



Annual Education Results Report

2015/2016

Red Deer Public Schools



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*For further information on the
Annual Education Results Report for 2015-2016
for Red Deer Public Schools, please contact*

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The Year in Review

Fast Facts:

- 10,710 students
 - 1028 ECS students
 - 4007 elementary students
 - 2165 middle school students
 - 3398 high school students
 - Students included in the above:
 - 1052 French Immersion
 - 647 English Language Learners
 - 782 self-identified First Nations, Métis, and Inuit students
 - 182 Pre-Kindergarten children
- 1366 staff members
 - 585 Teachers
 - 317 Substitute Teachers
 - 388 Classified Staff
 - 76 Facility Services Staff
- 28 schools including
 - 11 Elementary Schools (Pre K to grade 5)
 - 3 Pre K to 8 Schools
 - 3 Middle Schools (grades 6 to 8)
 - 2 High Schools (grades 9 to 12)
 - 1 Christian Alternative School (K to grade 12)
 - 8 alternative school programs
- \$118 million budget which includes a planned balanced budget.

Moving Forward:

The 2015/16 District Education Plan reflects the needs and priorities of our community. While the plan aligns with Alberta Education requirements, three focus areas have been identified that will drive plans for the district and our schools for several years:

- Literacy
- Equity
- High School Completion and Transitions

You will note in this report that both provincial and district performance measures are used to report on our results. We continue to work on the development of local measures to provide focus and show the outcomes of our work.

Assurance Model:

Red Deer Public Schools is one of five school jurisdictions that are piloting the Assurance Model for Alberta Education. Central to this approach for planning and reporting is that school jurisdictions have greater flexibility in responding to the needs and priorities of their local community while still maintaining provincial standards.

Jurisdictions are expected to have a strong stakeholder engagement process to inform local priorities and use this to shape their planning

and reporting. Local system priorities will be balanced with accountability requirements of the department.

Opportunities and challenges:

As is reflected throughout the Annual Education Results Report, there is a high level of satisfaction among students, parents and staff with the quality of education provided to our students. In addition to this, through a commitment to continuous improvement, the district and our schools continue to demonstrate strong results and achievement.

The increasing diversity of students presents new opportunities for the district to meet the individual and unique needs of all learners.

The district has close connections with our community. We use a variety of methods to engage our community to ensure our priorities reflect our hopes and aspirations for students.

Construction of our new school in the Inglewood neighbourhood began during the 2015-2016 school year. Through consultation with our community the school was named Don Campbell Elementary School in recognition of distinguished former school educator and administrator.

With the September 2017 opening of Don Campbell Elementary School, elementary attendance boundaries were reviewed through extensive consultation with our community. In addition to determining the attendance boundaries for Don Campbell Elementary School it was determined that our Spanish Bilingual Program, operating at Escuela Pines School, would move to Grandview School beginning in September 2017. Our Spanish Bilingual Program is expected to continue to grow over the next several years, eventually serving students from Kindergarten to Grade 8.

The success of First Nations, Métis and Inuit Learners continues to be both a challenge and priority of our schools. FNMI Learning Services is providing valuable support to schools in addressing this priority.

We believe strongly in our “Support for Students” model and this year established the practice of having a Community Liaison Workers in all schools serving children, youth, and young adults within their home, school, and community to support the wellness of students and their families so they can be successful in school.

Transportation continues to be a challenge for Red Deer Public Schools, but during the 2015-2016 school year a district principal was appointed to assist with the day-to-day operations of our Transportation Department, among other duties, and we expect to see significant efficiencies within this area over the next year.


A year of success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Accountability Statement

The Annual Education Results Report for the Red Deer Public School District No. 104 for the 2015/2016 school year was prepared under the direction of the board in accordance with the responsibilities under the *School 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 jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2015/2016 was approved by the Board on November 16, 2016.



Bev Manning
Chair of the Board of Trustees



Stu Henry
Superintendent of Schools

**Accountability Pillar Overall Summary - Red Deer Public School District No. 104
Annual Education Results Report – 2015-2016**

Measure Category	Measure Category Evaluation	Measure	Red Deer School Dist No. 104 (All Students)			Alberta (All Students)			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	Excellent	Safe and Caring	88.5	88.7	87.2	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	85.1	85.1	85.1	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	90.1	89.7	88.9	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	4.0	3.0	3.1	3.2	3.5	3.5	High	Declined	Acceptable
		High School Completion Rate (3 yr)	69.5	74.0	73.5	76.5	76.5	75.5	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	71.0	70.6	71.3	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.6	13.8	14.1	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.9	87.2	86.2	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	18.2	20.0	20.1	21.0	21.0	20.5	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	47.8	50.9	51.2	54.6	54.4	53.5	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate	57.4	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	55.0	53.3	52.4	59.4	59.7	59.3	Intermediate	Improved	Good
		Work Preparation	82.0	83.7	79.2	82.6	82.0	81.1	High	Improved	Good
		Citizenship	81.7	82.2	81.2	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	78.8	79.7	79.4	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	83.4	81.9	81.1	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Accountability Pillar Overall Summary
Annual Education Results Report - 2015-2016
Authority: 3070 Red Deer Public School District No. 104 (FNMI)

Measure Category	Measure Category Evaluation	Measure	Red Deer School Dist No. 104 (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	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	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	8.1	7.5	7.6	6.1	7.0	7.2	Low	Maintained	Issue
		High School Completion Rate (3 yr)	41.1	48.7	39.5	50.2	47.7	46.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	56.8	50.6	51.5	52.4	52.1	52.8	Very Low	Maintained	Concern
		PAT: Excellence	4.9	6.9	5.6	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.3	89.9	86.3	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	10.4	12.4	13.2	10.0	9.5	9.4	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	17.0	20.3	15.1	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	32.9	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	31.2	30.1	38.5	33.5	33.0	33.3	Very Low	Maintained	Concern
		Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

District Goal

Literacy

Literacy is acquiring, creating, connecting, and communicating meaning in a wide variety of contexts.

Outcomes

- Each learner is a proficient reader and writer across the curriculum.
- Each Learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests:** of note, grade 3 students did not complete Provincial Achievement Tests in 2013/14 and 2014/2015

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.8	74.8	74.3	70.1	70.6
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.9	16.6	14.2	14.4	13.9

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Diploma Examinations**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.8	84.7	84.6	86.9	87.2
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.4	19.4	19.7	20.8	20.0

District Performance Measures

- **Percentage of teachers who employ benchmarking as a strategy to measure student growth in literacy. (RDP)**

Number of Classrooms	Classrooms using benchmarking	Percentage
293	271	92%

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)**

Number of students	Students who are reading/writing within one year	Percentage
6527	5304	85%

Comment on Results: Analysis and Action

- Literacy and numeracy are significant focuses in our schools, with a variety of school-level programs addressing the needs of students.
- Red Deer Public Schools' Literacy Steering Committee identified key strategies to share with all staff to enhance literacy teaching practices. A district wide literacy benchmarking guide was implemented and ongoing professional development took place in schools and during Staff Learning Days.
- We implemented a new Mathematics benchmarking tool, acquired from Edmonton Public Schools, in a small number of schools as a pilot project during this school year. The pilot was very successful, and the use of this tool will be expanded to all Grade 2 – 8 students for the 2016-2017 school year.
- We completed our fifth year of “Reading College”, a summer literacy camp for 60 grade two students identified as struggling readers. Students are provided with intense literacy programming as well as dynamic and exciting opportunities. Students demonstrated significant gains in achievement, motivation and interest in reading. This initiative was made possible through the Foundation for Red Deer Public Schools, the Optimist Clubs of Central Alberta, Red Deer College and other sponsors.
- The “Early Years Evaluation” – Teacher Assessment (EYE-TA) continues to be used to screen students in five domains including language and early literacy development. Individual and classroom profiles facilitated teaching and instruction, as well as identified student needed supports.

District Goal

Equity

Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situations and/or social circumstances are not obstacles to achieving their educational potential.

Outcomes

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
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.	86.9	86.1	85.5	87.3	88.7

District Performance Measures

- **Survey results specific to equity and inclusion for all students. Percentage of satisfied/very satisfied**

Students	Parents	Staff	Overall
93%	86%	92%	90%

<ul style="list-style-type: none"> Number of students impacted by the LAT model. 		
Number of targeted and specialized students (Tier 2 & 3) who are directly identified and monitored by the Learning Team through: assistive technology, ISP development, facilitating assessments, coordination of services, etc.		2393
<ul style="list-style-type: none"> Percentage of staff engaged with the LAT. 		
Staff who are meaningfully, actively and frequently collaborating with the Learning Assistance Team (grades K to 8) or Curriculum Leader/Counselling Staff (grades 9 to 12) toward increased achievement of students.		93%
<ul style="list-style-type: none"> Number of teachers self-reporting they incorporate strategies to differentiate instruction to meet the needs of students in their classrooms. 		
Self-reporting of teachers on staff survey indicating they incorporate differentiated instruction – strongly agree.		82%
<ul style="list-style-type: none"> Number of students where community supports and agencies were accessed during the school year <ul style="list-style-type: none"> Family Oriented Programming – not school reporting, district only 		
Number of PUF eligible children in ECS		Number of ECS families involved with the FOP Outreach Worker
135		22
<ul style="list-style-type: none"> Alberta Health Services 		
Number of students that had contact with an AHS school team member		1296
<ul style="list-style-type: none"> Family School Wellness 		
Number of families referred to FSW Worker		249
<ul style="list-style-type: none"> Regional Collaborative Service Delivery 		
Number of students served by AHS	Number of services/class consultations provided for students by AHS	Number of services/ class consultations waitlisted for students by AHS
210	195	0
Comment on Results: Analysis and Action		
<ul style="list-style-type: none"> We implemented our Pyramid of Support model to guide the instructional leadership focus and instructional practices of staff. This year significant district-wide professional learning was implemented to support the Pyramid of Support model, including aligning the professional learning initiatives between our school administrators, our Learning Assistance Teachers, our Instructional Design Teachers, and our after school in-service and workshops. We continue to focus on high yield instructional strategies as part of our “REFRESH” model, to increase the capacity of all staff. Planning and instruction, balanced assessment, and classroom management are areas of continued focus. After successful implementation in many schools, we expanded the use of Learning Support Teams (LST) to all schools in the district. All schools now have regular meetings with teachers, administrators, community liaison workers, counsellors, and other support personnel to discuss and implement strategies to support students. We implemented a purposeful alignment of Student Services, Learning Services, Technology Services, and System Improvement in order to provide focused and comprehensive support for staff and student learning. Red Deer Public Schools established two new committees, an Equity Committee, as well as an Allocations Committee, in order to analyze data from a variety of sources to inform a new allocation model and ensure distribution of resources was equitable. In the 2016-2017 school year Equity Committees will be established at each individual school to continue this work at the school-level. 		

District Goal

High School Completion and Transitions

School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.

Outcomes

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measures

- **High school completion rate of students within three years of entering Grade 10.**

Performance Measure	Results (in percentages)				
	2010	2011	2012	2013	2014
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	69.0	73.5	72.6	74.9	74.6

- **Annual dropout rate of students aged 14 to 18.**

Performance Measure	Results (in percentages)				
	2010	2011	2012	2013	2014
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.3	2.6	3.3	2.8	3.2

- **High school to post-secondary transition rate of students within six years of entering Grade 10.**

Performance Measure	Results (in percentages)				
	2010	2011	2012	2013	2014
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.6	53.7	54.1	49.5	53.7

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.0	79.9	79.9	81.6	82.2

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
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.	78.7	79.2	78.7	77.0	83.7

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
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.	86.1	84.9	85.7	84.5	85.1

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	457
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- **Survey results specific to high school completion and transitions. Percentage of satisfied/very satisfied**

Students	Parents	Staff	Overall
92%	85%	94%	90%

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- **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
9989	142	1%	115	1%

- **Expulsion rates.**

Number of students expelled from school	0
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Comment on Results: Analysis and Action

- High Schools continued to investigate flexible timetabling and course offerings as part of our participation with Moving Forward with High School Redesign. Further, teachers and district staff continued to participate with Alberta Education and other schools throughout the province with regard to Moving Forward with High School Redesign.
- We had a continued focus on curriculum, assessment and planning through professional development initiatives, and ensured messaging alignment with all levels of district staff.
- We continued to refine practices at the Alternative School Centre by providing increased support and learning opportunities for students. More direct instruction and increased options are supporting high school completion.
- The Finish Line Program continues to follow up with students who are no longer attending high school but are within reach of achieving high school completion requirements.
- We implemented an attendance protocol with schools that recommended steps to take in dealing with chronic absenteeism. We continued to research best practices in other jurisdictions, and we established a new bi-weekly notification system of attendance concerns for administrators.
- The Bright Start Program, as initiated by the Foundation for Red Deer Public Schools, continues to provide access to quality Pre-Kindergarten programming for children who would benefit from but are not eligible for provincial funding.
- We increased the opportunities for career exploration and development activities such as Dual Credit programming, including "School Within a College". With flexible timetabling, schools are able to offer more presentations and opportunities.
- "Reading College" and other initiatives, beginning in elementary and middle school, support high school completion while emphasizing that high school completion begins in the early grades.

- After a successful pilot project, the district expanded its initiative to implement My Blueprint in all high schools. This online software provides students with an effective planning tool for high school transitions.
- Red Deer Public Schools continued and enhanced our partnership with the Red Deer Construction Association in Learning About Trades and Technology Education (LATTE).
- Red Deer Public Schools continued our implementation of the School Within A College initiative with Red Deer College. We participated in a number of dual credit programs, including Automotive Service Technician, Welding, as well as collaborating with the Donald School of Business.

Given the strategies listed above, and the subsequent strategies developed and implemented as per the District's 2016/2017 to 2019/2020 Three Year Education Plan, we have set the following targets to address the issues we had evidenced last year:

- Three Year High School Completion Rate (current 69.5%): 2016/2017 Target: 70.5%
- Diploma Excellence (current 18.2%): 2016/2017 Target: 19%
- Diploma Exam Participation Rate for 4+ Exams (current 47.8%): 2016/2017 Target: 50%

District Goal

Throughline Outcomes

(Outcomes that bridge Literacy, Equity, and High School Completion & Transitions)

Alberta Education Performance Measure

- **Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.4	89.1	88.4	88.5	89.7

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
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.	81.5	80.5	79.4	81.9	81.9

Comment on Results: Analysis and Action

- As part of the Assurance Pilot for Alberta Education, we continue to transform the District Education Plan, focusing on the needs and priorities of Red Deer Public Schools. The model is centered on strategic engagement, system priorities and accountability requirements. It continues to demonstrate an important connection among the priority areas of literacy, equity, and completion. There is a strong awareness across the district of these key priorities and a move to make local measures more meaningful for all stakeholders.
- The district continues to use a variety of community engagement practices to address issues and priorities. Our stakeholders participated in several leveled focus groups, we continued the use of ThoughtExchange for on-line engagement as well as connections with our community, and stakeholders have provided significant direction to the district.
- Red Deer Public continued active participation on the Leadership and Executive for the Regional Collaborative Services Delivery Model (RCSD).

- As part of our transformation in the area of Comprehensive School Guidance and Counselling, all elementary schools implemented Community Liaison Workers (CLW), and all middle and high schools have a combination of CLWs and Teacher-Counsellors, to support emotional and social needs of students and families. Further, all schools in the district established Learning Support Teams (LST) as part of this support for students and families, as well as to provide strategy implementation in classrooms.
- Red Deer Public Schools continues to focus on improving physical education, mental health and wellness, and healthy schools. All schools have a Comprehensive School Health representative.
- Although Red Deer Public Schools did not participate in the Student Learner Assessment (SLA) pilot project, we continue to focus on Provincial Achievement Test (PAT) results at Grades 6 and 9, as well as Diploma Exam results at Grade 12.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

In the 2015-2016 school year, FNMI Learning Services entered year three of a new support model for schools. Some changes in the funding allocation within the district enabled every school to have a Community Liaison Worker to support the social and emotional needs of students and families. All schools continued to have an FNMI Point Person and provided team-based supports and interventions for FNMI students. FNMI students received school supports focused in three main areas:

1. Building the capacity of teachers and support staff in the area of Aboriginal perspectives;
2. Growing the FNMI cultural understanding and awareness for all students in schools; and
3. Focusing on the cultural, social, and academic needs of the FNMI students in schools.

Highlights of the 2015-2016 school year:

- The highest number of classroom cultural awareness presentations facilitated by the FNMI Lead Teacher and FNMI Coordinator, with 200 presentations in 22 schools.
- Curriculum resources were updated and created electronically, increasing online access and opportunities to build teacher capacity.
- Three Networking Support Meetings were held for school FNMI Point People, providing the opportunity to participate in professional learning around FNMI topics as well as share and celebrate the work taking place in schools.
- Sixteen schools had all staff experience a powerful professional learning presentation from Brian St. Germain regarding Residential Schools and the Impact of Intergenerational Trauma.
- The Residential Schools and the Impact of Intergenerational Trauma presentation was also presented to the following groups: CASS (FNMI Symposium), the RDPSD School Board, the City-Wide School Council, and the Red Deer College Middle Years Program.
- Additional professional development presented or facilitated by FNMI Learning Services included a session at the New Teacher's Mentorship group, REFRESH Wednesday (after-school PD sessions), staff professional learning days and several sessions on the District Professional Learning Day.
- FNMI Learning Services participated in the Alberta Zone Four FNMI Advisory Group.
- The formalization of a collaborative partnership with the Red Deer Native Friendship Society took place. The Alternative School Program's "Teacher-Tutor" program continues to be a tangible outcome of this partnership.
- The collaborative partnership with the Red Deer Native Friendship Society resulted in the creation of the new position of "Cultural Resource Connector" which began in June and will continue into 2016-17.

- Several Elders from the community attended multiple school-based events over the course of the year at the Alternative School Center, Eastview Middle School, and Fairview Elementary School.
- Continued support was provided to the community Aboriginal Play School.
- There was participation in 16 of 19 elementary, middle and K-8 schools in Academic-Cultural Groups, where the FNMI Lead Teacher spent time with hundreds of FNMI students taking part in various Aboriginal teachings and activities.
- One high-school had two small groups of students take part in cultural groups as part of their Flex Program.
- A number of schools have enhanced the Aboriginal content in their school library. Some have also dedicated space specifically showcasing FNMI resources.
- Several schools hosted evening engagement events with FNMI families, which included potluck suppers, guest speakers, Elder visits and cultural presenters.
- Several school-wide presentations took place, including Teddy Anderson Hoop Dancing and the Rabbit and Bear Paws puppetry performance of the Seven Grandfather Teachings.
- FNMI Learning Services planned, participated and supported the Aboriginal Community Christmas Dinner.
- FNMI Learning Services actively took part in the Urban Aboriginal Voices community engagement meetings and the planning of the National Aboriginal Days celebration. Red Deer Public had a team participate in the Tipi Raising event on National Aboriginal Day.
- Members of the FNMI Learning Services team attended several professional learning activities:
 - CASS FNMI symposium
 - FNEESC (First Nations Education Steering Committee) Conference
 - Soaring with Knowledge, FNMI Education Council Annual Conference
 - Truth and Reconciliation with Chief Wilton Littlechild
 - Professional Learning Project Spring Gathering
 - ERLC Two-day workshop on Supporting Aboriginal Education in Schools
 - Museum for Human Rights in Winnipeg
 - The Centre for Truth and Reconciliation in the Winnipeg Public Schools FNMI Department
 - The Kamloops Residential School Interpretive Centre and the Cranbrook Residential School Cultural Centre
 - Albert Book Publishers Fair

Summary of Financial Results

Detailed budget and expenditure information may be obtained from the offices of the Red Deer Public Schools.

Statement of Operations

For the Year Ended August 31, 2015

Revenue

Alberta Education	111,511,021.00	94%
Other Revenue	7,659,062.00	6%
Total Revenue	119,170,083.00	100%

Expenses

Instruction - ECS	6,264,677.00	5%
Instruction - Grades 1 - 12	91,755,004.00	78%
Plant operations and maintenance	13,927,901.00	12%
Transportation	2,884,305.00	2%
Administration	3,461,543.00	3%
External services	0.00	0%
Total Expenses	118,293,430.00	100%

Operating surplus (deficit)	876,653.00
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Audited Financial Statements for the year ended August 31, 2016 are available on the District website at:

<http://www.rdpsd.ab.ca/documents/general/AuditedFinancialStatement.pdf>. Further information, including detailed reports on School Generated Funds, can be found on the District website at:

http://www.rdpsd.ab.ca/documents/general/2015-2016_School_Generated_Funds.pdf.

Comparative information is available in a provincial report at www.education.alberta.ca/financial-statements/school-jurisdictions/

Summary of 2016-2017 Budget

Detailed budget and expenditure information may be obtained from the offices of the Red Deer Public Schools.

	Fall Budget 2016/17	Spring Budget 2016/17	Fall Budget 2015/16
REVENUE			
Alberta Education	\$112,423,926	\$112,728,865	\$110,787,280
Government of Alberta – Other	\$348,371	\$348,371	\$348,371
Federal Government and/or First Nations	\$155,792	\$157,744	\$169,864
Other Alberta School Authorities	\$267,626	\$265,375	\$252,000
Fees	\$1,531,409	\$1,556,003	\$1,427,976
Other Sales and Services	\$2,335,641	\$2,294,108	\$1,870,426
Investment Income	\$103,006	\$102,268	\$105,000
Gifts and Donations	\$233,540	\$245,620	\$60,000
Rental of Facilities	\$143,498	\$150,128	\$127,050
Fundraising	\$129,048	\$135,378	\$210,000
Other Revenue	\$210,495	\$210,495	\$89,295
TOTAL REVENUE	\$117,882,352	\$118,194,355	\$115,447,262

EXPENSES

Instruction - Early Childhood Services	\$6,603,469	\$6,676,374	\$5,052,454
Instruction - Grades 1-12	\$89,633,790	\$89,874,942	\$90,211,428
Plant Operations and Maintenance	\$15,101,367	\$15,109,967	\$13,849,696
Transportation	\$2,772,713	\$2,972,628	\$3,155,116
Administration	\$3,771,013	\$3,760,358	\$3,625,632
External Services	\$0	\$0	\$437,666
TOTAL EXPENSES	\$117,882,352	\$118,394,269	\$116,331,992
SURPLUS (DEFICIT)	\$0	-\$199,914	-\$884,730

The detailed 2016-2017 Budget for the Red Deer Public School District No. 104 can be found at our website at:

<http://www.rdpsd.ab.ca/documents/general/DistrictBudget.pdf>.

Capital and Facilities Projects

The Board of Trustees of Red Deer Public School District No. 104 Three Year Capital Plan was approved on March 23, 2016 and submitted to Alberta Education. The priorities approved by the Board can be located on our website at <http://www.rdpsd.ab.ca/documents/general/CapitalPlan.pdf>, and is summarized below:

- New 6-8 School in North East Red Deer, 600 spaces
- Decommissioning of Central Campus Building and Escuela Pines School
- The modernization of Glendale School (CTS upgrade, mechanical and functional)
- The modernization of École Oriole Park Elementary School (full mechanical and electrical)
- New Grade 9-12 High School, North East Red Deer, 1000 spaces

Sharing Our Results

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Red Deer Public Schools. Information is shared with our parents and the greater community through a variety of means:

- the Annual Education Results Report was approved at the November 16, 2016 meeting of the Board of Trustees
- the Annual Education Results Report is posted on the district website at: <http://www.rdpsd.ab.ca/documents/general/AERR.pdf> and copies of the Annual Education Results Report are available for the public at Central Services and each of our schools
- The Class size Report is located at: <http://www.rdpsd.ab.ca/documents/general/ClassSizeReport.pdf>

School Results Reports: Each school prepares its own School Results Report. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools. School Results Reports are posted on each school's website at: www.rdpsd.ab.ca/Schools.php

Whistleblower Protection

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



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