

WILD ROSE SCHOOL DIVISION
ANNUAL EDUCATION RESULTS REPORT
2019 – 2020



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2019-20 School Demographics & Local Context

Wild Rose School Division serves the communities of Rocky Mountain House, Drayton Valley, Caroline, Leslieville, Condor, Breton and Nordegg. In 2019-20 we had 19 schools that served approximately 4,654 students across 6700 square kilometers. Wild Rose School Division employed approximately 540 full time and part time staff members, including teachers, support staff, maintenance staff and IT specialists. In addition, we employed another 115 casual employees.

School Name	Grade Configuration	Number of Students
Aurora Elementary School	Grades K-4	348 Students
Breton Elementary School	Grades K-6	188 Students
Breton High School	Grades 7-12	144 Students
Caroline School	Grades K-12	344 Students
Condor Elementary School	Grades K-7	164 Students
David Thompson High School	Grades 8-12	177 Students
Drayton Christian School	Grades K-9	162 Students
Drayton Valley Community Outreach School	Grades 9-12	103 Students
École Rocky Elementary	Grades K-5	279 Students
Eldorado Elementary School	Grades K-4	276 Students
Frank Maddock High School	Grades 9-12	505 Students
HW Pickup School	Grades 5-8	523 Students
Kootenay School	Grades 6-12	5 Students
Leslieville Elementary School	Grades K-7	127 Students
Locheam Elementary School	Grades K-5	322 Students
Pioneer Middle School	Grades 6-8	328 Students
Rocky Christian School	Grades K-9	129 Students
Visions West Outreach School	Grades 9-12	89 Students
West Central High School	Grades 9-12	441 Students
TOTAL		4654 Students



Foundation Statements

Motto

To improve the life chances of ALL students

Mission

To create powerful learning environments that inspire individual growth in learning and support the well-being of all students and staff

Vision

All students will have dignity, purpose, and hope throughout and upon completion of their education with Wild Rose School Division

Values

Continuous Improvement: Commitment to growth

Innovation: Design creative learning environments

Empathy: Compassionate support regarding individual circumstances

Integrity: Act with honesty, fairness and respect

Priorities

Learning

- Create powerful learning environments based on research and the Teaching Quality Standard
- Foundational focus on Literacy and Numeracy
- Provide individualized, timely, data-informed support for student needs
- Support the infusion of First Nations, Métis and Inuit foundational knowledge into classroom instruction and school culture
- Support implementation of new curriculum

Leading

- Empower students and staff to take on leadership roles
- Provide support for school leaders based on research and the Leadership Quality Standard
- Plan and support student transition to post-secondary and the world of work

Well-being

- Promote student and staff wellness
- Develop a culture that respects diversity and belonging
- Encourage healthy minds and bodies

2019-20 Results & Actions

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Wild Rose School Division			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	86.3	87.2	87.2	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	75.1	76.1	74.8	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	88.3	88.0	88.1	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	3.4	3.8	3.4	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	78.8	75.3	78.0	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	71.4	71.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	15.1	14.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	75.8	79.1	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	14.6	14.2	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	44.0	43.0	43.8	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	63.8	59.8	58.2	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.8	48.9	46.3	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	79.7	77.7	77.1	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	79.3	79.4	79.1	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	79.3	78.1	80.0	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	78.3	77.5	76.7	81.5	81.0	80.9	High	Improved	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 1325 The Wild Rose School Division (FNMI)

Measure Category	Measure	Wild Rose School Division (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
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.2	5.6	6.0	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	60.4	65.9	65.3	55.8	56.6	54.5	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.2	50.9	50.8	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	7.0	3.4	5.6	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.5	78.2	77.3	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	4.3	11.9	10.4	11.4	11.0	10.6	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	25.6	32.9	29.2	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	54.3	43.6	46.7	39.1	37.1	35.7	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.7	37.0	31.2	35.0	34.2	33.0	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

- 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
 4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 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, Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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Domain: Student Growth & Achievement

PAT Acceptable/Excellence: The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests

- Due to COVID-19 the PAT exams were not written in 2019-20. Data from past writings indicates that our results are "Intermediate" and "Maintained" at both the Acceptable and Excellence levels.

PAT	2019-20		2018-19		Pervious 3-year Avg	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
WRSD	n/a	n/a	71.4	15.1	71.5	14.9
Province	n/a	n/a	73.8	20.6	73.6	20.0

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our PAT results over time:
 - A group of curriculum champions (one from each elementary school) was formed and met once during the 2019-20 school year. This group helped to inform curriculum plans, worked on the incorporation of First Nations, Métis and Inuit resources and foundational knowledge, and helped with reviewing resources.
 - Our numeracy champion group met once in the 2019-20 school year to refine and complete the numeracy framework with a focus on increasing number sense through the development of quantitative and spatial reasoning.
 - Provision of direct support to teachers regarding literacy and numeracy intervention and universal programming by providing classroom support, professional development sessions and literacy kits. This work is ongoing with the Literacy and Numeracy champion leads at each school. Our Learning Services coordinator worked at each site to develop Literacy and Numeracy plans, classroom visits, and made sure the correct resources were in place. The refined use of guided reading and leveled literacy intervention took place at all schools. We leveraged CARC to do one on one classroom support visits and professional development days in the area of numeracy to help build number sense strategies. We added the Mathology resource in English and French to four schools to support the growth in supporting numeracy. A week of classroom based and Professional learning days at the end of January with Geri Lorway, an Alberta based numeracy consultant, supported teachers with demos, ideas and direction in numeracy development.
 - Expanded focus on writing supports through a writing community of practice and units of study writing resource. The writing cohort met three times in 2019-20 to expand conversations, professional development and a focus on writing in our elementary and middle school classrooms. Through a partnership with Rocky View, our staff visited schools in Airdrie to see writing instruction in action and the literacy leads from Rocky View came to Wild Rose for two days to support teachers to implement the Up the Ladder and Units of Study in writing in their own classrooms.
 - Developed a community of practice with the various early learning programs in our communities to promote best practice around play-based learning. Grade 1 teachers joined the Kindergarten cohort to look at transitions, data and play based practices and assessment across K-1. A lens of universal design for learning helped to look at support for all students.

Diploma Exam Acceptable/Excellence: Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.

- Due to COVID-19, only the first semester Diploma exams were written. Diploma exams were not written semester two and as such the data for the year is limited. For example, we had no students writing the Physics 30 exam in 2020 since it was not offered in semester one at any of our high schools. Data from past Diploma exam writings indicates that our results "Intermediate" and "Maintained" at the Acceptable standard and "Low" and "Declining" at the Excellence standard.

Diploma	2019-20		2018-19		Pervious 3-year Avg	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
WRSD	n/a	n/a	75.8	14.6	79.1	14.2
Province	n/a	n/a	83.6	24.0	83.4	23.5

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our Diploma results over time:
 - Continued to analyze and learn from past Diploma results. Use of differential data to show hot-spot questions and gaps in the curriculum across high schools.
 - Support for high school literacy strategy implementation. High schools used a variety of approaches to meet student needs including literacy intervention classes and small group support to target very specific student gaps.
 - Use of universal and targeted accommodations. Reading and math strategy courses through the flex block and option time utilizing the Learning Strategies, Competencies in Math and Reading Locally Developed courses were used to help students develop core literacy and numeracy skills at the high school level. This skill development helped support literacy and numeracy in other subject areas as well.
 - In 2019-20 our senior leadership team and school administrators focused on defining the characteristics of powerful learning environments and the use of instructional leadership strategies to help create powerful learning environments in all our classrooms. This work will continue in the 2020-21 school year and is a key strategy for improving our Diploma exam results on the future.

High School Completion: High school completion rate of students within three and five years of entering Grade 10.

- Our high school completion rate has been consistently ranked as "High" and "Maintained" over the past several years.

High School Completion (3 yr)	2018/19	Previous 3-year Average
WRSD	78.8	78.0
Province	79.7	78.4

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our high school completion results over time:
 - Continued development of our newly added high school career counselors to support and transition our high school students from school into post-secondary studies and the world of work. This group met during the 2019-20 school year and communicates through a google group. Lesson resources, post-secondary contacts and scholarship information was shared at these meetings. Career fair

visits and post-secondary tours were promoted at our high schools. One on one meetings with high school students to plan transition, next steps and course sequence to support their future goals occurred at each school. They also provided support to our CALM teachers and Teacher Advisory programs in helping students use the MyBlue Print application.

- Increased monitoring, earlier identification and interventions for students struggling with absenteeism. Our truancy officer was notified of students struggling with absenteeism and quickly connected with these families.
- Tracking of the “post-secondary transition rates” of our coded students to improve our career counseling for students with codes. Of our 410 grade 12 graduates in 2020, 41 students had exceptional needs codes. 11 of these students had severe needs codes with 7 receiving full diplomas, 3 receiving a Certificate of Achievement and 1 receiving a Certificate of Completion. The other 30 students had mild/moderate needs codes with 24 receiving a full diploma, 5 receiving a Certificate of Achievement and 1 receiving a Certificate of Completion
- Collaboration with Careers: The Next Generation and industry to increase the number of Registered Apprenticeship Program (RAP) students in our high schools. Students attended the Careers Next Gen career fair in Red Deer. RAP placements increased but remain hard to find in the current economic downturn.

Citizenship: Teacher, parent and student agreement that students model the characteristics of active citizenship.

- Our citizenship results from the annual Accountability Pillar survey have been consistently ranked as “High” and “Maintained” over the past several years.

Citizenship	2019/20	Previous 3-year Average
WRSD	79.3	79.1
Province	83.3	83.2

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our citizenship results over time:
 - We empowered students and staff to take on leadership roles through participation in WeDay, student councils and advisory teams in our schools.
 - Our schools supported various student clubs that help our students feel connected to school including GSA’s, Kindness clubs and Leadership groups.
 - Extracurricular programs were very strong throughout our schools in athletics, music and robotics.
 - Our Mental Health Capacity Project organized a mentorship program between identified students and volunteer grandparents. This included monthly meetings at the school, letters, crafts, etc. There were mutual benefits to both the grandparent and the student.
 - Some of our schools offered mentorship programs that connected students to adults related to career interests as well as peer mentorships that connected younger students to older students for academic mentoring.

Domain: Teaching & Leading

Education Quality: Teacher, parent and student satisfaction with the overall quality of basic education.

- Our education quality results from the annual Accountability Pillar survey have been consistently ranked as “High” and “Maintained” over the past several years.

Education Quality	2019/20	Previous 3-year Average
WRSD	88.3	88.1
Province	90.3	90.1

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our education quality results over time:
 - We improved the strategic planning process used by the senior leadership team to help focus our tasks and energies on high yielding strategies that will provide the best possible support for our schools in the areas of learning, wellness and leadership development. The SLT met weekly to discuss how we can grow and support our school administrators in the areas of learning, wellness and leadership.
 - Members of the division office senior leadership team met monthly with each individual school administrative team to provide support in developing powerful learning environments at their school. We addressed several topics during these instructional leadership (IL) visits based on needs and current issues. Discussion of the school’s inquiry question for the year and provision of support were part of every IL visit.
 - We developed understanding and skills regarding the new Teacher Quality Standard and Leadership Quality Standard with our school administrators. This was done primarily through the development of our Powerful Learning Environment (PLE) model which was based on these standards and whose goal is to ensure all our students and staff are experiencing a powerful learning environment in their schools. We believe that the two most important characteristics of a powerful learning environment are student learning and wellness. Learning includes a focus on connected outcomes, balanced assessment, personalized learning and purposeful instruction. Wellness includes a focus on personal well-being, school culture and relationships.
 - All teachers and school administrators submitted an annual professional growth plan that was reviewed with their direct supervisor.
 - Teachers that were new to our division or who were eligible for their permanent teaching certificate were taken through a summative evaluation process.
 - School administrators that were new to their administrative position or were due for a new admin contract were also taken through a summative evaluation process.
 - In 2019-20 we reduced the average class size across the division.
 - In 2019-20 we adjusted staffing levels in Division office, combining and reassigning role descriptions to create efficiencies.
 - Our Learning Services department provided teachers with weekly instructional support based on building powerful learning environments when our teachers and students were all working and learning from home due to COVID-19. Chromebooks were provided to all students and families that needed them for them to connect online with our teachers and educational assistants.

Domain: Learning Supports

Safe & Caring: Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

- Our Safe and Caring results from the annual Accountability Pillar survey have been consistently ranked as “High” and “Maintained” over the past several years.

Safe & Caring	2019/20	Previous 3-year Average
WRSD	86.3	87.2
Province	89.4	89.2

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our safe and caring results over time:
 - Support for staff and student clubs based on WRSD Policy 20 - Welcoming, Caring, Respectful and Safe Learning and Working Environments. This included various clubs at our schools that help our students feel connected to school including GSA's, Kindness clubs and Leadership groups.
 - Ensured that our complex learners and diverse students had a community they belong to using a life skills program in a congregated setting.

Student Inclusion: Helping students feel like they belong and are supported to be successful in their learning. Ensuring that appropriate supports and services for students are available and can be accessed in a timely manner. Programs, services and strategies are used to ensure that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

- The following strategies were implemented during the 2019-20 school year for the purpose of promoting student inclusion:
 - Developed division-wide expectations and assistance to schools regarding their monthly Collaborative Response Model (CRM) and Program Planning Team (PPT) meetings for the purpose of personalizing student learning and providing appropriate supports for all students. Schools developed a deeper understanding of what students need and how to leverage the resources and expertise in their schools resulting in better understanding and implementation of universal and targeted strategies as a standard operating procedure. This included the creation of a menu of interventions for CRM and PPT meetings and a consistent understanding of what students need to be successful.
 - Used our WRAP Around team meeting process to increase student completion. The WRAP Around Support Team offered support from both the community and school division. The WRAP team collaborates on a solution focused plan that targets school programming as well as connecting the student and or family to community support. The WRAP team consisted of the school administrator, Student Support Facilitator, Family Wellness Worker, classroom teacher, Director of Student Services, Coordinator of Student Services, RCMP, Mental Health, Family Services or other community agencies as needed (Addictions, Sexual Assault Center, Probations etc.). We had nine WRAPs in 2019-20. All nine students completed the school year.
 - After our students and staff were sent home to work and learn, our educational assistants continued to provide online support to their students.

First Nations, Métis and Inuit student success: Closing the academic and wellness gap and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

- Our student learning achievement results for our First Nations, Métis and Inuit students have been consistently ranked as "Low" or "Very Low" and "Maintained" over the past several years. Our Diploma results at the Excellence standard have been ranked as "Declined".

PAT	2019-20		2018-19		Pervious 3-year Avg	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
WRSD	n/a	n/a	48.2	7.0	50.8	5.6
Province	n/a	n/a	54.0	7.4	51.9	6.5

Diploma	2019-20		2018-19		Pervious 3-year Avg	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
WRSD	n/a	n/a	75.5	4.3	77.3	10.4
Province	n/a	n/a	77.2	11.4	76.7	10.6

High School Completion (3 yr)	2018/19	Previous 3-year Average
WRSD	60.4	65.3
Province	55.8	54.5

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing First Nations, Métis and Inuit student success over time:
 - Promoted professional development sessions for teachers, school leaders and system leaders related to foundational knowledge about First Nations, Métis and Inuit culture as indicated in the Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard. School based sessions were held to meet the individual needs of individual staffs. Weekly snippets of foundational knowledge were shared with all staff to grow and digest in smaller chunks. We added more First Nations, Métis and Inuit Literature to schools. Developed lessons with new literature and assessment practices that recognize different ways of representing and knowing for the outcomes that incorporate First Nations, Métis and Inuit content, through a partnership with Elk Island Public and Edmonton Public Schools.
 - Increased cultural sensitivity and reduced racism by providing opportunities for staff to infuse cultural learnings in their instructional practices that help students learn about First Nations, Métis and Inuit perspectives, experiences, treaties, history and the legacy of residential schools i.e., gathering resources, helping teachers use the resources, blanket exercise and promotion of cultural camps. Celebrated Orange Shirt Day and National Indigenous Peoples Day. Students attended culture camps at Ta'Otha school. The cultural camps at Rocky Mountain House National Historic Site were cancelled due to COVID-19.
 - Encouraged and assisted schools in their awareness and analysis of significant data specific to their First Nations, Métis and Inuit students i.e., literacy, numeracy, attendance, referrals and accountability pillar results.
 - Our schools' collaborative response model was used to address learning outcomes for First Nations, Métis and Inuit students.

- Encouraged students to self-identify so that our First Nations, Métis and Inuit data is as accurate as possible. Registration forms were aligned across schools with the appropriate wording and opportunity for self-identification.
- High School Career Counselors identified and promoted scholarships and bursaries specific to First Nations, Métis and Inuit students. A special category was added to the scholarship list and increased access to Metis awards was shared this year.
- Established relationships with Ta'Otha school in our region to provide cross-cultural opportunities for students and share professional development resources.

Student & Staff Wellness: Staff wellness must be addressed in order to maximize student wellness.

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing staff wellness:
 - Promotion of the Employee Family Assistance Program through administrator meetings and our “Weekly Update” to all staff.
 - Our Division Wellness Committee met three times in 2019-20 to build a strong foundation for a healthy WRSD, build staff capacity in terms of wellness and build community partnerships. This committee consisted of a principal, educational assistant, teacher, family wellness worker, Alberta Health Services representative, admin specialist, mental health capacity project leader, Director of Wellness and two trustees.
 - Based on data collected by the Wellness Committee, a key strategy for 2019-20 was to help our school leaders learn to model wellness strategies to their staff. We believe that a healthy leader will lead to a healthy staff which will lead to healthy students. This included the superintendent of schools sharing his personal wellness strategies (successes and failures) at the September administrators meeting. The school administrators also worked together through a book study called “Workplace Wellness That Works” by Laura Putnum. Our goal was student wellness, through the strategy of staff wellness.
 - Each school was allocated \$1000 to spend on staff wellness activities.
 - We hosted 104 group and individual Family Oriented Programming sessions to support early learning family strategies. These sessions for parents provided them with education on developmental milestones in fine motor, gross motor, social / emotional and speech language development. They also provided education regarding nutrition, positive behaviour supports and the importance of connection.
 - Due to COVID-19 and our students and staff being sent home to work and learn:
 - Our school nutrition funding was diverted to family food hampers.
 - Our Mental Health Capacity Project (Aim for Success) provided services online to students, staff, families and the community.
 - Our family wellness workers continued to provide support to students, staff and families.

Domain: Governance

Parental Involvement: Teacher and parent satisfaction with parental involvement in decisions about their child's education.

- Our parental involvement results from the annual Accountability Pillar survey have been consistently ranked as “High” and “Maintained” over the past several years.

Parental Involvement	2019/20	Previous 3-year Average
WRSD	79.3	80.0
Province	81.8	81.2

- The following strategies were implemented during the 2019-20 school year for the purpose of increasing our parental involvement results over time:
 - Our schools have active school councils that meet regularly with school administration to provide input and feedback on school plans, programming and budget.
 - Our schools and Division maintain active website pages and social media accounts to provide and receive input from students and parents.
 - Our trustees hosted two umbrella school council meetings (November 5 and March 5) during the year where representatives from each school council meet with our trustees and division senior executive. Topics discussed included: WRSD foundation statements, choice in education, school utilization rates, capital planning, budgets, vaping, transportation for extracurricular activities, vandalism, spelling at middle school and use of Chromebooks.
 - The Division hosted community literacy and numeracy events that promote literacy and numeracy for lifelong learning in all aspects of daily living i.e. family reading nights and free books at Christmas.
 - In collaboration with community groups, celebrations of Family Literacy week were held and promoted. The Christmas book this year was a dual language English/Cree or French/Cree book.

Collaboration with other school authorities, municipalities and community agencies:

- The following strategies were implemented during the 2019-20 school year for the purpose of collaborating with Alberta Education, neighbouring school authorities and municipalities:
 - We requested and were approved for planning funds to hold a Regional Planning/Value Management study for our Drayton Valley Schools. The session began in February and involved several stakeholders (community members, parent reps, trustees, cost consultants, architects, school administrators and executive leadership). This planning study helped us put forward the best solution in our capital plan submission regarding the future of the schools in Drayton Valley.
 - We worked closely with Alberta Education and Alberta Infrastructure regarding our plans to close David Thompson High School while at the same time building new replacement schools in Leslieville and Condor to improve our facilities and increase our utilization rates. On November 1, 2019 the Alberta Government approved this project.
 - Our Board of Trustees and superintendent met with the trustees and superintendent from Red Deer Catholic School Division to discuss: our bussing agreement, school year calendar development, shared services at the confluence campus and other issues of mutual interest and concern.

- On January 21, 2020 our Board of Trustees and superintendent met with together with the administration and elected officials of Brazeau County, the Town of Drayton Valley and Village of Breton to discuss our capital plans in these regions, our school resource officer program, our family wellness worker program, choice in public education, before and after school care, joint use planning, common goals and other issues of mutual interest and concern.
- Our March 24, 2020 meeting with the administration and elected officials of Clearwater County, the Town of Rocky Mountain House and Village of Caroline was cancelled due to the COVID-19 pandemic.

Stakeholder Engagement: Stakeholders were engaged to develop priorities and share progress and results.

- The following strategies were implemented during the 2019-20 school year for the purpose of engaging our stakeholders:
 - Employee group liaison meetings with trustees and division administration were held to discuss concerns and provide input. This included: Teacher Board Advisory Committee, CAAMSE Liaison Committee and IUOE Liaison Committee meetings. The Division's foundation statements were discussed with the opportunity to provide input.
 - We implemented our new Health & Safety Committee for the Division along with Health & Safety Liaisons at each school site.
 - Trustees attend the regular school council meetings for their assigned schools.
 - Our trustees hosted two umbrella school council meetings (November 5 and March 5) during the year where representatives from each school council meet with our trustees and division senior executive. Topics discussed included: WRSD foundation statements, choice in education, school utilization rates, capital planning, budgets, vaping, transportation for extracurricular activities, vandalism, spelling at middle school and use of Chromebooks.

Summary of Financial Results

2019-2020 Financial Summary

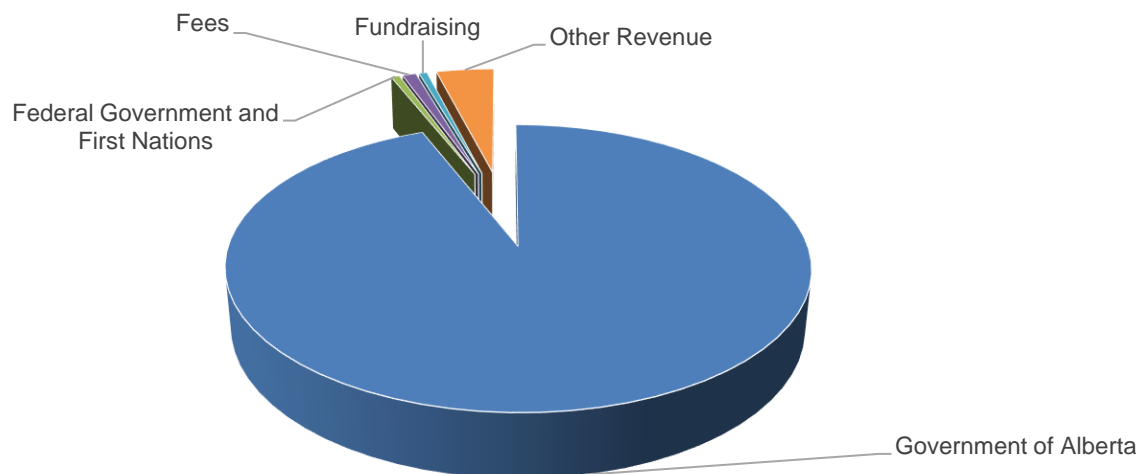
The 2019-20 Audited Financial Statements were approved by the Board in November 2020. The Board ended the year with a \$1.3 million deficit. This was primarily due to the provincial government reducing grant payments to school boards due to the health pandemic. However, focusing funds on instructional programs and in the classroom remained the boards priority. As a result, even with the reduction in funding, the board made the decision to keep all staff employed during the health pandemic, including Educational Assistants and other support staff.

The following tables provide a brief summary of the Division's financial results versus budget:

	2019-20 Budget	2019-20 Actual	Variance from Budget (\$)
Revenue	57,455,088	56,517,805	(937,283)
Expenses	59,015,083	57,812,253	(1,202,830)
Surplus (Deficit)	(1,559,995)	(1,294,448)	

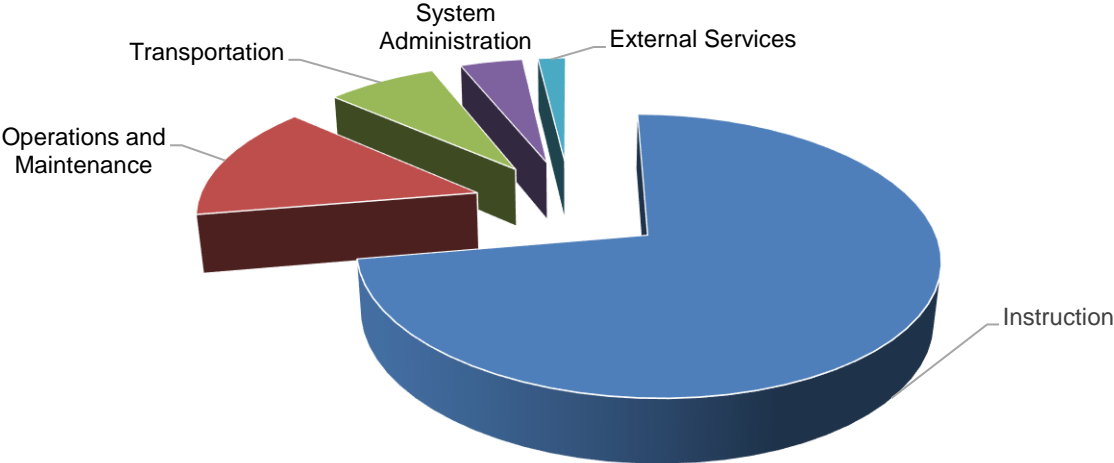
Revenue by Source				
	2019-20 Budget	2019-20 Actual	Variance from Budget (\$)	Variance from Budget (%)
Government of Alberta	54,982,924	53,109,551	(1,873,373)	-3.4%
Federal Government and First Nations	173,675	332,416	158,741	91.4%
Fees	855,184	529,991	(325,193)	-38.0%
Fundraising	558,000	312,464	(245,536)	-44.0%
Other Revenue	885,305	2,233,383	1,348,078	152.3%
Total	57,455,088	56,517,805	(937,283)	-1.6%

Revenue by Source (2019-2020 Actual):



Expenses By Program				
	2019-20 Budget	2019-20 Actual	Variance from Budget (\$)	Variance from Budget (%)
Instruction	42,077,286	41,814,898	(262,388)	-0.6%
Operations and Maintenance	8,461,661	8,138,800	(322,861)	-3.8%
Transportation	4,885,442	4,318,032	(567,410)	-11.6%
System Administration	2,553,695	2,458,744	(94,951)	-3.7%
External services	1,036,999	1,081,779	44,780	4.3%
Total	59,015,083	57,812,253	(1,202,830)	-2.0%

Expense by Program (2019-2020 Actual):



For more information, please contact Ama Urbinsky at 403-845-3376 or ama.urbinsky@wrsd.ca

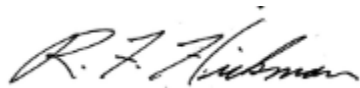
Links:

- [WRSD Audited Financial Statements](#)
- [Provincial roll up of AFS information](#)

Accountability Statement

The Annual Education Results Report for Wild Rose School Division for the 2019/2020 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2019/2020 was approved by the Board on November 24, 2020.



Russ Hickman Board Chair

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Wild Rose School Division did not have any disclosures this year, therefore, there is nothing to report.