

Northland School Division

2024-2027 Education Plan



About the Northland School Division

Commitment

To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

Vision

“Our students love to come to school in Northland”

By the numbers



Over
1700
students



Over 340
staff

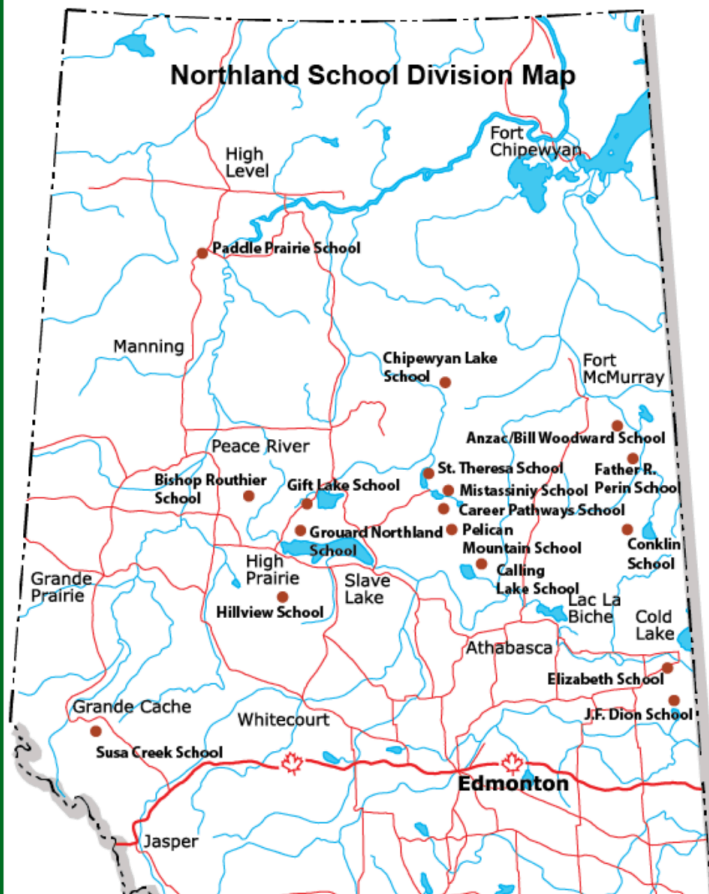


19
schools

Other Key Facts

- NSD covers over 288,000 square kilometres.
- Over 90% of NSD students are First Nations and Métis.

Where Northland schools are located



Northland
SCHOOL DIVISION

Northland School Division 2024-2027 Education Plan

Values

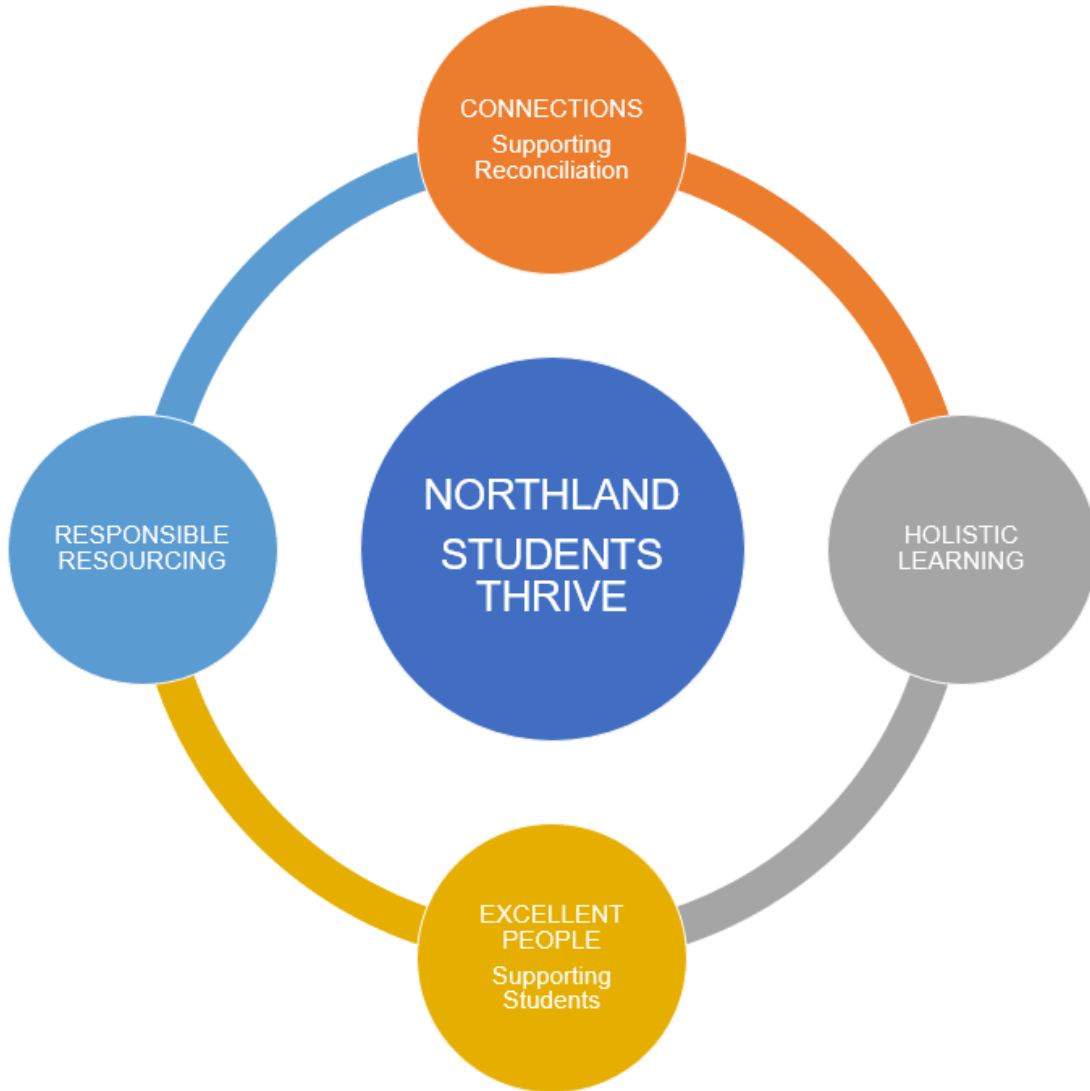
<p>Courage – Sohkeyihtamowin – Nētlēth To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.</p>	<p>Wisdom – Iyinisowin - Hūya To have a deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.</p>
<p>Humility – Tapahteyimowin - Édēnēschapile Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.</p>	<p>Truth – Tapewewin – Elth’iyati The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.</p>
<p>Honesty - Kwayaskyesihcikewinihk – Wals’l zile To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.</p>	<p>Love - Sakeyhtowin - Neghānestā Expression of love, intense feeling of deep affection. Love must be unconditional.</p>
<p>Respect - Pakakatisowin - Borilcha The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.</p>	

Plan Overview

In the past year, the Northland School Division has sought out community voices about the future of learning in our schools. The call from parents, community members, staff, and students was clear: We want to see school experiences that grow the connection between our schools and the lands upon which we learn. In short, we want schools reflecting who we are and where we come from.

This call aligns with the Truth and Reconciliation Commission's *Calls to Action*, which identify actions to dismantle the legacy of residential schools in Canada. Actions 62 and 63 specifically require educational authorities to develop curriculum and resources that address Aboriginal peoples in Canadian history, their contributions to Canada, Treaties, and the history and legacy of residential schools.

This 3-Year Education Plan is a direct response to what the Board and Administration heard from communities. Through connections to the land and language, a wide range of holistic learning opportunities, invested staff, and excellent resources, we aim to ensure that every Northland student can thrive in every stage of their learning journey, honoring the spirit intended by all our relations who have come before.



Visual Representation of The 2024-2027 Northland School Division Education Plan Priorities

Accountability Statement

The Education Plan for The Northland School Division commencing August 28, 2024 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024-2027 Education Plan on May 11, 2024.



Robin Guild
Board Chair



Cal Johnson
Superintendent of Schools/CEO

Building and Refining the Education Plan

Student, parent, staff, community and Trustee perspectives inform the development of this Education Plan. In 2011, then Minister of Education Dave Hancock named a community-based team to provide strategic advice, direction, and leadership in securing community engagement in the Northland School Division. The work of the Northland Community Engagement Team's (NCET) laid out a clear framework for community engagement focused on supporting a "Kids First" approach to education planning.

During the 2023-24 school year, the administration of the Northland School Division engaged stakeholders in its most recent community engagement events and heard from each school in the division in the following ways:

- 20 community engagement events where we heard the voices of nearly 1000 members of the Northland School Division family of stakeholders
- School-based communication sharing how every school strives to achieve the outcomes of the previous education plan
- Alberta Education Assurance surveys
- School-Based Leadership Meetings (principals, assistant principals)
- Central Office team members
- The Board of Trustees Education Planning and Reporting Subcommittee, and
- The Senior Leadership Team

For more information about the Northland School Division Community Engagement Framework information the Division's approach to community engagement then and now, please visit

<https://www.nsd61.ca/about-us>.



Stakeholder Engagement and the Assurance System

To ensure Northland parents, guardians, communities and education partners are informed and involved in developing plans, programs, and progress through ongoing and effective communication, the following are features of the division's assurance system:

- Each school works to establish a school council as per the School Council Regulation. Where establishment of a council according to the regulations does not occur, each school must establish a Principal's Advisory Committee as one avenue for members of the school community to give input to the principal on the school's Education Plan and Results.
- As per Section 12 of the *School Council Regulation*, the Board of Trustees of Northland School Division ensures that each School Council and/or Principal's Advisory Committee is invited to engage around and offer input to the school's Education Plan and Results annually.
- Each school develops a school-based Education Plan and Report. These documents are guided by the divisional Education Plan but the outcomes, strategies and measures are specific to local contexts and resources. Every school leader develops their school's plan in consultation with staff members, parents and guardians, and community stakeholders.

System and School Data

The Northland School Division Board of Trustees also access the following sources information to inform the education planning process:

- The [2024-2027 Alberta Education Business Plan](#)
- Alberta Education Assurance Surveys
- Division-wide survey events (i.e. OurSchool Surveys, Employee Satisfaction Surveys, etc.)
- Attendance rates
- Budget-Actual comparisons
- Feedback collected from employees
- High school completion rates
- Leadership development opportunities and feedback
- Professional learning offerings, evaluations and feedback
- Provincial achievement test and diploma examination achievement of standards for each of: English Language Arts; Mathematics; Sciences and Social Studies (when available)
- Provincial Literacy and Mathematics assessments K - 4
- Requests for support from schools and school-based leaders
- School-based education plans and reports

Priority 1 - Connections Supporting Reconciliation

In each year of this plan, The Northland School Division students and staff members will increase and strengthen visible connections to land, Indigenous languages, school communities and collaborative partnerships.

Key Outcomes and Strategies	Key Measures
<p>Student learning and well-being are rooted in connections to the land, Indigenous languages, and the greater school community</p> <ul style="list-style-type: none"> ● Every school identifies a commitment to teach from the land ● Establish Land-Based Learning (LBL) Committee for the Division led by LBL Pedagogical Supervisor ● Every school identifies a commitment to infusing Indigenous language learning in the learning space ● Schools adopt Indigenous Language Signage ● Establish an Elder-in-Residence Program for each school ● Establish a Superintendent’s Youth Council for gathering and listening to student voice to inform school and system actions ● Establish local Indigenous Elders Advisory groups/councils to advance strategic actions in support of Indigenous student achievement and well-being ● Offer learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members ● Make Community Liaison Workers available for all schools to grow connections between school and community ● Apply NSD Community Engagement Framework as part of the process of continuous improvement 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ● Parental Involvement ● Satisfaction with Program Access (Supplemental) <p>Local Measures</p> <ul style="list-style-type: none"> ● Each school identifying a commitment to land-based learning ● Establishment of Land-Based Learning Committees in each school ● Each school establishes a plan to infusing Indigenous language learning in learning spaces ● Establishment of a Superintendent’s Youth Council <ul style="list-style-type: none"> ○ Student voice survey feedback ○ Number of Student councils established ● Establishment of an Elder-in-Residence Program at each school ● Establishment of local Elder Advisory Council ● Number of learning opportunities connecting Elders, Knowledge Keepers and Indigenous educators with NSD staff members ● Assignment of staff to a community liaison position in each school

<p>Students are able to access language and cultural learning supporting their well-being</p> <ul style="list-style-type: none"> • Every school identifies a specific commitment to the implementation of the Truth and Reconciliation Commission <i>Calls to Action</i> • Provide professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students 	<p>Provincial Measures</p> <ul style="list-style-type: none"> • N/A <p>Local Measures</p> <ul style="list-style-type: none"> • Every school identifies a specific commitment to the implementation of the Truth and Reconciliation Commission <i>Calls to Action</i> • Establish professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
<p>Students have multiple pathways to high school completion including those made available through collaborative school-community partnerships</p> <ul style="list-style-type: none"> • High Schools coordinate course offerings to ensure sufficient availability of all core courses throughout the timetable to any Northland student • Expand the Northland Online School to offer Grade 12 • Establish/Enhance partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities (which may include Collegiate school models where feasible) • Strengthen students' access to community programs and services during non-instructional hours • Implement system-wide processes, tools, and practices to improve partnership management • Conduct a feasibility study regarding opportunities to establish Collegiate schools 	<p>Provincial Measures</p> <ul style="list-style-type: none"> • Diploma Examination Participation (Supplemental) • Program of Studies (Supplemental) • 6-Year Transition Rate (Supplemental) <p>Local Measures</p> <ul style="list-style-type: none"> • Coordinated high school course offerings (Common Schedule) • The Northland Online School's high school course offerings are expanded to include Grade 12 • Number of students registered in dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways • Number of HS Credits Earned • Creation of a Partnership Database • Provision of School-Community Liaison Workers to support students to complete high school • Feasibility of establishment of Collegiate schools is determined
<p>The Division-wide student attendance rate remains above 80 percent this year (and targeting 1.5% increase in successive years)</p>	<ul style="list-style-type: none"> • Divisional Annual Attendance rate

Priority 2 - Holistic Learning

In each year of this plan, each child enrolled in a Northland School Division school will demonstrate excellent literacy and numeracy skills as well as a solid foundation in social-emotional skills.

Key Outcomes and Strategies	Key Measures
<p>Students are supported to experience improved achievement and well-being</p> <ul style="list-style-type: none"> ● Establish a division committee to develop a student well-being framework ● Shift to a Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level ● Track, monitor and identify planned actions in schools to support student progress to achieving high school completion ● System-wide implementation of strategies to advance anti-racism, diversity and inclusion ● Continued advancement of assessment practices aligned to K- 12 Assessment and Reporting in NSD ● Enhance system wide support for certificated staff members to create and implement meaningful Individualized Program Plan (IPP) goals, supports and accommodations ● Enhance system and school-based collection and use of student data to monitor achievement and well-being for all students (including when and why to create IPPs) 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ● Student Learning Engagement ● Provincial Achievement Tests - Acceptable and Excellence ● Diploma Examination - Acceptable and Excellence ● FNMI High School Completion Rate ● Work Preparation (Supplemental) ● Drop Out Rate (Supplemental) <p>Local Measures</p> <ul style="list-style-type: none"> ● Establishment of Division committees to support framework development for literacy, numeracy, community engagement, and student wellbeing are established <ul style="list-style-type: none"> ○ Frameworks to include guidance for authentic assessment in each subject area ● MyLexia (Literacy) and Symphony Math (Numeracy) assessments ● LeNs and CC3 Literacy Assessments (Gr. 1-3) ● Numeracy Assessments (Gr. 1-3) ● Number of student IPP goals achieved ● Number of HS Credits Earned ● OurSCHOOL Survey results ● Establishment of administrative procedures guiding student intake to ensure timely assessment of learning needs ● Establishment of course options in summer 2025 for students requiring extra support to succeed

<p>Students achieve excellence in literacy and numeracy</p> <ul style="list-style-type: none"> ● System-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> ○ In year 1, establish a division committee to develop the frameworks ● Implementation of new English Language Arts and Literature curriculum ● Implementation of new Mathematics curriculum 	
<p>Assessment practices consider the whole child's experience in school</p> <ul style="list-style-type: none"> ● Enhance supports for student intake to ensure timely assessment of learning needs ● Offer course options in summer for students requiring extra support to succeed ● As part of the Literacy and Numeracy frameworks, identifying practical guidance for teachers in applying authentic assessment practices relative to the subject areas in question 	

Priority 3 - Excellent People Supporting Students

In each year of this plan, The Northland School Division will attract and retain invested staff members and empowered leaders by ensuring access to a range of lifelong learning opportunities, high quality resources, excellent teacher lodging, and comprehensive remuneration and benefits.

Key Outcomes and Strategies	Key Measures
<p>All staff members are supported to be well so they can in turn support our students effectively</p> <ul style="list-style-type: none"> ● Offer staff members orientation meetings with community ● Training for Education Assistants to build their capacity to support teaching staff ● Build and enhance access to staff supports specific to well-being networks, employee benefits, and actions that enhance staff agency in a culture of well-being 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ● Education Quality ● Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) ● Lifelong Learning (Supplemental) ● School Improvement (Supplemental) ● In-Service Jurisdiction Needs (Supplemental) <p>Local Measures</p> <ul style="list-style-type: none"> ● Establishment of staff/community orientation offerings ● Number of Educational Assistant training opportunities ● Number of staff training opportunities building skills in applying instructional technologies ● Number of TQS, LQS and SLQS certified Leadership Candidates across the division ● Number of TQS, LQS and SLQS holding or pursuing Indigenous Leadership Candidates across the Division ● Number of participants in Division leadership development programs ● Number of recruitment events attended by central office staff ● Establishment of Learning Coach positions supporting all areas of learning ● Staff satisfaction surveys (General, PD, Housing) ● Establishment of and internal leadership development cohort
<p>All staff members of the NSD are invested, empowered and trained to support student and system success</p> <ul style="list-style-type: none"> ● Training all staff to use properly use technologies required to deliver programming ● Communicate Division commitment to support staff members to earn Teaching, Leadership and Superintendent Leadership Quality Standards (TQS, LQS, and SLQS) ● Enhance support specifically for the development of Indigenous school and system leaders ● Develop plan and allocate funding to recruitment and retain staff ● Develop plan to have Division staff attend key career fairs ● Establish Learning Coach positions dedicated to supporting staff in the areas of: <ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Athletics ○ Land-Based Learning ○ Engagement 	

<ul style="list-style-type: none">• Design a continuum of leadership development opportunities focused on aspiring, new and continuing school and central office leaders• Enhance staff housing experience to ensure lodging is welcoming and responsive to staff member need throughout the year	
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Priority 4 - Responsible Resourcing

In each year of this plan, The Northland School Division will maintain the highest standards of equitable access to timely supports and school site infrastructure within a fiscally responsible framework.

Key Outcomes and Strategies	Key Measures
<p>NSD optimizes available financial, human and physical resources to ensure equitable access to timely supports</p> <ul style="list-style-type: none"> • Ensure all decisions are fiscally responsible • Review programs, services and supports to assess effectiveness, efficiency and economy aligned with allocated funding • Strengthen and refine the use of technology and tools to support effective operations and advance teaching practice • Operations and maintenance are aligned with funding, infrastructure stability, and is consistent with environmental obligations 	<p>Provincial Measures</p> <ul style="list-style-type: none"> • Access to Supports and Services • Parental Involvement • Budget-Actual Comparison <p>Local Measures</p> <ul style="list-style-type: none"> • Number of Capital Plan projects completed • Number of Information/Educational Technology projects completed • Audit results • Number of partnerships with external organizations supporting division programming
<p>NSD identifies opportunities to partner with external entities that can offer specialized resources supportive of students' thriving</p> <ul style="list-style-type: none"> • Establish partnerships with community agencies, post-secondary and industry in support of division programming 	

2024-2025 Budget

- The budget has been drafted consistent with the Education Plan and 2024-25 goals.
- Overall revenues and expenses are in line with this year, based on funding formula changes and forecast enrollment. The break-even budget shows a planned shortfall of \$0.3M, which will be funded from operating reserves.
- Finances will be tighter as the provincial stabilization funding is declining. This will remain a risk in future.
- Key assumptions include the recruitment and deployment of additional Education Assistants, maintaining the hot lunch program, transportation for all students, provincial funding for negotiated teacher rate increases, Federal/First Nation tuition rates steady, moderate inflation (benefits and utilities) and minimal impact from local bargaining and insurance.
- Contingencies include enrollment fluctuation, other inflation, carbon tax/fuel costs and changes to key contracts.
- NSD will continue building and technology improvements with a major focus on improvement for resources in the classrooms.

	Final Budget <u>2024-25</u>	Final Budget <u>2023-24</u>	Actual Results <u>2022-23</u>	Final Budget <u>2022-23</u>
Revenues	\$ 57,079,451	\$ 56,448,962	\$ 62,518,330	\$ 57,064,810
Expenses	57,335,392	56,901,094	59,452,020	56,749,770
Surplus (Deficit)	\$ (255,941)	\$ (452,132)	\$ 3,066,310	\$ 315,040
Enrolment	1,737 E	1,683 E	1,694	1,722 E

For more information click on the website link to view the 2023-2024 Annual Budget - <https://www.nsd61.ca/download/453825>.

Capital Plan

This link can be used to review the Northland School Division 2024-2027 Capital Plan. <https://www.nsd61.ca/download/445068>.

Appendix A - 2023-2024 Annual Education Results Report Performance Summary

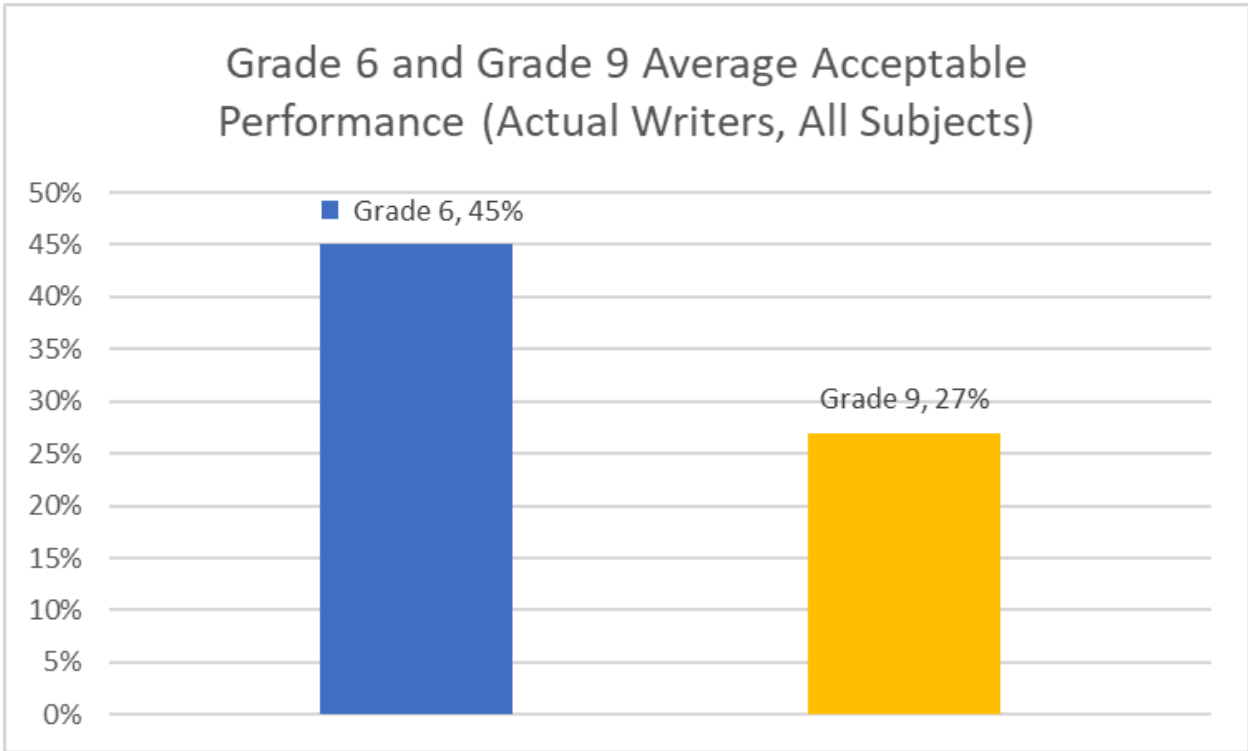
The following information was shared in NSD’s November 2024 Annual Education Results Report. The full report is available online at <https://www.nsd61.ca/download/433238>.

Provincial Achievement Tests (PATs)¹²

The following table show the previous 5 years’ PAT performance data for NSD:

	Northland School Division					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	158	n/a	n/a	242	219	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	15.8	n/a	n/a	17.6	15.8	n/a	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	1.3	n/a	n/a	0.7	1.2	n/a	n/a	n/a	20.8	n/a	n/a	17.7	16.0

In the current year, when students who enrolled but did not write are removed from the calculation, the following results are shown:



¹ To explore the detailed information overall and specific course results for all students in all categories (Overall, FNMI, and ESL), please see [Appendix B](#) below.

² Please note that students at Hillview, Gift Lake and Bishop Routhier schools were exempted from writing the June PATs as a result of the wildfires that disrupted learning at those schools in the spring of 2023.

Comment on Results

- Grade 6 NSD students who were enrolled in and wrote the PATs performed 3 times better than the unadjusted average.
- Grade 9 NSD students who were enrolled in and wrote the PATs performed approximately 2 times better than the unadjusted average.
- A review of the data demonstrates that:
 - NSD students who write the PATs perform best in English Language Arts and have the greatest learning gaps in Mathematics.
 - Greater support is required to address student engagement and subsequent learning gaps in grades 7, 8 and 9 as the difference between the Grade 6 and Grade 9 performance is significant.

Diploma Examination Results (DIPs)³

The following tables show the previous 5 years' DIP performance data for NSD:

	Northland School Division					Measure Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
N	30	n/a	n/a	39	63	n/a	n/a	n/a
Acceptable Standard %	51.9	n/a	n/a	36.1	36.7	Very Low	n/a	n/a
Standard of Excellence %	0.0	n/a	n/a	1.6	0.0	Very Low	n/a	n/a

Comment on Results

- This is the greatest number of diploma writers NSD has produced in the last 5 years.
- More NSD students wrote than did immediately prior to the onset of the COVID-19 pandemic

³ To explore the detailed information overall and specific course results for all students in all Diploma Examinations, please see [Appendix B](#) below

Local Measures: Early Years Literacy & Numeracy Assessments

To assess the level of recent learning disruption, the NSD has supported Grade 2 and 3 students to complete the Castles and Coltheart 3 (CC3), the English Letter Name-Sound (LeNS), and Numeracy assessments.

NSD Early Years Literacy & Numeracy Assessment Results: 2022-2023						
	Total Students Assessed September 2022	Total Students at Risk by September 2022	Total Students at Risk by June 2023	Average Number of Months Behind After Initial Assessment	Average Number of Months Behind After Intervention	Average Number of Months Gained After Intervention
Grade 1 LeNS	N/A	N/A	57	N/A	N/A	N/A
Grade 2 CC3 Overall	76	40	37	9.5	6.4	3.1
Grade 2 Numeracy	77	25	24	10+	7.8	2.2
Grade 2 LeNS	79	50	31	N/A	N/A	N/A
Grade 3 CC3 Overall	87	58	38	16.9	22.7	-5.8
Grade 3 Numeracy	94	28	2	10.7	10+	0.7

Comment on Results

The Grade 3 literacy results indicate the greatest impact of recent learning disruptions for our students. In the coming two years, NSD is planning to implement a comprehensive literacy strategy to support reading and writing excellence at every grade level. The following is a summary of support strategies currently used for students identified as being at risk at each grade level:

- NSD employs a team of literacy and numeracy specialists who serve as pedagogical supervisors to provide regular at-elbow support for classroom teachers. These division-wide supports offer teachers guidance and modeling of promising practices required to address the learning disruptions experienced by students in recent years.
- Classroom teachers have access to adaptive assessment and intervention tools for literacy (MyLexia) and numeracy (Symphony Math). Teachers use these tools to identify individual student learning gaps and to apply targeted instructional interventions regularly.

High School Completion (3, 4 and 5 years)

This measure shows the high school completion rate of students within three, four, and five years of entering Grade 10.

	Northland School Division										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	88	30.8	100	26.2	106	10.0	100	12.6	92	21.1	Very Low	Maintained	Concern
4 Year Completion	90	24.2	87	35.8	103	26.2	106	17.9	90	27.7	Very Low	Maintained	Concern
5 Year Completion	98	17.0	90	25.4	84	44.7	101	31.0	92	17.1	Very Low	Declined Significantly	Concern

Comment On Results

While the overall evaluation of this measure remains a concern, NSD’s increases in high school completion suggest movement toward pre-pandemic levels.

- NSD will continue its critical strategies to support attendance, literacy, and numeracy improvements for all students as well as targeted interventions for students shown to have experienced learning loss since the beginning of the COVID-19 pandemic.
- The attendance of students at the high school level has a significant impact on the overall high school completion level.

NSD’s [Education Assurance Plan \(May, 2022\)](#) identifies Excellence in Learning as its first priority. Outcome 3 in this area is that, NSD will offer, “... multiple, flexible pathways to high school completion.” Some of the strategies NSD use to support High School Completion include:

- Culture, Language and Land-Based Learning opportunities that connect with curriculum. Each school offers cultural activities and involves community Elders and Knowledge Keepers to promote identity, resilience, values and optimism.
- Common High School Timetable
- Add Grade 10 and 11 at The Northland Online School (with the addition of Grade 12 anticipated for the 2024-25 school year).
- Continuation of high school/post-secondary dual-credit courses.
- Division-Wide Professional Learning Time. This approach is being used to build collective staff efficacy across the division.
- Enhanced Community Engagement Efforts.

Citizenship

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

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	807	68.8	733	69.9	604	77.4	873	74.7	874	76.0	Intermediate	Improved	Good
Parent	172	69.8	172	70.4	148	80.6	155	72.8	206	75.5	High	Maintained	Good
Student	543	54.3	489	53.2	378	61.5	596	61.1	558	61.2	Low	Improved	Acceptable
Teacher	92	82.2	72	86.0	78	90.1	122	90.3	110	91.2	Intermediate	Maintained	Acceptable

Comment On Results

- NSD indicates significant improvement in satisfaction over the previous three year average (from 72 to 76%).
- Parent satisfaction is maintained within the acceptable range and students have improved satisfaction.
- Teachers also have improved satisfaction in this measure, the highest result since 2019.
- While the fact that this measure demonstrates overall improvement, it is most encouraging to see significantly improved student satisfaction amid the learning interruptions of the pandemic.

Student Learning Engagement

Student Learning Engagement was added as an provincial Education Assurance Measure during the 2020-2021 school year. This measure shows the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	603	83.5	870	81.3	872	82.3	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	148	90.0	154	81.0	207	85.6	n/a	Improved	n/a
Student	n/a	n/a	n/a	n/a	377	69.0	594	67.4	555	66.6	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	78	91.4	122	95.6	110	94.8	n/a	Maintained	n/a

Comment On Results

- Northland's results are close to the provincial averages for each respondent group.
- Parental satisfaction has increased by 5%.

Local Measure: OurSchool Survey Results

Northland School Division uses The Learning Bar's *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey is available to each school and contributes to the development of local outcomes, strategies and success measures.

This chart provides highlights based on data from 543 Grade 4-6 students in 15 schools that participated in the survey between 25 Oct. 2022 and 16 May. 2023:

Grade 4-6 Students who report they:	2023 NSD (%)	2023 Canadian norm (%)
Believe education will benefit them personally and economically	84	95
Put in effort to succeed	84	92
Were interested and motivated	72	86

This chart provides highlights based on data from 560 Grades 7-12 students in 14 schools that participated in the survey between 31 Oct. 2022 and 18 May. 2023:

Grade 7-12 Students who report they:	2023 NSD (%)	2023 Canadian norm (%)
Believe education will benefit them personally and economically	63	71
Put in effort to succeed	55	71
Were interested and motivated	32	40

Comment on Results

- NSD's [Education Assurance Plan \(May, 2022\)](#) identifies Excellence in Learning as its first priority. The first outcome targeted in that area is that, "...staff will ensure all students feel supported and have a sense of belonging within their schools." Strategies in place to help achieve this outcome include:
 - Application of learning loss interventions in response to disruptions caused by the COVID-19 Pandemic.
 - Flexible division-led teacher support for the implementation of new programs of study (Grades 4-6 ELA and Math, K-3 Science).
 - School Progress Reports (Attendance/monthly) and learning success meetings will be held three times a year.
 - Professional learning on trauma informed practice and supporting students with complexity will be offered to staff.
 - First Nations and Métis Language and culture is woven throughout subject areas and activities.
 - Maintaining school-based activities to support welcoming, caring, respectful and safe learning environments across the division. Examples include:
 - Pink Shirt Day,
 - Anti-Bullying Campaigns,
 - Social-Emotional Learning, etc.

Teaching and Leading

Education Quality

Education Quality shows teacher, parent and student satisfaction with the overall quality of basic education. This year’s results in this measure demonstrate:

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	807	80.3	734	81.0	605	83.2	873	82.3	876	83.6	Low	Improved	Acceptable
Parent	172	74.9	172	79.8	148	85.7	155	78.4	207	82.7	High	Maintained	Good
Student	543	79.2	490	78.6	379	80.0	596	77.4	559	78.7	Very Low	Maintained	Concern
Teacher	92	86.7	72	84.7	78	83.7	122	91.1	110	89.3	Very Low	Maintained	Concern

Comment On Results

- NSD has improved the overall quality of education with a score of nearly 84% satisfaction, 2% higher than the previous 3-year average.
- Parental satisfaction has exceeded both the respondent group and the overall 3-year average.

Local Measure: Teacher Growth, Supervision and Evaluation Procedure

NSD implements [Administrative Procedure 422](#) that specifies the local policy related to teacher growth, supervision and evaluation. This procedure applies to all teachers employed by NSD. The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

This measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. The WCRSLE measure was added as an provincial Education Assurance Measure during the 2020-2021 school year.

There are fewer than 3 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	604	82.1	874	78.6	875	79.0	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	148	83.7	155	75.8	207	79.1	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	378	68.8	597	67.1	558	63.5	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	78	93.7	122	92.8	110	94.4	n/a	Maintained	n/a

Comment On Results

- The student satisfaction with this measure is the lowest among respondents for the third year in a row. While this is consistent with the provincial response pattern, this is an item administration will be reviewing.
- To support Excellence in Leadership, NSD's [Education Assurance Plan \(May, 2022\)](#), Outcome 2 targets developing division and school leadership promoting a welcoming learning and working environment and that fosters a sense of belonging and pride. Strategies in place to help achieve this include:
 - Professional learning for staff on First Nations, Métis and Inuit educational issues to foster intercultural understanding, empathy, and mutual respect for the Call to Actions for Education (Specifically *Calls to Action* 6-12 and 62-65 focused on Education and Education for Reconciliation).
 - Professional learning for staff around trauma-informed teaching practices,
 - Developing more Mental Health team capacity across the division,
 - We will conduct our local OurSchool survey twice this year to shorten the period between intervention and impact assessment, and
 - Implementation of a new administrative procedure to support the implementation of Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments. The procedure, titled *Learning Environments that Respect Diverse Sexual Orientations, Gender Identities, and Gender Expression* guides school administration in the best practices to support all students to feel a sense of belonging at school.

Access to Supports and Services

Access to Supports and Services shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This measure was added as a provincial Education Assurance Measure in 2020-2021.

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	602	77.8	870	78.6	871	78.7	n/a	Improved	n/a
Parent	n/a	n/a	n/a	n/a	147	83.4	155	72.9	207	79.1	n/a	Improved	n/a
Student	n/a	n/a	n/a	n/a	378	72.9	593	71.7	554	70.3	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	77	77.2	122	85.1	110	86.6	n/a	Maintained	n/a

Comment On Results

- This year’s overall satisfaction with access to supports and services is 2% higher than the previous 3-year average.
- NSD has always offered a continuum of supports and services ranging from universal to individual. Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universal supports are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom. In addition to these supports and services, more targeted interventions for students include:
 - Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists.
 - A Cross-Functional Team for student and staff support. Working as a team, centrally-dispatched professionals can be available to students or staff members in person and remotely to help students across the division be successful in their learning. These team members include:
 - A Supervisor of Student Services to help manage any students whose needs require enhanced programming, and
 - Pedagogical Supervisors to support teaching staff members applying differentiated and technology-supported instructional strategies.

Additional supports include:

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada support for breakfast and snack programs in 8 schools, with a plan to expand across the entire division.

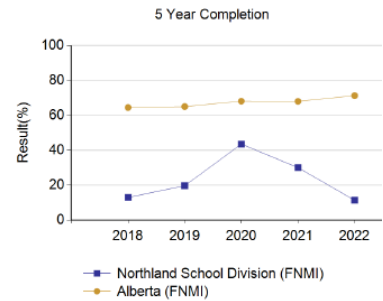
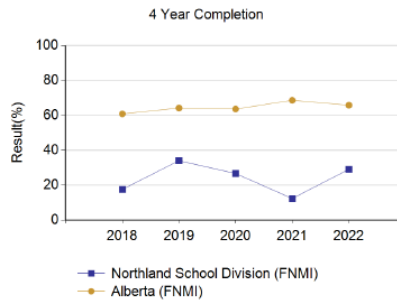
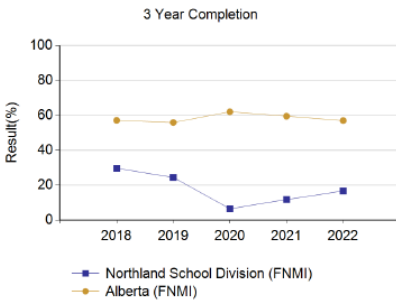
School bus transportation is available for all students to and from school, regardless of the distance they live from the school.

First Nations, Métis and Inuit Student Success

All school authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

The graphs below illustrate the FNMI student high school completion rates within 3, 4 and 5 years of entering grade 10:



Comment on Results:

The NSD implements the following processes and strategies to meet its responsibilities to improve education outcomes for First Nations, Métis and Inuit students:

- Increased community engagement work:
 - Cree culture and language meetings were held to build community mentors. Six monthly meetings were held between January and June 2023. Participants included fifteen Elders, Knowledge Keepers and cultural advisors were invited to share ways of knowing, being and doing for 2 hours an evening once a month. During these meetings:
 - Cree values and beliefs were modeled to provide spiritual guidance
 - Listening and talking circles on how to preserve and prevent language loss, increasing ways of knowing to support students, parents and staff professional development learning for culture, language and traditions.
 - Discussions captured the “where do we want to go” with revitalizing and preserving culture and language and “how we get there” with the help of local involvement and protocols on culture, linguistics of language, traditions on the land and the learning resources for the division, schools and classrooms.
 - Métis Professional Learning for instructors and their Elders at Metis Crossing.
 - Métis Settlements Elders, Knowledge Keepers, cultural presenters and language instructors were very satisfied.
 - Participants were inspired with the land as teacher and recommended working together on reawakening, revitalizing and reclaiming Métis identity, pride, culture, language and land-based traditions.
- Alberta Education Research Partnership Project:
 - NSD participated as a research partner with MacEwan University in an Alberta Education-funded project titled *Engaging Family, Community and School Members as Partners in Education in the Northland School Division*.
 - The purpose of the research partnership is to explore how family and community member engagement in education may contribute to
 - improving student achievement and outcomes related to literacy, numeracy, Indigenous language, and cultural education, and
 - enhancing curriculum and pedagogy in a way that aligns with the TRC Calls to Action as well as Indigenous ways of knowing, doing, and being.

Local Measures: OurSchool Survey Results

NSD uses The Learning Bar's *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures.

This chart provides highlights based on data from 543 Grade 4-6 students in 15 schools that participated in the survey between 25 Oct. 2022 and 16 May 2023:

Grade 4-6 Students who report they:	2023 NSD (%)	2023 Canadian norm (%)
Experience bullying	41	28
Feel supported	69	64
Appreciate their teachers	77	83

This chart provides highlights based on data from 560 Grades 7-12 students in 14 schools that participated in the survey between 31 Oct. 2022 and 18 May 2023:

Grade 7-12 Students who report they:	2023 NSD (%)	2023 Canadian norm (%)
Experience bullying	24	19
Feel supported	29	29
Appreciate their teachers	62	65

Comment On Results

- The elementary student results align with the information from the provincial WCRSLE results for students.
- NSD seeks to improve student satisfaction with this measure. To support Excellence in Leadership, and in alignment with NSD's [Education Assurance Plan \(May, 2022\)](#), the division's Student Services department has developed a strategic plan that includes training for NSD staff to better identify and respond to student needs to be welcome, cared for, respected and safe. Highlights of the plan include:
 - Developing more Mental Health team capacity through the Mental Health Capacity Building grant, and
 - Implementation of a new administrative procedure to support the implementation of Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments. The new procedure, titled Learning Environments that Respect Diverse Sexual Orientations, Gender Identities, and Gender Expression guides school administration in the best practices to support all students to feel a sense of belonging at school.

Governance

Parental Involvement

Parental Involvement is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	261	74.2	239	69.8	223	75.7	275	74.0	312	80.5	High	Improved Significantly	Good
Parent	169	72.1	167	67.7	146	80.1	154	70.3	202	78.4	Very High	Improved Significantly	Excellent
Teacher	92	76.4	72	72.0	77	71.3	121	77.7	110	82.7	Low	Improved	Acceptable

Comment On Results

- Overall satisfaction with parental involvement is 9% higher than the previous 3-year average.

The number of parents filling out the survey increased by 37 parents from the previous year. The number of parental responses in the year previous was 52 and at that time, satisfaction was at an all time high. Efforts will be made to maintain this high result as NSD works regularly to engage with the families of its students.