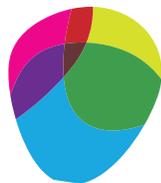


OUR JOURNEY. OUR STORY.



Northern Gateway
Public Schools

Annual Education Results Review 2019-20



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Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Linda Wigton
Barb Maddigan
Diane Hagman
Jim Hailes
Sherry Jeffreys
Judy Muir
Christine Peck
Gerry Steinke
Anita Portsmouth

Message from the Board Chair

Linda Wigton
Board Chair

The Annual Education Results Report for the 2019-20 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 every student 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 have been of paramount importance. Our schools serve as flagships of hope and are safe and caring havens for many children.

The pandemic has challenged our educational staff like never before. From successfully implementing emergency online learning in the Spring, to the Fall return to in-person and online instruction, our educators have continued to meet the expectations of Alberta's Programs of Study and provide meaningful experiences for students, while implementing the division's comprehensive Re-entry Handbook. Additionally, staff continue to address the social and emotional needs of students. The Board of Trustees is proud to represent such a resilient group of educators. The collective efforts of parents, school staff and students are to be commended.

We look forward to seeing the light at the end of this long and winding tunnel, to reflecting back on the successes and hardships, to learning from our experiences and to becoming more resilient because of them. On behalf of Northern Gateway Schools' Board of Trustees, I wish everyone good health and peace.

Message from the Superintendent

This past year has seen the resiliency of our students, staff, families and school communities tried and tested. The interruption of traditional learning in the face of a global pandemic has influenced educational delivery now and into the future.

The Division's response to the challenges of Covid-19 have placed student safety and student learning at the centre. For each of these students, we continue to provide meaningful and relevant learning experiences that will help them build the confidence and skills foundational to life and living. Public education is a fundamental good in a democratic society and the investment in children is the best investment we can make as a society.

Each year, we take the opportunity provided by the Annual Education Results Report and Three-Year Education Plan to reflect on what we have accomplished and look ahead to the opportunities and challenges of the coming years.

Through this report, we demonstrate our accountability in the provision of quality public education, and transparently share with the broader community our areas of success as well as those areas where we know we can do better.

Our 2019-2020 results represent the efforts and commitment of NGPS staff to support all students in difficult times. These results include both our academic achievements and the broader work we do in support the children in our care. Through this Annual Education Results Report, these results are presented to the Board of Trustees, the Government of Alberta and the students and families we proudly serve.

Stay Safe!



Kevin Andrea
Superintendent of Schools

Publication

Our Journey. Our Story.: Annual Education Results Report 2019 - 20 will be available on the Northern Gateway Public Schools website, ngps.ca, on December 15, 2020.

Accountability Statement

The Annual Education Results Report for Northern Gateway Public Schools 2019-20 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.



Linda Wigton
Board Chair



Kevin Andrea
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 monitors Administrative Procedures to 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 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 405 – Public Interest Disclosure – “Whistleblower” Protection.

There were no disclosures made in the 2019-20 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



Jurisdiction Profile

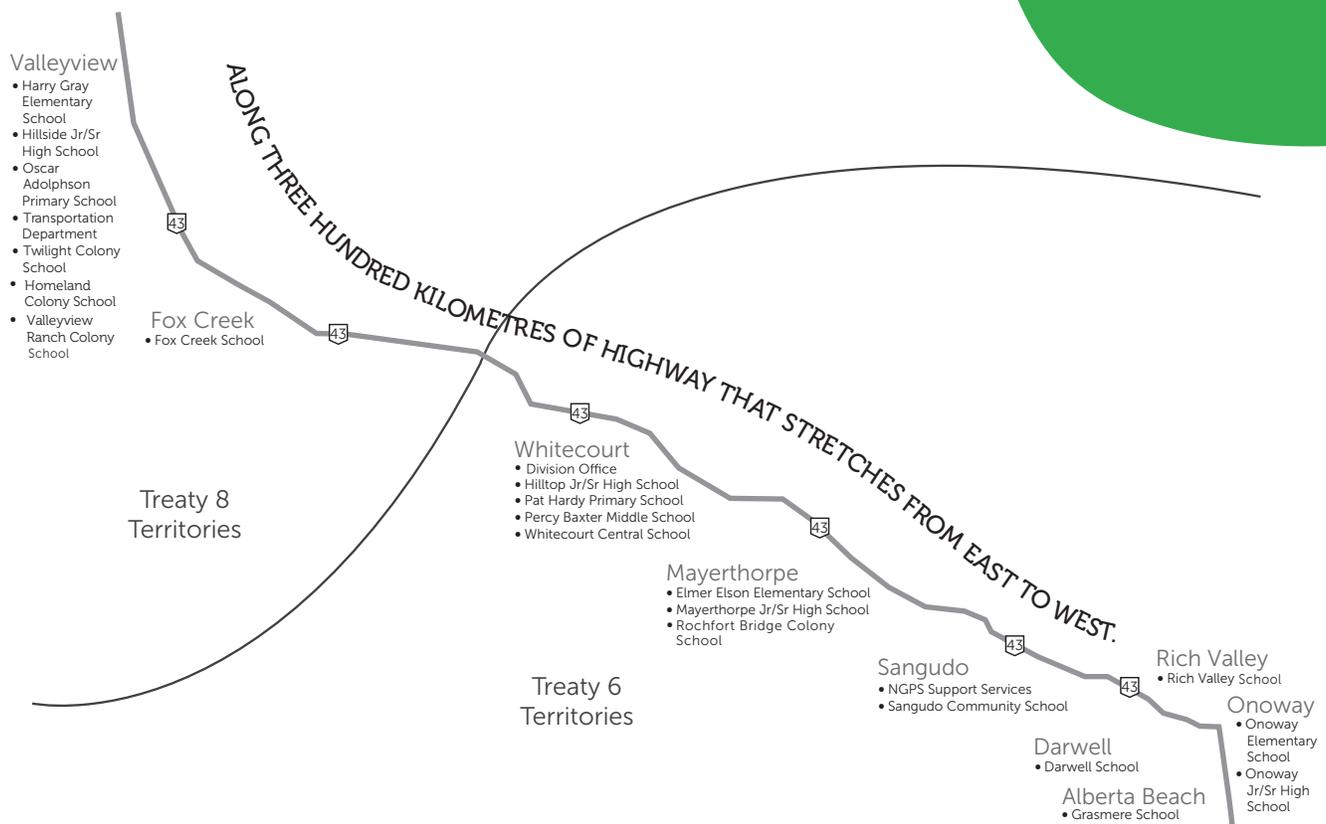
Northern Gateway Public Schools spans over 350 kilometres of rural north central Alberta. With a staff complement of 285 teachers and 237 support staff, we serve 4,900 students in 16 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek 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 two counties, Lac Ste. Anne and Woodlands and three municipal districts, Greenview, Big Lakes and Smoky River. The east end of the division (Alberta Beach, Onoway, 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
4,900
STUDENTS

IN 16
SCHOOLS AND 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.



Demographic Census Chart
ngps.ca/download/154152

DARWELL SCHOOL

Darwell

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 ELEMENTARY 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

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2020

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 |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 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 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 47.98 | 47.98 - 55.78 | 55.78 - 68.95 | 68.95 - 74.96 | 74.96 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

1. For all measures except Drop Out Rate: 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%.

2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher

Measure Evaluation Reference

3-Year Plan - May 2020

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.

| 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 |

Accountability Pillar - May 2020

| Measure Category | Measure | Northern Gateway School Division (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|---|--|---|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 88.0 | 87.1 | 87.5 | 89.4 | 89.0 | 89.2 | High | Maintained | Good |
| Student Learning Opportunities | Program of Studies | 77.2 | 76.8 | 76.5 | 82.4 | 82.2 | 82.0 | Intermediate | Maintained | Acceptable |
| | Education Quality | 89.7 | 88.6 | 89.1 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 3.7 | 2.3 | 2.9 | 2.7 | 2.6 | 2.7 | High | n/a | n/a |
| | High School Completion Rate (3 yr) | 78.5 | 77.0 | 76.0 | 79.7 | 79.1 | 78.4 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 70.3 | 72.7 | 72.8 | 73.8 | 73.6 | 73.6 | Intermediate | Declined | Issue |
| | PAT: Excellence | 12.3 | 14.3 | 13.9 | 20.6 | 19.9 | 19.6 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 83.3 | 82.7 | 80.9 | 83.6 | 83.7 | 83.1 | Intermediate | Maintained | Acceptable |
| | Diploma: Excellence | 13.9 | 16.0 | 15.3 | 24.0 | 24.2 | 22.5 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 39.3 | 40.5 | 41.5 | 56.4 | 56.3 | 55.6 | Low | Maintained | Issue |
| | Rutherford Scholarship Eligibility Rate | 60.7 | 59.9 | 57.7 | 66.6 | 64.8 | 63.5 | Intermediate | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 46.9 | 42.8 | 45.0 | 60.1 | 59.0 | 58.5 | Low | Maintained | Issue |
| | Work Preparation | 82.3 | 78.3 | 78.3 | 84.1 | 83.0 | 82.7 | High | Improved | Good |
| | Citizenship | 82.0 | 80.0 | 80.6 | 83.3 | 82.9 | 83.2 | Very High | Improved | Excellent |
| Parental Involvement | Parental Involvement | 81.9 | 79.9 | 80.6 | 81.8 | 81.3 | 81.2 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 81.7 | 78.1 | 79.3 | 81.5 | 81.0 | 80.9 | Very High | Improved | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Learners are Successful

Gateway Statement: Learners Meet Standards

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.

| | |
|--------------------------|---|
| Provincial Domain | Student Growth and Achievement |
| Division Outcome | 1a - Learners are literate and numerate. |

| | |
|--------------------------|---|
| Provincial Domain | Student Growth and Achievement |
| Division Outcome | 1b - Learners achieve acceptable and standard of excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment. |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education | n/a | 76.9 | 75.9 | 76.8 | 77.2 | 77.2 | Intermediate | Maintained | Acceptable | 77.8 | 78.3 | 78.8 |

Comments on Results:

NGPS has maintained intermediate achievement in the survey measure of Program of Studies to have an overall measure evaluation of Acceptable. This reflects improvement over the previous three year average and the previous year results. NGPS is confident all schools in the division offer a broad program of studies. One challenge includes the ability to secure specialist teachers in the small communities in such areas of music and fine arts. Schools utilize expertise in their local communities to enhance programs.

Learners are Successful

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|--------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 71.3 | 74.3 | 72.7 | 70.3 | n.a | 73.3 | Intermediate | Declined | Issue | 73.3 | 73.8 | 74.3 |
| Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results) | 13.0 | 13.5 | 14.3 | 12.3 | n/a | 14.5 | Low | Maintained | Issue | 14.5 | 15.0 | 15.5 |

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 80.6 | 79.4 | 82.7 | 83.3 | n/a | 83.8 | Intermediate | Maintained | Acceptable | 83.8 | 84.3 | 84.8 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 16.0 | 13.7 | 16.0 | 13.9 | n/a | 16.2 | Intermediate | Maintained | Acceptable | 16.2 | 16.7 | 17.2 |

Note: There are no Provincial Achievement Test or Diploma Exam Results for June 2020 as a result of school closures due to the COVID-19 pandemic.

Comments on Results:

NGPS PAT and DIP results are on par with the province in reaching Acceptable Standard and significantly below in the Standard of Excellence (based on Fall 2019 Results). Curriculum, responsive instruction and purposeful assessment have been identified as key to ensuring common understanding and consistent best practice in supporting student achievement.

A direct focus on instructional and assessment practices in literacy and numeracy will support overall achievement.

Learners are Successful

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|-------------|--------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 2.3 | 3.9 | 2.5 | 2.3 | 3.7 | 2.2 | High | n/a | n/a | 3.0 | 2.5 | 2.3 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship | 51.1 | 51.9 | 61.4 | 59.9 | 60.7 | 61.5 | Intermediate | n/a | n/a | 61.5 | 62.0 | 62.5 |

Comments on Results:

NGPS student drop out rate is on par with the province both within the 3 year average and current results. NGPS Rutherford Scholarship results have shown improvement when looking at the previous three year average.

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|-------------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 75.4 | 75.9 | 75.1 | 77.0 | 78.5 | 79.0 | High | Maintained | Good | 79.5 | 80.0 | 80.5 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 39.7 | 40.2 | 43.8 | 40.5 | 39.3 | 41.0 | Low | Maintained | Issue | 41.5 | 42.0 | 42.5 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 48.7 | 42.5 | 49.6 | 42.8 | 46.9 | 45.1 | Low | Maintained | Issue | 47.4 | 47.9 | 48.4 |

Comments on Results:

Many of our students are finding success when allowed more time to graduate (for example: 5 years). Opportunities through work experience and RAP programs are transitioning students into post-secondary or personal career paths that may not require participation in 4 or more diploma exams.

Learners are Successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers who are satisfied that students model the characteristics of active citizenship. | 80.8 | 81.1 | 80.8 | 80.0 | 82.0 | 82.5 | Very High | Improved | Excellent | 83.8 | 84.3 | 84.8 |

Comments on Results:

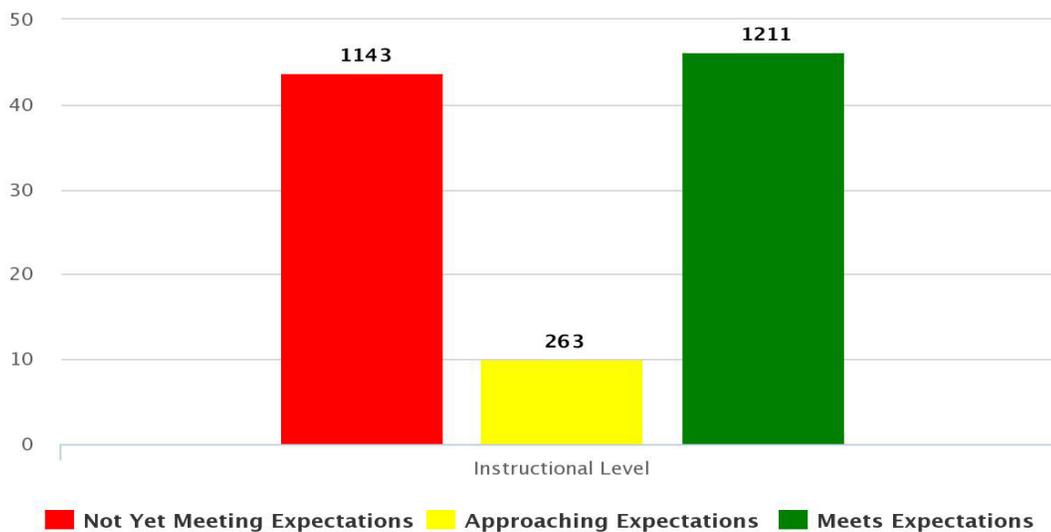
NGPS has shown improvement in the survey measure of satisfaction of teachers, parents and students that students model characteristics of active citizenship over the last five years. The parent component of this measure is slightly below the provincial result. The teacher component of this measure is above the province and the student component of this measure is on par with the province.

Local Measures:

Fountas and Pinnell Benchmark Reading Assessment

FP Component Breakdown

Count of Students by Mastery – 2617 Students



Fall 2019-20, 2617 students assessed

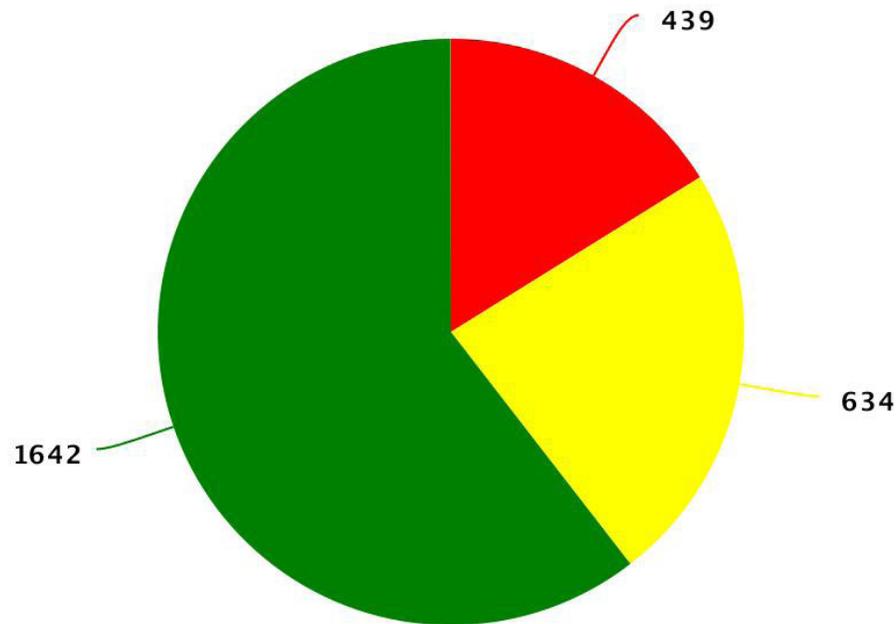
- As a result of division-wide implementation of this process, NGPS was able to collect information from 2617 students as compared to the previous year of 919.
- Fountas and Pinnell Benchmark Training was offered to NGPS teaching staff.
- Number of students assessed has increased significantly due to Division Fountas and Pinnell Benchmark Assessment Guidelines being implemented.
- Targeted intervention for students identified as approaching expectations or not yet meeting expectations.
- Adolescent Literacy series was offered to Division 3 and 4 teachers.
- Literacy Strategy Resource Website was established.
- Literacy Coaching model was introduced to NGPS schools.
- 2019-20 was the first year we purposefully, as a Division, established a framework to report this data.
- Spring assessments were not completed as a result of the emergency teaching situation during the pandemic school closure.
- This data provides baseline information to begin framing trends of growth.

Learners are Successful

Highest Level of Achievement Test (HLAT)

Student Level Breakdown

Count of Students – 2705 Students



Not Yet Meeting Expectations **Approaching Expectations** **Meeting Expectations**

Fall 2019-20

- 61% Meeting Expectations
- 16% Approaching Expectations
- 23% Not Yet Meeting Expectations
- NGPS uses a common rubric modeled after the Provincial Achievement Test and Diploma Exam Rubrics.
- 2019-20 was the first year we purposefully, as a Division, collected this data.
- In the fall of 2019, we brought grade level teams of teachers together to work on the standards confirming and have an opportunity for collaborative marking.
- During these sessions we utilized the Fountas and Pinnell Continuum of Literacy and all schools were provided with a copy of this resource.
- This data provides baseline information to begin framing trends of growth.

Learners are Successful

NGPS Math Intervention Programming Instrument (MIPI)

| | | |
|--------------------------------|----------------------------|-------------|
| Grade 2 259 Students | Does Not Require Attention | 159 - 61.4% |
| | May Require Attention | 82 - 31.7% |
| | Requires Attention | 18 - 6.9% |
| Grade 3 312 Students | Does Not Require Attention | 143 - 45.8% |
| | May Require Attention | 121 - 38.8% |
| | Requires Attention | 48 - 15.4% |
| Grade 4 349 Students | Does Not Require Attention | 96 - 27.5% |
| | May Require Attention | 142 - 40.7% |
| | Requires Attention | 111 - 31.8% |
| Grade 5 390 Students | Does Not Require Attention | 116 - 29.7% |
| | May Require Attention | 156 - 40.0% |
| | Requires Attention | 118 - 30.3% |
| Grade 6 383 Students | Does Not Require Attention | 111 - 29% |
| | May Require Attention | 142 - 37.1% |
| | Requires Attention | 130 - 33.9% |
| Grade 7 309 Students | Does Not Require Attention | 88 - 28.5% |
| | May Require Attention | 92 - 29.8% |
| | Requires Attention | 129 - 41.7% |
| Grade 8 306 Students | Does Not Require Attention | 60 - 19.6% |
| | May Require Attention | 111 - 36.3% |
| | Requires Attention | 135 - 44.1% |
| Grade 9 333 Students | Does Not Require Attention | 50 - 15.0% |
| | May Require Attention | 83 - 24.9% |
| | Requires Attention | 200 - 60.1% |
| Grade 10 48 Students | Does Not Require Attention | 0 |
| | May Require Attention | 11 - 22.9% |
| | Requires Attention | 37 - 77.1% |

Fall 2019-20

- This data provides baseline information to begin framing trends of growth.
- MIPI data analysis conversations were supported by Division Office and a Numeracy Coach.
- Through analysis, schools were able to identify targeted areas for intervention.
- Numeracy Coaches were made available to work with schools on targeted areas of need.

Comment on Results:

Identification of students requiring intervention or enrichment through the analysis of purposeful assessment data enables educators to provide responsive instruction to deepen student learning.

Learners are Successful

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, in regard to the administration of the tools used, analysis of results and possible programming based on the data.

- 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 Benchmark Assessment System as a reading diagnostic tool for students from Kindergarten to grade 12

Early Years Evaluation (EYE)

Northern Gateway Public Schools' Kindergarten teachers utilize the Early Years Evaluation (EYE) tool to acquire the data needed to organize and inform instruction to reach the needs of each student. The EYE provides data in five areas: Knowing Self and Environmental, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development. Students are assessed in the Fall, and students identified as a Tier 2 or 3 are reassessed in the spring. In 2019-2020 the spring reassessment did not take place.

Numeracy Focus

During the 2019-2020 school year, work with the grade 9 to 12 Mathematics teachers network included curricular as well as conceptual understanding with a focus on aligning assessments to standards. Instructional coaches for grades 1 to 12 were contracted for the 2019-2020 school year and will continue to be leveraged in the upcoming school year to deepen understanding of big ideas of Mathematics, to connect these big ideas to numeracy learning, and to engage students in articulating their thought process when approaching problems.

Literacy Focus

During the 2019-20 school year, Northern Gateway Public Schools contracted an instructional coach, to support literacy learning 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 concepts as applied to literacy teaching and learning.

A three part Adolescent Literacy Series was presented to Division III and IV teachers, with a focus on content area literacy strategies. This series was presented by a literacy instructional coach. A Literacy Strategy Resource Website was created to support instruction in the classroom.

Fountas and Pinnell Assessment Guidelines

Fountas and Pinnell Assessment Guidelines were developed for NGPS teachers to follow commencing the 2019-2020 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.

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. Northern Gateway Public Schools 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.

Learners are Successful

Learning Through and With Technology continued

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 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: PowerTeacherPro

Northern Gateway Public Schools' 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.

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. NGPS grades 7 through 12 students from our senior and junior high schools from Valleyview to Sangudo attend this event. A total of 910 NGPS students were 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. 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.

Fox Creek School hosted the Fox Creek Business Showcase and Career Fair in March. Students from grades 7-12 were able to meet with local business and industry representatives and a variety of post secondary recruiters to discuss career options and jobs with local employers.

Onoway Junior Senior High School hosted a career Fair/Post Secondary session for students and parents. The session was well received in the community.

Dual Credit

With the supportive partnerships forged with community stakeholders, other school divisions and post-secondary institutions, NGPS is fortunate to continue supporting northern Alberta students with Dual Credit opportunities in the areas of Educational Assistant, Power Engineering Class 4, Oilfield Operator, Water and Wastewater Technology, Psychology, Medical Terminology, Health Care Aide, Administrative Professional, and Harley Davidson Technician. Post Secondary partners include: Northern Lakes College, NorQuest College, NAIT and Grande Prairie Regional College.

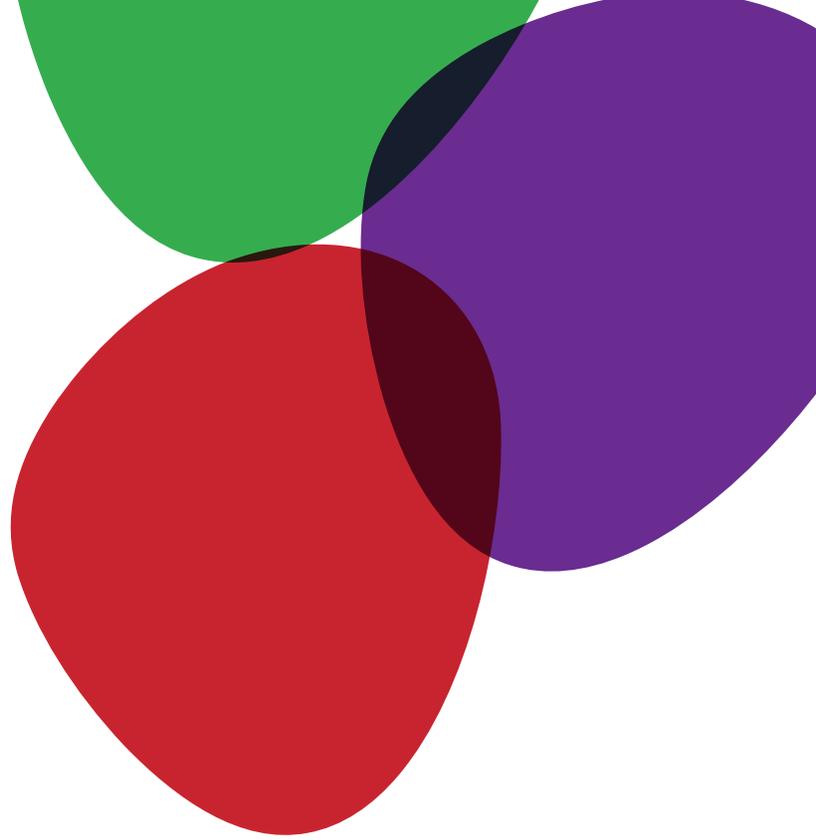


Learners are Successful

Off Campus and Experiential Learning

Career Exposure Summer Boot Camps moved online in July due to COVID-19 restrictions. Students were offered a variety of online programs that included: Industrial Safety, Movie Making, Hairstyling, Aesthetics, Architectural Design, Equine First Aid, Cooking, Baking, Gaming, Website Design, Robotics, Yoga, The Secret Guitar and Art. The 140 students that took part received high school credit and valuable career knowledge.

The summer Work Experience and Registered Apprenticeship Programs continued over the summer months with over 150 students taking part.



Learners are Supported

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.

| | |
|--------------------------|--|
| Provincial Domain | Learning Supports |
| Division Outcome | 2 - Learners are educated in a system that respects diversity and is inclusive. |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 88.2 | 87.6 | 87.6 | 87.1 | 88.0 | 87.6 | High | Maintained | Good | 88.5 | 89.0 | 89.5 |

Comment on Results:

NGPS continues to maintain a high overall score in the measure of Safe and Caring with some improvement from the last three year rolling average. This result is on par with the provincial measure of the same category.

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 helps 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.

Collaborative Response Model (CRM)

NGPS utilizes this system-wide framework that values collaborative, action-focused responses, data-informed discussions, and timely interventions to ensure all students can experience success. A carefully planned and implemented Collaborative Response will provide impact to support both children and teachers.

In the 2019-20 school year, NGPS reinforced its implementation of the CRM in all schools by continuing to refine the process. Embedding Collaborative Team Meetings (CTM) and bringing educators together to refine their processes to support continued learning. Ongoing school leadership professional development ensures the fidelity of the model.

Contract Services

Northern Gateway Public Schools contracts service providers, including but not limited to behaviour specialists, literacy and numeracy coaches, psychologists, speech language pathologists and occupational therapists, to support and build the capacity of our school staff and students.

Regional Collaborative Service Delivery (RCSD)

This integrated and collaborative approach was used to deliver services to children and youth. Northern Gateway Public Schools partners with Alberta Health Services, Community and Social Services and Children's Services to ensure students are safe, healthy and successful in their learning. NGPS belonged to two collaborative partnerships, Aspen Collaborative Services (ACS) and Peace Collaborative Services (PCS). While the physical expanse of NGPS presents challenges for schools and families to access services for children, the RCSD model helped to address these concerns. The priority areas of emotional/ behavioral counselling, speech language pathology, occupational therapy services, audiologists and deaf and hard of hearing teacher consultants were available to all NGPS schools. In February 2020 the funding model changed, and the process of envisioning new processes to deliver services was started.

Learners are Supported

Learning is Inclusive

Mental Health Capacity Building Project (MHCB)

Schools in Whitecourt, Darwell, Rich Valley, Alberta Beach, Onoway and Fox Creek are part of the Mental Health Capacity Building Project (MHCB). This enables Pat Hardy Primary School, Whitecourt Central School and Percy Baxter School to have a Success Team, Fox Creek school to have a Community Helpers And Mentoring Programs (CHAMP) Team and Onoway and the surrounding communities have the Creating Resiliency, Enhancing Wellness (CREW) Team in place to work with students by providing strategies and activities to support their mental health. All three teams quickly adapted to a virtual continuation of support when the schools moved to emergent teaching, and were able to support families and students during the summer months while adhering to COVID-19 protocols.

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

Responding to School Closure due to Pandemic Emergency Teaching

What is Emergency Remote Teaching?

Emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions or instruction or education that would otherwise be delivered face-to-face and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. (c 2020 Charles B. Hodges, Stephanie Moore, Barbara B. Lockee, Torrey Trust, and M. Aaron Bond. The text of this work is licensed under a Creative Commons BY-NC-ND 4.0 International License).

On March 15, 2020, the Government of Alberta announced a province-wide school closure as a response to the COVID-19 health crisis. All in-person classes were moved to an at-home online platform for the remainder of the school year. NGPS staff worked hard to re-envision learning within this new context, adapting lessons for online formats, planning for ongoing technology needs and keeping students and parents informed.

Communication was the key to our success. Social media was used as the main source of communication. Each family was contacted by an NGPS staff member to complete a check in and a technology audit.

Technology and material pick up was arranged at each NGPS site. Due to the foresight of our technology department, we were able to equip NGPS students and staff with updated chrome based equipment through the support of our technicians.

Remote teaching began through the use of Google Meets, Google Classroom, telephone calls, emails, and learning packages. Our extraordinary staff worked tirelessly to provide each student with the support they needed to continue learning. Many staff were learning to navigate the online platform while providing this support.

Northern Gateway teachers, support staff, administrators and division office staff effectively collaborated and executed the transition to at-home online emergency teaching with extreme efficiency and professionalism.

Learners are Successful

Northern Gateway Public Schools 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 competencies identified in the Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS) and the Superintendent Leadership Quality Standard (SLQS). By better understanding the history, legacy, culture, context and realities of Indigenous learners, staff can move towards providing a more inclusive and supportive educational environment.

| Provincial Domain | Learning Supports |
|-------------------|--|
| Division Outcome | 3 - Northern Gateway Public Schools First Nations, Metis and Inuit students are successful. |

First Nations, Metis, and Inuit Advocates

Each school has a staff member designated as a First Nations, Metis and Inuit Advocate who meets at the division office three times a year. Advocates are tasked with connecting with their colleagues to create a starting point on the path to support their school team to focus on meaningful Indigenous learning opportunities and acceptance for all. They also work alongside their administrators to provide professional development and resources so that teachers feel confident in addressing the related FNMI competencies in the TQS. As advocates and their teams and administrators of each school delve deeper into building capacity with one another to develop and apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students, staff become more confident in actioning their learning.

Northern Gateway Public Schools is proud of the achievement of its First Nations and Inuit learners and continues to focus on student academic achievement results of all students, including First Nations, Metis and Inuit.



Accountability Pillar First Nations, Métis and Inuit - May 2020

| Measure Category | Measure | Northern Gateway School Division (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|---|--|---|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Student Learning Opportunities | Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Drop Out Rate | 6.0 | 4.2 | 5.0 | 5.5 | 5.4 | 5.3 | Intermediate | n/a | n/a |
| | High School Completion Rate (3 yr) | 59.1 | 63.5 | 60.5 | 55.8 | 56.6 | 54.5 | Low | Maintained | Issue |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 57.7 | 54.1 | 60.8 | 54.0 | 51.7 | 51.9 | Very Low | Maintained | Concern |
| | PAT: Excellence | 9.5 | 2.8 | 5.4 | 7.4 | 6.6 | 6.5 | Very Low | Improved | Issue |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 82.4 | 79.0 | 78.8 | 77.2 | 77.1 | 76.7 | Intermediate | Maintained | Acceptable |
| | Diploma: Excellence | 8.6 | 12.9 | 12.0 | 11.4 | 11.0 | 10.6 | Very Low | Maintained | Concern |
| | Diploma Exam Participation Rate (4+ Exams) | 20.4 | 27.2 | 28.2 | 24.4 | 24.6 | 23.6 | Very Low | Declined | Concern |
| | Rutherford Scholarship Eligibility Rate | 42.9 | 49.0 | 46.4 | 39.1 | 37.1 | 35.7 | Very Low | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 26.6 | 30.9 | 35.4 | 35.0 | 34.2 | 33.0 | Very Low | Declined | Concern |
| | Work Preparation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Parental Involvement | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

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

Learners are Successful

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Overall percentage of self-identified FNMI students in Grade 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results) | 62.0 | 66.3 | 54.1 | 57.7 | n/a | 60.0 | Very Low | Maintained | Concern | 60.0 | 60.5 | 61.0 |
| Overall percentage of self-identified FNMI students in Grade 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results) | 6.6 | 6.8 | 2.8 | 9.5 | n/a | 6.0 | Very Low | Improved | Issue | 6.9 | 7.0 | 7.1 |

Note: There are no Provincial Achievement Tests June 2020 as a result of school closures due to the COVID-19 pandemic.

Comment on Results:

NGPS results show that both the three year rolling average and the previous year result on the Provincial Achievement Tests measure Acceptable Standard are above the provincial results. Though these results are recognized as maintained or improved, NGPS recognizes there continues to be opportunity for growth. NGPS is committed to student achievement and will continue to focus on areas of literacy and numeracy for the success of our students.

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|------------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on the diploma examinations) | 83.4 | 74.1 | 79.0 | 82.4 | n/a | 82.9 | Very Low | Maintained | Acceptable | 82.9 | 83.4 | 83.9 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on the diploma examinations (overall cohort results) | 11.1 | 12.0 | 12.9 | 8.6 | n/a | 9.1 | Very Low | Maintained | Concern | 9.1 | 9.6 | 10.1 |

Note: There are no Diploma Exam Results for June 2020 as a result of school closures due to the COVID-19 pandemic.

Comment on Results:

NGPS results show that both the three year rolling average and the previous year result on the Diploma Examinations measure Acceptable Standard are above the provincial results. Though these results are recognized as maintained, NGPS recognizes there continues to be opportunity for growth. NGPS is committed to student achievement and will continue to focus on areas of literacy and numeracy for the success of our students.

Learners are Successful

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship | 34.1 | 40.2 | 50.0 | 49.0 | 42.9 | 45.0 | Very Low | n/a | n/a | 45.5 | 46.0 | 46.5 |

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|--------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 6.5 | 4.2 | 4.2 | 4.2 | 6.0 | 2.5 | Intermediate | n/a | n/a | 5.0 | 4.58 | 4.0 |

Comment on Results:

NGPS, First Nations, Métis, Inuit student drop out results are below the province indicating good results.

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| High School Completion Rate - Percentage of self-identified FNMI students who completes high school within three years of entering grade 10 | 60.1 | 55.1 | 62.8 | 63.5 | 59.1 | 61.5 | Low | Maintained | Issue | 62.0 | 62.5 | 63.0 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 24.3 | 26.0 | 31.4 | 27.2 | 20.4 | 27.2 | Very Low | Declined | Concern | 27.7 | 28.2 | 28.7 |

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| High School to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10 | 36.3 | 32.9 | 42.6 | 30.9 | 26.6 | 30.9 | Very Low | Declined | Concern | 30.9 | 31.4 | 31.9 |

Learners are Supported

Gateway Statement: Learners are Supported

| | |
|--------------------------|---|
| Provincial Domain | Teaching and Leading |
| Division Outcome | 4 - Learners have excellent teachers, school and school authority leaders. |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teacher, parent and students and students satisfied with the overall quality of basic education. | 88.0 | 88.7 | 90.1 | 88.6 | 89.7 | 91.0 | Very High | Maintained | Excellent | 91.0 | 91.5 | 92.0 |

Comment on Results:

NGPS results for the measure of satisfaction of students, teachers and parents with the overall quality of basic education remains excellent and on par with the provincial results. Parents and students results indicate that they are comparable to the provincial results.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 76.5 | 80.9 | 79.0 | 78.1 | 81.7 | 78.6 | Very High | Improved | Excellent | 82.2 | 82.7 | 83.2 |

Comment on Results:

NGPS results for the measure of students, teachers and parents indicating that their schools and the school jurisdiction have improved or stayed the same in the last three years indicates improvement and are on par with the provincial results. Parents and students results indicate that they are comparable to the provincial results with teachers stating a measure above provincial results.

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 promising practices 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.



Learners are Supported

NGPS Quality Learning Environments (QLE)

Clearly articulating the dimensions of quality learning environments is essential to ensuring strong universal instructional practices across Northern Gateway. The development and actualizing of a NGPS Quality Learning Environment (QLE) is grounded in research and through reflective and collective practice, teachers continue to grow their professional practice. The guiding principle of the QLE process is that NGPS has outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.

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.

Through the 2019-2020 school year, a more precise focus was identified as part of the iterative process. The Domains of Quality Pedagogy, as defined in NGPS Quality Learning Environments, identify that which is in the locus of control of the classroom teacher: the universal instructional practices that are expected to precede higher tiers of support for students. The five Domains of Quality Pedagogy are: Intentional Planning, Responsive Instruction, Purposeful Assessment, Positive Classroom Culture and Engaged Professional. This work was validated and supported by the University of Calgary Werklund School of Education, as NGPS contracted a literature review on quality teaching.

Continued development of NGPS Quality Learning Environments will include a resource repository for staff to access professional learning resources and the articulation of higher tiers of student support.

Defining a Culture of Wellness was in the forefront in the 2019-20 school year. Three domains of wellness were established, defined, and communicated. Physical Well-Being, Mental Well-Being, and Social Well-Being are all integral to forming a Culture of Wellness. This is also the foundation in which NGPS builds a Quality Learning Environment.

Wellness

A Culture of Wellness is foundational to developing a Quality Learning Environment in Northern Gateway Public Schools. A group of educators came together as Wellness Facilitators to clearly articulate, co-construct, supported by research and embed in NGPS school communities a Culture of Wellness. Each school identified a Wellness Facilitator to contribute to this work. The purpose of the work of the Wellness Facilitator is to:

- Establish a commonly understood foundation of a Culture of Wellness
- 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.

The Culture of Wellness work was facilitated by Alberta Health Services representative Jacqui Currie, working in conjunction with the NGPS Quality Learning Environment division and school leadership.

Beginning Teachers' Program and Induction

Teachers in their first year of teaching are supported in Northern Gateway Public Schools through the Beginning Teacher Program, which includes a mentor, workshops, planning days and access to instructional coaches. The program culminates with an Induction celebration co-sponsored by NGPS and Alberta Teachers' Association (ATA) Local 43 to welcome new teachers to the teaching profession and to the ATA. The induction ceremony in spring 2020 was cancelled as an in-person event as a result of the Provincial Health Measures in place. Teachers were recognized by the Board of Trustees, ATA, and Division Leadership through written congratulatory means.

Learners are Supported

| | |
|--------------------------|---|
| Provincial Domain | Governance |
| Division Outcome | 5 - Learners are educated in a well governed system. |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 80.4 | 81.1 | 75.6 | 78.3 | 82.3 | 81.0 | High | Improved | Good | 82.8 | 83.3 | 83.8 |

Comment on Results:

The measure of agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school has shown improvement when looking at the five year trend. NGPS's current results on this measure are on par with provincial results for teachers and parents.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 79.8 | 81.1 | 80.9 | 79.9 | 81.9 | 82.0 | High | Maintained | Good | 82.5 | 83.0 | 83.5 |

Comment on Results:

It is important to maintain a visible presence and engage stakeholders in an increasingly competitive market. Student success is measured when NGPS students develop an understanding of the importance and value of being a contributing member of a school community.

Learners are Supported

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.

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.

Throughout NGPS, students are invited to participate in formal and informal educational partnerships and community events where they can showcase their talents and their ambassadorial skills for their schools. Likewise community members are invited to share their expertise and passions with students. These experiences continually extend the four walls of "schools" to support meaningful and relevant education. Opportunities such as reading with community Seniors or participating in a Registered Apprenticeship Program (RAP) ensure students are connected to their communities and community members are better informed of school cultures and programs. NGPS students and teachers readily engage in supporting the community and are fortunate to have that support reciprocated.

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.

NGPS has used ThoughtExchange, a group conversation platform, to engage staff, students, parents, community members and the general public on matters that enhance understanding of public opinion to inform decisions. This tool continues to allow for collaboration and shared input.

Dr. Santiago Rincón-Gallardo - Liberating Learning in NGPS

In the fall of 2019 Northern Gateway Public Schools collaborated with Dr. Santiago Rincón-Gallardo, an education consultant and chief Research Officer at Michal Fullan's Consulting Team. Dr. Rincón-Gallardo conducts research and advises leaders and educators on transforming teaching and learning across entire educational systems in North America, Latin America, and Europe. NGPS hosted Dr. Rincón-Gallardo, the Board of Trustees, Administrators and Parent Council Representatives for a three part series on the topic of Liberating Learning. During this series Division Data from the Accountability Pillar Results were shared and discussed. Discussions on priority areas with a focus on the ideas to liberate learning were at the centre of the learning.



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.

Hour Zero

In order to provide an effective response to any school crisis or emergency, NGPS uses the Hour-Zero School Emergency Program in conjunction with other local emergency plans. Our Hour-Zero program has individual school emergency plans as well as a Division Plan. There is an on-site School/Site Emergency Response Team (SERT) at each school, along with a Division-based Administrative Command Team (ACT) for emergency responses that provides support and aid to schools at a time of an emergency.

Our Division collaborates closely with local emergency personnel to ensure plans are coordinated with appropriate agencies.

Although standardized protocols and procedures provide the basis for our response, the way in which we respond to an emergency is greatly influenced by the specifics of an incident. We are driven foremost by our concern of ensuring student and staff safety.

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 3,800 students, including those travelling to another school division in Valleyview and Whitecourt, board Northern Gateway Public Schools buses across more than 80 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, continues 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 Program

Students, whether they ride the bus on a regular basis or not, have participated in virtual bus evacuation training this year with our schools showing bus evacuation training 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. As 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

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.

2019-20 included the development of the jurisdiction evergreening plan, the support for consistent technology experiences across schools to limit barriers and focus on student learning, and the advocacy for familiarizing students, educators, families and the greater community about their roles, opportunities and responsibilities as digital citizens.

The summer of 2019 was year one of Technology Evergreen hardware refresh. Ten 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.



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 59% in comparison with last year's provincial average of 77%. Further, the need to address maintenance deficiencies in building and rising operational and maintenance costs continue to exert pressure on NGPS budgets.

Maintenance staff strive 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 2019/2020 \$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 2019-2020

| Regular IMR Projects | Capital Projects |
|--|--|
| Upgrade exterior stairs at Hillside Jr/Sr High. | Partial re-roof at Darwell School |
| Upgrade exterior stairs at Mayerthorpe Jr/Sr High | Partial re-roof at Hillside Jr/Sr High |
| New flooring room 9 Whitecourt Central School | Exterior upgrade at Hilltop Jr/Sr High |
| New flooring room 109 Sangudo Community School | Partial re-roof Mayerthorpe Jr/Sr High |
| Modernize washrooms at Sangudo Community School | Construct new special needs washroom at Mayerthorpe Jr/Sr High |
| New chilled water fountains installed at Grasmere, Onoway Elementary, Oscar Adolphson, Rich Valley, Whitecourt Central and Pat Hardy Primary | Refinish gym floor at Pat Hardy Primary |
| 4/5 classroom modernizations at Rich Valley School | Upgrade new sidewalks and driveway at Onoway Jr/Sr High School |
| New Hallway flooring at Harry Gray Elementary | New intercom at Rich Valley School |
| New entrance doors at Fox Creek School | New intercom at Pat Hardy Primary |
| Site upgrade Onoway Elementary School | New sidewalks Grasmere School |
| New front stairs at Oscar Adolphson Primary | |
| New sidewalks front entrance Pat Hardy Primary | |

Capital Maintenance and Renewal Stimulus for 2019-20

| Maintenance and Renewal Stimulus Projects | Value of each Project |
|---|-----------------------|
| Partial replacement of exterior doors, partial new roof and heating upgrade at Elmer Elson Elementary | \$800,000.00 |
| Exterior upgrade at Hilltop Jr/Sr High | \$175,000.00 |
| Repair to structural washroom and modernize another washroom at Hillside Jr/Sr High | \$75,000.00 |
| Heating upgrade at Pat Hardy Primary | \$450,000.00 |
| New gym at Rich Valley School | \$1,000,000.00 |

Highlights of Facility and Capital Plans

Capital Plan 2021-2024

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 Three-Year Capital Plan for 2021-2024, requests the following capital projects:

1. Valleyview K-12 Replacement School
2. Whitecourt K-5 Replacement School
3. Modernize Fox Creek School

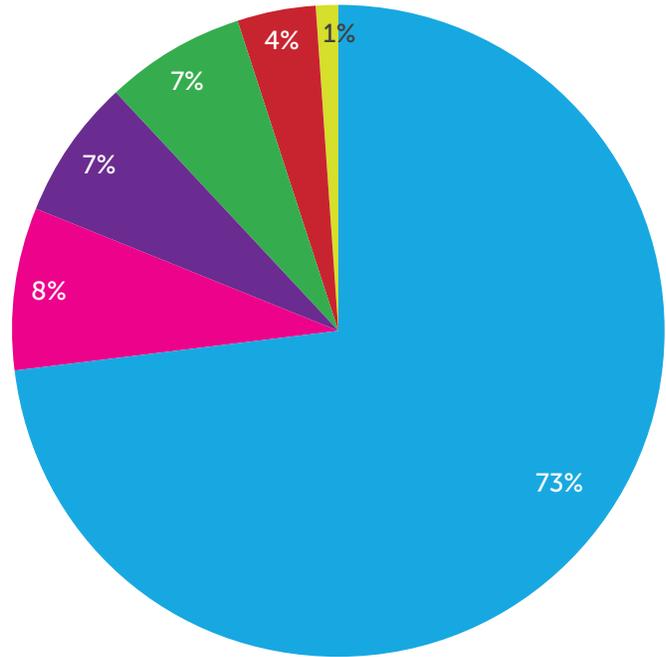
Northern Gateway Public Schools fosters program-rich learning environments where students, teachers and our greater communities can do their best work, together. Serving just under 5,000 students from Kindergarten to Grade 12, we operate 16 schools, four colony schools and three off-campus outreach schools, one in campus outreach school, serving the communities and surrounding areas of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview.

The Northern Gateway School Board Capital Plan can be found on our District website at the following address: <http://www.ngps.ca/download/138655>

Budget Highlights 2019-20

NGPS's annual budget for the 2019-20 School year was projected to be \$69,884,754, an increase of \$478,625 (0.007%)

- Student Instruction
- Student Transportation
- Capital & Debt Services
- Plant Operations & Maintenance
- System Administration & Board Governance
- External Services



▶ View the budget for the 2019-20 school year at www.ngps.ca/download/153675

▶ View the Northern Gateway Public Schools Three Year Capital Plan at ngps.ca/download/250543

Summary of Financial Results

- ▶ The jurisdiction's sources of school-generated funds and their uses can be obtained on each individual school's website indicated by the "Fees" that each school has communicated for the current school year.

School Generated Funds for the 2018 - 2019 school year are reported in the Notes to the Audited Financial Statements "Note 12".

- ▶ Audited Financial Statement can be found at the following link:
ngps.ca/download/316729
- ▶ Link to the provincial roll up of Jurisdiction Audited Financial Statement information:
<https://www.alberta.ca/k-12-education-financial-statements.aspx>
- ▶ For more detailed information please contact Northern Gateway Public Schools Secretary Treasurer Tamara Spong by phone at 780.778.2800 or by email at tamara.spong@ngps.ca.



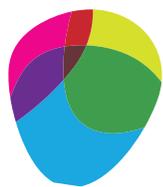
Summary of Financial Results

SCHEDULE OF PRO for the Year Ended Aug

| REVENUES | Instruction | | Plant C |
|--|-----------------------|----------------------|---------------|
| | ECS | Grades 1 - 12 | Main |
| | (1) Alberta Education | \$ 2,118,554 | \$ 41,514,034 |
| (2) Alberta Infrastructure | \$ - | \$ - | \$ |
| (3) Other - Government of Alberta | \$ 3,340 | \$ 183,681 | \$ |
| (4) Federal Government and First Nations | \$ 30,059 | \$ 3,554,035 | \$ |
| (5) Other Alberta school authorities | \$ - | \$ - | \$ |
| (6) Out of province authorities | \$ - | \$ - | \$ |
| (7) Alberta municipalities-special tax levies | \$ - | \$ - | \$ |
| (8) Property taxes | \$ - | \$ - | \$ |
| (9) Fees | \$ 242,141 | \$ 344,778 | |
| (10) Sales of services and products | \$ - | \$ 749,564 | \$ |
| (11) Investment income | \$ - | \$ 102,355 | \$ |
| (12) Gifts and donations | \$ - | \$ 169,944 | \$ |
| (13) Rental of facilities | \$ - | \$ 180 | \$ |
| (14) Fundraising | \$ - | \$ 113,834 | \$ |
| (15) Gains on disposal of tangible capital assets | \$ - | \$ - | \$ |
| (16) Other revenue | \$ - | \$ - | \$ |
| (17) TOTAL REVENUES | \$ 2,394,094 | \$ 46,732,405 | \$ |
| EXPENSES | | | |
| (18) Certificated salaries | \$ 1,185,319 | \$ 25,229,289 | |
| (19) Certificated benefits | \$ 152,736 | \$ 5,764,545 | |
| (20) Non-certificated salaries and wages | \$ 378,246 | \$ 5,155,089 | \$ |
| (21) Non-certificated benefits | \$ 105,079 | \$ 1,710,504 | \$ |
| (22) SUB - TOTAL | \$ 1,821,380 | \$ 37,859,427 | \$ |
| (23) Services, contracts and supplies | \$ 288,365 | \$ 6,821,756 | \$ |
| (24) Amortization of supported tangible capital assets | \$ - | \$ - | \$ |
| (25) Amortization of unsupported tangible capital assets | \$ - | \$ 603,566 | \$ |
| (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 | \$ - | \$ - | \$ |
| (31) TOTAL EXPENSES | \$ 2,109,745 | \$ 45,284,749 | \$ |
| (32) OPERATING SURPLUS (DEFICIT) | \$ 284,349 | \$ 1,447,656 | \$ |

GRAM OPERATIONS
August 31, 2020 (in dollars)

| 2020 | | | | | 2019 |
|----------------------------|----------------|-------------------------------|-------------------|---------------|----------------|
| Operations and Maintenance | Transportation | Board & System Administration | External Services | TOTAL | TOTAL |
| 4,883,723 | \$ 4,269,361 | \$ 2,248,273 | \$ - | \$ 55,033,945 | \$ 59,103,798 |
| 2,604,652 | \$ - | \$ - | \$ - | \$ 2,604,652 | \$ 686,214 |
| 2,718 | \$ - | \$ - | \$ 675,477 | \$ 865,216 | \$ 468,518 |
| 254,528 | \$ - | \$ 144,103 | \$ - | \$ 3,982,725 | \$ 3,440,309 |
| - | \$ - | \$ - | \$ - | \$ - | \$ - |
| - | \$ - | \$ - | \$ - | \$ - | \$ - |
| - | \$ - | \$ - | \$ - | \$ - | \$ - |
| - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ 39,231 | | \$ - | \$ 626,150 | \$ 849,552 |
| - | \$ 553 | \$ 26,102 | \$ - | \$ 776,219 | \$ 1,142,076 |
| - | \$ - | \$ - | \$ - | \$ 102,355 | \$ 177,359 |
| - | \$ - | \$ - | \$ - | \$ 169,944 | \$ 190,357 |
| 6,580 | \$ 27,379 | \$ 6,420 | \$ - | \$ 40,559 | \$ 85,733 |
| - | \$ - | \$ - | \$ - | \$ 113,834 | \$ 240,144 |
| 129,520 | \$ 9,257 | \$ - | \$ - | \$ 138,777 | \$ 69,737 |
| - | \$ - | \$ - | \$ - | \$ - | \$ 5,000 |
| 7,881,721 | \$ 4,345,781 | \$ 2,424,898 | \$ 675,477 | \$ 64,454,376 | \$ 66,458,797 |
| | | \$ 614,107 | \$ - | \$ 27,028,715 | \$ 27,079,840 |
| | | \$ 68,022 | \$ - | \$ 5,985,303 | \$ 5,840,851 |
| 915,692 | \$ 270,266 | \$ 945,576 | \$ 490,981 | \$ 8,155,850 | \$ 9,161,057 |
| 211,830 | \$ 61,435 | \$ 258,628 | \$ 81,942 | \$ 2,429,418 | \$ 2,569,921 |
| 1,127,522 | \$ 331,701 | \$ 1,886,333 | \$ 572,923 | \$ 43,599,286 | \$ 44,651,669 |
| 6,137,211 | \$ 3,999,507 | \$ 470,967 | \$ 102,554 | \$ 17,820,360 | \$ 19,187,679 |
| 2,673,588 | \$ - | \$ - | \$ - | \$ 2,673,588 | \$ 2,648,891 |
| 192,494 | \$ 26,640 | \$ 141,732 | \$ - | \$ 964,432 | \$ 975,726 |
| - | \$ - | \$ - | \$ - | \$ - | \$ - |
| - | \$ - | \$ - | \$ - | \$ - | \$ 389 |
| - | \$ 917 | \$ - | \$ - | \$ 917 | \$ 1,025 |
| 3,587 | \$ - | \$ - | \$ - | \$ 3,587 | \$ - |
| - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 10,134,402 | \$ 4,358,765 | \$ 2,499,032 | \$ 675,477 | \$ 65,062,170 | \$ 67,465,379 |
| (2,252,681) | \$ (12,984) | \$ (74,134) | \$ - | \$ (607,794) | \$ (1,006,582) |



Northern Gateway
Public Schools