



Wild Rose School Division 2020-21 Annual Education Results Report



Message from the Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the Wild Rose School Division 2020-21 Annual Education Results Report.

Wild Rose School Division is honoured to serve the students and families throughout our geographic region. Our schools play an important role within each of our communities and we value the partnership between our communities, families and schools.

This was never more evident than in the past school year, when educators, community and families came together in response to the global pandemic. In partnership together, we responded and continued to provide quality teaching and learning opportunities for our students, both in-person and at-home, during a very challenging year.

This year's Annual Education Results Report provides a broad overview of our school division as well as a summary of the work completed in the Division during the 2020-2021 school year. We are proud to share these results as we continue to move forward in our mission to create powerful learning environments and our vision for all students to experience dignity, purpose, and hope throughout their education in Wild Rose School Division.

A handwritten signature in black ink, appearing to read "Daryl Scott". The signature is stylized and cursive.

Daryl Scott
Board Chair

Introduction

As part of the Wild Rose School Division's continuous improvement cycle, this Annual Education Results Report presents the Division's results for the 2020-21 school year. It shows how the Division advanced its priorities and education plans, as well as priorities set by the province. It is a key document for providing public assurance.

This report analyzes both provincially and locally collected data for the purpose of developing insights, drawing conclusions and determining next steps. These results are used to report on our performance and to determine where improvements are needed in each of the following four domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance

Evidence-based decision making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources in the future.

Accountability Statement

The Annual Education Results Report for Wild Rose School Division for the 2020/2021 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 2020/2021 was approved by the Board on November 23, 2021.

Daryl Scott
Board Chair

Who We Are

Wild Rose School Division serves the towns, villages and rural communities of Rocky Mountain House, Drayton Valley, Caroline, Leslieville, Condor, Breton and Nordegg. In 2020-21 we operated 18 schools serving 4,427 students across 6700 square kilometers. Wild Rose School Division employed 520 full time and part time staff members, including teachers, support staff, maintenance staff, administrative staff, wellness specialists and IT specialists. In addition, we employed another 108 casual employees.

The Board is composed of six elected Trustees whose efforts are focused on establishing Division policies that provide direction for administration and guide our efforts in providing powerful learning environments for all our students and staff.

The Wild Rose School Division Board of Trustees in 2020-21 were:

- Russ Hickman - Ward One & Board Chair
- Daryl Scott - Ward One
- Mae Tryon - Ward Two
- Gary Thompson - Ward Three
- Julie Andrew - Ward Four & Vice-Chair
- Heidi Hetherington - Ward Five

The Wild Rose School Division Board of Trustees as of October 26, 2021 are:

- Daryl Scott - Ward One & Board Chair
- Charlene Bearhead - Ward One
- Mae Tryon - Ward Two
- Penni Loughheed - Ward Three
- Jackie Janes - Ward Four
- Heidi Hetherington - Ward Five & Vice Chair

WRSD Schools in 2020-21

School Name	Grade Configuration	Number of Students
Aurora Elementary School	Grades K-4	355 Students
Breton Elementary School	Grades K-6	161 Students
Breton High School	Grades 7-12	150 Students
Caroline School	Grades K-12	332 Students
Condor Elementary School	Grades K-6	245 Students
David Thompson High School	Grades 7-12	221 Students
Drayton Christian School	Grades K-9	168 Students
Drayton Valley Community Outreach School	Grades 9-12	107 Students
École Rocky Elementary	Grades K-5	245 Students
Evergreen Elementary School	Grades K-4	225 Students
Frank Maddock High School	Grades 9-12	493 Students
HW Pickup School	Grades 5-8	464 Students
Kootenay School	Grades 6-12	3 Students
Lochearn Elementary School	Grades K-5	298 Students
Pioneer Middle School	Grades 6-8	311 Students
Rocky Christian School	Grades K-9	120 Students
Visions West Outreach School	Grades 9-12	106 Students
West Central High School	Grades 9-12	423 Students
TOTAL		4427 Students

Approximately 450 of these students were in our At Home Learning program at some point during the 2020-2021 school year. Our [At-Home Learning \(AHL\) program](#) was made available to students and families with pre-existing health concerns related to the COVID-19 pandemic. There were three entry/re-entry points through the school year in November, February, and March. Our highest AHL enrollment was 375 students during the first quarter of the school year and our lowest was 259 students during the last quarter of the school year. This program included students from grades K-12 taught by 9.5 FTE teachers with support from a part time educational assistant. Some students thrived both academically and emotionally being able to learn from home, while for others it was a struggle. In June 2021 an application of interest was advertised to our students, parents and guardians with regards to continuing this at-home learning program in the 2021-22 school year. There were not enough families interested to make it viable and as such this program was discontinued at the end of the 2020-21 school year.



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

WRSD Assurance Measures Results - Spring 2021

*see this [link](#) for complete details

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 1325 The Wild Rose School Division



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	84.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.1	79.3	79.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	77.3	78.9	78.1	83.4	80.3	79.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	81.0	84.4	83.2	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	71.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.6	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	88.3	88.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.1	79.3	79.4	79.5	81.8	81.4	n/a	n/a	n/a

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
 - Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
 - The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
 - 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).
 - Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
 - 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.

Report Generated: Aug 11, 2021
 Locked with Suppression for May 2021

Report Version 1.0
 Data Current as of Mar 01, 2021

Student Growth & Achievement

Provincially Collected Results

Acceptable & Excellence on Provincial Achievement Tests & Diploma Exams: All Students

	WRSD			Province		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
PAT Acceptable	n/a	n/a	71.8	n/a	n/a	73.7
PAT Excellence	n/a	n/a	14.6	n/a	n/a	20.3
Diploma Acceptable	n/a	n/a	77.9	n/a	n/a	83.6
Diploma Excellence	n/a	n/a	14.6	n/a	n/a	24.1

- Due to the global pandemic, Provincial Achievement Tests and Diploma Exams were not written by our students in 2019-20 or 2020-21.
- WRSD three year average results (School Years 2017/2018, 2018/2019, 2019/2020) for all students is lower than provincial three year average, particularly in Diploma Exam results.

Acceptable & Excellence on Provincial Achievement Tests & Diploma Exams: First Nations, Métis and Inuit Students

	WRSD			Province		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
PAT Acceptable	n/a	n/a	49.5	n/a	n/a	52.9
PAT Excellence	n/a	n/a	5.2	n/a	n/a	7.0
Diploma Acceptable	n/a	n/a	76.9	n/a	n/a	77.1
Diploma Excellence	n/a	n/a	8.1	n/a	n/a	11.2

- WRSD three year average results for our First Nations, Métis and Inuit students are significantly lower than WRSD results for all students and slightly lower than Provincial First Nations, Métis and Inuit results.

Acceptable & Excellence on Provincial Achievement Tests & Diploma Exams: ESL Students

	WRSD			Province		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
PAT Acceptable	n/a	n/a	77.2	n/a	n/a	69.8
PAT Excellence	n/a	n/a	8.3	n/a	n/a	16.0
Diploma Acceptable	n/a	n/a	59.8	n/a	n/a	73.2
Diploma Excellence	n/a	n/a	12.5	n/a	n/a	16.0

- With the exception of PAT Acceptable, our three year average results are lower than provincial three year average results. It should be noted that WRSD has a small number of ESL students and as such these results must be interpreted with caution.

High school completion rates of students within three and five years of entering Grade 10

	All Students (%)						First Nations, Métis and Inuit Students (%)					
	WRSD			Province			WRSD			Province		
	2020	2019	3 yr Avg	2020	2019	3 yr Avg	2020	2019	3 yr Avg	2020	2019	3 yr Avg
3 year completion	77.3	78.9	78.1	83.4	80.3	79.6	43.5	60.5	64.7	62.0	55.9	55.6
5 year completion	81.0	84.4	83.2	86.2	85.3	84.8	71.1	70.0	67.6	68.1	65.0	63.4

- ESL data is not available due to the small number of ESL students in WRSD
- The WRSD high school completion rates for all students is slightly lower than the provincial average.
- While WRSD high school completion rates for First Nations, Métis and Inuit students are significantly lower than that of all students in WRSD. However they are slightly higher than the provincial average for First Nations, Métis and Inuit students, with the exception of the 3-year completion rate in 2020.

Teacher, parent and student agreement that students model characteristics of active citizenship

	WRSD (%)			Province (%)		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
Overall	81.1	79.3	79.3	83.2	83.3	83.1
Parent	79.3	75.0	76.7	81.4	82.4	82.1
Student	72.4	70.3	70.3	74.1	73.8	73.7
Teacher	91.7	92.5	91.0	94.1	93.6	93.4

- Our citizen rates are high but slightly lower than the provincial average over the past three years.
- For both the Division and the province, students and parents tend to rank citizenship significantly lower than teachers.

Teacher, parent and student agreement that students are engaged in learning at school

	WRSD			Province		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
Overall	84.6	n/a	n/a	85.6	n/a	n/a
Parent	83.9	n/a	n/a	89.0	n/a	n/a
Student	71.8	n/a	n/a	71.8	n/a	n/a
Teacher	98.0	n/a	n/a	96.0	n/a	n/a

- 2021 was the first year Alberta Education measured student engagement.
- WRSD engagement results were very similar to provincial results

Locally Collected Results

Percent of Grade K-8 Students At or Above Grade Level in Numeracy & Literacy: 2020-21

	Mathematics	Reading	Writing
Kindergarten	82.1	76.5	75.1
Grade 1	75.9	61.4	65.8
Grade 2	86.1	66.8	55.8
Grade 3	74.2	61.1	64.7
Grade 4	77.2	74.6	68.4
Grade 5	69.0	67.3	64.3
Grade 6	66.0	61.9	68.9
Grade 7	76.1	58.3	63.0
Grade 8	73.4	62.5	72.8

- 2020-21 is the first year we started collecting and analyzing grade K-8 Grade Level of Achievement in numeracy and literacy.
- Our 2021-21 Grade Level of Achievement results are lower than expected. Our literacy results tend to be lower than our numeracy results.

Percent of Grade 9-12 Students Passing Courses: 2020-21

	Grade 9	Grade 10	Grade 11	Grade 12
English	90.3	94.9	93.4	96.1
Math	85.0	93.2	94.1	94.7
Social Studies	90.4	94.4	91.6	96.3
Science	92.0	97.0	97.0	97.8
Biology		100.0	96.4	97.8
Chemistry			96.7	94.4
Physics			98.8	97.8

- 2020-21 is the first year we started collecting and analyzing grade 9-12 course completion data.
- Overall results are high at each grade level.
- Our grade 9 results are lower than our grade 10, 11 and 12 results in each subject area.

Analysis & Future Actions

- Improvement of student achievement was a major focus on our 2020-21 education plan and will continue to be a major focus in the coming years.
- Our 2020-21 education plan strategies for improving student achievement focused on:
 - Advancing the collaborative response model in each of our schools
 - Literacy and numeracy support for teachers and students
 - Focus on play based learning in kindergarten and pre-kindergarten
 - Academic and career counselor support for highschool students
 - Continued development of our [Powerful Learning Environment Framework](#).
- Impacts of the global pandemic and the constant move from in-school to at-home learning throughout the year made it difficult to follow through on some of these strategies to the degree we had initially planned. As such, we will continue to focus on these strategies during the 2021-22 school year.
- The global pandemic and the constant move from in-school to at-home learning throughout the year for many of our students also had a negative impact on student achievement results, especially at the elementary grades.
- Approximately 450 of our students were registered in our [At-Home Learning \(AHL\) program](#) at some point during the 2020-2021 school year. This was a new program for WRSD that was specifically made available to students and families with pre-existing health concerns related to the COVID-19 pandemic. Approximately one third of these students thrived in this program, one third achieved average results and the final third struggled in this program.
- 2020-21 Grade 12 completion rates reflect a year based on teacher awarded grades only, as diploma exams were not written.
- For details regarding future strategies aimed at improving student growth and achievement for all students, as well as our First Nations, Métis and Inuit students, please see our [2021-24 Education Plan](#).

Teaching & Leading

Provincially Collected Results

Teacher, parent and student satisfaction with the overall quality of basic education

	WRSD (%)			Province (%)		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
Overall	88.3	88.3	88.2	89.6	90.3	90.3
Parent	81.5	83.3	83.4	86.7	86.7	86.6
Student	86.4	85.4	85.9	86.3	87.8	88.0
Teacher	97.2	96.3	95.1	95.7	96.4	96.2

- WRSD results regarding quality education are high and have been similar to provincial averages for all three stakeholder groups.

Locally Collected Results

- In 2020-21 the following processes and strategies were implemented to support teaching and leading:
 - Monthly administrator meetings with all of our school administrators, focused on the development of instructional leadership skills and development of our [Powerful Learning Environment Framework](#). This framework is based on the [Teacher Quality Standard](#) and is still in development with our school teachers and administrators.
 - In addition, each school admin team was assigned a member of the Division Senior Leadership Team for monthly instructional leadership visits for the purpose of providing support and encouraging leadership growth.
 - Our teacher growth, supervision and evaluation procedures were guided by the following administrative procedures:
 - [AP 422 Teacher Growth & Supervision](#)
 - [AP 423 Teacher Evaluation](#)

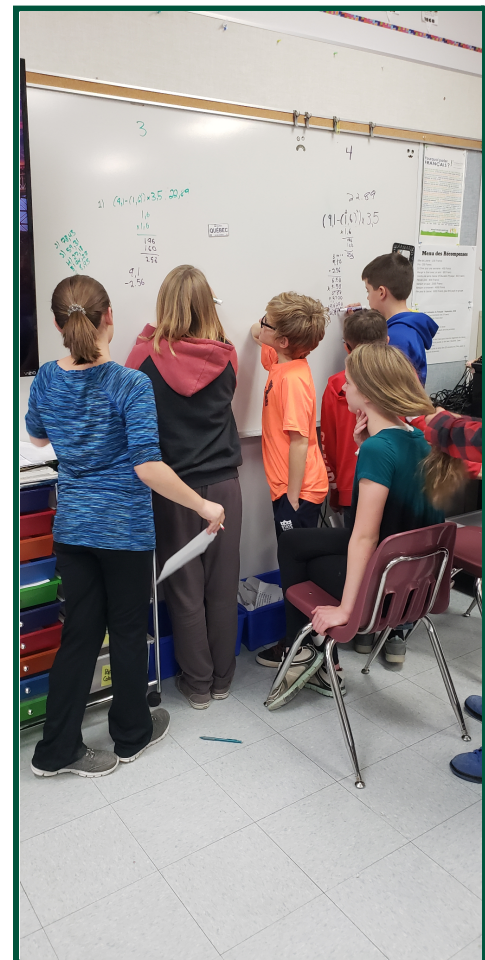
All fifteen of our teachers on probationary contracts were evaluated during the 2020-21 school year.
 - Principal evaluations in 2020-21 were guided by [AP 432 Evaluation of School Administrators](#) and the [Leadership Quality Standard](#). Seven of our seventeen principals were evaluated in 2020-21.
 - Each school was required to focus their 2020-21 education plan on an inquiry question of their choosing that was connected to our [Powerful Learning Environment Framework](#).
 - Monthly school professional learning days for school staff were focused on collaborative response process, literacy, numeracy, supporting emotional wellbeing of students, building foundational knowledge of First Nations, Métis and Inuit cultures, instructional support and assessment as well as other

school-selected priorities that aligned with school education plans and teacher growth plans.

- Additional Division sponsored professional learning opportunities in 2020-21 included first aid, literacy, numeracy and assessment.
- The addition of an At-Home Learning program in 2020-2021 allowed for flexibility in programming to support many families' needs. These teachers were supported with coaching, resources and professional learning in online and distance teaching methods.

Analysis & Future Actions

- While our overall quality of education is high, we want to continue to improve in this area.
- Due to the global pandemic and not being able to meet with our school administrators in-person, we were not able to make as much progress as we had originally planned on the development of our [Powerful Learning Environment Framework](#). In addition, many of our teachers felt that restrictions resulting from the pandemic made it more difficult to use best teaching practices in the classroom regarding student collaboration and hands-on activities. As such, we will continue to focus on the development of our Powerful Learning Environment Framework and helping teachers return to best teaching practices in 2021-22.
- For further details regarding future strategies aimed at improving teaching and leading, please see our [2021-24 Education Plan](#).



Learning Supports

Provincially Collected Results

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe

	WRSD (%)			Province (%)		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
Overall	86.8	n/a	n/a	87.8	n/a	n/a
Parent	86.2	n/a	n/a	88.2	n/a	n/a
Student	79.4	n/a	n/a	79.8	n/a	n/a
Teacher	94.7	n/a	n/a	95.3	n/a	n/a

- 2021 was the first year Alberta Education measured welcoming, caring, respectful and safe learning environments.
- WRSD results on this measure are very similar to provincial results.
- For both WRSD and the province, students ranked this item significantly lower than parents and teachers.

Teacher, parent and student agreement that students have access to the appropriate supports and services at school

	WRSD (%)			Province (%)		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
Overall	83.8	n/a	n/a	82.6	n/a	n/a
Parent	76.5	n/a	n/a	78.9	n/a	n/a
Student	83.0	n/a	n/a	80.2	n/a	n/a
Teacher	92.0	n/a	n/a	88.7	n/a	n/a

- 2021 was the first year Alberta Education measured access to appropriate supports and services at school.
- WRSD results on this measure are very similar to provincial results.
- For both WRSD and the province, parents ranked this item lower than students and teachers.

Locally Collected Results

- In 2020-21 the following programs, services and strategies were implemented for the purpose of ensuring all students had access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
 - Analysis of all student Individual Program Plans (IPP) and Early Years Evaluation (EYE) data. Our EYE data shows that the majority of our students are coming to Kindergarten with academic skills that are below provincial average.
 - Support was provided to schools regarding their Collaborative Response process, including program planning team meetings and WRAP Around team meetings.
 - Schools were encouraged to be purposeful about ensuring each of their students are connected to at least one staff member at their school.
 - Family Wellness Workers at each school served as a liaison between home and school to ensure students and families had access to mental health and community support.
- In 2020-21 the following programs, services and strategies were implemented for the purpose of improving First Nations, Métis and Inuit student success 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:
 - All school professional development plans for 2020-21 were required to include opportunities for students, teachers and school leaders to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
 - Multiple resources were made available to all schools to promote indigenous culture and history i.e.) literacy resources, cultural camps, professional development opportunities, etc. New resources were posted each week in our weekly update to all staff.
 - Schools were encouraged to analyze achievement data for their indigenous students and develop plans for support as needed.

Analysis & Future Actions

- Due to the global pandemic, many of our schools were unable to fully implement all of these strategies to the degree intended. As such, these strategies will continue to be a priority for schools in 2021-22. For further details please see our [2021-24 Education Plan](#).
- Our lower than average EYE data has prompted our Board to make further investments in our pre-K program by expanding it to all of our communities starting the 2021-22 school year.
- Further discussions with students, both at the school level and division level, need to take place to determine why they rank our learning environments as less welcoming, caring, respectful and safe compared to teachers and parents and what can be done to improve this area.

Governance

Provincially Collected Results

Satisfaction with parental involvement in decisions about their child's education

	WRSD (%)			Province (%)		
	2021	2020	3 Year Avg	2021	2020	3 Year Avg
Overall	77.1	79.3	78.7	79.5	81.8	81.5
Parent	65.4	69.3	68.9	72.2	73.9	73.8
Teacher	88.8	89.3	88.5	86.8	89.6	89.3

- WRSD parent satisfaction rates are lower than the provincial average over the past three years.
- For both WRSD and the province, parents rank this item significantly lower than teachers.

Locally Collected Results

- In 2020-21 the following local processes and strategies were implemented to ensure stakeholders were engaged in the development of division priorities and in the sharing of division progress and results:
 - In January 2021, a priorities survey was made available to all students, staff, parents and community members. We received 349 survey results with 87% agreeing with the Board's current focus on learning, leading and wellbeing. Given the pandemic, it was not surprising to see that wellbeing was identified as the most important priority for the Board.
 - Two Umbrella School Council meetings were held on November 23 and March 9. These meetings gave the Board an opportunity to communicate key priorities and gave school councils the opportunity to raise issues that were important to them. A summary of these discussions can be found at the following links:
 - [November 23 Umbrella School Council Meeting Summary](#)
 - [March 9 Umbrella School Council Meeting Summary](#)
 - Trustees also attended monthly local school council meetings in their respective wards.
 - The Board meets with its two neighbouring Catholic School Boards on a bi-annual basis to discuss topics of common interest, including our transportation agreements. In 2020-21 the Board met with the STAR Catholic School Division Board of Trustees and in 2021-22 will meet with the Red Deer Catholic School Division Board of Trustees.
 - The Board held joint meetings with the following municipalities:
 - Town of Drayton Valley - September 23, November 9 and December 16 to discuss safety issues related to one of our schools and to discuss partnerships regarding the announcement of a new school being built in Drayton Valley

- Village of Breton - March 23 to discuss our capital plans regarding a modernization and reconfiguration of Breton High School from a grade 7-12 school to a grade K-12 school.
 - Town of Rocky Mountain House - March 30 to discuss a variety of topics of common interest.
 - Clearwater County - May 12 to discuss topics of mutual interest, including an update on the two new schools being built in Leslieville and Condor.
- The Board held liaison meetings with its various employee groups throughout the year including the Alberta Teachers' Association, Central Alberta Association of Municipal and School Employees and International Union of Operating Engineers to discuss topics of mutual interest and concern. The Board issued the following [news release and letter](#) to the Minister of Education advocating for school staff to be prioritized for vaccinations. The Timberline ATA local stated that the relationship between the Board and its teachers is very good. The following joint news releases from the Board and the Timberline ATA Local were published on our division website and social media sites during the 2020-21 school year:
 - [November TBAC Joint News Release](#)
 - [March TBAC Joint News Release](#)
 - [June TBAC Joint News Release](#)
- Productive communication with Alberta Education took place at various times throughout the year. This included discussions with our two local MLAs. It also resulted in provincial funding for a new replacement school in Drayton Valley that will address our need for a new middle school and will also improve our utilization rates.
- School Education Plans and Annual Education Results Reports are developed with input from school councils and are available at the school, on the school's website, and on the jurisdiction's website. Schools used the following templates for these documents, both of which include a requirement for stakeholder input:
 - [2021-24 School Education Plan Template](#)
 - [2020-21 School Annual Education Results Report Template](#)
 - All school education plans and results reports can be found at the following link: [Education Reports](#)

Analysis & Future Actions

- Feedback from the January survey regarding the importance of student and staff wellness has prompted the Board to expand our Family Wellness Worker program in the 2021-22 school year.
- The Board has enjoyed the improved relationship with its employee groups and desires to continue this relationship in the future.
- Due to the pandemic, our stakeholder meetings were all virtual. This was advantageous in terms of more people being able to attend these evening meetings without having to travel or find child care. However in many cases, the feedback was not as rich or as detailed as it would have been at an in-person meeting. The Board looks forward to a return to in-person meetings as soon as possible, while also providing virtual opportunities where it makes sense to do so.
- Further discussions with school councils are required at both the school level and division level, to determine why parents rank their satisfaction with parental involvement

in decisions about their child's education lower than teachers and what can be done to improve this.

- For further details regarding our specific strategies aimed at improving Board governance, please see our [2021-24 Education Plan](#).

Financial Information

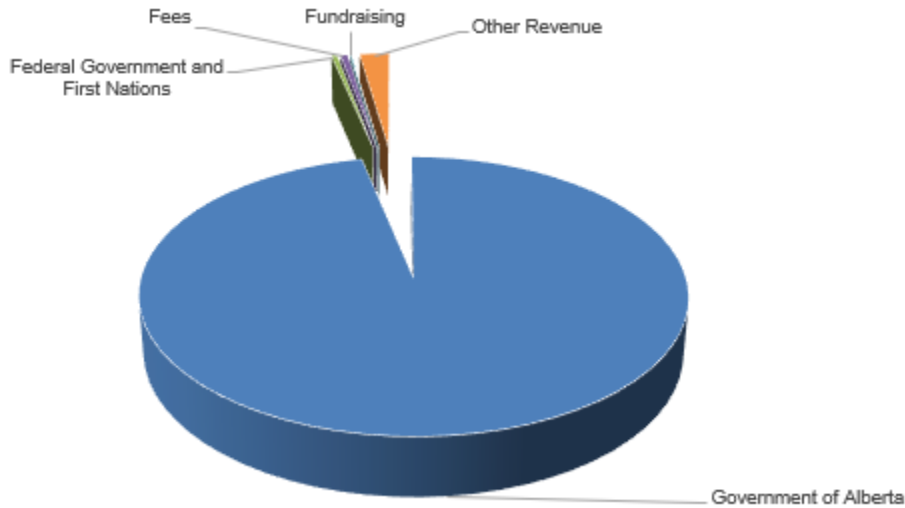
The 2020-21 Audited Financial Statements were approved by the Board in November 2021. The Board ended the year with a \$943,542 deficit. This was primarily due to additional expenses spent as a result of the health pandemic. Focusing funds on instructional programs and in the classroom remains the board's priority.

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

	2020-21 Budget	2020-21 Actual	Variance
Revenue	58,567,962	59,354,684	786,722
Expense	60,090,190	60,298,226	208,036
Surplus (Deficit)	(1,522,228)	(943,542)	

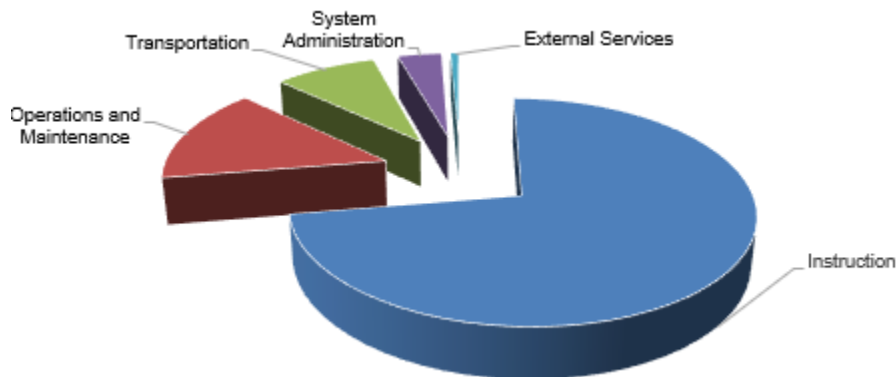
Revenue by Source				
	2020-21 Budget	2020-21 Actual	Variance from Budget (\$)	Variance from Budget (%)
Government of Alberta	55,985,098	57,385,843	1,400,745	2.5%
Federal Government and First Nations	300,000	255,433	(44,567)	-14.9%
Fees	810,364	319,968	(490,396)	-60.5%
Fundraising	515,000	68,001	(446,999)	-86.8%
Other Revenue	957,500	1,325,439	367,939	38.4%
Total	58,567,962	59,354,684	786,722	1.3%

Revenue by Source (2020-2021 Actual):



Expense by Program (2020-2021 Actual):

Expense By Program				
	2020-21 Budget	2020-21 Actual	Variance from Budget (\$)	Variance from Budget (%)
Instruction	42,829,555	43,658,594	829,039	1.9%
Operations and Maintenance	8,491,862	8,741,963	250,101	2.9%
Transportation	5,429,852	5,232,181	(197,671)	-3.6%
System Administration	2,237,309	2,252,107	14,798	0.7%
External services	1,101,612	413,381	(688,231)	-62.5%
Total	60,090,190	60,298,226	208,036	0.3%



For more information, please contact Ama Urbinsky at 403-845-3376 or ama.urbinsky@wrsd.ca
[WRSD Audited Financial Statements](#)
[Provincial roll up of AFS information](#)

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report. Wild Rose School Division reported no disclosures for 2020-21.