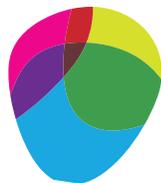


# OUR JOURNEY. OUR STORY.



**Northern Gateway**  
Public Schools





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## Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Diane Hagman

Jim Hailes

Debbie Koloski

Barb Maddigan

Judy Muir

Christine Peck

Sally Petryshen

Gerry Steinke

Linda Wigton

## Message from the Board Chair

Barb Maddigan  
Board Chair



The Annual Education Results Report for the 2020-21 school year demonstrates the progress and performance of NGPS students. The Report meets Alberta Education’s requirements of accountability and assurance for stakeholders.

At Northern Gateway Public Schools, we encourage students to embrace lifelong learning and to value their important role as a member of their community. Within the context of these difficult times, the social and emotional health of our students, their families, and our staff has been of paramount importance. Our schools serve as flagships of hope and are safe and caring havens for many children.

The pandemic continues to challenge our schools and our communities. The Board would like to extend our appreciation to the students, staff, parents, and community members for working cooperatively through the many challenges we have faced together as we look forward to the future. We must express our gratitude to our staff, who have worked tirelessly to ensure our students continue to receive high-quality, robust learning experiences in quality learning environments.

While we are all looking forward to seeing the light at the end of this tunnel, we will reflect back on our challenges and successes, learning from our experiences and becoming more resilient because of them. On behalf of the Northern Gateway Schools’ Board of Trustees, I wish you all well in the upcoming year.

# Message from the Superintendent

This report contains many pieces of information about all sorts of the different ways we do things and at the core of all of them is student success. What does student success mean and more importantly how do we get there? I like to use the following questions asked by Rick Dufour (slightly modified by a colleague) as a starting point:

- What do we want our students to know?
- How will we scaffold the teaching so that students can learn?
- How will we keep the learning engaging and applicable?
- How will we know if the student has learned it?
- What will we do if they do or don't learn it?

It is these questions that I believe the three year plan sets out to answer. We want our students to be literate and numerate, to be respectful, appreciate different cultures while understanding their own, and be able to apply their skills and knowledge to accomplish real world tasks. Each of the first 4 plan outcomes are focused on one of these building blocks creating a solid foundation for student growth and achievement.

To support the growth of our students we work together to build excellence in teaching instruction and ensure that governance supports, rather than hinders, the efforts of our staff and students. The better we teach, the more effective and efficient our systems are, the better our students will learn. Outcome 5 explains instruction, how master teachers operate and what we need to learn and practise to get stronger in our classroom practices. Outcome 6 focusses on governance, systems and leadership, and how they enfold and support classroom instruction and thus student growth and learning.

Perhaps it is an ambitious plan. There is talk of seeking more excellence, more strengths, more resilience, and systematic improvement to remove weaknesses and deficits. But this three year plan is not meant as a mere vision: inspiring but unattainable. No, this plan is about hard work, deep thinking and potentially painful self-reflection because it is attainable; not for an individual maybe, but certainly for us as a group; for us as Northern Gateway because we know that each of us matters, we've got this, and we're just getting started.



Kevin Bird  
Superintendent of Schools

## Publication

**Our Journey. Our Story.**  
Annual Education Results Report 2020-21 will be available on the Northern Gateway Public Schools website, [ngps.ca](http://ngps.ca), on **November 30, 2021**.

## Accountability Statement

The Annual Education Results Report for Northern Gateway Public Schools 2020-21 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 self-reliant, responsible, caring, and contributing members of society.

This Annual Education Results Review Report for 2020-21 was approved by the Board on November 23, 2021.

Barb Maddigan  
Board Chair

Kevin Bird  
Superintendent of Schools

# Foundation Statements

## OUR STORY

### **No matter who you are, you can learn here.**

From the students, to the teachers, to the principals and staff.

Because here, education happens every minute, in every corner, of every school. Here, it isn't a between-the-bells thing. It's a lifelong thing.

It's a division-wide, school-to-school, network of learning. Where we never give up and we can't be more proud.

### **Why?**

Because we know learning makes us better. Better students, better teachers, better leaders. It brings our communities closer and helps great ideas take shape.

### **How do we do it?**

By understanding that every student is unique. By creating a space where every student feels welcome. And by inviting the whole family to participate in their education. We do it by teaching and inspiring, the whole child, until we create an environment where every student leaves school saying:

**I matter.**

**I've got this.**

**I'm just getting started.**

## MOTTO

**Learning for life. Together.**

## VALUES

As leaders, we focus on The Three C's:

**COMMUNITY**  
**COLLABORATION**  
**CREATIVITY**

# Jurisdiction Leadership

## Governance

The nine-member Board of Trustees is responsible for setting direction, allocating and monitoring resources, and evaluating and reporting student and organizational progress and achievements. The Board encourages an environment of open dialogue and participation in attaining excellence in teaching and learning.

## Policy Development & Administrative Procedures

Ongoing review of Board Policies and Administrative Procedures ensures that these direction-setting documents are current, consistent with government regulations and meet the needs of the Division. The Board reviews all Policies on an annual basis and expects Administrative Procedures ensure consistency with the vision, mission, mandate, and goals of education. Stakeholder feedback on policies and procedures is encouraged.

## Administration

Under a site-based decision-making model, school-based administrators (Principals) report to the Superintendent of Schools. Working together, the Superintendent's Office and Central Services staff provide transportation, facility management, human resources, technology, communications, and instructional support to the Division.

Student engagement, student achievement, educational partnerships, and stakeholder satisfaction remain key focus areas in setting administrative direction in Northern Gateway Public Schools (NGPS). Priority focus areas include articulating and implementing Quality Pedagogy as defined by the NGPS Quality Learning Environment: providing a welcoming, caring, respectful and safe learning environment; applying technology where appropriate to administrative, instructional and learning opportunities; and planning and reporting which are consistent with the requirements of the school-based decision-making model.

# Public Interest Disclosure

Northern Gateway Public Schools is committed to acting with respect and integrity, expecting all of its employees to demonstrate high ethical standards in their work. Consistent with the Public Interest Disclosure Act, the Division has established procedures to facilitate the disclosure and investigation of significant and serious matters that an employee may believe to be unlawful, dangerous to the public or injurious to the public interest. These are outlined in Division Administrative Procedure 199 – Public Interest Disclosure – “Whistleblower” Protection.

There were no disclosures made in the 2020-21 school year.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)



# Jurisdiction Profile

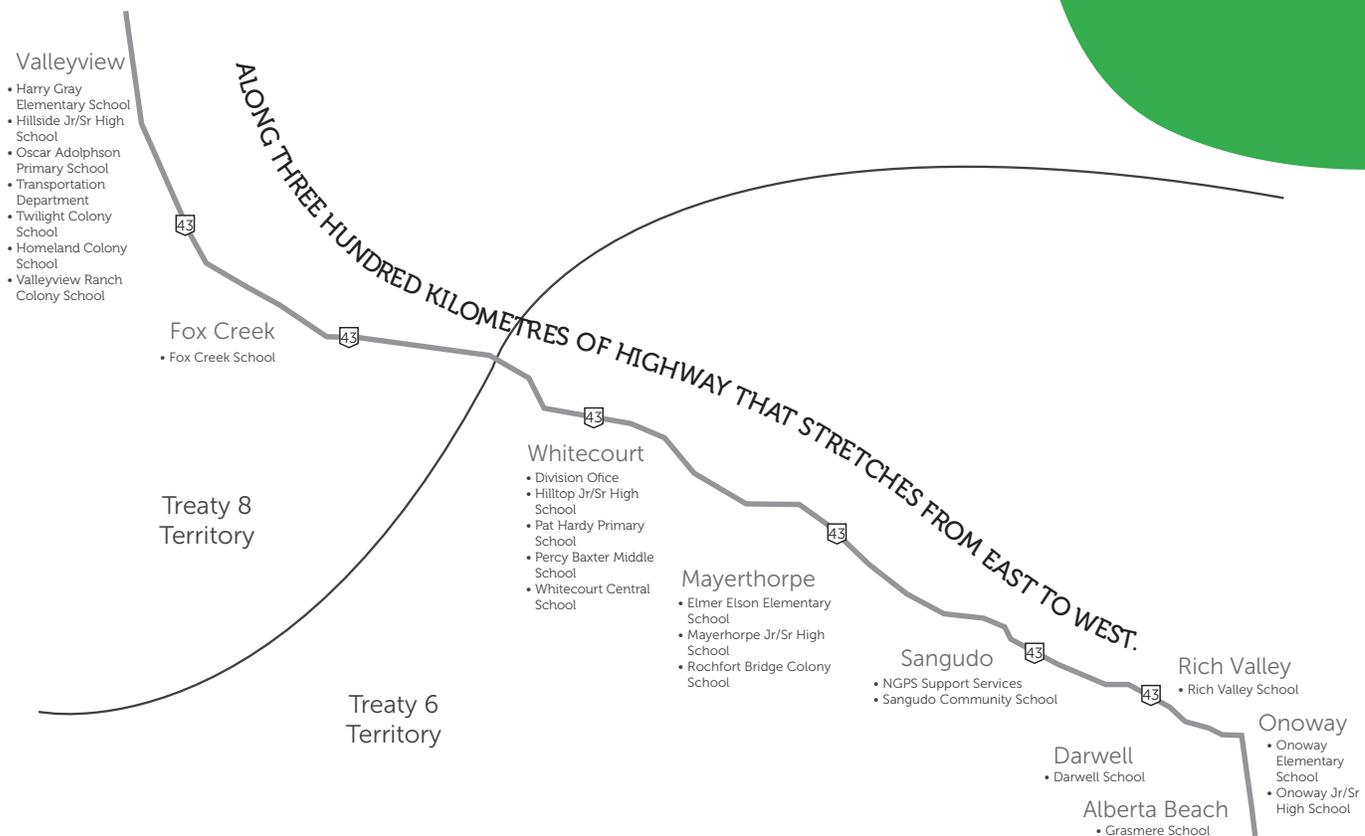
Northern Gateway Public Schools spans over 350 kilometres of rural north central Alberta. With a staff complement of 330 teachers and 237 support staff, we serve 4,700 students in 16 schools in the communities of Onoway, Alberta Beach, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview. NGPS also has a school located on each of the following colonies: Homeland, Rochfort Bridge, Twilight and Valleyview Ranch.

Located along the Highway 43 corridor, NGPS is primarily a rural school division which shares geographical area with three counties, Lac Ste. Anne, Woodlands and Big Lakes and two municipal districts, Greenview and Smoky River. The east end of the division (Onoway, Alberta Beach, Rich Valley, Darwell, Sangudo and Mayerthorpe) is largely agricultural, while the economies of Whitecourt, Fox Creek and Valleyview areas depend on oil, gas, agriculture and forestry.

NGPS boundaries extend into Treaty 6 and Treaty 8 territories and it is committed to supporting the First Nations, Métis and Inuit learners who comprise approximately 20% of its students. NGPS values and appreciates a long-standing relationship with Sturgeon Lake Cree Nation and Alexis Nakota Sioux Nation and looks forward to continuing to work together to meet the educational needs of First Nations students.

SERVING  
4700  
STUDENTS

IN 20  
SCHOOLS, INCLUDING  
4 COLONY SCHOOLS



# Our Schools

Northern Gateway Public Schools supports those who have a hand in every child's education by fostering a program-rich learning environment. We believe our journeys, communities, imagination/innovation, and growth lead to engagement and provide opportunities for students to achieve success and fulfillment.



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**DARWELL SCHOOL**

Darwell

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**ELMER ELSON ELEMENTARY SCHOOL**

Mayerthorpe

---

**FOX CREEK SCHOOL**

Fox Creek

---

**GRASMERE SCHOOL**

Alberta Beach

---

**HARRY GRAY ELEMENTARY SCHOOL**

Valleyview

---

**HILLSIDE JR/SR HIGH SCHOOL**

Valleyview

---

**HILLTOP JR/SR HIGH SCHOOL**

Whitcourt

---

**HOMELAND COLONY SCHOOL**

Valleyview Area

---

**MAYERTHORPE JR/SR HIGH SCHOOL**

Mayerthorpe

---

**ONOWAY ELEMENTARY SCHOOL**

Onoway

---

**ONOWAY JR/SR HIGH SCHOOL**

Onoway

---

**OSCAR ADOLPHSON PRIMARY SCHOOL**

Valleyview

---

**PAT HARDY PRIMARY SCHOOL**

Whitcourt

---

**PERCY BAXTER SCHOOL**

Whitcourt

---

**RICH VALLEY SCHOOL**

Rich Valley

---

**ROCHFORD BRIDGE COLONY SCHOOL**

Rochford Bridge

---

**SANGUDO COMMUNITY SCHOOL**

Sangudo

---

**TWILIGHT COLONY SCHOOL**

Valleyview Area

---

**VALLEYVIEW RANCH COLONY SCHOOL**

Valleyview Area

---

**WHITCOURT CENTRAL SCHOOL**

Whitcourt

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# Alberta Education Assurance Measure Results

## Measure Evaluation Reference

3-Year Plan - May 2021

Authority: 2275 Northern Gateway Public Schools

## Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

### Notes:

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

## Measure Evaluation Reference

### Annual Education Results Report - Spring 2021

Authority: 2275 Northern Gateway Public Schools

## Improvement Table

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

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

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

## Overall Evaluation Table

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

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

# Alberta Education Assurance Measures

## - Overall Summary

Assurance Domain	Measure	Northern Gateway 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	83.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	78.4	82.0	80.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Comparison	83.0	78.5	77.0	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Comparison	81.2	82.9	81.2	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT-Acceptable	n/a	n/a	71.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT - Excellence	n/a	n/a	13.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	83.0	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.0	n/a	n/a	24.1	n/a	n/a	n/a
Teaching and Leading	Education Quality	87.5	89.7	89.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe, Learning Environments (WCRSLE)	83.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.7	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.7	81.9	80.9	79.5	81.8	81.4	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. 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.
3. 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.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. 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.
7. 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.

# Learners are Successful

Student achievement is a priority in Northern Gateway Public Schools. Our Gateway Statement, Learners are Successful, reflects our commitment to this priority. Northern Gateway Public Schools recognizes all students can learn and achieve.

NOTE: General comment to consider for all achievement results:

The environment of moving from in-person to at-home online learning experiences and requirements of isolation and staying home when sick is noted as achievement data is considered. Other notes include comments on the challenges of student engagement and attendance during times of moving from in-person to at-home online and back again as well as quarantine mandates and staying home when sick protocols.

<b>Assurance Domain:</b>	<b>Student Growth and Achievement</b>
<b>Gateway Statement:</b>	<b>Learners Meet Standards</b>
<b>Division Outcome:</b>	<b>1a - Learners are literate and numerate.</b>

<b>Provincial Domain:</b>	<b>Student Growth and Achievement</b>
<b>Gateway Statement:</b>	<b>Learners are Successful</b>
<b>Division Outcome:</b>	<b>1b - Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.</b>



# Learners are Successful

Performance Measure The percentage of teachers, parents and students who agree that students are engaged in their learning.	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Engagement - Overall	83.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
Student Learning Engagement - Parent	80.6	n/a	n/a	89.0	n/a	n/a	n/a	n/a	n/a
Student Learning Engagement - Student	70.8	n/a	n/a	71.8	n/a	n/a	n/a	n/a	n/a
Student Learning Engagement - Teacher	98.0	n/a	n/a	96.0	n/a	n/a	n/a	n/a	n/a

## Comments on Results:

In light of the COVID-19 pandemic, Student Learning Engagement was quite high for the 2020-21 school year. Despite many disruptions moving from in-person to at-home online, teachers worked tirelessly to create lessons to engage students in both environments.

Performance Measure Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Citizenship - Overall	78.4	82.0	80.9	83.2	83.3	83.0	n/a	n/a	n/a
Citizenship - Parent	69.6	76.3	74.7	81.4	82.4	82.1	n/a	n/a	n/a
Citizenship - Student	70.7	73.0	72.7	74.1	73.8	73.7	n/a	n/a	n/a
Citizenship - Teacher	94.9	96.7	95.5	94.1	93.6	93.4	n/a	n/a	n/a

## Comments on Results:

The Citizenship Measure slightly declined as compared to the previous year. It is noted that the parent results impacted this decline. The environment of moving from in-person to at-home online learning experiences and requirements of isolation and staying home when sick is also considered. It should also be noted that it was necessary to teach Digital Citizenship skills to students while immersed in the online learning environment. Student engagement presented many challenges when experiencing the online environment.

# Learners are Successful

Performance Measure	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-Year High School Completion	83.0	78.5	77.0	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
5-Year High School Completion	83.0	82.9	81.2	86.2	85.3	84.8	Intermediate	Maintained	Acceptable

## Comments on Results:

High School Completion rates improved. The absence of Diploma Exams due to the COVID-19 pandemic is noted. Achievement level of Diploma courses was determined solely by school-awarded marks.

## Early Years Evaluation - Teacher Assessment (EYE-TA)

Northern Gateway Public Schools' Kindergarten teachers utilize the Early Years Evaluation - Teacher Assessment (EYE-TA) tool to acquire the data needed to organize and inform instruction to reach the needs of each student. The EYE-TA provides data in five areas: Knowing Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development.

In the Fall of 2020, 263 students were assessed using the Early Years Evaluation - Teacher Assessment.

	Appropriate Development	Experiencing Some Difficulty	Experiencing Significant Difficulty
Awareness of Self and Environment	82.82%	15.17%	1.91%
Social Skills and Approaches to Learning	63.50%	30.80%	5.70%
Cognitive Skills	43.13%	42.37%	14.5%
Language and Communication	68.06%	27.76%	4.18%
Physical Development Fine Motor	55.73%	35.50%	8.78%
Physical Development Gross Motor	59.0%	35.25%	5.75%

# Learners are Successful

In the Spring, only the students who were identified as experiencing some or significant difficulties were reassessed. This included 140 students.

	Appropriate Development	Experiencing Some Difficulty	Experiencing Significant Difficulty
Awareness of Self and Environment	88.57%	9.29%	2.14%
Social Skills and Approaches to Learning	72.14%	23.57%	4.29%
Cognitive Skills	67.14%	24.29%	8.57%
Language and Communication	77.14%	20.00%	2.86%
Physical Development Fine Motor	76.43%	20.0%	3.57%
Physical Development Gross Motor	79.14%	17.27%	3.60%

## Comments on Results:

These results are based on a nontypical year where students were transitioning from in-person to at-home online learning as required. NGPS is using this data as baseline data moving forward. Also noted, it will be necessary to adjust the assessment process to include all students in the spring to assess growth.

## Numeracy Focus

Instructional coaches for grades 1 to 12 were contracted for the 2020-21 school year and will continue to be leveraged in the upcoming school year to deepen understanding of the big ideas in Mathematics, to connect these big ideas to numeracy, and to engage students in articulating their thought process when approaching problems. The coaching approach to professional learning and in response to instructional focus within a particular classroom allows flexibility when meeting student and teacher needs.

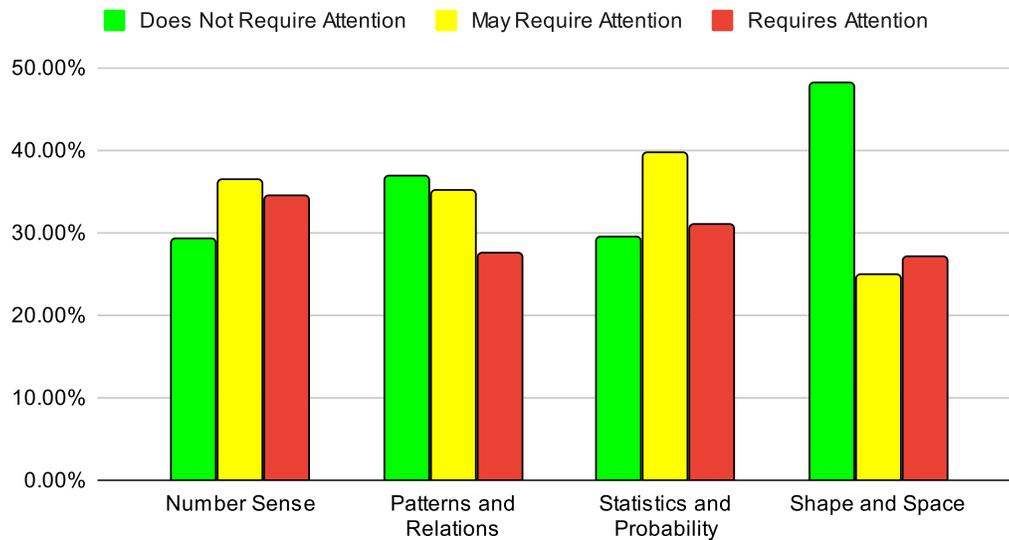
## Math Intervention/Programming Instrument (MIPI)

The MIPI is a tool developed by Edmonton Public Schools which is administered in early September. The results are used to evaluate a student's understanding of math knowledge relative to the outcomes in the Math Program of Studies.

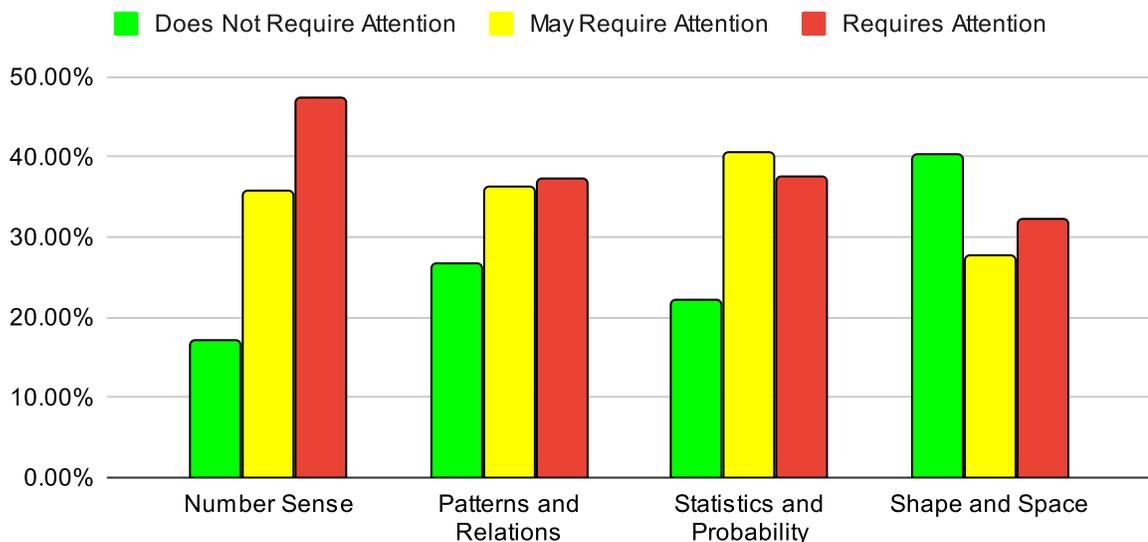
Schools completed analysis of the MIPI results in order to best plan for their school and to be responsive in instructional practice.

# Learners are Successful

## MIPI Results



## MIPI - First Nations, Métis and Inuit Disaggregated Data



### Comments on Results:

NGPS refined the method of collecting data throughout the 2020-21 school year. Using the MIPI, data can be analyzed according to strand at the Division, school, class and individual student levels. This type of analysis allows for teams of teachers and administrators to identify themes, patterns, and trends in order to provide a responsive instructional approach to interventions. Teachers were involved in an analysis process, which involved a mathematics consultant in order to identify targeted areas of need. NGPS is using this data as baseline data moving forward.

# Learners are Successful

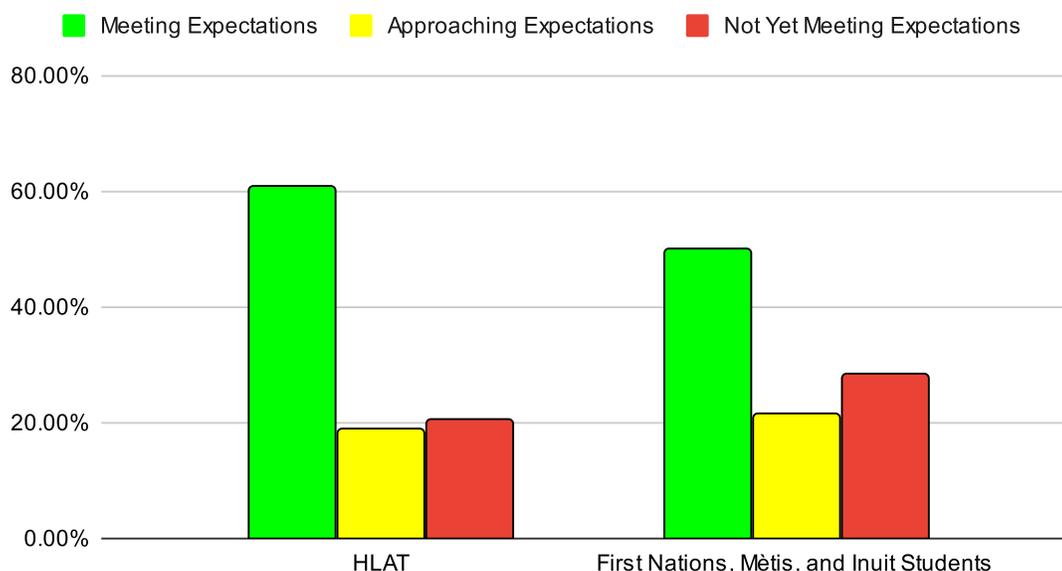
## Literacy Focus

During the 2020-21 school year, Northern Gateway contracted a literacy coach in a number of our schools, with the intention of rotating to involve other schools in future years. Literacy beliefs, comprehensive literacy and interventions were the focus of the coaching to help NGPS educators develop an even deeper understanding of these as applied to literacy teaching and learning. The coaching approach to professional learning in response to an instructional focus allows flexibility when meeting student and teacher needs.

## Highest Level of Achievement

The Highest Level of Achievement Test (HLAT) is an assessment provided by Edmonton Public Schools. NGPS is part of a partnership with Edmonton Public Schools as NGPS provides samples for the HLAT writing prompts. A team is assigned to mark thousands of samples submitted from several school authorities throughout Alberta. From the samples sent in, an exemplar package is produced and shared with participating school authorities. These exemplar packages are used in order to improve consistency in marking throughout the division. It is administered twice per year to grades 2-9, in the fall and again in the spring, to measure student's growth in writing. Grade one students write the HLAT in the spring. Schools may choose to have their grade one classes write in the fall.

### Highest Level of Achievement Test (HLAT)



## Comments on Results:

NGPS improved the method of collecting data throughout the 2020-21 school year. Data is now collected by the writing traits: Content, Organization, Sentence Structure, Vocabulary, Conventions, and Overall Writing. This type of analysis allows for teams of teachers and administrators to identify themes, patterns, and trends in order to provide a responsive instructional approach to interventions. NGPS is using this data as baseline data moving forward.

# Learners are Successful

## Fountas and Pinnell Assessment Guidelines

The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

Each assessment enables teachers to:

- Determine students' instructional and independent reading levels
- Recommend a placement level for instruction
- Form initial groups for reading instruction
- Plan for efficient and effective instruction
- Identify students who need intervention and extra help
- Monitor and report student progress across a school year and grade levels
- Assess the outcomes of teaching
- Inform parent conferences.

The difficulty of books in relation to other books are placed along a continuum from A-Z, easiest to hardest. Once students reach the Z rank they are no longer assessed using this system. Fountas and Pinnell Assessment Guidelines were developed for NGPS teachers to follow commencing the 2019-20 school year. These guidelines were developed through research and alongside a literacy consultant. Instructional consultants were leveraged to work with Learning Services and a variety of schools in order to train teachers and administrators to conduct the Fountas and Pinnell Benchmark Assessment with fidelity.

### Fountas and Pinnell Benchmark Reading Assessment

Fall 2020	Students	FNMI Students
Total Number Assessed	1895	443
Not Yet Meeting Expectations	30.29%	44.69%
Approaching Expectations	6.75%	6.99%
Meeting Expectations	21.84%	13.76%
Z Rank	41.10%	30.92%
Meeting Expectations + Z Rank	62.94%	44.68%

Spring 2021	Students	FNMI Students
Total Number Assessed	1747	376
Not Yet Meeting Expectations	30.05%	46.01%
Approaching Expectations	6.12%	3.45%
Meeting Expectations	19.23%	14.09%
Z Rank	44.59%	36.43%
Meeting Expectations + Z Rank	63.82%	50.52%

### Comments on Results:

Fountas and Pinnell Benchmarking is required two times per year for students in grades 2-9, and once for grade 1 students. The data is analyzed by teams of teachers and administrators in order to provide responsive instruction to the student's specific needs. NGPS is using this data as baseline data moving forward.

# Learners are Successful

## Learning Through and With Technology

The Learning and Technology Policy Framework (Alberta Education, 2013) guides decision making as Northern Gateway Public Schools outlines priorities and strategies to respond to the rapid advancement of communication and information technologies while remaining focused on student learning and achievement. NGPS realizes technology skills are integral to students' lives and as such will continue to support schools as they research and pilot different tools to enhance instruction, to engage students, and to assess learning.

Technology in education is not about a particular platform, device or hardware, but rather about how students are leveraging available tools to support learning. Encouragement and support are provided to students who want to use new technologies as creators, designers and collaborators of knowledge. Teachers have the opportunity to reflect on a variety of instructional practices including the use of technology to ensure curricular outcomes are achieved.

As the internet and technology become even more prevalent and ubiquitous, digital citizenship and effective use will be a focus of instruction to ensure students demonstrate responsible autonomy as they utilize technology to both augment and validate their learning.

## Reporting on Student Learning: PowerTeacher Pro

Educators continued to enhance their skills within PowerTeacher Pro. While promoting teacher efficacy and aligning with best practices in assessment in reporting, NGPS continues to respond to community context and individual feedback to enhance its communication processes with respect to student achievement.

## Learners Own Their Learning

### Career and Education Expo

Northern Gateway Public Schools is pleased to be an integral member of the organizing committee that continues to facilitate the annual Whitecourt and Area Career and Education Expo. Grades 7 through 12 students from Valleyview to Onoway attend this event. Over 1000 students from across the region are able to meet with 26 post-secondary institutions and over 50 local business and industry partners. The Expo features education and industry representatives who explore potential career pathways with students and share opportunities with job seekers, including NGPS. The Expo continues to grow beyond an audience of high school students to include middle school students as they consider their learner pathway to graduation and beyond. Unfortunately, due to COVID-19 health measures we had to cancel the face to face event. Career and Education Expo will be hosted virtually on Thursday, February 24, 2022.

### Dual Credit, Off Campus and Experiential Learning

With the supportive partnerships forged with community stakeholders, other school divisions and post-secondary institutions, NGPS was fortunate to continue supporting northern Alberta students with Dual Credit opportunities in the areas of Education Assistant and Power Engineering Class 4 during the 2020-21 school year.

The enthusiasm for learning continues to be demonstrated during Summer Career Exposure Camps, where students are able to learn from knowledgeable and passionate individuals about their craft in areas such as Equine First Aid, Welding, Culinary Arts, Automotives, and Cinematography, to name only a few. Our funding partners are Pembina Pipelines, Town of Whitecourt, Woodlands County, RBC, and Community Futures Yellowhead East.

Northern Gateway Public Schools is committed to supporting students in achieving success along their career pathway so they may be confident in pursuing their career goals.

# Learners are Successful

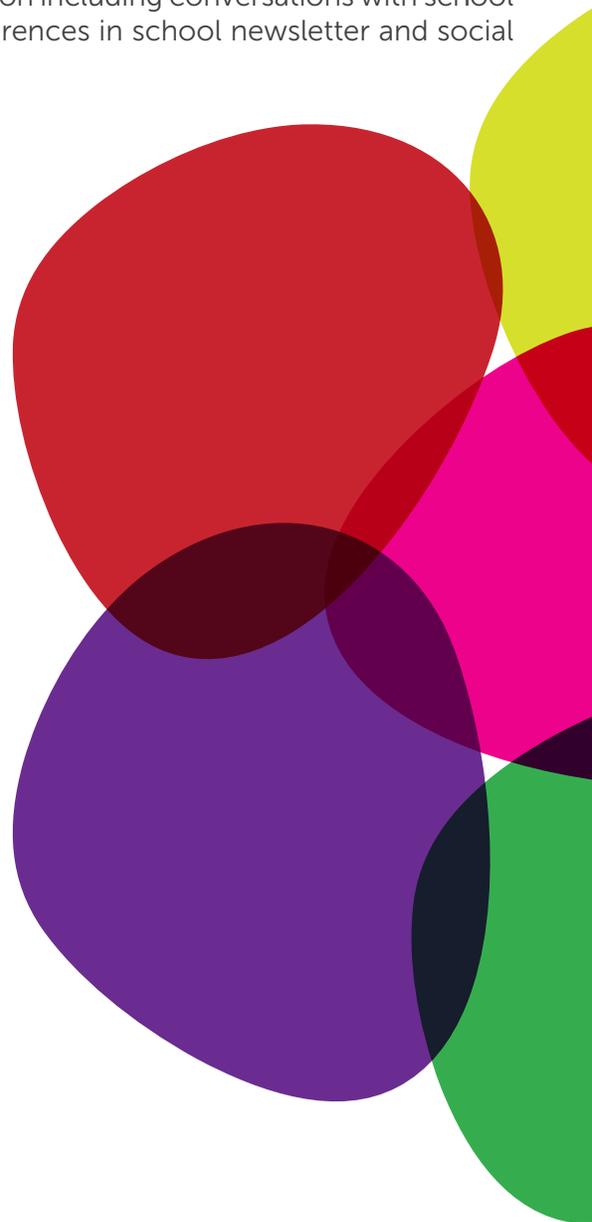
## NGPS Quality Learning Environment (QLE)

Clearly articulating the dimensions of quality learning environments is essential to ensuring strong universal instructional practices across Northern Gateway. The process of teacher reflection and attention to their instructional practice is essential to quality learning in our classrooms. All school leadership and classroom teachers directly participate in the work of the NGPS Quality Learning Environment (QLE) which is grounded in research.

One goal of the Quality Learning Environment (QLE) work is to empower educators across the Division to collectively reflect and grow professional practice in pedagogy while embedding a foundation of a Culture of Wellness. The Steering Team coordinates an iterative process that includes the Principal Cohort and the QLE Leadership team from each school. During the 2020-21 school year, the work focused on building a cohesive principal cohort. With the challenges of the pandemic protocols and the movement between at-home online learning and in-person learning, our school leaders continued to bring the instructional conversation to their teaching staff.

Through the 2020-21 school year, a focus on solidifying a cohesive principal cohort to guide the work and to strengthen the instructional leadership in each NGPS school was identified. The Domains of Quality Pedagogy, as defined in the NGPS Quality Learning Environment, identify the actions of the classroom teacher: the universal instructional practices that are expected to precede higher tiers of support for students. It is the responsibility of the instructional leaders (principals) of NGPS to support and grow this instructional practice within each classroom so that each NGPS student has access to quality learning environments. The five Domains of Quality Pedagogy are: Intentional Planning, Responsive Instruction, Purposeful Assessment, Positive Classroom Culture and Engaged Professional.

The work regarding Quality Learning Environment in NGPS is aligned with meeting the expectations of the Teaching Quality Standard and the Leadership Quality Standard. The work supports and ensures that teachers and leaders in NGPS are developing and meeting the competencies of the standards. This work continues and is ongoing in parallel with our formal evaluation and supervision process and responsibilities as outlined in the Teacher Growth, Supervision and Evaluation Policy. Quality Learning Environment work over-arches all of our identified priorities. The details about the learning focus are shared in many ways at both the school level and the division level through various avenues of communication including conversations with school councils, references in school newsletter and social media.





# Learners are Supported

<b>Assurance Domain:</b>	<b>Learning Supports</b>
<b>Gateway Statement:</b>	<b>Learners are Supported</b>
<b>Division Outcome:</b>	<b>2 - Learners are educated in a system that respects diversity and is inclusive.</b>

Performance Measure The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Overall	83.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
Parent	79.3	n/a	n/a	88.2	n/a	n/a	n/a	n/a	n/a
Student	75.6	n/a	n/a	79.8	n/a	n/a	n/a	n/a	n/a
Teacher	96.3	n/a	n/a	95.3	n/a	n/a	n/a	n/a	n/a

Performance Measure The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Overall	77.7	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Parent	66.2	n/a	n/a	78.9	n/a	n/a	n/a	n/a	n/a
Student	77.5	n/a	n/a	80.2	n/a	n/a	n/a	n/a	n/a
Teacher	89.3	n/a	n/a	88.7	n/a	n/a	n/a	n/a	n/a

## Comments on Results:

Northern Gateway Public Schools supports all students, knowing that each student has unique strengths and needs. Programming needs are identified and each student's individuality is recognized and appreciated.

# Learners are Supported

## Learning is Inclusive

Inclusion is an attitude and approach that embraces diversity and promotes equal opportunities for all learners in Northern Gateway Public Schools. We recognize that all learners have unique needs which may range from profound and ongoing needs to short-term or situation-based needs. NGPS provides educational practices that are flexible and responsive to the strengths and needs of each student.

Instructional Support Plans are developed to address students' specific needs if growth and development require more than universal instructional practices. A collaborative process among school staff, parents, and service providers help to ensure a holistic view while building on each child's strengths to meet his or her needs.

## NGPS Student Support Facilitator

Northern Gateway Public Schools' Student Support Facilitator provides additional support for students, families, and schools. Our Student Support Facilitator establishes relationships to enhance the development and wellness of our student's educational, social, emotional and behavioral experiences within their schools and communities. Strong relationships with Alberta Health Services, Children's Services, and our partners in Justice help to support our students.

## Division Psychologist

Northern Gateway Public Schools has a division psychologist who works primarily with our Early Childhood Services children and supports our schools grades 1 to 12. In addition to her training as a registered psychologist, she is a Certified Play Therapist and is trained in the Neurosequential Model of Therapy (NMT).

## Collaborative Response (CR)

Collaborative Response as an organizational mindset to respond to the needs of students, while enhancing the professional capacity and collective efficacy across the entire school or system.

Collaborative Response is a school framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. In the 2020-21 school year, NGPS continued to reinforce its implementation of Collaborative Response in all schools by providing professional learning support and maintaining collaborative structures and expectations within each school.

## Contract Services

Northern Gateway Public Schools contracts service providers, including but not limited to literacy and numeracy coaches, psychologists, speech-language pathologists, occupational therapists, vision consultants, deaf and hard of hearing consultants, and physical therapists to support and build the capacity of our school staff and students.

## Parents as Partners and Participants in Education

Northern Gateway Public Schools endeavors to support parents in being active partners with their school and participants in their children's learning. Opportunities are facilitated to promote and enhance awareness of shifts in education and understanding of researched best practices in student learning. Student and family sense of belonging to the school community is enriched through the expansion of existing liaison supports within schools.

# Learners are Supported

## Mental Health Capacity Building Project (MHCB)

Schools in Whitecourt, Fox Creek, Onoway, Rich Valley, Alberta Beach, and Darwell are part of the Mental Health Capacity Building Project (MHCB) or Enhancement Project. This enables Pat Hardy Primary School, Whitecourt Central School, and Percy Baxter School to have a SUCCESS Team, Fox Creek school to have a CHAMP Team, and the Onoway and area schools to have the CREW in place to work with students by providing strategies and activities to support their mental health. These teams have supported our students whether their learning was in the school setting or they were part of our at-home online school.

## Consistent Screening and Diagnostic Tools

Northern Gateway supports the consistent utilization of the following screening and diagnostic tools by providing professional learning opportunities for staff across the Division, and within schools as needed.

- Highest Level of Achievement (HLAT) as a writing screen for grades 1-9
- Math Intervention Programming Instrument (MIPI) as a math screen for grades 2-10
- The Fountas and Pinnell Benchmarking Assessment System as a reading diagnostic tool for students from kindergarten to grade 12
- Early Years Evaluation - Teacher Assessment (EYE-TA) as a tool to acquire the data needed to organize and inform instruction for Kindergarten teachers to reach the needs of each student.

EACH NGPS SITE  
CREATES A WELCOMING  
CULTURE THROUGH A  
VARIETY OF CARING,  
RESPECTFUL AND  
SAFE STRATEGIES



# Learners are Supported

## Indigenous Learners Meet Standards

### Recognizing the Need

The division is committed to moving forward in supporting Indigenous learners. The focus on Indigenous student support and planning professional learning that builds cultural competencies in teachers ensures educators have the understanding and confidence needed to support the unique cultural perspectives and learning experiences of students.

NGPS recognizes the need to support teachers, administrators and support staff on the recommendations put forward for education by the Truth and Reconciliation Commission of Canada, and the expected competency identified in the Teaching Quality Standard and the Leadership Quality Standard. By better understanding the history, legacy, culture, context and realities of Indigenous students, staff can move towards providing a more inclusive and supportive educational environment.

NGPS is proud of the achievement of its First Nations, Métis and Inuit learners, whose results surpass provincial averages. NGPS continues to focus on student academic achievement results of all students, including First Nations, Métis and Inuit learners.

<b>Assurance Domain:</b>	<b>Learning Supports</b>
<b>Gateway Statement:</b>	<b>Learners are Successful</b>
<b>Division Outcome:</b>	<b>3 - Northern Gateway Public Schools First Nations, Métis and Inuit students are successful.</b>

Performance Measure	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.2	59.1	61.8	62.0	55.9	55.6	Low	Maintained	Issue
High School Completion Rate - Percentage of students who completed high school within five years of entering Grade 10.	68.9	74.1	67.9	68.1	65.0	63.4	Very Low	Maintained	Concern

# Learners are Supported

## Comment on Results:

High School Completion rates continue to be on par or above the province for First Nations, Métis, and Inuit students. There were challenges due to the pandemic which may have contributed to the decline. Challenges with connectivity, transportation and attendance need to be considered when reviewing results.

## First Nations, Métis, and Inuit Advocates

Each school has a staff member designated as a First Nations, Métis and Inuit Advocate who meets at the division office or online three times a year. Advocates are tasked with connecting with their colleagues and their school team to focus on meaningful Indigenous learning opportunities. They also work alongside their administrators to provide professional development and resources so that teachers feel confident in addressing the related First Nations, Métis and Inuit competencies in the Teaching Quality Standard through building capacity alongside one another. Developing and applying foundational knowledge about First Nations, Métis and Inuit benefits all students.

<b>Assurance Domain:</b>	<b>Learning Supports</b>
<b>Gateway Statement:</b>	<b>Learners are Supported</b>
<b>Division Outcome:</b>	<b>4 - Learners have excellent teachers, school and school authority leaders.</b>

Performance Measure Percentage of teachers, parents and students satisfied with the overall quality of basic education.	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Education Quality Overall	87.5	89.7	89.5	89.6	90.3	90.2	n/a	n/a	n/a
Parent	79.6	83.1	81.6	86.7	86.7	86.6	n/a	n/a	n/a
Student	85.0	87.7	87.6	86.3	87.8	88.0	n/a	n/a	n/a
Teacher	97.9	98.3	98.3	95.7	96.4	96.2	n/a	n/a	n/a

## Comment on Results:

Results remained on par compared to last year both locally and provincially. The parents surveyed were slightly more satisfied with Education Quality compared to the province.

# Learners are Supported

## Learning Services

The Northern Gateway Public Schools Learning Services team operates on the principle that curriculum, instruction and assessment are the cornerstones of effective student-focused learning and teaching. Learning Services Coordinators collaborate with School Administrators and coach teachers to support growth through the sharing of promising practices through the framework of a Quality Learning Environment.

## Professional Development

Northern Gateway Public Schools provides staff development in partnership with the Edmonton Regional Learning Consortium (ERLC), Northwest Regional Learning Consortium (NRLC), Alberta Education, Alberta Teachers' Association (ATA), Alberta Assessment Consortium (AAC), College of Alberta School Superintendents (CASS) and individual school and Division personnel. The Learning Services Team supports and advocates for inclusive educational practices that enable students to reach their full potential. Students construct and communicate meaning, achieve success and fulfillment, and leverage technology for the creation and sharing of knowledge through the disciplines of literacy and numeracy.



## Culture of Wellness

A Culture of Wellness is foundational to developing a Quality Learning Environment in Northern Gateway Public Schools. A group of educators, representing each school in NGPS, came together as Wellness Facilitators to co-construct, define, and communicate the three domains of Wellness. Physical Well-Being, Mental Well-Being, and Social Well-Being are all integral to forming a Culture of Wellness. A culture of Wellness frames the foundation to quality learning as student achievement is not only connected to student wellness but educator wellness as well. The NGPS Wellness Facilitators actively engaged as a cohort to contribute to the work from the division perspective. They work closely with their principals and the school leadership team to attend to the wellness component of the Quality Learning Environment. The Wellness Facilitators worked together during the 2020-21 school year to complete the foundational work of the Wellness domains.

The purpose of the work of the Wellness Facilitator is to:

- Establish a commonly understood foundation of a Culture of Wellness which is supported by research
- Provide a foundation for:
  - professional self and team reflection regarding teacher practice in supporting wellness
  - professional development, to build capacity for consistent and reliable professional growth regarding wellness
  - leadership development within the Division to build capacity in wellness
  - community understanding of what a culture of wellness means in every NGPS school community
  - supporting educator wellness as foundational to each NGPS student experiencing strong instruction and achievement

The second half of the 2020-21 school year had NGPS planting the seeds to a comprehensive Wellness approach for the Division. Divisionally, the exploration of the work of the College of Alberta School Superintendents (CASS) has started the process.

# Learners are Supported

## Learners are Educated in a Well-Governed System

<b>Assurance Domain:</b>	<b>Learning Supports</b>
<b>Gateway Statement:</b>	<b>Learners are Supported</b>
<b>Division Outcome:</b>	<b>5 - Learners are educated in a well governed system.</b>

Performance Measure Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	NGPS			Alberta			Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Parental Involvement Overall	74.7	81.9	80.9	79.5	81.8	81.4	n/a	n/a	n/a
Parent	58.1	68.2	67.9	72.2	73.9	73.8	n/a	n/a	n/a
Teacher	91.4	95.6	93.9	86.8	89.6	89.3	n/a	n/a	n/a

### Comment on Results:

There has been a decrease in this measure. During the extenuating circumstances resulting from the pandemic many decisions, directives and mandates were made at a Division or Provincial level.

# Learners are Supported

## Hour Zero

Northern Gateway Public Schools uses Hour Zero protocols for emergency response. Training and information is provided to staff, students, contractors and visitors so that everyone knows what to do in the event of an emergency.

Hour Zero is a web-based application used by the Division to store, update and monitor the Division, school and department emergency preparedness and response plans (ERP). It follows the incident command system (ICS) for emergency management.

There is a site emergency response team (SERT) at each school, along with a Division-based emergency response team that provides support and aid to schools at the time of an emergency.

Division and site Emergency Response Plans and specific practices have been established to ensure the most effective and efficient use of resources.

## Student Transportation

Transportation Services supports each school community across the Division with its unique transportation needs. As bus drivers are the first and last point of contact in a day for many of our students, care is taken to ensure that all children experience safe, reliable, timely, efficient, and friendly transportation to and from their school.

### Cooperative Busing Practices

Approximately 3,500 students, including those travelling to another school division in Valleyview and Whitecourt, board Northern Gateway Public Schools buses across more than 85 routes travelling over 10,000 kilometers each day. NGPS Transportation routes are hampered by many incomplete road grids across the Division, resulting in greater distances travelled and increased student ride times. Northern Gateway Public Schools, along with other rural Divisions, continue to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant impact on student transportation. The Division continues to explore opportunities to maintain service levels in the face of declining ridership.

### Bus Evacuation

Students, whether they ride the bus on a regular basis or not, have practiced virtual bus evacuation training again this year with our schools showing bus evacuation videos to the students.

### Safety Procedure that Ensures No Student is Left on the Bus

Buses are equipped with a child check device to ensure that no student is left on the bus at the end of a bus run. The drivers activate the system when they pick up their first student. At the end of the route, the driver walks to the back of the bus to disarm the system, he/she carefully checks each seat to be sure there are no students remaining on the bus.

# Learners are Supported

## Communications

Communications Services fosters open, honest communication between the division and its internal and external stakeholders. Its work includes crisis communications, media relations, online communications, social and print media, marketing, brand management and supporting schools, programs and division initiatives. Communication Services also advises the Board of Trustees, Superintendent of Schools and division staff on strategic communications.

## Technology Infrastructure

Northern Gateway Public Schools' Technology Services is agile, flexible and relevant as it focuses on supporting the Ministerial Order on Student Learning and the five policy directions of the Learning and Technology Policy Framework. NGPS continues to support and plan for students and staff to have equitable access to technology and processes for learning and teaching through reliable, safe and effective computer networks and systems.

2020-21 included the completion of the jurisdiction evergreening plan, effectively moving NGPS to a 1:1 ratio of devices to students. This support of technology limits barriers and enhances student learning. In addition students and educators are taught about their roles and responsibilities as digital citizens.

The summer of 2021 was the final year of a four year Technology Evergreen hardware refresh. Four schools had new technology hardware installed.

Firewalls, antivirus software and content filtering measures are employed as a matter of due diligence. Digital citizenship and responsible use are the best ways to protect our network and infrastructure.



# Learners are Supported

## Education Week

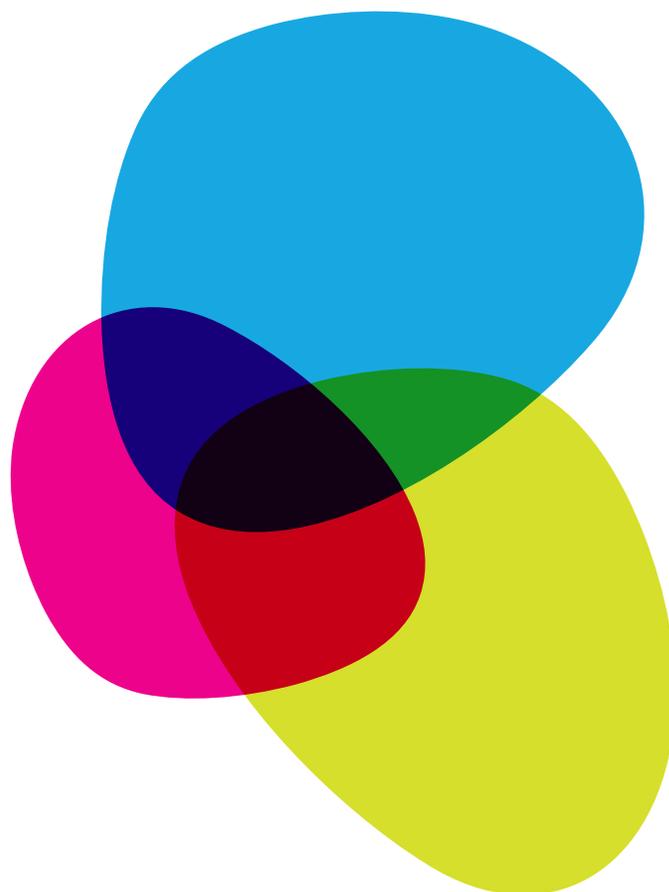
During Education Week, NGPS schools plan activities that bring parents and community members into the schools to celebrate student learning and experience the partnerships that support a successful school community. These activities demonstrate the diversity that exists across Northern Gateway Public Schools while promoting a cohesive message of commitment to the education of our learners. With restrictions in place due to the pandemic NGPS relied on social media to celebrate student learning.

## Community Engagement

Northern Gateway Public Schools recognizes that in a rapidly changing world and with increased expectations being placed on school systems, its work cannot be accomplished in isolation. Increasingly, effective partnerships within our communities, between jurisdictions, with other ministries, and with private industry are being explored. NGPS has worked to maintain long-established partnerships while reaching out to build new ones in support of providing quality education to students.

The 2020-21 school year presented many challenges for engagement as schools were required to maintain pandemic protocols such as masking, distancing, cohorting and limiting volunteers and extra people in the school buildings. Our NGPS staff continued to inform the community and parents about student activities and engagement in learning by utilizing newsletters, social media, calls home and by continually maintaining and updating school websites. Teachers and support staff continued to communicate with parents on a regular basis through phone calls, Google Meets and the Google Classroom. NGPS staff is very appreciative of the continued flexibility of community members and parents as we navigate the challenges of at-home online learning and staying home when sick.

Each school provides parents and community representatives with the opportunity to join a School Council which consists of parents, NGPS staff and students, and community members. School Councils meet to discuss issues and undertake initiatives that will lead to the betterment of the school community. Consistent with the requirements of the province, elections are held each year to choose the school council executive. Council members are encouraged to provide feedback on NGPS and school policy and procedures, educational initiatives, student programming and the overall operation of the school. Through the 2020-21 school year, Schools continued to meet with School Councils via a digital platform.



# Learners are Supported

## ThoughtExchange

### Engaging Stakeholders in Planning for Student Success

In early March 2021, NGPS engaged parents, students and staff members in a ThoughtExchange to gather feedback and understand what is important to stakeholders in planning for and improving student learning.

Feedback received, in its entirety, and as a curated report, has been shared, examined and discussed with NGPS administration, the Board of Trustees and school principals. The information was considered as part of the education planning at both the division and individual school levels.

2,225  
PARTICIPANTS  
SHARED 2,367  
THOUGHTS

72% OF PARTICIPANTS  
WERE STUDENTS IN  
GRADES 4 - 12

18% OF PARTICIPANTS  
WERE PARENTS AND 10%  
WERE STAFF

## WHAT WE HEARD:

Through the comprehensive ThoughtExchange, the following themes emerged as being important to students, staff and parents:

### Literacy and Numeracy

Literacy and Numeracy is foundational to giving our students the skills necessary to be competent contributing citizens.

Literacy and Numeracy supports continue to be a priority in NGPS.

- Please see Division Outcomes 1 & 2, pgs 12 - 17

### Safe and Caring

Each NGPS site creates a welcoming culture through a variety of caring, respectful, and safe strategies.

- Please see Division Outcome 3, pgs 21 - 23

### Inclusion

The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet the needs of all students.

- Please see Division Outcomes 3 & 4, pgs 21 - 25

### Health and Wellness

Health and Wellness continues to be a priority in NGPS. Through the Quality Learning Environment framework, NGPS will address the wellness needs of all students, staff, teachers and leaders within the physical, mental and social emotional domains of wellness.

- Please see Division Outcome 5, pg 19

### Communication

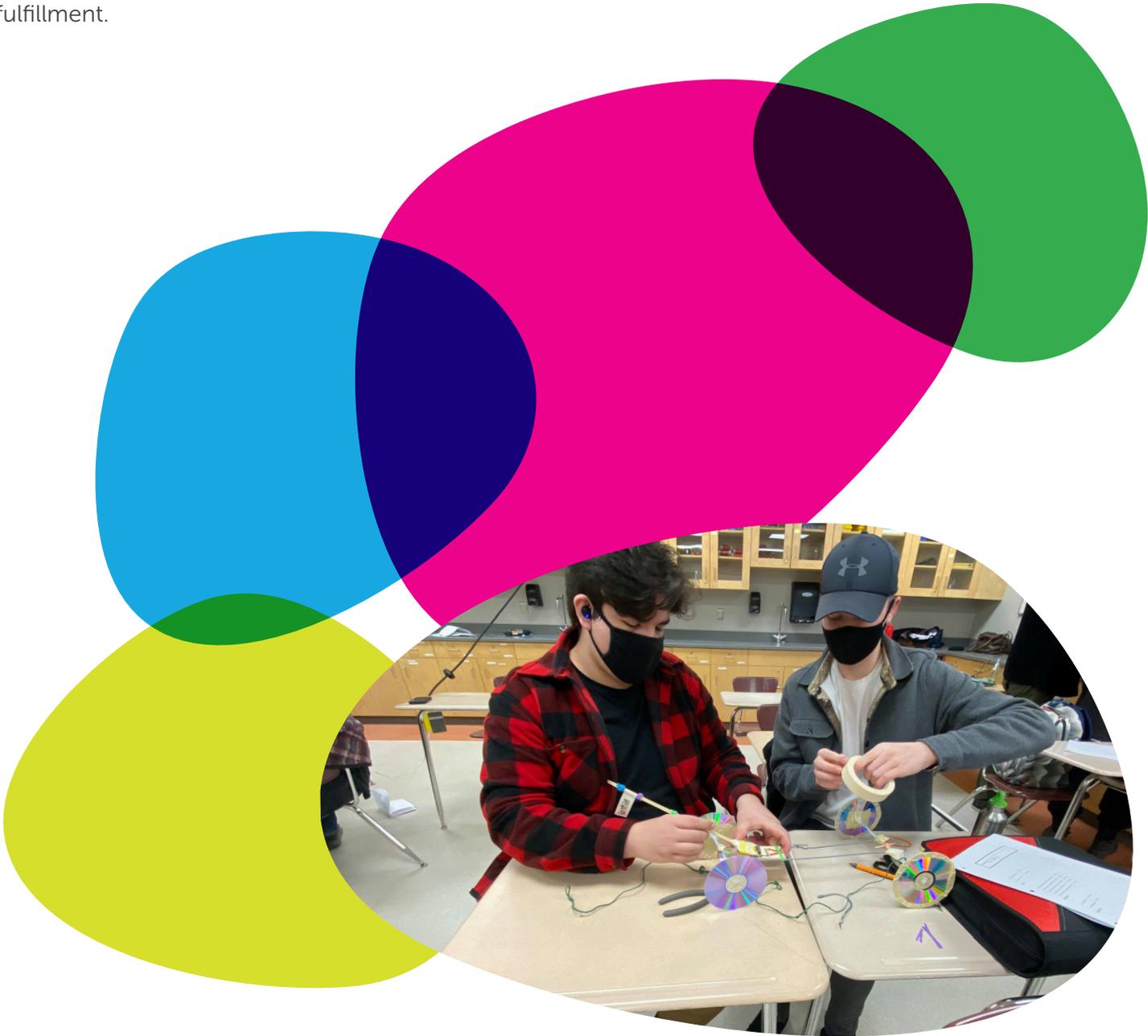
Communication with our stakeholders is integral in the Education world. NGPS commits to continued improvement in communication with our stakeholders.

- Please see Division Outcome 6, pgs 29 - 31

# Learners are Supported

## What makes our region and our schools great?

Northern Gateway Public Schools supports those who have a hand in every child's education by fostering a program-rich learning environment. Our journeys, communities, imagination/innovation and growth lead to engagement and provide opportunities for students to achieve success and fulfillment.



# Highlights of Facility and Capital Plans

## Overview

Northern Gateway Public School Division's Facilities and Maintenance Staff provides services to sixteen school sites and five support buildings which include: one transportation building, two maintenance buildings, one administration building, and one support services building.

At present, NGPS has a utilization rate of 58% in comparison with last year's provincial average of 73%. Further, the need to address maintenance deficiencies in buildings and rising operational and maintenance costs continue to exert pressure on NGPS budgets.

Maintenance staff strives to maintain minor, major, and emergent repairs in a timely manner using a program through Public School Works as our work order and preventative maintenance system. We are able to track repairs throughout the school division.

## Infrastructure Maintenance and Renewal Program (IMR)

Priorities are based on consultation meetings with the Director of Maintenance, School Administrators, Superintendent of Schools, and the School Board. In 2020-21 \$1,569,000.00 was allocated to IMR priorities, which included, but were not limited to, partial re-roofs, security system upgrades, flooring replacements, plumbing improvements, window enhancements and room renovations. Approximately \$1,239,416.00 will be spent on capital projects to maintain the 30% minimum spent on IMR as per the Alberta Government.



## IMR accomplishments for 2020-21

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### Regular IMR Projects

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New Keyscan security system at Darwell School

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New flooring, handrails, upgrade Keyscan system, refinish gym floor and exterior doors at Elmer Elson School

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New furnace, new hot water tank and upgrade Keyscan system in Fox Creek School

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New millwork and flooring in the library at Grasmere School

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Upgrade Keyscan system and new chimneys at Hilltop High School

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Upgrade Keyscan system at Onoway Elementary School

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Upgrade Keyscan system at Pat Hardy School

---

Upgrade camera system at Onoway High School

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Front entrance upgrade Percy Baxter School

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Modernize Grade 1 at Rich Valley School

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Upgrade Keyscan system at Whitecourt Central School

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New clocks for Harry Gray School

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New flooring at Hillside High School

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Site drainage at Rich Valley School

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New water fountain at Oscar Adolphson School

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New driveway/sidewalks at Onoway High School

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### Capital Projects

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New gym for Rich Valley School

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Modernize change rooms/washrooms at Fox Creek School

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Boys' washroom modernization at Whitecourt Central School

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New sidewalk/drainage at Onoway Elementary School

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New boiler at Percy Baxter School

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## Capital Maintenance and Renewal Stimulus for 2020-21

Capital Maintenance and Renewal Stimulus Projects	Value of each Project
Exterior doors at Darwell School	\$50,000.00
Exterior doors at Elmer Elson School	\$50,000.00
Exterior doors at Hilltop High School	\$80,042.00
Exterior upgrade at Hilltop High School	\$250,000.00
Exterior upgrade at Percy Baxter School	\$150,000.00
Partial re-roof at Rich Valley School	\$150,000.00

## Some of the Proposed Infrastructure plans for 2021-22

Capital Maintenance and Renewal Stimulus Projects	Value of each Project
New flooring 7 classrooms at Hillside High School	\$27,000.00
Electrical upgrade at Elmer Elson School	\$1000.00
Upgrade camera system at Mayerthorpe High School	\$4000.00
Roof repair Onoway High School	\$7000.00
Modernize Grade 2 at Rich Valley School	\$46,000.00
Refinish gym at Onoway High School	\$19,000.00
New exterior doors at Elmer Elson School	\$42,500.00
New furnace at Fox Creek School	\$32,000.00
New sidewalks at Hilltop High School	\$60,000.00
New sidewalks at Darwell School	\$20,000.00
Upgrade Aurora at Mayerthorpe High School	\$8000.00
Handicap access	\$5000.00

# Highlights of Facility and Capital Plans

## Capital Plan 2022-25

Three-year capital plans will be the basis of the government's annual review and assessment of capital projects and priorities based on project drivers and needs criteria:

- Health and Safety
- Building Condition
- Enrollment Pressures
- Functionality and Programming
- Legal Rights

Ultimately, the jurisdiction's three-year capital plan will identify projects that will be approved to move to the next phase of the gated process, Project Evaluation and Prioritization.

The jurisdiction's 2022-25 Three-Year Capital Plan, requests the following capital projects:

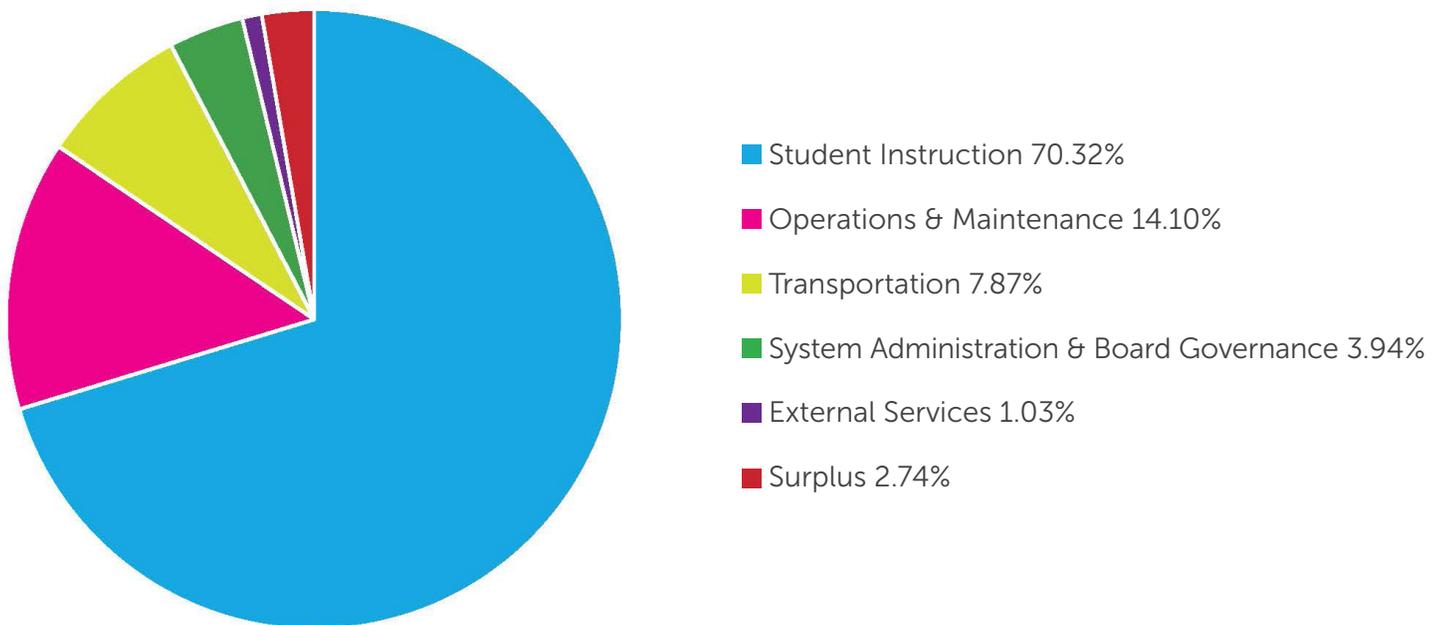
1. Valleyview K-12 Replacement School
2. Whitecourt Attendance Zone K-5 Replacement School
3. East End K-9 Replacement School for Darwell and Alberta Beach

Northern Gateway Public Schools fosters program-rich learning environments where students, teachers, and our greater communities can do their best work, together. Catering to just under 4700 students from Kindergarten to Grade 12, we operate 16 schools, and 4 colony schools, serving the communities and surrounding areas of Onoway, Alberta Beach, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview.

The Valleyview replacement school has been Northern Gateway Public Schools number one priority since the 2016-19 Capital Plan.

The Northern Gateway School Board Capital Plan can be found on our District website at the following address: [ngps.ca/download/337387](https://ngps.ca/download/337387)

# Budget Highlights 2020-21



Total Expenses Variance			
2021 Actual	2021 Budget	Variance Amount	Variance %
\$65,276,794	\$69,884,754	(\$4,607,960)	-7%

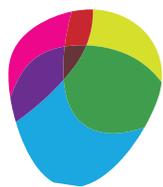
**Variance Explanation:** The Division's total operating expenses for 2020-21 were \$65.3 million, compared to the Spring approved budget total of \$69.9 million. This \$4.6 million (or 7 per cent) variance is attributed mostly to the ongoing COVID-19 pandemic where supply shortages, delays and virtual meetings/conferences as opposed to in person, resulted in operational spending being less than anticipated.

- ▶ Link to the provincial roll up of Jurisdiction Audited Financial Statement information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>
- ▶ Detailed information regarding the Division's audited financial statements can be obtained from Financial Services at 780.778.2800 or can be viewed at the Division's website at: [ngps.ca/reports-and-publications](https://ngps.ca/reports-and-publications)

# Summary of Financial Results

REVENUES	2021		
	Instruction Pre Kindergarten	Instruction Kindergarten to Grade 12	Operations and Maintenance
(1) Alberta Education	\$ 286,650	\$ 44,980,691	\$ 5,827,165
(2) Alberta Infrastructure	\$ -	\$ -	\$ 2,654,551
(3) Other - Government of Alberta	\$ -	\$ 138,326	\$ -
(4) Federal Government and First Nations	\$ 30,059	\$ 2,911,064	\$ 254,528
(5) Other Alberta school authorities	\$ -	\$ -	\$ -
(6) Out of province authorities	\$ -	\$ -	\$ -
(7) Alberta municipalities - special tax levies	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -
(9) Fees	\$ 146,713	\$ 236,306	
(10) Sales of services and products	\$ -	\$ 447,817	\$ -
(11) Investment income	\$ -	\$ 61,946	\$ -
(12) Gifts and donations	\$ -	\$ 39,675	
(13) Rental of facilities	\$ -	\$ -	\$ 23,473
(14) Fundraising	\$ -	\$ 23,974	\$ -
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 10,544
(16) Other	\$ -		\$ 149,839
<b>(17) TOTAL REVENUES</b>	\$ 463,422	\$ 48,839,799	\$ 8,920,100
EXPENSES			
(18) Certificated salaries	\$ 9,725	\$ 26,411,686	
(19) Certificated benefits	\$ -	\$ 6,016,632	
(20) Non-certificated salaries and wages	\$ 201,382	\$ 5,826,644	\$ 809,831
(21) Non-certificated benefits	\$ 51,228	\$ 1,826,162	\$ 203,902
(22) SUB-TOTAL	\$ 262,335	\$ 40,081,124	\$ 1,013,733
(23) Services, contracts and supplies	\$ 61,094	\$ 6,185,914	\$ 5,473,917
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 2,816,064
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 606,708	\$ 166,032
(26) Supported interest on capital debt	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -
(28) Other interest and finance charges	\$ -	\$ -	\$ -
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -
(30) Other expense	\$ -	\$ -	\$ -
<b>(31) TOTAL EXPENSES</b>	\$ 323,429	\$ 46,873,746	\$ 9,469,746
<b>(32) OPERATING SURPLUS (DEFICIT)</b>	\$ 139,993	\$ 1,966,053	\$ (549,646)

REVENUES	2021				2020
	Transportation	System Administration	External Services	TOTAL	TOTAL
(1)	\$ 5,430,386	\$ 2,576,665	\$ -	\$ 59,101,557	\$ 55,033,945
(2)	\$ -	\$ -	\$ -	\$ 2,654,551	\$ 2,604,652
(3)	\$ -	\$ -	\$ 688,336	\$ 826,662	\$ 865,216
(4)	\$ -	\$ 144,103	\$ -	\$ 3,339,754	\$ 3,982,725
(5)	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	\$ -	\$ -	\$ -	\$ -	\$ -
(7)	\$ -	\$ -	\$ -	\$ -	\$ -
(8)	\$ -	\$ -	\$ -	\$ -	\$ -
(9)	\$ 2,174		\$ -	\$ 385,193	\$ 626,150
(10)	\$ 14,183	\$ 20,580	\$ -	\$ 482,580	\$ 776,219
(11)	\$ -	\$ -	\$ -	\$ 61,946	\$ 102,355
(12)		\$ -	\$ -	\$ 39,675	\$ 169,944
(13)	\$ 7,792	\$ 10,060	\$ -	\$ 41,325	\$ 40,559
(14)	\$ -	\$ -	\$ -	\$ 23,974	\$ 113,834
(15)	\$ -	\$ -	\$ -	\$ 10,544	\$ 138,777
(16)	\$ -	\$ -	\$ -	\$ 149,839	\$ -
<b>(17) TOTAL REVENUES</b>	\$ 5,454,535	\$ 2,751,408	\$ 688,336	\$ 67,117,600	\$ 64,454,376
<b>EXPENSES</b>					
(18)		\$ 627,662	\$ -	\$ 27,049,073	\$ 27,027,938
(19)		\$ 65,963	\$ -	\$ 6,082,595	\$ 5,986,615
(20)	\$ 237,414	\$ 967,459	\$ 509,321	\$ 8,552,051	\$ 8,118,357
(21)	\$ 60,401	\$ 273,491	\$ 154,504	\$ 2,569,688	\$ 2,471,179
(22) SUB-TOTAL	\$ 297,815	\$ 1,934,575	\$ 663,825	\$ 44,253,407	\$ 43,604,089
(23)	\$ 4,955,354	\$ 566,886	\$ 24,511	\$ 17,267,676	\$ 16,544,742
(24)	\$ -	\$ -	\$ -	\$ 2,816,064	\$ 2,673,588
(25)	\$ 26,640	\$ 140,267	\$ -	\$ 939,647	\$ 964,432
(26)	\$ -	\$ -	\$ -	\$ -	\$ -
(27)	\$ -	\$ -	\$ -	\$ -	\$ -
(28)	\$ -	\$ -	\$ -	\$ -	\$ 917
(29)	\$ -	\$ -	\$ -	\$ -	\$ 3,587
(30)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>(31) TOTAL EXPENSES</b>	\$ 5,279,809	\$ 2,641,728	\$ 688,336	\$ 65,276,794	\$ 63,791,355
<b>(32) OPERATING SURPLUS (DEFICIT)</b>	\$ 174,726	\$ 109,680	\$ -	\$ 1,840,806	\$ 633,021



**Northern Gateway**  
Public Schools