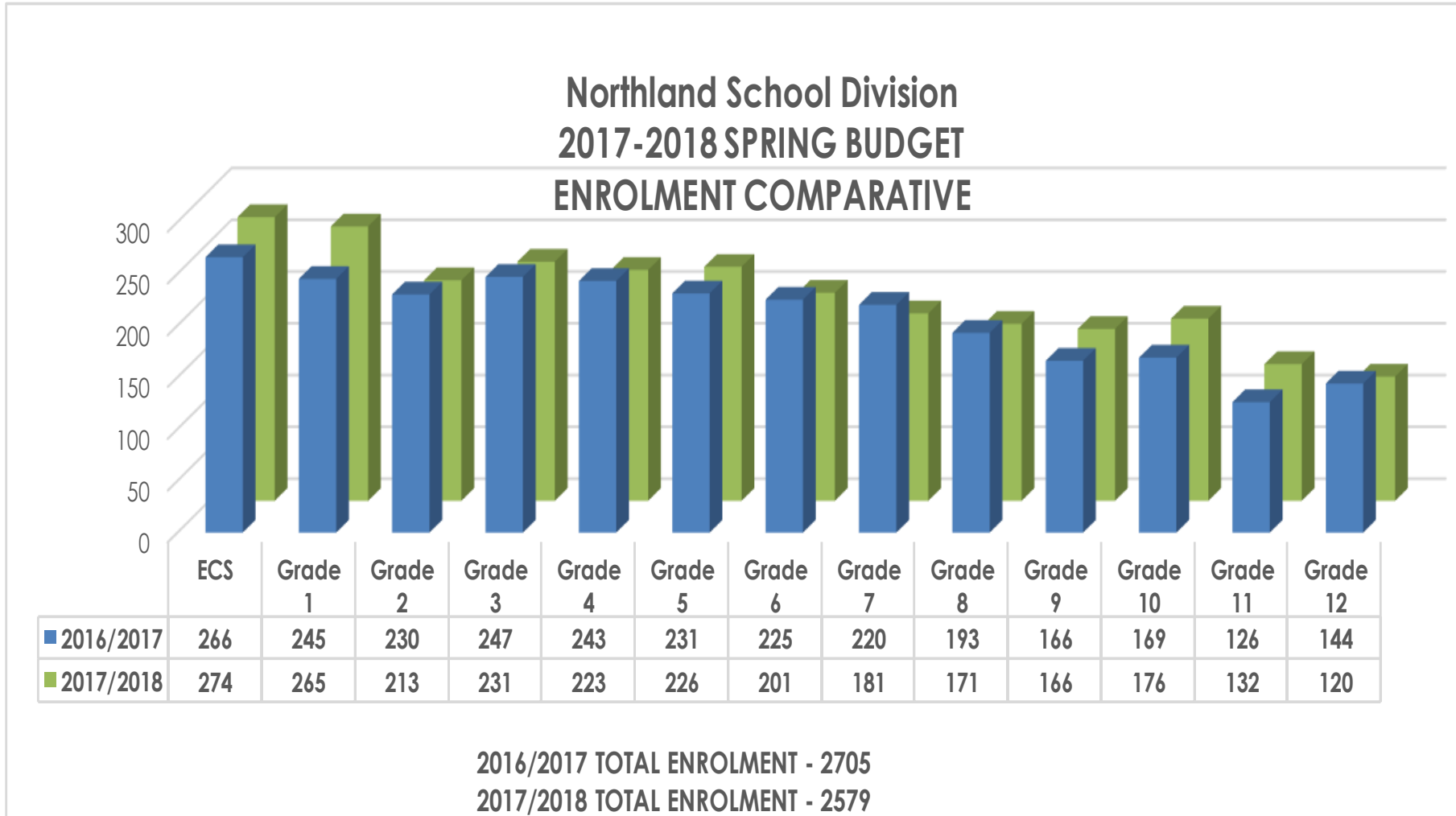


June Budget 2017-2018 Operating Expenses



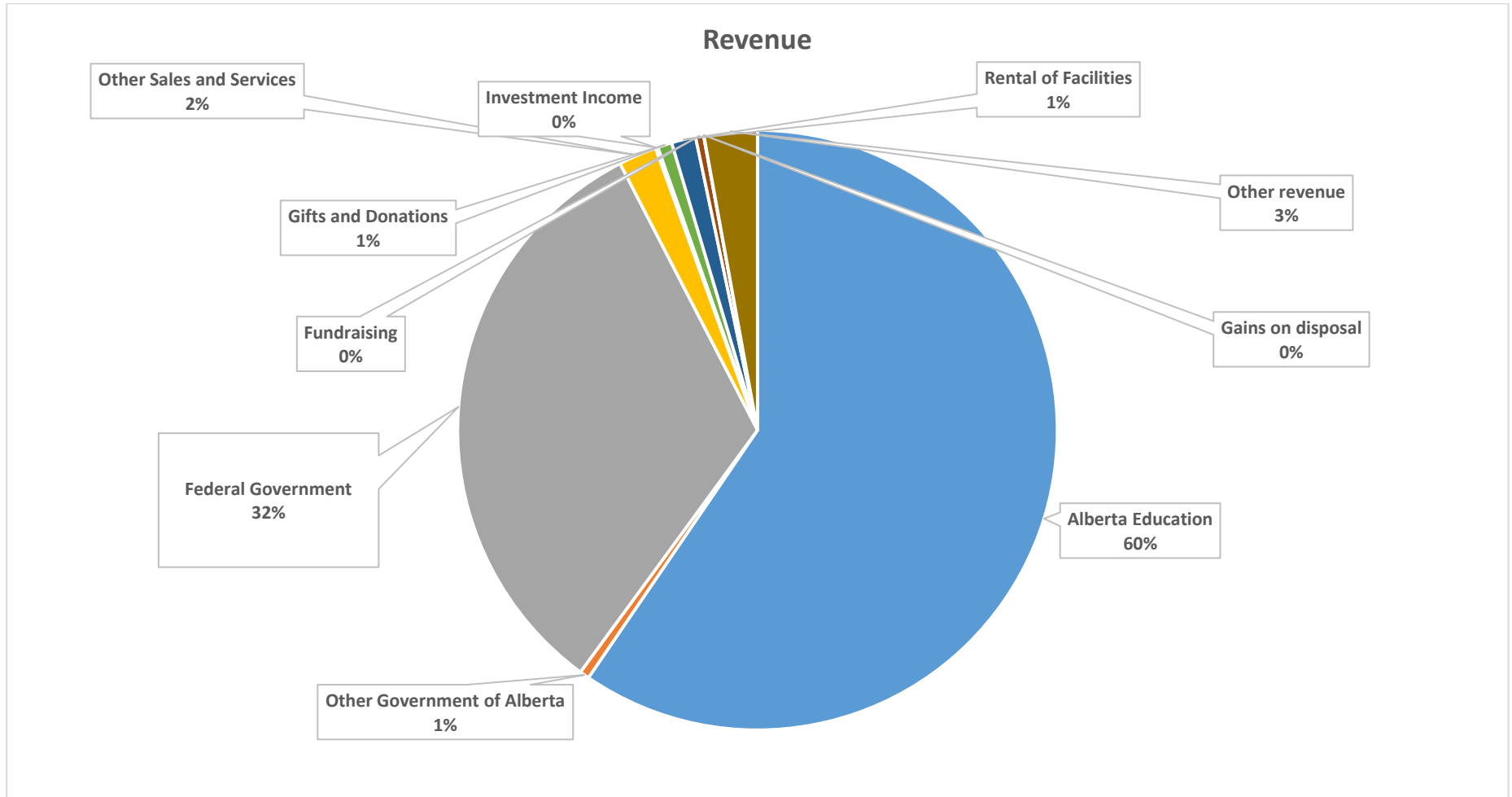


Student Counts K-12, last two years, 2017/2018 Budget



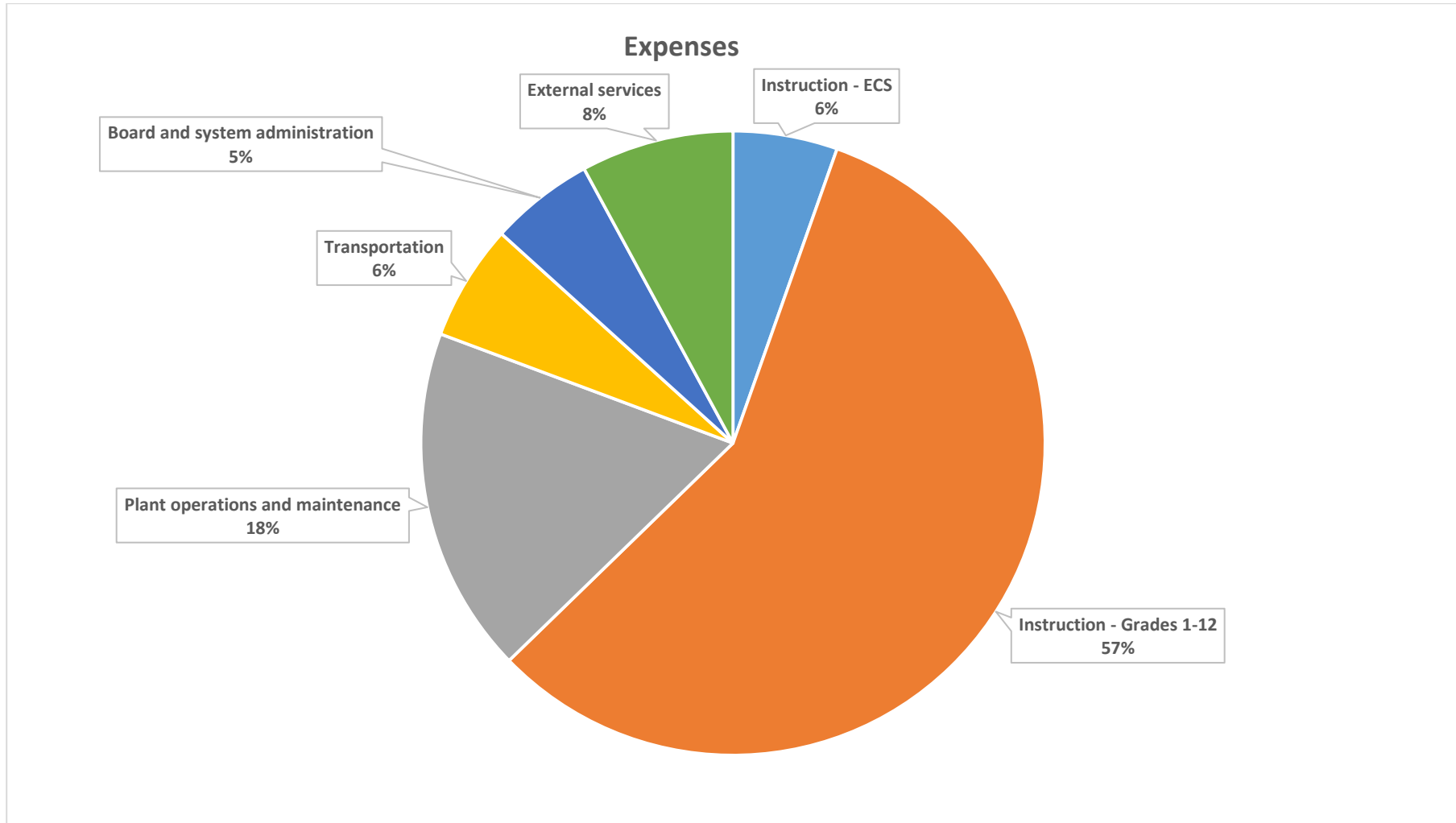


2016-2017 Revenue





2016-2017 Expenses



APPENDIX A– Measure Details

Diploma Examination Results – Measure Details (OPTIONAL)

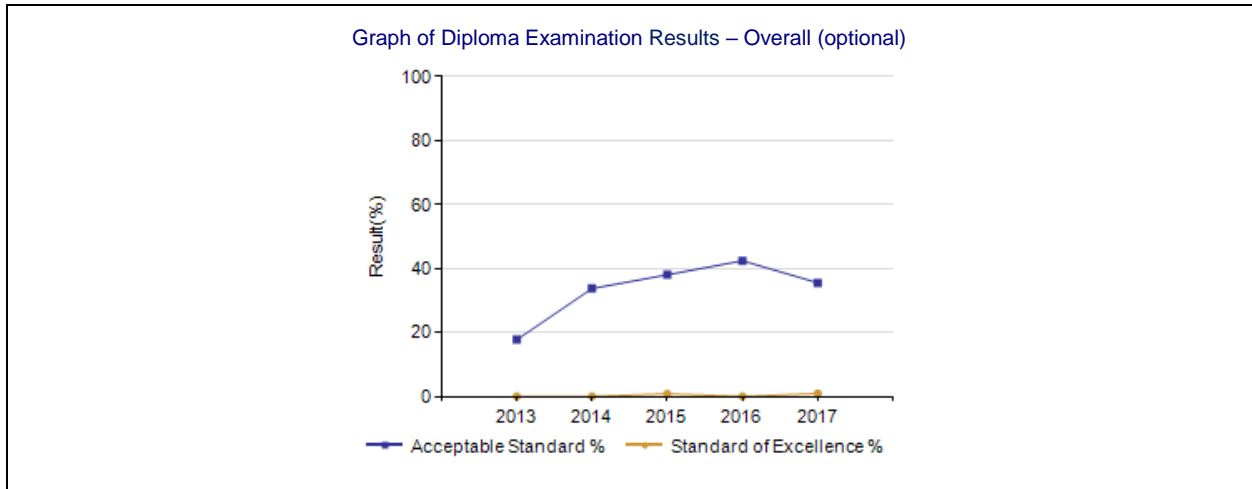
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	10.5	0.0	25.0	0.0	30.8	0.0	50.0	0.0	46.2	0.0	60	5
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	47.4	0.0	63.0	0.0	62.9	0.0	50.0	0.0	65.4	3.8	60	5
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	0.0	0.0	*	*	50.0	0.0	22.2	0.0	0.0	0.0	60	5
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	*	*	*	*	*	*	*	*	*	*	60	5
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	0.0	0.0	4.5	0.0	23.5	0.0	25.0	0.0	13.3	0.0	40	5
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	21.7	0.0	35.7	0.0	33.3	0.0	55.6	0.0	39.1	0.0	60	5
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	14.3	0.0	*	*	25.0	0.0	n/a	n/a	18.8	0.0	50	5
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	50	5
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50	5
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	*	*	28.6	0.0	16.7	16.7	n/a	n/a	*	*	40	5
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



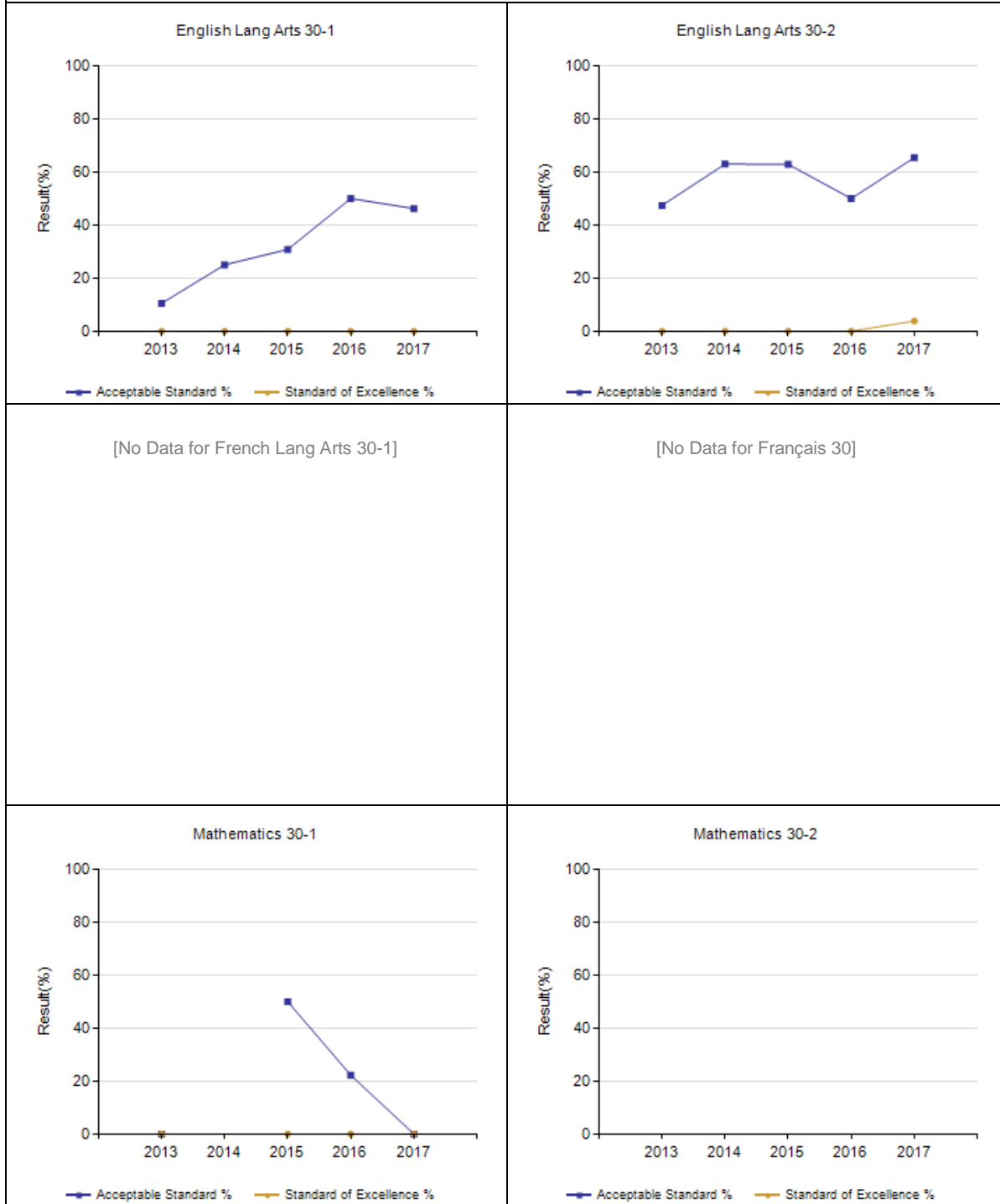
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Notes:

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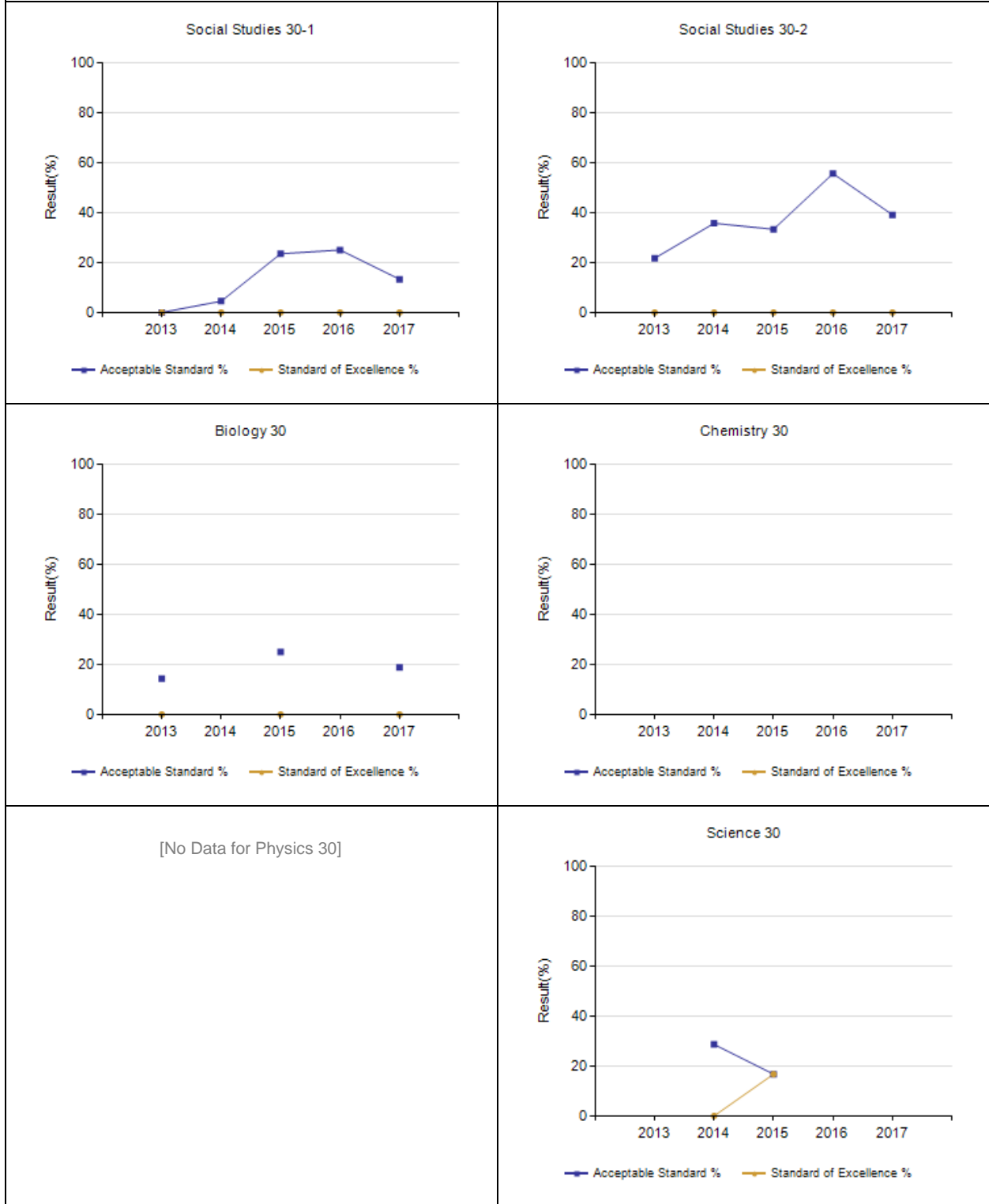
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Northland School Div No. 61							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	13	46.2	11	27.9	30,150	86.5	28,895	87.0
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	11	0.0	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	26	65.4	31	62.9	16,797	89.5	16,361	89.2
	Standard of Excellence	Low	Improved	Acceptable	26	3.8	31	0.0	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	8	0.0	6	50.0	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	8	0.0	6	0.0	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	14,327	74.7	12,738	73.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	15	13.3	20	14.0	22,249	86.0	21,875	85.9
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	20	0.0	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	23	39.1	34	34.5	20,054	80.6	19,579	82.1
	Standard of Excellence	Very Low	Maintained	Concern	23	0.0	34	0.0	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	16	18.8	8	25.0	22,993	84.2	21,843	85.4
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	8	0.0	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	18,751	83.1	19,161	81.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,952	85.7	10,553	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	*	*	*	4	*	7	22.6	9,323	84.9	7,914	84.4
	Standard of Excellence	*	*	*	4	*	7	8.3	9,323	28.4	7,914	26.6

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 examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 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.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)



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Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

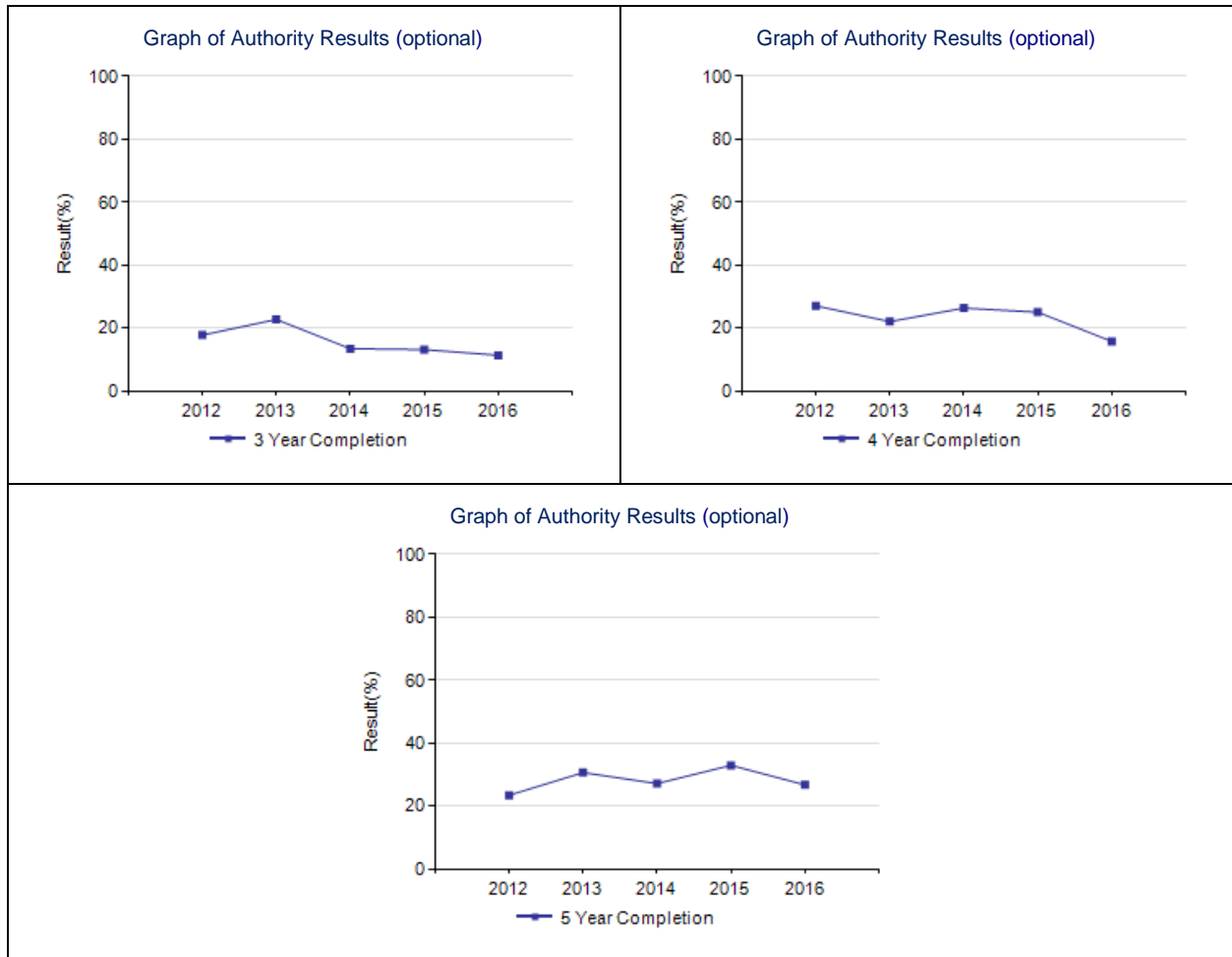


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High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	17.7	22.7	13.4	13.1	11.3	74.8	75.3	76.5	76.5	77.9
4 Year Completion	27.0	22.0	26.3	25.0	15.7	79.2	79.6	79.9	81.0	81.2
5 Year Completion	23.4	30.6	27.1	32.9	26.7	80.6	81.5	82.0	82.1	83.2



Notes:

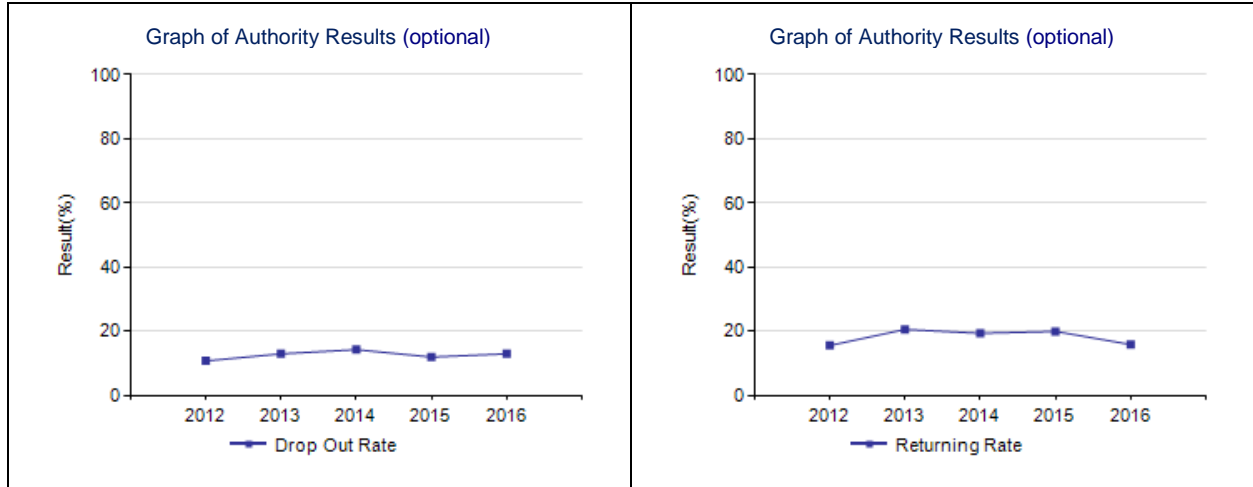
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



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Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	10.7	12.9	14.2	11.9	12.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	15.5	20.5	19.3	19.9	15.8	22.8	20.7	20.9	18.2	18.9



Notes:

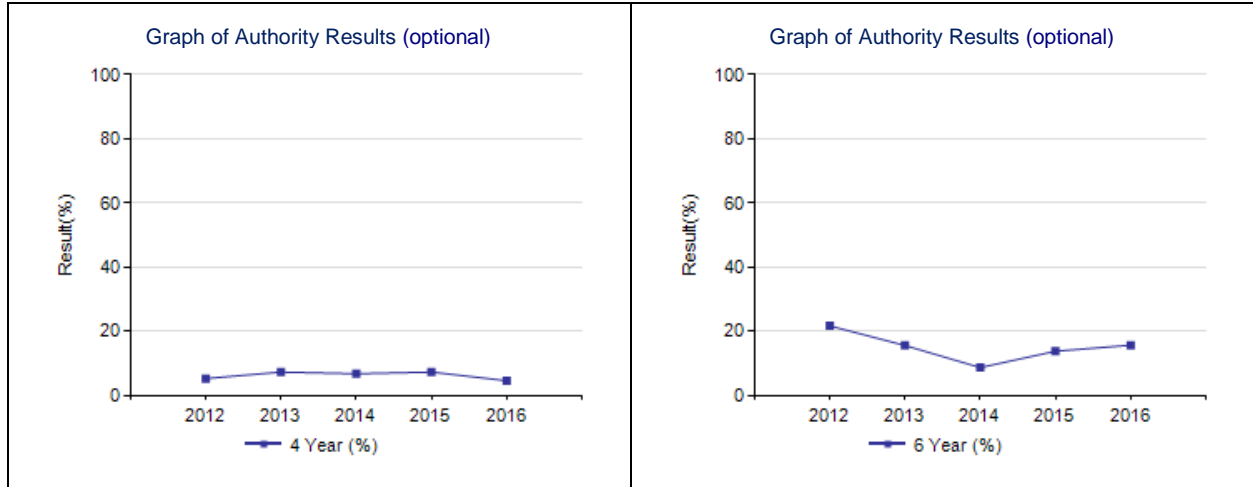
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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	5.2	7.2	6.7	7.2	4.5	39.4	39.7	38.3	37.0	37.0
6 Year Rate	21.6	15.5	8.6	13.7	15.6	59.3	59.0	59.7	59.4	57.9



Notes:

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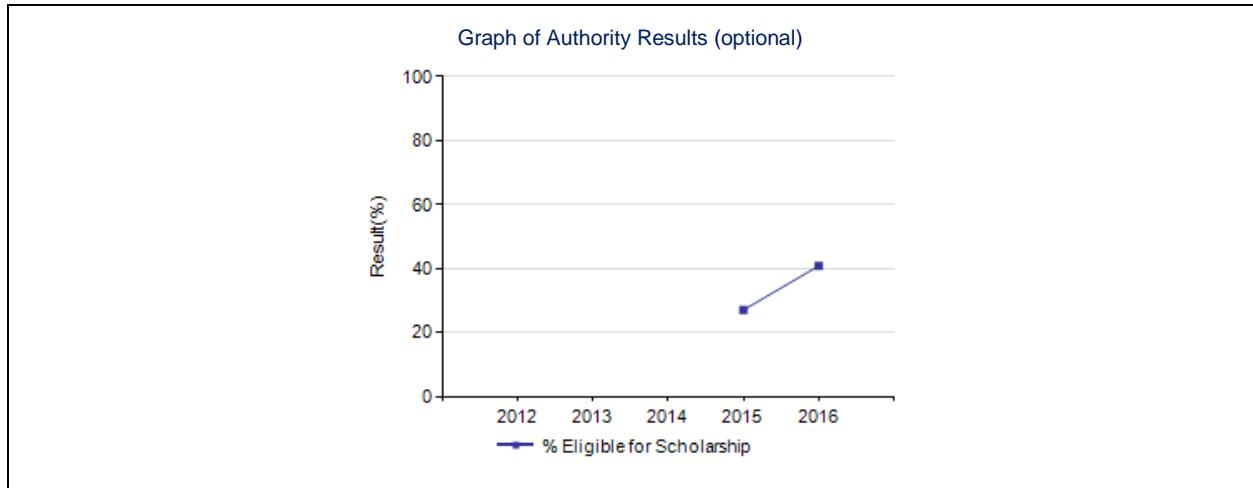


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Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	27.0	40.8	n/a	n/a	n/a	60.8	62.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	122	29	23.8	16	13.1	0	0.0	33	27.0
2016	103	39	37.9	21	20.4	8	7.8	42	40.8



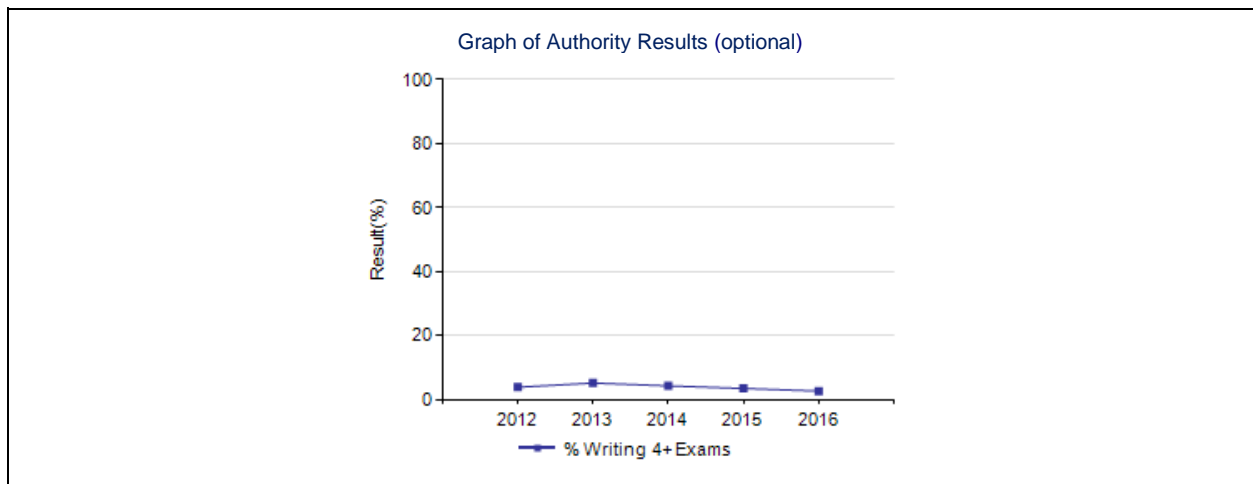
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	74.7	71.5	74.1	71.1	76.5	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	25.3	28.5	25.9	28.9	23.5	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	20.9	21.9	20.9	19.3	15.7	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	7.6	7.3	7.5	7.6	6.1	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	3.8	5.1	4.2	3.4	2.6	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	1.9	1.5	0.0	0.7	0.0	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	14.3	11.4	13.1	13.8	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	8.0	15.6	8.1	5.3	13.4	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	14.7	12.8	13.8	14.7	5.0	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	22.1	25.5	22.0	20.0	18.5	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	10.4	7.8	11.4	10.0	7.6	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	12.3	15.6	12.2	15.3	4.2	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	22.7	22.7	22.0	24.7	11.8	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	1.8	2.1	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	3.7	0.7	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	2.1	4.1	1.3	6.7	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	0.7	1.6	3.3	3.4	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	5.5	5.7	5.7	4.7	10.1	61.1	52.1	57.0	57.6	58.3
Biology 30	4.3	2.1	4.1	1.3	3.4	42.8	42.2	41.4	40.6	40.7
Chemistry 30	1.2	2.8	0.8	0.0	1.7	36.5	31.5	34.7	35.7	35.5
Physics 30	0.0	0.0	0.0	0.0	0.0	20.2	17.3	20.0	19.9	19.3
Science 30	1.8	3.5	2.4	7.3	0.8	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	5.5	7.1	7.3	8.0	5.9	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	3.0	2.9	3.0	3.1

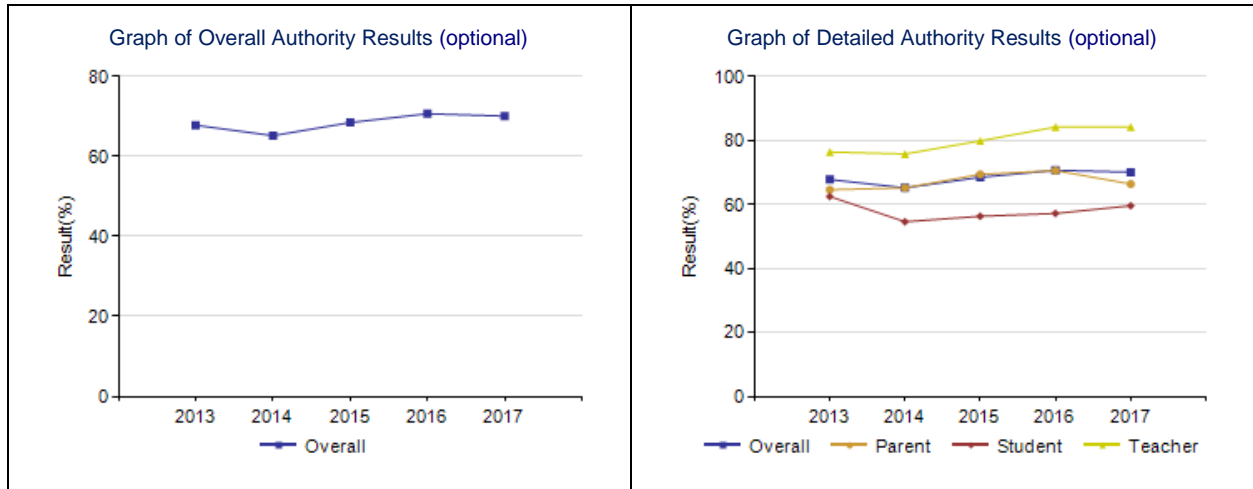
Notes:



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Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	67.8	65.2	68.5	70.7	70.1	83.4	83.4	83.5	83.9	83.7
Teacher	76.4	75.8	79.9	84.2	84.2	93.6	93.8	94.2	94.5	94.0
Parent	64.6	65.2	69.4	70.6	66.4	80.3	81.9	82.1	82.9	82.7
Student	62.5	54.6	56.3	57.2	59.6	76.2	74.5	74.2	74.5	74.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

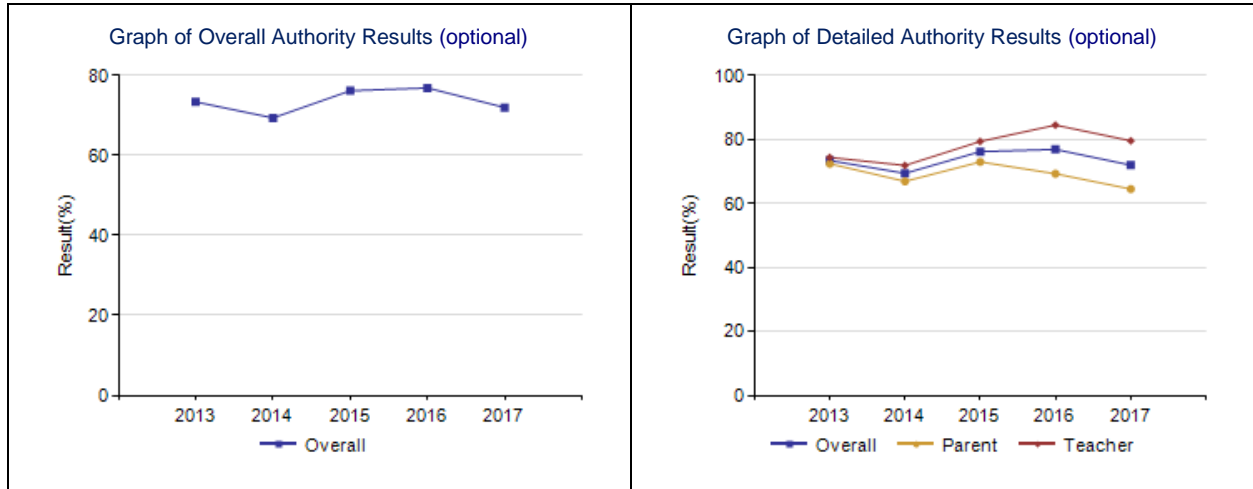


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Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	73.4	69.4	76.2	76.9	72.0	80.3	81.2	82.0	82.6	82.7
Teacher	74.4	71.9	79.4	84.5	79.6	89.4	89.3	89.7	90.5	90.4
Parent	72.4	66.9	73.0	69.3	64.5	71.1	73.1	74.2	74.8	75.1



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

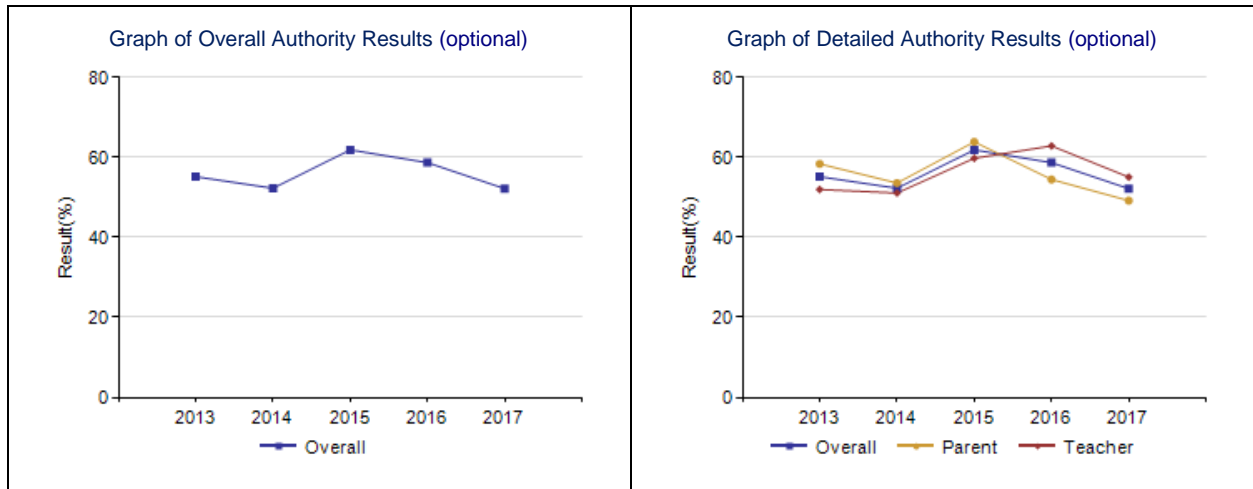


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Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	55.2	52.3	61.9	58.7	52.2	68.5	69.5	70.0	70.7	71.0
Teacher	52.0	51.1	59.8	62.9	55.1	75.7	76.0	76.0	77.3	77.3
Parent	58.4	53.6	63.9	54.5	49.2	61.2	63.0	64.0	64.2	64.8



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	52.5	1.4	47.1	1.0	55.5	1.8	50.9	1.4	50.7	1.4		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	33.6	1.8	30.6	2.9	40.1	2.2	22.7	0.5	26.5	1.9		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	33.2	1.8	30.1	5.3	38.8	3.5	28.4	1.4	34.0	2.8		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	24.9	0.5	26.2	1.9	30.8	4.0	21.9	0.9	26.5	0.0		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	20.7	1.1	21.9	0.0	18.2	0.6	20.1	0.7	16.4	1.3		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	n/a	n/a	*	*	n/a	n/a	*	*	*	*		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	8.4	0.0	11.4	0.0	7.5	0.6	4.7	0.0	5.6	1.9		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	n/a	n/a	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	10.1	0.6	17.6	0.6	10.9	0.6	11.3	0.6	10.0	1.9		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	n/a	n/a	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	6.7	1.7	13.6	0.6	8.5	0.6	9.4	0.6	10.7	3.1		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	n/a	n/a	*	*	n/a	n/a	*	*	*	*		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

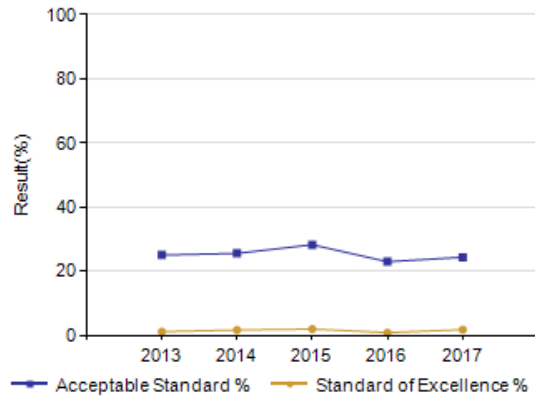
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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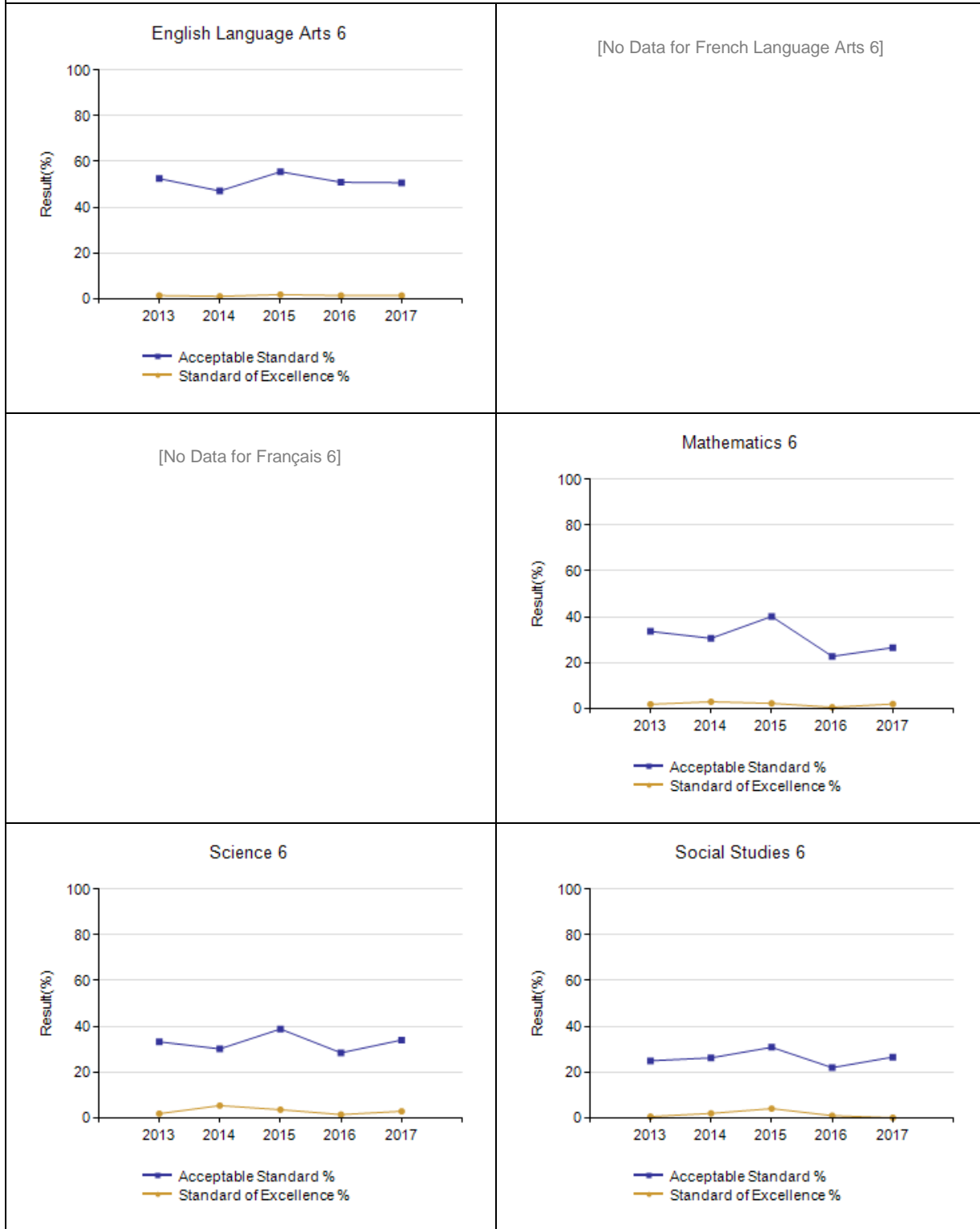
Graph of Overall Provincial Achievement Test Results (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

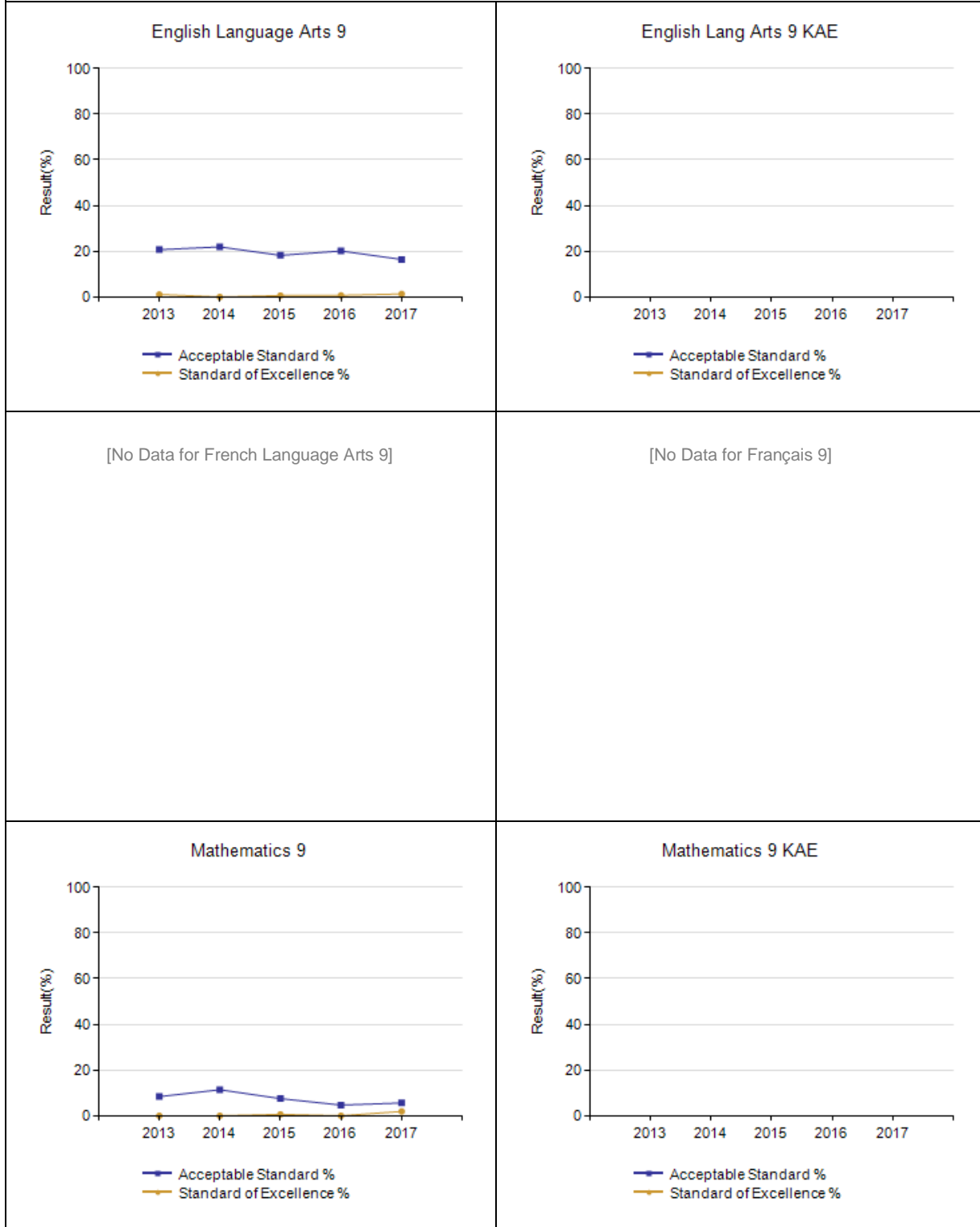
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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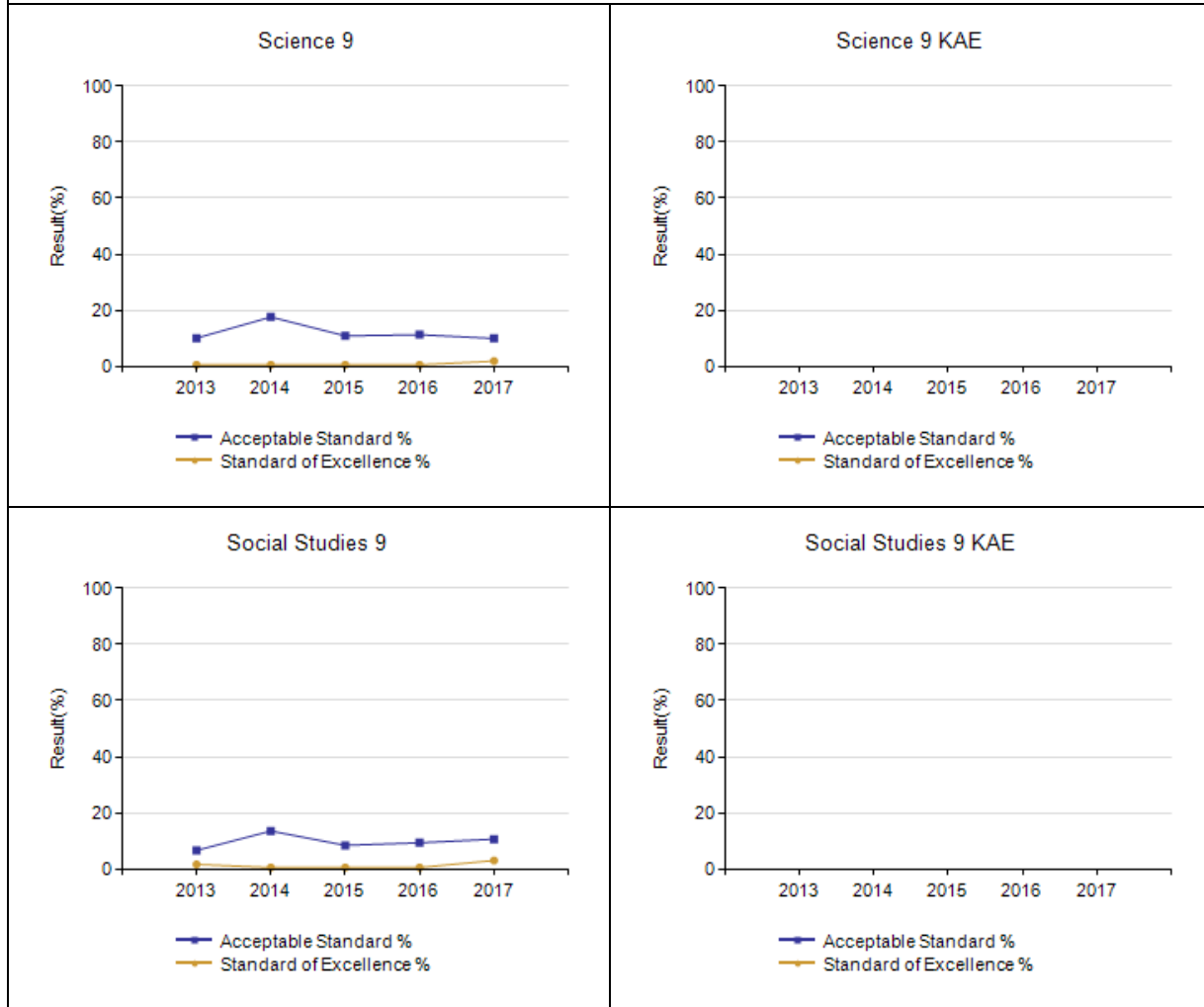
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Northland School Div No. 61						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	215	50.7	218	51.3	49,572	82.5	46,989	82.5
	Standard of Excellence	Very Low	Maintained	Concern	215	1.4	218	1.4	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	215	26.5	217	35.3	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	215	1.9	217	2.6	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	Maintained	Concern	215	34.0	217	34.4	49,501	76.9	46,914	76.7
	Standard of Excellence	Very Low	Maintained	Concern	215	2.8	217	4.4	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	215	26.5	217	28.5	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	Declined Significantly	Concern	215	0.0	217	3.0	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	159	16.4	177	20.0	45,487	76.8	43,746	76.3
	Standard of Excellence	Very Low	Improved	Issue	159	1.3	177	0.3	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	160	5.6	175	9.4	45,020	67.2	43,295	66.7
	Standard of Excellence	Very Low	Improved	Issue	160	1.9	175	0.3	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very Low	Declined	Concern	160	10.0	175	14.3	45,445	74.0	43,808	73.8
	Standard of Excellence	Very Low	Improved	Issue	160	1.9	175	0.6	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	159	10.7	176	11.1	45,484	67.0	43,722	65.1
	Standard of Excellence	Very Low	Improved	Issue	159	3.1	176	0.6	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,393	12.7	1,533	11.2

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 Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)



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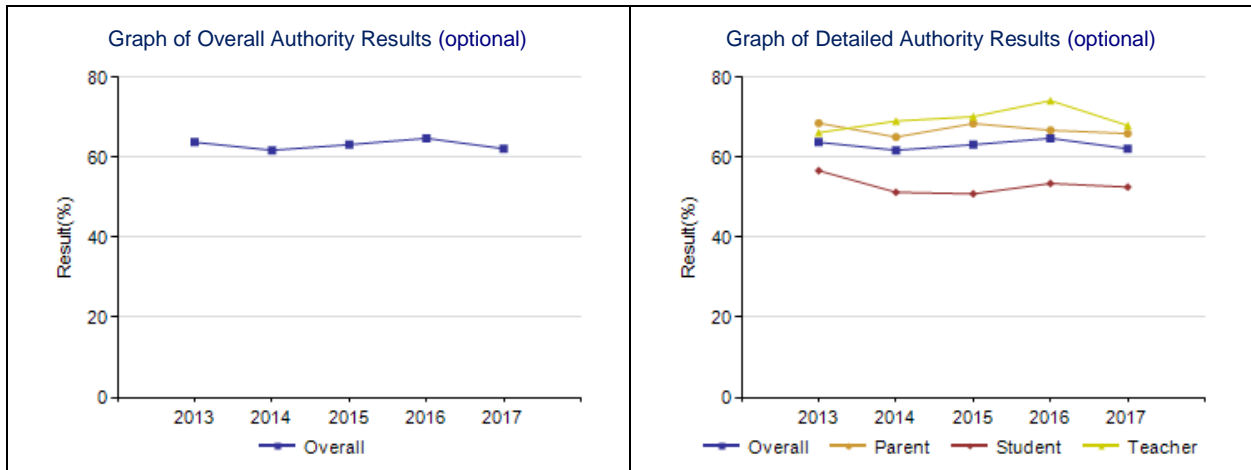
Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	63.8	61.8	63.2	64.8	62.2	81.5	81.3	81.3	81.9	81.9
Teacher	66.2	69.1	70.2	74.2	68.0	87.9	87.5	87.2	88.1	88.0
Parent	68.6	65.1	68.5	66.8	66.0	78.9	79.9	79.9	80.1	80.1
Student	56.7	51.3	50.9	53.5	52.6	77.8	76.6	76.9	77.5	77.7

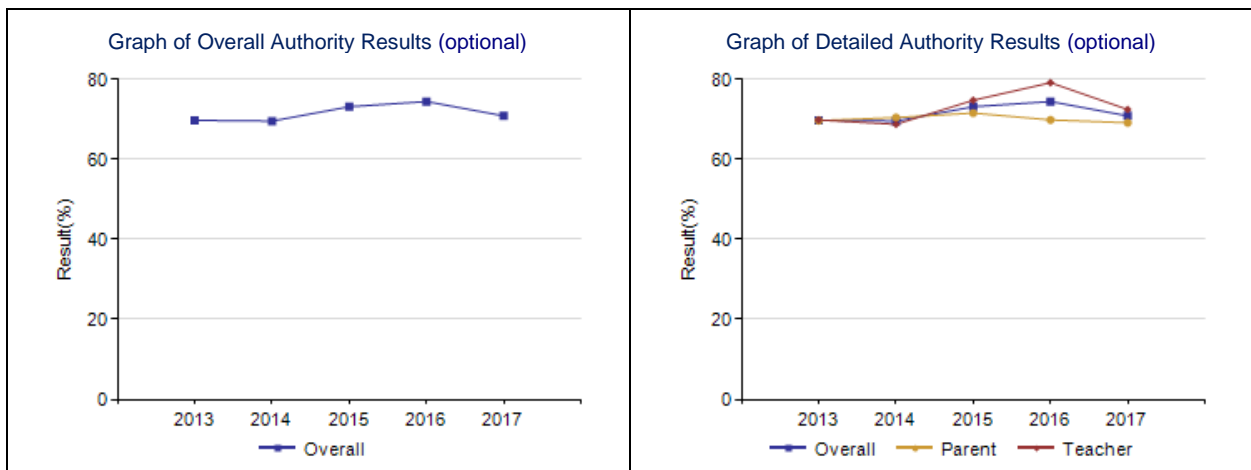


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	69.8	69.6	73.2	74.5	70.9	80.3	80.6	80.7	80.9	81.2
Teacher	69.9	68.8	74.8	79.2	72.5	88.5	88.0	88.1	88.4	88.5
Parent	69.7	70.5	71.6	69.9	69.2	72.2	73.1	73.4	73.5	73.9



Notes:

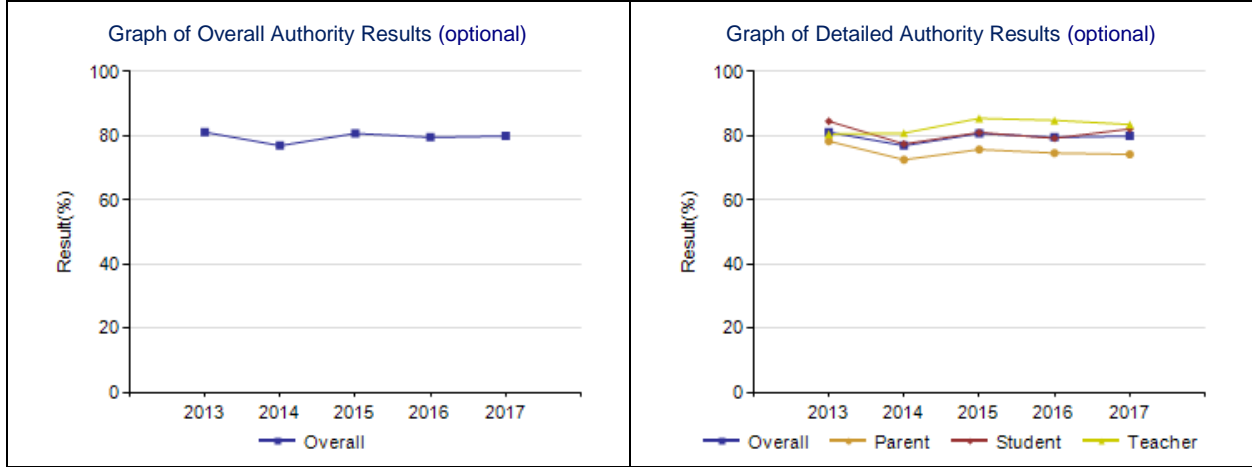
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.1	76.9	80.7	79.5	79.9	89.8	89.2	89.5	90.1	90.1
Teacher	80.5	80.8	85.4	84.8	83.5	95.7	95.5	95.9	96.0	95.9
Parent	78.3	72.5	75.7	74.6	74.2	84.9	84.7	85.4	86.1	86.4
Student	84.5	77.4	81.0	79.2	82.1	88.7	87.3	87.4	88.0	88.1



Notes:

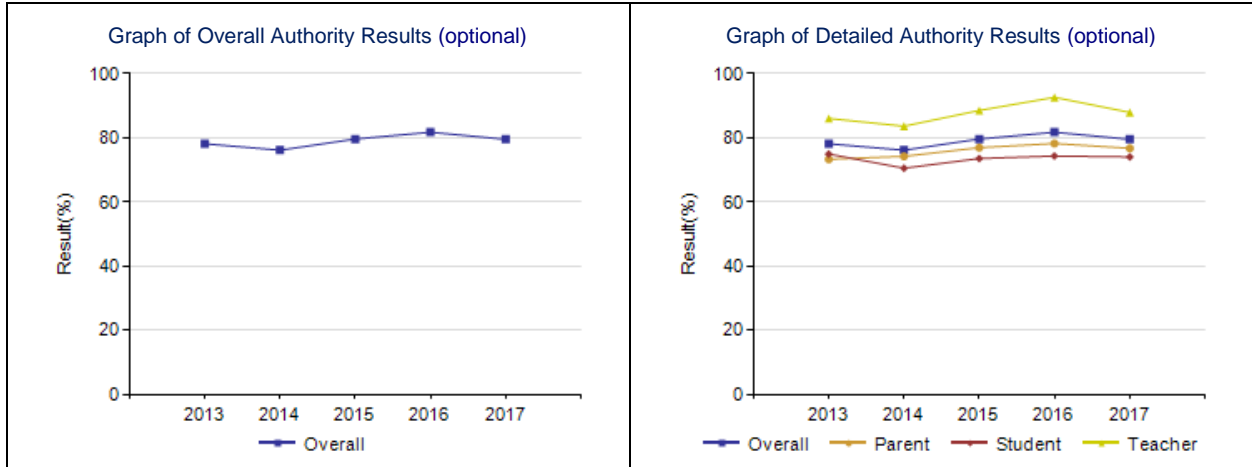
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Safe and Caring – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.1	76.1	79.6	81.7	79.5	89.0	89.1	89.2	89.5	89.5
Teacher	86.0	83.6	88.5	92.6	87.9	95.0	95.3	95.4	95.4	95.3
Parent	73.3	74.2	76.9	78.2	76.7	87.8	88.9	89.3	89.8	89.9
Student	74.9	70.5	73.5	74.3	74.0	84.2	83.1	83.0	83.4	83.3



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17



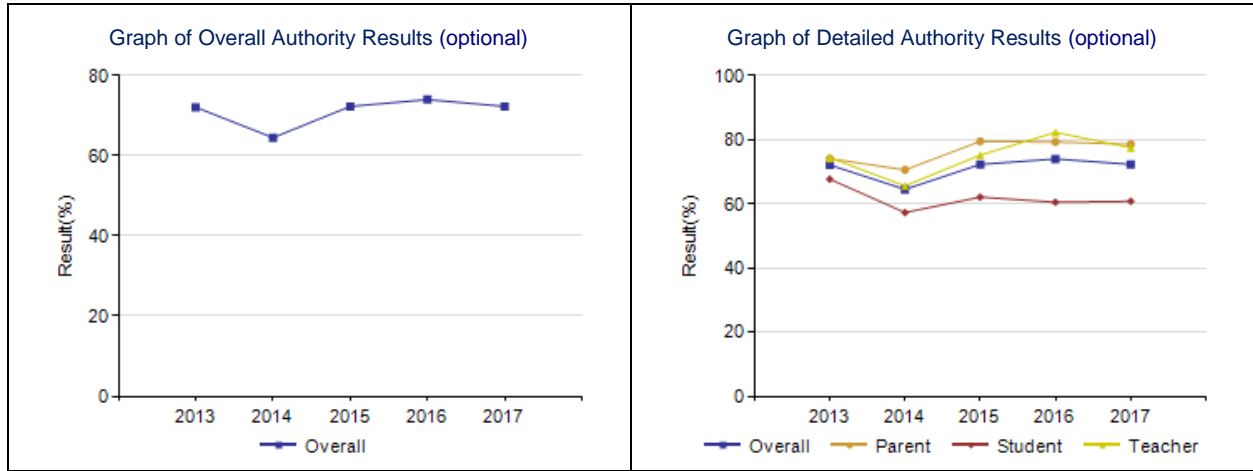
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

School Improvement – Measure Details (OPTIONAL)

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	72.1	64.5	72.3	74.0	72.3	80.6	79.8	79.6	81.2	81.4
Teacher	74.4	65.6	75.2	82.3	77.5	80.9	81.3	79.8	82.3	82.2
Parent	74.1	70.6	79.5	79.3	78.6	77.9	77.0	78.5	79.7	80.8
Student	67.7	57.3	62.1	60.5	60.8	82.9	81.2	80.7	81.5	81.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Corporate Board

Ward 1: Maddy Daniels Ward 2: Cathy Wanyandie Ward 3: Randy Anderson Ward 4: Jesse Lamouche
Ward 5: Louis Cardinal Ward 6: Silas Yellowknee Ward 7: Robin Guild Ward 8: Loretta Gladue
Ward 9: Rubi-Helen Shirley Ward 10: Jules Nokohoo Ward 11: Karen Telford

Senior Administration

Gord Atkinson, Superintendent of Schools
Shelley Willer, Associate Superintendent, Area 1
Nancy Spencer-Poitras, Associate Superintendent, Area 2
Tim Stensland, Associate Superintendent, Area 3
Wesley Oginski, Associate Superintendent of Human Resources
Trudy Rasmuson, Secretary-Treasurer
David Cox, Division Facilities Manager
Lorraine Cardinal - Roy, Director of First Nation, Métis, and Inuit Education

Ward	Schools	Grades
Ward 1	Dr. Mary Jackson School	K-12
	Paddle Prairie School	K-12
Ward 2	Susa Creek School	K-8
Ward 3	Bishop Routhier School	K-6
	Gift Lake School	K-9
Ward 4	Grouard Northland School	K-9
	Hillview School	K- 6
Ward 5	Kateri School	K-12
	Little Buffalo School	K-12
	Peerless Lake School	K-12
Ward 6	Career Pathways	Outreach
	Pelican Mountain School	K-6
	Mistassiniy School	7-12
Ward 7	Chipewyan Lake School	K-9
	St. Theresa School	K-6
Ward 8	Calling Lake School	K-12
	Calling Lake Outreach	Outreach
Ward 9	Athabasca Delta Community School	K-12
Ward 10	Anzac Community School	K-4
	Bill Woodward School	4-9
	Conklin Community School	K-9
	Fort McKay School	K-9
	Father R. Perin School	K-9
Ward 11	Elizabeth Community School	K-8
	J.F. Dion School	K-6



Northland School Division No. 61

APPENDIX 'B'

NSD 2017-2020 Learning Plan

Outcome 1

Reporting Managers: Gord Atkinson

Northland School Division students are strong in identity, healthy and successful.

Goal 1.1

Reporting Managers: Gord Atkinson

Student attendance will improve to meet the goals established in the Every Day Counts Attendance Improvement Initiative.

Performance Measure

Student Attendance

School jurisdiction student attendance will increase by 2% per year to a target of 88%.

Goal 1.2

Reporting Managers: Janette Cavanaugh

To increase the number of students reading at grade level.

Performance Measure

Reading Level

75% of students will be reading at grade level as assessed by the PM Benchmark study. This data is to be updated 3 times a year: November 1, March 1 and June 30.

Goal 1.3

Reporting Managers: Shelley Willier, Nancy Spencer-Poitras, and Tim Stensland

Student performance on provincial achievement tests will improve.

Performance Measure

PAT Acceptable Standard

PAT acceptable standard in Grades 6 and 9 will increase by 5% per year to the target of 40%.

PAT Standard of Excellence

The PAT Standard of Excellence will meet 5% in June 2018, 10% in June 2019, 15% in June 2020.

Goal 1.4

Reporting Managers: Tim Stensland, Shelley Willier, and Nancy Spencer-Poitras

Student performance on diploma exams will improve.

Performance Measure

Diploma exam acceptable standard

Diploma exam acceptable standard will increase by 5% per year target 55%

Diploma exam standard of excellence

The standard of excellence will improve by 5% per year, year over year to 15% at the end of June 2020

Goal 1.5

Reporting Managers: Shelley Willier

Develop and implement a numeracy initiative that is evidence-based and data informed to improve numeracy skills resulting in increased confidence, engagement and achievement.

Performance Measure

Numeracy initiative

A numeracy initiative is developed and implemented for the 2018 - 2019 school year.

MATH PAT Results

Has the number of students who achieved the acceptable standard on the Grade 6 and Grade 9 provincial achievement tests improved?

Goal 1.6

Reporting Managers: Nancy Spencer-Poitras, Shelley Stevenson, and Tim Stensland

Implement a high school strategy that enhances staff capacity to implement the foundational principles for high school redesign.

Performance Measure

High School Completion

Percentage of students who completed high school within three years of entering Grade 10. 20% at end of June 2018, 30% by 2019, 35% by June 2020.

Drop out rate

Drop Out Rate - annual dropout rate of students aged 14 to 18

10% June 2018

9% June 2019

8% June 2020

High school to post-secondary transition

High school to post-secondary transition rate of students within six years of entering Grade 10.

June 2018 25%

June 2019 30%

June 2020 35%

Goal 1.7

Reporting Managers: Gord Atkinson

Develop and implement a dual credit strategy.

Performance Measure

See performance measures for goal 1.6

Performance measures for 1.6

Goal 1.8

Reporting Managers: Shelley Willier

Conduct school reviews to assist in the establishment and maintenance of the instructional program and management standards that contribute to a high level of student development and achievement in a school.

Performance Measure

School review

School reviews are conducted as per the strategies

Goal 1.9

Reporting Managers: Lorraine Cardinal-Roy

The learning environment will reflect and honour First Nation and Metis culture language and values.

\$13000 per classroom for activity affirmative furnishings

\$1,000 per classroom for learning environment enhancements

\$ 25,000 per identified school for learning commons upgrades

Performance Measure

Cultural Reflections in Classrooms

152 classrooms over 5 years have had local cultural enhancements and include activity affirmative furniture.

18 Libraries are converted to learning commons.

Outcome 2

Reporting Managers: Gord Atkinson

Northland School Division is a leader for indigenous education excellence.

Goal 2.1

Reporting Managers: Gord Atkinson and Lorraine Cardinal-Roy

All students will have the opportunity to participate in Indigenous language instruction

Performance Measure

Percentage of students participating in Indigenous language instruction

This measure accounts for the percentage of students participating in Indigenous language instruction. This measure is reported yearly in June.

Percentage of students that have the opportunity to participate in Indigenous language instruction

This measure accounts for the percentage of students percentage of students that have the opportunity to participate in Indigenous language instruction.

Goal 2.2

Reporting Managers: Gord Atkinson

Education services agreements are signed between each First Nation and NSD

Performance Measure

Education Service Agreements

NSD requires 10 ESAs with First Nation partners.

Goal 2.3

Reporting Managers: Lorraine Cardinal-Roy and Pearl Calahasen

NSD will develop a definition of Indigenous Education excellence. Based on the OECD study "Promising Practices in Supporting Success for Indigenous Students" education systems frequently define success in relation to education performance indicators such as literacy and numeracy, attendance, retention, transitions and academic assessments. NSD wants to recognize that there are many more definitions of success and we should be celebrating academic success as well distinct and broader criteria of educational and learning success, such as positive self-concept, strong cultural identity, happiness, and confidence.

Performance Measure

Indigenous Education Excellence

Has a definition of indigenous education excellence been developed?

Goal 2.4

Reporting Managers: Curtis Walty, Lorraine Cardinal-Roy, and Pearl Calahasen

Develop internal and external communications targeted at assuring our stakeholders understand all of the good work in indigenous education.

Performance Measure

Parent satisfaction

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. 90% satisfaction rate by June 2020.

Basic education

Percentage of teachers, parents and students satisfied with the overall quality of basic education. 90% by June 2020

Goal 2.5

Reporting Managers: Lorraine Cardinal-Roy, Nancy Spencer-Poitras, Shelley Willier, and Tim Stensland

All staff have awareness and knowledge of First Nations, Metis and Inuit perspectives, experiences, traditions, and practices to advance reconciliation.

Performance Measure

Teacher Satisfaction

Teachers report that they have the ability to deliver meaningful lessons, and incorporate local culture and language in their classrooms.

Outcome 3

Reporting Managers: Gord Atkinson

Northland School Division is inclusive, each child's ways of knowing and ways of being is respected and essential.

Goal 3.1

Reporting Managers: Nancy Spencer-Poitras

A new report card that informs parents of student achievement in ways of knowing and ways of being will be implemented K - 6 in all schools.

Performance Measure

Modernized Report Cards

Is the pilot implementation of the new report card underway in 2017 school year?

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

2018 - 70%

2019 - 75%

2020 - 80%

Attitudes and behaviours

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

2018 - 75%

2019 - 80%

2020 - 85%

Goal 3.2

Reporting Managers: Lorraine Cardinal-Roy and Pearl Calahasen

Land-Based learning, cultural camps and experiential learning will be an integral part of all NSD schools.

Performance Measure

Land based learning opportunities

Did all schools offer land based learning opportunities in the school year?

Life long learning

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

2018 - 60%

2019 - 65%

2020 - 70%

Goal 3.3

Reporting Managers: Stephanie Sutherland

Develop and implement the Family Wellness program as described in the NSD investment plan.

Performance Measure

Family Wellness Workers

How many FWW positions are filled in the 2017 school year?

Goal 3.4

Reporting Managers: Stephanie Sutherland

Enhance capacity to deliver programs and services across the division.

Performance Measure

Assistant Supervisors of Student Services

Does the current complement of Assistant Supervisors of Student Services match the organization chart?

Individualized Program Plans

Do all students who are learning assisted by an IPP have an IPP in place?

Goal 3.5

Reporting Managers: Gord Atkinson, Tim Stensland, Shelley Willier, and Nancy Spencer-Poitras

A new attendance strategy will be developed and implemented in all schools to support and acknowledge indigenous learning and traditional family learning.

Performance Measure

Attendance codes

Has NSD re-organized its attendance codes and procedures to honour family based traditional learning?

Goal 3.6

Reporting Managers: Gord Atkinson and Curtis Walty

The school jurisdiction will implement the policy on safe and caring, Policy 19.

Performance Measure

Policy 19

Has NSD implemented all aspects of Policy 19?

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.

2018 - 85%

2019 - 88%

2020 - 90%

Outcome 4

Reporting Managers: Gord Atkinson

Northland School Division has excellent teachers, school leaders, system leaders.

Goal 4.1

Reporting Managers: Wes Oginski

All NSD staff are qualified and meet relevant professional standards

Performance Measure

Professional Standards

Is there a system in place to assure that all staff are meeting their relevant professional standards?

Goal 4.2

Reporting Managers: Wes Oginski, Shelley Willier, Nancy Spencer-Poitras, Tim Stensland, and Lorraine Cardinal-Roy

NSD is a system of excellence in the development of the foundational knowledge of First Nation, Metis and Inuit language and culture.

Performance Measure

Foundational Knowledge of First Nation and Metis language and culture.

Does NSD have a structure in place to assure that all staff have professional learning opportunities to ensure First Nation and Metis foundational knowledge is applied in the student learning experience

Goal 4.3

Reporting Managers: Wes Oginski, Shelley Willier, Tim Stensland, and Nancy Spencer-Poitras

NSD is a system of choice for employment.

Performance Measure

Staffing Levels

At the start of the school year, all positions are filled.

Goal 4.4

Reporting Managers: Wes Oginski, Shelley Willier, Tim Stensland, and Nancy Spencer-Poitras

All teachers and leaders have the skills, competencies and capacity to achieve the division's learning agenda.

Performance Measure

Skills, competencies and capacity

Does NSD have a comprehensive 5 year professional learning plan that all employees report assists them in acquiring the skills, competencies and capacity to achieve the division's mission, values, outcomes and goals?

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

2018 - 75%

2019 - 80%

2020 - 85%

Goal 4.5

Reporting Managers: Stephanie Sutherland and Wes Oginski

Develop and implement a strategy for staff wellness.

Performance Measure

Staff Wellness`

Does NSD have a 5 year staff wellness plan?

Goal 4.6

Reporting Managers: Nancy Spencer-Poitras, Shelley Willier, and Tim Stensland

All school and system leaders work collaboratively to ensure all students are supported and successful in their learning.

Performance Measure

Collaborative work partnerships

Does NSD have an organization plan that supports team learning and collaborative work?

Outcome 5

Reporting Managers: Gord Atkinson

Northland School Division is well governed and managed.

Performance Measure

System Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

2018 - 80%

2019 - 85%

2020 - 90%

Goal 5.1

Reporting Managers: Gord Atkinson

The new NSD governance structure will be implemented.

Policy 1 and Policy 21 are passed by Board motion in the 2017-2018 school year.

Performance Measure

Policy 1

Has the Board of Trustees approved a new Policy 1 in the 2017 - 2018 school year?

Policy 21

Has the Board of Trustees approved a new Policy 21 in the 2017 - 2018 school year?

Parental involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

2018 - 80%

2019 - 85%

2020 - 90%

Goal 5.2

Reporting Managers: Gord Atkinson

Implement new Administrative Procedures

Performance Measure

Administrative procedures

Has NSD published all of its new or revised Administrative Procedures?

Goal 5.3

Reporting Managers: Curtis Walty and Gord Atkinson

Implement the 2017 - 2018 communications plan

Performance Measure

Communications plan

Has the Superintendent approved the 2017 - 2018 communications plan?

Goal 5.4

Reporting Managers: Trudy Rasmuson

Implement the Housing plan approved at the February 2017 Board meeting, and sponsored by the NSD investment plan

Performance Measure

Housing Plan

Has NSD started the housing renewal plan in the 2017 - 2018 school year?

Goal 5.5

Reporting Managers: Trudy Rasmuson

Implement a new fleet tracking and management system

Performance Measure

Fleet monitoring system

Has NSD fully implemented the fleet monitoring system in the 2017 - 2018 school year?

Goal 5.6

Reporting Managers: Andrew Irwin and Trudy Rasmuson

Implement a new safety management system

Performance Measure

Safety Management System

Has NSD fully implemented a new Safety Management System?

Goal 5.7

Reporting Managers: Gord Atkinson, Tim Stensland, and Krystal Potts

Implement a new strategic planning tool

Performance Measure

Strategic Planning Tool

Has NSD fully implemented its new strategic planning tool in the 2017- 2018 school year?