



**Wild Rose School Division**

**ANNUAL EDUCATION RESULTS REPORT  
2014-2015  
&  
THREE YEAR EDUCATION PLAN  
2015-2018**



### **Accountability Statement**

The Annual Education Results Report for the 2014-15 school year and the Education Plan for the three years commencing September 1, 2015, for Wild Rose School Division No. 66 were prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Management Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/15 school year and the Three-Year Education Plan for 2015-18 on November 24, 2015

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Mae Tryon  
Board Chair

## Foundation Statements

### FOUNDATION STATEMENTS

#### Mandate

*To improve the life chances of ALL students*

#### Mission

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

#### Vision

All students complete their programs with a sense of dignity, purpose, and hope.

#### Values

- Honesty & integrity
- Fairness & empathy
- Respect
- Responsibility & Accountability
- Continuous improvement

#### Beliefs

- Education must be a hopeful activity.
- All students can be passionate, successful learners.
- Our primary purpose is facilitating student development in the academic, social and personal realms.
- The teacher at the front of the class is a powerful model and the most influential variable in student learning.
- Learning best occurs in a positive, safe, and supportive environment that enhances well-being, resiliency, and a respect for diversity.
- Positive relationships are at the foundation of good learning.
- Students will respond positively to quality programs and high expectations.
- Student learning should be active, interactive, and appropriate to the individual.
- Technology must be used appropriately and innovatively to enhance learning.
- Students must be prepared for life in a rapidly changing civil democratic society.
- The school system must function seamlessly as part of the larger social fabric.

#### Operating Principles

- The system must be aligned to maintain focus and coherence.
- The system must be open and transparent with frequent communication between stakeholders.
- Programming must adhere to the requirements of Alberta Education and respect the expectations of the communities served.

## Trends and Issues

**Budget Reductions:** Over the past 5 years, Wild Rose School Division's student enrollment has been fairly consistent, fluctuating between a high of 5191 students and a low of 5039 students. Unfortunately, during this same time period provincial funding has not only not kept pace with inflation but in most cases has actually decreased year over year. As such, in each of the past 5 years, Wild Rose School Division has utilized significant amounts of accumulated reserves in an attempt to maintain programming and staffing levels.

**Provincial Exam results:** Provincial Achievement Test results and Diploma Exam results continue to be lower than provincial average at both the Acceptable and Excellence standards. Student learning and teacher instruction will continue to be an important focus across the division.

**High School Completion Rate:** We continue to maintain a high completion rate in terms of students completing high school 3 years from entering Grade 10. The number of WRSD students completing high school is even higher when we consider the growth in our 2 Outreach Schools where students have the flexibility to complete high school over 4 or more years.

**FNMI results:** Although we have not yet closed the gap between our FNMI results and the rest of our students, our FNMI results continue to be higher than Provincial FNMI results in each of the following areas over the past 3 years: High School Completion, PAT Acceptable & Excellence, Diploma Acceptable & Excellence, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate and Post-Secondary Transition Rate.

**Partnerships:** WRSD continues to enjoy and pursue partnerships with a variety of groups and agencies including local municipal governments, neighbouring school divisions, Alberta Health Services and other government agencies in order to pursue common goals and provide services for our students and staff. WRSD values the efficiencies and added value that comes from such partnerships.

**Information Technology Shared Services:** WRSD continues to enjoy being part of and contributing to the IT Shared Services project that connects multiple school divisions provincially via the Alberta SuperNet. By collaborating in a consortia, many school boards can combine expertise and labour to build more robust and complex solutions that each would otherwise be unable to achieve individually. The mantra is to contribute to solutions that have a positive net benefit to the group in terms of culture, complexity, scalability, ubiquity and cost. Technology partnerships enhance student learning opportunities and amplify good pedagogy. We are proving that IT can be a relationship builder and ice breaker for teachers, classrooms and whole jurisdictions. Despite an extremely challenging budget and exponential increases in technological resource consumption, WRSD continues to stay ahead of demand by leveraging a provincial hive mind from the best technologists in education.

**Student & Staff Wellness:** Focus on Student and Staff wellness continues to be a trend and issue in WRSD. The various academic, social, behavioural and mental health problems presented by WRSD students continues to grow in frequency, complexity and intensity. Good health and mental wellness are essential for learning, cognitive development and daily functioning. To truly support students, our schools must be able to address health and wellness. However, as a division we also understand that in order to promote wellness in our students our staff must be well. Healthy and engaged staff are essential supports for students. Wild Rose School Division has been addressing the wellness of our school communities through a variety of initiatives including Family Wellness Workers, Rally Day, Pre-school wellness screens, Hope & Dignity project and a various other offerings including partnerships with Alberta Health Services. An important addition to our Leadership Team in 2014-15 was a Director of Wellness position, whose main focus is the coordination and leadership of student and staff wellness initiatives across WRSD.

## Summary of Accomplishments

**Bus App:** The WRSD Bus Status App became available for both iPhone and Android users allowing access to current and continuously updated information on our buses. The App allows users to receive push notifications, favourite bus routes and much more.

**WRSD Website:** The Wild Rose School Division Website received a Gold Award at the 2014 MarCom Awards. The award was received by our design company Box Clever for their redesign of our homepage. The MarCom awards are an international creative competition for communication professionals and receiving this award is quite the honour.

**Community Engagement:** The Board continues to engage stakeholder groups in order to get feedback. This includes Umbrella School Council meetings, Town Hall meetings, employee group meetings, social media and ThoughtExchange surveys. Parental involvement continues to be high as indicated in our Accountability Pillars. Two ThoughtExchange surveys were completed on the topics of student wellness and district leadership. The survey results helped the Board discover areas of strength and growth and also helped in the recruitment of a new Superintendent of Schools due to the planned retirement of the incumbent at the conclusion of the 2014-15 school year.

**Journey Partners Program:** At the 2014 Alberta School Boards Association (ASBA) fall conference, our Journey Partners Program received the Premier's Award for School Board Innovation and Excellence. We shared this honour with Chinook's Edge School Division, Red Deer Catholic Regional Schools, Red Deer Public Schools and Wolf Creek School Division. In 2013 the Journeys program started with a focus on supporting 11 to 18 year old students with mental health and behavioral needs.

**DTHS Modernization Proposal:** A project proposal was developed and submitted to the Government for consideration regarding the modernization of David Thompson High School. This proposal was developed with the assistance and input of 16 community representatives and 9 government representatives.

**New Trustees:** Two new Trustees joined the Board half way through the year, Heidi Hetherington and Russell Hickman, due to the retirements of the incumbents, one of which was the Board Chair. Trustee Mae Tryon was selected as the new Board Chair. The Board also announced the hiring of a new Superintendent of Schools, Brad Volkman, effective August 1, 2015.

**Evergreen Elementary School Modulars:** Approval was received from Alberta Education to receive four replacement modular classrooms for Evergreen Elementary School in Drayton Valley. The four modular classrooms will replace existing modulars that have been in place for over sixty years.

**High School Redesign:** All 5 of our high schools began planning for and were accepted into High School Redesign. This included conversations and collaboration both within the school community and with other schools across the province.

**Flex Learning Courses:** Flex learning courses were introduced into WRSD during the 2014-15 school year. These flex learning courses are independent, self-paced and self-directed courses that are supported in our schools and by the WRSD Flex team. The Flex program gives our students access to local teachers delivering authentic, engaging content in a flexible delivery model.

**Edwin Parr Award Recipient:** Wild Rose School Division was pleased to announce that Matt Nielsen received the 2015 Zone Four Edwin Parr Beginning Teacher Award. Matt was selected because of his exceptional ability in the areas of planning, lesson preparation, lesson presentation, classroom management and involvement in school activities. His love of teaching is very evident and it's this passion that comes through on a day to day basis that truly inspires his students.

**Indigenous Shining Student Award:** Grade 11 student Brandon Strawberry from West Central High School in Rocky Mountain House, was awarded the 2015 recipient of the Indigenous Shining Student Award. This award, given out by the Alberta School Board Association, celebrates FNMI students who are shining examples in their communities. It

recognizes individuals who are succeeding in all aspects of their life from academics to culture. It was a fantastic honour for Wild Rose School Division and West Central High School to be able to celebrate this award together with Brandon Strawberry.

**Outreach School Enhancements:** WRSD enhanced programming in its Outreach Schools in Drayton Valley and Rocky Mountain House. A community based approach to bringing alternative, flexible, student centered programming has opened up opportunities for learning and belonging. To achieve this renewed purpose, WRSD designated dedicated Principals to both schools and increased staffing. In addition, Visions West Outreach School in Rocky Mountain House celebrated the grand opening of their new location in the old provincial building in February of 2015.

**PowerSchool:** We announced a change in our Student Information System (SIS) to PowerSchool to be used as our main database for student information including registration, attendance and report cards.

**Projects & Partnerships:** Discussion and planning began with several partners regarding various projects including: School Resource Officer positions in both Breton and Drayton Valley; building a new Bus Hub in Drayton Valley; building a new traffic loop at Aurora Elementary School; re-opening Nordegg School and the development of a wraparound support team.

**Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.6	84.7	83.1	89.2	89.1	88.9	High	Improved Significantly	Good
Student Learning Opportunities	Good	Program of Studies	74.4	72.1	72.3	81.3	81.3	81.2	Intermediate	Improved	Good
	Good	Education Quality	85.9	85.2	84.5	89.5	89.2	89.5	Intermediate	Improved	Good
	Good	Drop Out Rate	4.1	3.3	4.1	3.4	3.3	3.3	High	Maintained	Good
	Good	High School Completion Rate (3 yr)	74.8	72.4	74.9	76.4	74.9	74.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	69.5	70.6	71.1	73.0	73.1	73.9	Low	Maintained	Issue
	Issue	PAT: Excellence	11.9	12.6	13.1	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	84.5	83.5	82.4	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
	Issue	Diploma: Excellence	13.1	13.9	14.5	21.0	21.1	20.0	Low	Maintained	Issue
	Issue	Diploma Exam Participation Rate (4+ Exams)	39.2	38.6	43.2	54.9	50.5	54.4	Low	Declined	Issue
	Issue	Rutherford Scholarship Eligibility Rate	54.2	52.9	56.9	61.2	60.9	61.3	Intermediate	Maintained	Acceptable
Preparation for Lifelong	Good	Transition Rate (6 yr)	49.6	46.7	47.2	59.8	59.2	59.0	Intermediate	Maintained	Acceptable

Learning, World of Work, Citizenship		Work Preparation	<b>76.0</b>	72.5	70.5	<b>82.0</b>	81.2	80.4	Intermediate	Improved Significantly	Good
		Citizenship	<b>77.2</b>	74.7	73.9	<b>83.5</b>	83.4	83.1	Intermediate	Improved Significantly	Good
Parental Involvement	Good	Parental Involvement	<b>78.7</b>	80.1	76.7	<b>80.7</b>	80.6	80.2	High	Maintained	Good
Continuous Improvement	Good	School Improvement	<b>76.3</b>	73.3	71.8	<b>79.6</b>	79.8	80.1	High	Improved Significantly	Good

Notes:

1. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Combined 2015 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			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 Learning Opportunities	n/a	Drop Out Rate	10.1	5.3	5.6	8.0	7.8	8.4	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	62.5	69.6	67.7	46.0	43.6	42.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	55.9	52.4	57.4	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	9.1	5.4	7.3	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	80.8	73.1	78.7	78.3	78.4	76.6	Low	Maintained	Issue
		Diploma: Excellence	25.6	7.5	11.3	9.4	10.1	9.1	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	33.3	31.6	26.0	20.2	18.9	19.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	38.5	36.1	36.1	31.5	33.0	34.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	33.3	45.5	37.5	30.3	32.1	31.5	Very Low	Maintained	Concern

Notes:

1. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Measure Evaluation Reference (Optional)

### 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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 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 value.

### 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 5 improvement evaluation levels based upon the chi-square result.

### 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.

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.7	81.2	82.5	83.5	84.5	84	Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.5	15.1	14.5	13.9	13.1	19	Low	Maintained	Issue	14.0	14.5	15.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	73.4	78.2	74.0	72.4	74.8	82	High	Maintained	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.8	3.9	5.0	3.3	4.1	3.0	High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.9	48.6	46.4	46.7	49.6	52	Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.4	59.0	58.7	52.9	54.2	60	Intermediate	Maintained	Acceptable			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.3	47.9	43.1	38.6	39.2	50	Low	Declined	Issue	45.0	50.0	55.0

### Comment on Results

- Both Outreach Schools were assigned a dedicated Principal and increased staffing
- All 5 high schools began plans for participation in high school redesign
- Pre-school wellness and Kindergarten screenings helped with early identification of students at risk

- Flex Learning courses were introduced providing students increased flexibility to take a number of locally delivered online courses delivered by WRSD teachers. We had 7 teachers offering 5 core and 14 CTS courses. 160 students completed various Flex courses.
- 36 students completed one of 6 Dual Credit Courses instructed by Lakeland College.
- Re-introduction of 2nd Language studies at our high schools: we had 18 WRSD high school students take French as a Second Language and 2 take Spanish.
- Although our Diploma participation rates are low, we have noticed through our students use of the “My BluePrint” education planner that more than half of our students are planning for careers in trades or taking college programs that do not require a 30 level Math or Science. In addition, our Transition Rate is at the Intermediate level in terms of achievement and shows that 50% of our students went on to post secondary studies despite the fact that only 39% wrote 4 or more Diploma Exams. While we will continue to encourage students to challenge themselves academically, we feel it is not helpful to push students into courses they do not desire nor require in order to achieve their career goals.

### Strategies

- Expansion of flex learning and dual credit opportunities for high school students
- Evaluation and growth of the high school redesign process taking place in each of our 5 high schools
- Increased growth of flexible and supportive programming offered by our Outreach Schools including a potential partnership with Alberta Works that would see our Outreach Schools become designated for funding by Alberta Works
- Strengthen wrap-around supports for high school students
- Detailed analysis of Diploma Exam results completed by schools
- Analyze data from the Accountability Pillar, TTFM and ThoughtExchange surveys – Data drives decisions

### Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*Specific Outcome: Students achieve student learning outcomes. (continued)*

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.8	73.8	73.0	74.7	77.2	77	Intermediate	Improved Significantly	Good			
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.	73.8	69.3	69.7	72.5	76.0	77	Intermediate	Improved Significantly	Good			

**Comment on Results**

- All 5 of our high schools had students involved in Green Certificate and Work Experience
- 2 of our high schools took part in Skills Canada
- 4 of our high schools received presentations from CAREERS: The Next Generation
- 4 of our high schools attended WE day

**Strategies**

- Support and involvement in Skills Canada, Green Certificate, Work Experience, RAP, CAREERS: The Next Generation
- Promote and support "We Day" activities
- Strengthen our partnership with Red Deer College including possible dual credit opportunities in their School of Business program and collaboration regarding their School of Education i.e.) Student Teachers and input into the program
- Increase post-secondary counseling support through the use of MyBlueprint

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	61.7	58.1	57.2	61.1	62.4	70	n/a	n/a	n/a			

**Comment on Result**

- Superintendent's Challenge created time for teachers to work together to develop units that included the competencies identified in the Ministerial Order on Learning.

**Strategies**

- Support teachers in their efforts to teach the competencies identified in the Ministerial Order on Learning, including focused PD during the school year.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.8	72.7	69.9	70.6	69.5	75	Low	Maintained	Issue	73.0	75.0	78.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.9	13.9	12.8	12.6	11.9	15	Low	Maintained	Issue	14.0	14.5	15.0

**Comment on Results**

- Teachers made use of Fountas & Pinnell to evaluate and teach student literacy.
- Collaborative Teacher PD model was used that allowed teachers to share good teaching practices.

**Strategies**

- Detailed analysis of Provincial Achievement Test results
- Develop a Levelled Literacy Intervention in terms of Fountas & Pinnell Next Steps including a new Literacy Screening Tool - Junior High/Middle Schools Pilot
- Analyze data from the Accountability Pillar, TTFM and ThoughtExchange surveys – Data drives decisions
- Support the grade 3 Student Learner Assessment program
- Develop a Math initiative to increase numeracy skills

**Notes:**

1. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	75.2	71.9	72.9	72.1	74.4	75	Intermediate	Improved	Good			

### Comment on Results

- Flex Learning courses were introduced providing students increased flexibility to take a number of locally delivered online courses delivered by WRSD teachers. We had 7 teachers offering 5 core and 14 CTS courses. 160 students completed various Flex courses.
- 36 students completed one of 6 Dual Credit Courses instructed by Lakeland College.
- Re-introduction of 2nd Language studies at our high schools: we had 18 WRSD high school students take French as a Second Language and 2 take Span
- Our schools continue to make progress towards a 1-1 technology environment through the deployment of Chromebooks. Last year 1200+ more Chromebooks were added to schools.

### Strategies

- Expansion of flex learning and dual credit opportunities for high school students
- Evaluation and growth of the high school redesign process taking place in each of our 5 high schools
- Increased growth of flexible and supportive programming offered by our Outreach Schools including a potential partnership with Alberta Works that would see our Outreach Schools become designated for funding by Alberta Works
- Review school plans and PGDP individually with Principals.
- Teacher Induction & Principal Leadership programs continued
- Include 16 PD days in the 2015-16 calendar addressing a variety of division, school and teacher priorities including: PowerSchool training, student and staff wellness, collaborative response review, literacy, IPPs, school improvement, implementation of the 3 E's and competencies from the Ministerial Order on Learning, and professional growth planning.
- Revise Teacher supervision and evaluation model

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Three: Alberta’s education system is governed effectively

*Specific Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.8	73.9	76.0	80.1	78.7		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.1	84.9	83.4	85.2	85.9		Intermediate	Improved	Good			

### Comment on Results

- The Board hosted 2 Umbrella School Council meetings and 2 Town Hall meetings during the year
- Trustees attended their local school council meetings
- Two ThoughtExchange surveys were completed on “Student Wellness” and “District Leadership”
- Social media and the division website were used to communicate with stakeholders
- Board and senior administration participation on C2 Committee, CAAMSE Employer-Employee Liaison, IUOE Employer-Employee Liaison and Teacher Board Advisory meetings.

### Strategies

- Implement a table group format for Umbrella School Council and Town Hall meetings with agenda items based on parent and school council suggestions. Place less emphasis on school staff attendance and more emphasis on increasing parent attendance / engagement.
- Continue with C2 Committee, CAAMSE Employer-Employee Liaison, IUOE Employer-Employee Liaison and Teacher Board Advisory meetings
- Consider the possibility of starting an FNMI-Board Liaison Committee consisting of WRSD Board members and members of the Sunchild, O’Chiese and Big Horn Bands as well as the Metis community within WRSD
- Consider the possibility of starting a student-board liaison committee that allows for engagement between the Board, senior administration and our students.
- Continue with ThoughtExchange surveys and the use of Social media
- Encourage schools to make greater use of our Communications Specialist in order to get their success stories in the local media
- Support and learn from Alberta Rural Education Symposium
- Support and learn from the FNMI Symposium
- Support and learn from ASBA, PSBA and CASS activities

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

*Specific Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	83.1	82.6	82.1	84.7	85.6		High	Improved Significantly	Good			
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.	75.9	73.1	68.8	73.3	76.3		High	Improved Significantly	Good			

**Comment on Results**

- Creation of a Director of Wellness position as part of the Senior Leadership Team to provide increased focus on wellness work in the Division.
- Creation of School Leader Learning teams where School Leaders were able to learn and share best practices in leadership.
- Increased teacher PD giving teachers more opportunity to learn and share best practices in teaching.

**Strategies**

- Continue to focus on student and staff wellness initiatives (see Wellness Accountability report for details)
- Continue with School Leader Learning teams where our school leaders are able to share best practices with each other
- Continue giving teachers time to share and learn from each other
- Assist schools with transforming libraries into learning commons
- Establish consistency across the Division in terms of assessment and reporting to parents through the use of PowerSchool
- Revise Teacher and Principal growth, supervision and evaluation models
- Continue to support the Aim for Success mental health capacity building project and
- Continue to develop strong relationships with the local RCMP detachments including the start of 2 new Resource Officer positions in Drayton Valley and Breton

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Four: First Nations, Métis and Inuit students are successful

*Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	53.7	59.0	60.8	52.4	55.9	60	Very Low	Maintained	Concern	60.0	65.0	70.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.5	10.5	6.0	5.4	9.1	10	Very Low	Maintained	Concern	10.0	11.0	12.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	87.2	75.0	88.0	73.1	80.8	80	Low	Maintained	Issue	82.0	83.0	84.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.0	14.5	12.0	7.5	25.6	12	Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	66.3	60.8	72.7	69.6	62.5	74	Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	14.0	5.9	5.7	5.3	10.1	4.5	Very Low	Declined	Concern	7.0	6.0	5.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	27.0	31.1	35.9	45.5	33.3	45	Very Low	Maintained	Concern	40.0	43.0	45.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	51.6	24.0	48.3	36.1	38.5	50	Very Low	Maintained	Concern	40.0	43.0	45.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.1	19.0	27.3	31.6	33.3	35	Low	Maintained	Issue	35.0	37.0	40.0

**Comment on Results**

- FNMI students able to reconnect with their culture through the Aboriginal Resource Center
- Certificate in Aboriginal studies developed at West Central High School
- Full time FNMI Worker supporting FNMI students, families and schools in terms of helping students succeed in school (see FNMI Accountability report for more information)

**Strategies**

- Embed appropriate exposure to indigenous culture in the regular classroom
- Establish a full-time elder-in-residence program
- Establish healing circles
- Support the Aboriginal Resource Center in the development of community-based aboriginal days
- Offer PD to schools in their support of FNMI students
- Increase FNMI community engagement
- Expand the "Certificate in Aboriginal Studies" program to include Social Studies, Flex courses, dual credit opportunities and study of an aboriginal language

- Provide culturally appropriate career planning through the use of My BluePrint, creation of brochures on post-secondary opportunities/scholarships and a career night for aboriginal students/families.
- Ensure student progress is tracked and responded to
- Establish a more deliberate presence in the Drayton Valley area
- Take a leadership team, including principals, division office staff and trustees to the CASS FNMI Symposium
- Consider how Board members, Division Office leaders, principals and teachers might be able to collaborate with our counterparts on the Sunchild, O'Chiese and Big Horn Reserves as well as our Metis community leaders in order to discuss our common goals of helping FNMI students succeed in school

Notes:

1. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

### Summary of Financial Results

- The Board concluded the 2014-15 fiscal year with a deficit of \$3,138,664 which was \$373,516 less than the Board's November 2014 estimate of \$3,512,180. The main factors contributing to the variance were:

- Underestimate of the credit enrolment unit (C.E.U.) revenue for grades 10 to12 coupled with enrollment variances compared to September 30, 2014 actuals.
- Underestimate in other funding including: Fed Govt and First Nations funding, CEU reimbursements from other Alberta School Authorities, underestimation of Fees and other revenues.
- The underestimation of revenues was offset by higher than expected expenditures in certificated and non-certificated salaries/benefits and services, contracts and supplies.
- Lower than expected expenditures in the amortization of capital assets was also a result of the variance from the budget to actuals.
- [Web link to provincial roll-up of jurisdiction AFS information](#)
- [Web link to Jurisdictions' Audited Financial Statement and unaudited schedules for 2014/2015](#)

For more information on School Generated Funds please view Page 23 in the Audited Financial Statement linked to above.

For more information contact Secretary Treasurer, Mohammed Azim at 403-845-3376 or mohammed.azim@wrsd.ca.

In the area of School Generated Funds the total amount of monies collected and expended during the 2014-15 year is as follows:

### School Generated Funds

	2015	2014
School Generated Funds, Beginning of Year	\$ 719,614	\$ 747,496
Gross Receipts:		
Fees	662,911	540,211
Fundraising	688,887	802,327
Gifts and donations	242,365	201,238
Grants to schools	10,500	-
Other sales and services	314,360	417,947
Total gross receipts	1,919,023	1,961,723
Total Related Expenses and Uses of Funds	1,481,816	1,517,229
Total Direct Costs Including Cost of Goods Sold to Raise Funds	441,318	472,376
School Generated Funds, End of Year	<u>\$ 715,503</u>	<u>\$ 719,614</u>
Balance included in Deferred Revenue*	\$ 62,884	\$ 49,401
Balance included in Accumulated Surplus (Operating Reserves)**	\$ 652,619	\$ 670,213

*\*Note that balance included in Accumulated Surplus should be left in Operating Reserves.*

**Budget Summary**

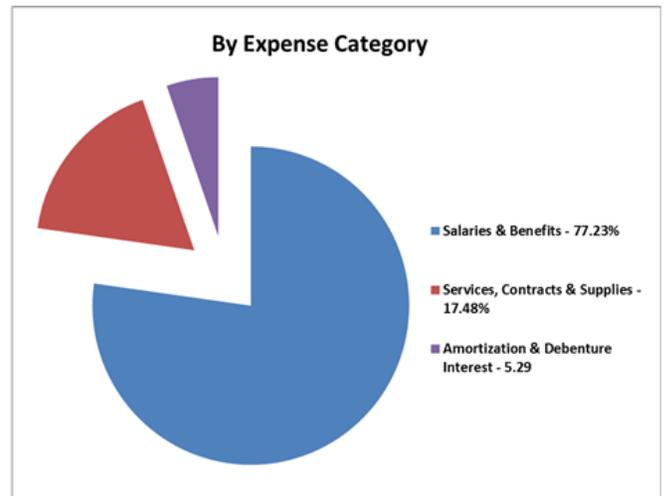
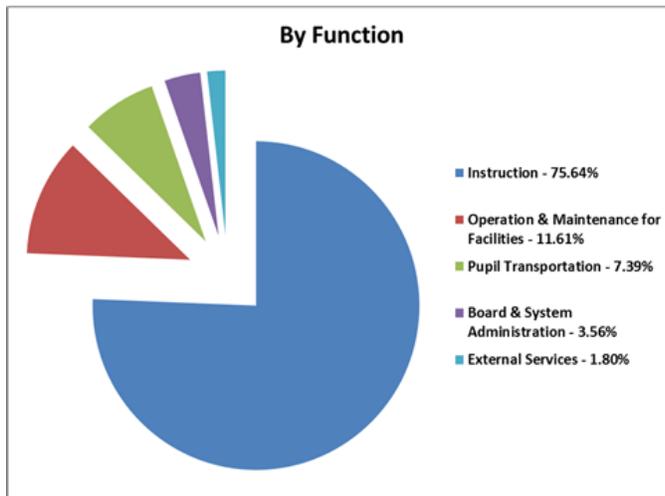
- The following pages summarize the Spring Board Approved Budget. Although the Spring Budget shows an expected balanced budget for 2015-16, due to unexpected decline in student enrollment, revenue declines in Transportation, and increases in non-certificated salaries and benefits (due to recent renewals of collective agreements), the revised 2015-16 Fall Budget and Actuals are expected to be in a deficit position of approximately \$1.2M.
- [Web link to WRSD Budget Reports](#)

## 2015-16 Budgeted Statement of Revenue & Expenditures

	Spring Approved Budget 2015-16	Actual 2014-15	Actual 2013-14	Budget 2013-14	Actual 2012-13	Actual 2011-12
<b>REVENUE</b>						
Government of Alberta	57,988,437	56,935,576	56,358,011	57,356,160	58,470,052	58,728,803
Fed. Gov't and/or First Nations	149,500	190,971	122,588	110,500	157,219	167,587
Other Alberta School Authorities	6,600	70,933	1,925	6,600	8,384	83,984
Instruction Resource Fees	1,167,910	1,532,533	955,074	930,890	1,418,965	1,145,148
Other Sales & Services	563,408	621,591	432,116	1,087,720	637,486	545,826
Investment Income	160,000	121,157	161,218	98,000	112,328	128,211
Gifts & Donations	173,200	375,779	251,923	372,950	491,464	387,526
Rental of Facilities	12,000	41,409	21,205	29,500	40,626	43,281
Fund Raising	680,000	689,124		680,000	666,650	676,504
Disposal of capital assets	-	-	12,087	0	-	1,345
Other Revenue	-	83,692.00	50,279	0	26,813	-
Amortization of Cap. Allocations	2,179,529	2,355,319	2,338,216	2,348,000	2,304,490	2,400,876
<b>TOTAL REVENUE</b>	<b>63,080,584</b>	<b>63,018,084</b>	<b>60,704,642</b>	<b>63,020,320</b>	<b>64,334,477</b>	<b>64,309,091</b>
<b>EXPENDITURES</b>						
Certificated salaries	27,444,072	27,085,274	26,357,860	26,478,100	28,160,176	28,177,964
Certificated benefits	6,484,373	6,469,258	5,960,340	5,708,040	5,791,467	5,777,151
Non-Certificated salaries	11,940,187	13,053,008	12,554,335	12,500,060	11,855,367	12,120,392
Non-Certificated benefits	2,847,035	3,157,788	2,878,965	2,588,500	2,607,825	2,657,648
Services, Contracts and Supplies	11,027,020	13,212,816	10,440,585	13,183,920	12,897,678	12,632,623
Amortization of Capital Assets						
Supported	2,179,529	2,209,996	2,257,057	2,348,000	2,304,490	2,400,876
Un-Supported	1,094,230	894,002	1,112,662	1,012,960	1,173,589	1,199,537
Interest on Capital Debt	64,138	70,991		94,370	122,382	159,022
Other Interest Charges	-	3,615.00	1,348	1,000	4,524	5,968
Loss on Disposal of Fixed Assets	-	-	-	0	15,748	-
<b>TOTAL EXPENDITURES</b>	<b>63,080,584</b>	<b>66,156,748</b>	<b>61,563,152</b>	<b>63,914,950</b>	<b>64,933,246</b>	<b>65,131,181</b>
<b>SURPLUS (DEFICIT )</b>	<b>0</b>	<b>(3,138,664)</b>	<b>(858,510)</b>	<b>(894,630)</b>	<b>(598,769)</b>	<b>(822,090)</b>

## 2015-16 Budgeted Allocation of Revenue & Expenditures ( By Program )

	Spring Board Approved Budget 2015-16	Actual 2014-15	Actual 2013-14	Budget 2013-14	Actual 2012-13	Actual 2011-12
<b>REVENUE</b>						
ECS - Grade 12 Instruction	47,241,336	45,893,440	39,681,939	46,173,150	49,242,825	47,594,116
Operations & Maintenance of Facil	7,325,583	8,551,797	7,287,114	8,142,800	6,990,693	9,026,046
Pupil Transportation	5,149,000	5,000,602	10,168,147	5,168,540	5,318,222	5,222,642
Board & System Administration	2,298,312	2,413,054	2,462,747	2,399,200	2,206,073	2,203,446
External Services	1,066,353	1,159,191	1,104,695	1,136,630	576,664	262,841
<b>TOTAL REVENUES</b>	<b>63,080,584</b>	<b>63,018,084</b>	<b>60,704,642</b>	<b>63,020,320</b>	<b>64,334,477</b>	<b>64,309,091</b>
<b>EXPENSES</b>						
ECS - Grade 12 Instruction	47,711,867	48,887,428	45,567,389	47,080,580	49,915,265	48,684,722
Operations \$ Maintenance of Facili	7,325,583	8,628,106	7,609,914	8,397,300	7,041,532	9,070,590
Pupil Transportation	4,660,510	5,061,704	4,808,778	4,901,240	4,767,353	4,705,555
Board & System Administration	2,248,294	2,463,488	2,627,163	2,399,200	2,379,084	2,407,473
External Services	1,134,330	1,116,022	949,908	1,136,630	830,012	262,841
<b>TOTAL REVENUES</b>	<b>63,080,584</b>	<b>66,156,748</b>	<b>61,563,152</b>	<b>63,914,950</b>	<b>64,933,246</b>	<b>65,131,181</b>



### **Capital and Facilities Projects**

For the 2014-15 year the Division had one Capital Project underway, the Evergreen Modular Classroom replacement. This project continued into the 2015-16 year.

Through the IMR program, \$1,891,436 dollars were spent. The major areas of expenditures were as follows:

Roof Repairs- \$1,363,599  
Flooring Replacement- \$79,571  
Security System Replacements- \$154,048  
Building Management System Replacements- \$49,042  
Grounds Improvements- \$40,186  
General Maintenance Items- \$204,990

### **Summary of Facility and Capital Plans**

The Board's Three Year Capital plan consists of the following:

- Modernization of David Thompson High School
- Replacement of Evergreen School Modular Classroom
- Replacement of Four Modular Classrooms at Eldorado School

[Web link to Capital Plan](#)

### **Parental Involvement**

- Each year the Board hosts 2 Umbrella School Council meeting and 2 Town Hall meetings
- Trustees attend their monthly local school council meetings
- Division-supported ASCA memberships for each School Council
- Financial support for representatives of each School Council to attend the annual ASCA conference
- Increased social media presence to facilitate increased and more accurate information for parents
- Increased interactions with local media
- Conducted 2 ThoughtExchange surveys as means to engage public feedback
- Each school presents their Annual Education Results Report / 3 Year Education plan to their school council for feedback

**Timelines and Communication**

- Draft version of the Combined AERR/3 Year Education Plan presented to trustees for commentary at October 20, 2015 Board meeting
- Final approval of the Combined AERR/3 Year Education Plan at the November 24, 2015 Board meeting
- Combined AERR/3 Year Education Plan posted on the WRSD website on November 27, 2015
- Highlights version of the Plan distributed in early December, 2015
- [Web link to Jurisdiction AERR Summary Page:](#)
- [Web link to Jurisdiction 2014-15 Average Class Size All Subjects Report](#)
- [Web link to Jurisdiction 2014-15 Average Class Size Core Subjects Report](#)
- [Web link to Annual Education Results Report 2015-2018 - http://wrsd.ca/download/38757](http://wrsd.ca/download/38757)

**Whistleblower Protection**

- WRSD had no disclosures during the 2014-15 school year.