



**FORT MCMURRAY PUBLIC SCHOOL DISTRICT NO. 2833
2017 – 2020 THREE YEAR EDUCATION PLAN &
2016-2017 ANNUAL EDUCATION RESULTS REPORT**

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Submitted to Alberta Education: November 30, 2017

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MESSAGE FROM THE **BOARD CHAIR**



We have just completed Fort McMurray's first full year after the wildfire of May 2016. With all the challenges faced by the students, staff, and parents this last year, the board is delighted with the progress of the district and the overall results.

One of the highlights of the year was the first day of school last September. All were so excited to see the students back in school after a four month break and everything that the community had to endure. The school staff and district personnel worked incredibly hard to get the schools ready and that effort carried on through the entire year.

There were many student successes and opportunities in 2016-17. Some examples included Technology-Trade Academies that supported around 550 students, three National Science Fair Medalists, a continued focus on Character Education programs like "The Leader in Me" and "WITS anti-bullying program", and robotics student numbers that exploded. Tremendous support was received from external agencies towards the mental health needs of students and staff. These types of programs demonstrated to parents and the community that students were in safe and caring schools and that the district's schools continued to improve.

In terms of capital projects, work was ongoing for the completion of Dave McNeilly Public School and Christina Gordon Public School with the goal to have both new schools ready for September 1, 2017. While some finishing touches still remain, the board was delighted to see students and staff in both schools on the opening day of this school year. The Fort McMurray Composite High School modernization project continued with an estimated completion date of August 2018.

In terms of student enrollment, the 2016-17 year saw a decrease of around 350 students from the pre-wildfire numbers. Thankfully, student numbers returned in September 2017 to approximately the same as before May 2016. The board is optimistic that some enrollment growth is likely in the next few years.

The board was delighted that the students were so well-served last year and that we continue to flourish as a district. Thank you for all those who made that a reality during 2016-17.

A handwritten signature in black ink that reads "Linda Mywaart". The signature is fluid and cursive, with a long horizontal line extending from the end.

Linda Mywaart
Board Chair

ACCOUNTABILITY **STATEMENT**

The Annual Education Results Report for the 2016/2017 school year and the Education Plan for the three years commencing August 31, 2017 for Fort McMurray Public School District were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board has approved this combined Annual Education Results Report for the 2016/2017 school year and the Three-Year Education Plan for 2017/2020 on November 30, 2017.

Printed copies of this AERR/SEP report can be obtained from the Fort McMurray Public School District's main office listed below, or viewed online at <http://fmpsdschools.ca/annualreports.php>

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OUR **VISION**

Inspire and engage students for life-long learning.

OUR **MISSION**

Fort McMurray Public School District is a learning community dedicated to educating *all* students for personal excellence.



OUR **BELIEFS**

1. We believe in achieving high standards for all students.
2. We believe parents are partners in student learning.
3. We believe in safe and caring educational environments.
4. We believe in developing responsible and productive citizens.
5. We believe in the development of lifelong learners.
6. We believe in inclusive education.
7. We believe in being accountable for results for student achievement.
8. We believe in the professional competencies of our staff.

A PROFILE OF THE **SCHOOL AUTHORITY**

Fort McMurray Public School District serves the urban community of Fort McMurray, located in the Regional Municipality of Wood Buffalo. The surrounding region holds one of the world's largest oil reserves. The Fort McMurray Public School District is committed to serving the needs of students and the community, working in partnership with the Government of Alberta, Regional Municipality of Wood Buffalo, industry and community agencies that serve the region.

There are currently 5570 students in the school district, this is an increase over the previous school year. At present, approximately 40% of students are in Early Childhood Development Program to grade 3, reflecting the large number of young families in the community. There are 16 schools: 12 elementary, 1 junior high school, 1 junior/senior high school, 1 high school and 1 alternative high school. A variety of programs are offered including Islamic and Christian faith-based programming, athletics, fine arts and opportunities for work experience and transition to the workforce through the Registered Apprenticeship Program (RAP).

FMPSD staff are committed to providing programming that meets the needs and interests of all students: PEAK Athletics programs in a variety of sports, Reggio-inspired programs for early learners, Tech-Trades Academies to develop skills coding and multimedia skills, and fine arts programs in drama, dance and visual arts are just some of the options available to students. Schools are responsive to the needs and interests of their students and provide additional opportunities that suit local interests.

In recent years the Province of Alberta has invested in supporting our community by the building of two new public schools which opened their doors this year. Christina Gordon Public School (K-6), in the Timberlea neighborhood opened with 345 students after a one year delay in construction. Dave McNeilly Public School (K-6) located in newly developed neighborhood of Parson's Creek opened with an initial enrollment of 115 students and growing. Fort McMurray Composite High School continues to undergo a full modernization and update. École McTavish Junior High School is undergoing an expansion to provide space to include a high school program in the near future.

In May 2016, the city of Fort McMurray and surrounding area was impacted by a wildfire that raged through the community causing the declaration of a state of emergency and city-wide evacuation. The 2016/2017 school year presented some challenges as students, families and school staff transitioned back to school after an extended time away and extensive restoration to schools. A major focus for the year was mental health and supporting students in recovery and building resiliency while maintaining a focus on achievement.

Teaching staffs will maintain the work supporting students academically, physically and emotionally as the process of recovery continues. We will ensure the provincial program of studies focuses on the knowledge and skills students require as 21st century learners and their future needs in the workforce. We continue to ensure that teaching staff have the resources and supports to differentiate instruction to meet the diverse needs of our students, use assessment to measure students' responses to learning and increase inclusive programming for all students.

CURRENT TRENDS

- Future of curriculum redesign focuses on revising provincial Program of Study, assessment, learning and teaching resources. Teachers will need to be responsive to the changes ahead.
- All staff will be challenged to be more innovative, creative and skilled in leveraging technology as a resource to support learning.
- Large numbers of students enrolled in early learning (Early Childhood Development Program and Kindergarten) will create a large population moving through our school system and anticipated enrollment increases as the trend continues.
- Information Technology programs offered in district schools promote and develop skills for 21st Century Learners. The FMPSD Tech-Trade Academies have gained provincial recognition as recipient of “School Board Innovation and Excellence Award” from the Alberta School Board Association (November, 2017).
- A focus on mental health post-wildfire provides support for students to develop resiliency.

CURRENT CHALLENGES

STUDENTS

- Addressing gaps in achievement that are a consequence of instructional time lost from wildfire and post-wildfire.
- Supporting student mental health post-wildfire.
- Setting up all students for learning success.
- Design relevant learning experiences for all students.
- Supporting cultural needs for Métis and Indigenous students.
- Consistent, high results in all schools. Improve Provincial Achievement and Diploma results for acceptable levels and level of excellence.
- Developing ethical citizenship.

STAFF

- Creating positive learning environments and sense of belonging for all students.
- Using instructional practices that provide every student a sense of belonging, mastery, independence and generosity.
- Collaborating in school-based instructional teams to enhance teachers’ skills for educating a diverse student body and holding high expectations for student achievement.

- Developing new approaches to strengthen school, parent and community relationships and meaningfully engage our families and community support for public education.
- Creating more opportunities for parents to become involved with their local school and in public education when their work requires long hours or shift work.
- Ensuring professional learning communities provide regular opportunities for exchange of teacher expertise to increase student achievement.
- Using a variety of learning delivery modes to provide flexible learning options for our students.
- Understanding learning and cultural needs of students who are First Nations, Métis or Inuit contribute to increased achievement results and rate of positive self-identification.

SCHOOL SYSTEM

- Making Fort McMurray Public School District the school district of choice for parents.
- Providing additional physical, emotional and instructional support and services to enable all students to have an equal opportunity for learning success.
- Integrating all learning supports into a continuum of services that prevent, intervene and/or ameliorate a disabling condition that interferes with learning.
- Integrating learning supports into school improvement efforts to effectively reduce barriers to learning and increase the participation of all students in the learning process.
- Communicating high expectations for all students, including students with special needs, English Language Learners and students who are First Nations, Métis or Inuit.
- Supporting natural use of collaborative practices based on wrap-around principles.
- Using technology to improve learners' success and prepare them to participate in a knowledge-based and technologically advanced society.
- Using technology effectively to enhance student achievement and engagement.
- Focusing on engaging parents and continuous improvement of public schools.

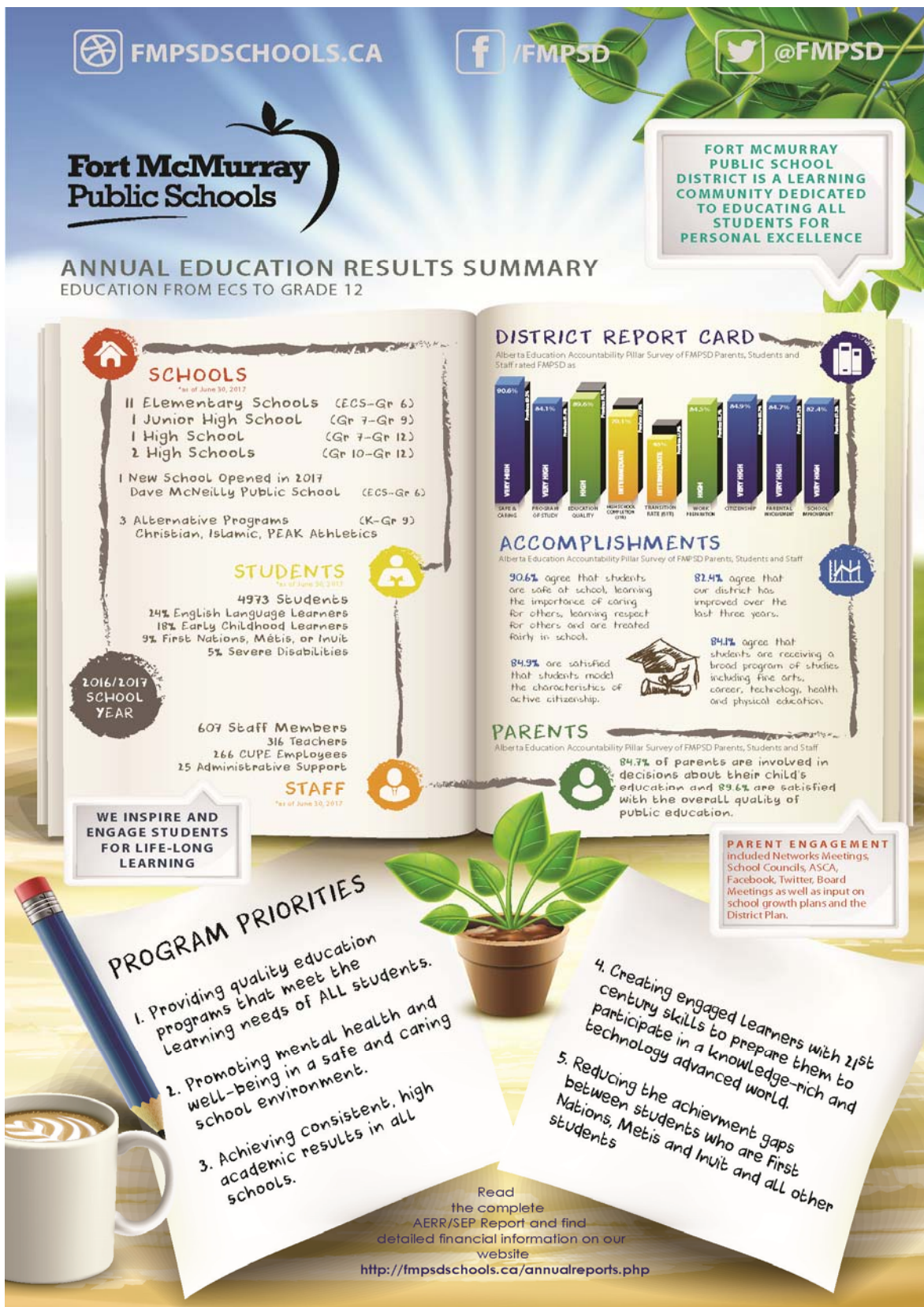
INFRASTRUCTURE

- Fort McMurray is a critical economic engine in Canada and has a diverse population of more than 88,000. We are fortunate to have abundant natural resources, a rich heritage and economic opportunities. However the significant drop in the price of oil and subsequent economic activity, present challenges such as infrastructure and adequate housing needed to attract families.
- The District appreciates the funding of two new elementary schools, a new high school added to our junior high school, as well as the modernization of our oldest high school.
- The District is planning grade reconfiguration to transform École McTavish (currently grades 7-9) and Westwood High School (currently grades 10-12) both into grades 7-12 schools. Construction of the high school addition to École McTavish is currently underway. This change is anticipated to better serve secondary students in the Thickwood and Timberlea neighborhoods. Date for grade reconfiguration yet to be determined.

SPECIAL EDUCATION

- As an inclusive school District, our future challenge is the effective teaching of all students, including students identified as English Language Learners (ELL), First Nations, Métis and Inuit (FNMI), and/or special needs are 38% of our student population.
- 98% of our students with specialized needs continue to be provided an inclusive program in regular classrooms.
- FMPSD specialized programs for students with severely disabling conditions, or as a program of choice for parents, include Vocational Individualized Program (VIP) and Life Skills (LS).
- Increasing quality inclusive programming is decreasing parent demand for segregated programming.
- District specialized programs have program outcomes to measure student progress.
- Web-based IPP, Behavior plans and ELL Benchmarking.
- Specialized support groups and training for teachers in the areas of Autism, Tourettes and ADHD

SUMMARY OF ACCOMPLISHMENTS



COMBINED 2017 ACCOUNTABILITY PILLAR

OVERALL SUMMARY

Measure Category	Measure	Fort McMurray Public			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	Safe and Caring	90.6	88.3	87.6	89.5	89.5	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	84.1	81.4	80.5	81.9	81.9	81.5	Very High	Improved Significantly	Excellent
	Education Quality	89.6	88.5	88.3	90.1	90.1	89.6	High	Improved	Good
	Drop Out Rate	0.3	2.5	2.6	3.0	3.2	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	70.1	77.0	73.6	77.9	76.5	76.1	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.0	73.4	72.3	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	14.4	32.9	16.1	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.0	75.5	76.5	83.0	82.7	83.1	Low	Declined	Issue
	Diploma: Excellence	13.5	23.0	16.7	22.2	21.2	21.5	Intermediate	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	17.0	47.4	43.3	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	53.0	47.9	47.9	62.3	60.8	60.8	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.0	59.1	55.7	57.9	59.4	59.3	Intermediate	Declined Significantly	Issue
	Work Preparation	84.5	85.4	82.9	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	84.9	81.8	81.5	83.7	83.9	83.6	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	84.7	82.2	83.0	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	82.4	80.2	80.6	81.4	81.2	80.2	Very High	Improved	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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); and Social Studies (Grades 6, 9, 9 KAE).

Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

COMBINED 2017 ACCOUNTABILITY PILLAR

FNMI OVERALL SUMMARY

Measure Category	Measure	Fort McMurray Public (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.6	3.8	5.8	6.1	6.7	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	44.9	63.8	56.0	53.6	50.2	47.8	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.9	*	64.3	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	10.6	*	9.8	6.7	6.3	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	70.2	79.5	71.7	77.1	76.1	76.3	Very Low	Maintained	Concern
	Diploma: Excellence	7.9	10.3	5.5	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	3.5	26.2	24.4	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	32.6	39.1	39.1	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	35.3	38.5	38.5	31.8	33.5	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	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

OUTCOME ONE:

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.5	69.2	75.4	73.4	70.0	85	Low	Maintained	Issue	75	80	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.5	14.6	17.5	32.9	14.4	15	Intermediate	Maintained	Acceptable	15	15	15

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENT ON RESULTS

- Achievement results school reflect a year of transition; many families displaced and recovering due to the May 2016 wildfire.
- Students missed substantial school time with the early end of the 2016 school year.
- School restoration post-fire resulted in loss of teacher resources which took time to replenish.
- Many post-fire related challenges for students' mental health; increased mental health supports to provide students with school readiness.
- Increased full day kindergarten access for students in severely affected neighborhoods (Beacon Hill, Greely Road and Dr. Clark).
- Weekend academic tutorials through the "Learning Bridge" program, support student learning.
- In 2012-2013, the locally developed Early Literacy Framework was launched for use in ECDP classes. The implementation of the Early Numeracy Framework began in 2017-2018.

STRATEGIES

- Continue to use the Early Years Evaluation (EYE) to monitor progress and provide interventions to young children prior to Grade 1.
- Continue full day Kindergarten for children living in lower income neighborhood.
- Expand Reggio-Inspired programming at the Kindergarten level and in new schools.
- Monitor FMPSD Early Literacy Framework as a key instructional focus to increase readiness for literacy.
- Monitor FMPSD Early Numeracy Framework as a key instructional focus to increase readiness for numeracy.
- Provide a community of practice for behaviour management children with special needs.
- Continue to coordinate Dr. Goulden Clinics with Alberta Health and local families.
- Provide opportunities for staff to professionally collaborate to support instructional planning and assessing for learning.
- Partner with Fort McMurray Montessori Preschool to provide programming in public schools.
- Integrate District's Transdisciplinary Team (i.e., Speech-Language Pathologists, Occupational Therapist and Physical Therapists) with service providers with Regional Collaborative Service Delivery.
- Expand digital reporting of progress to parents through PowerSchools, Parent Portal.
- Continue tutorials through the Learning Bridge or other school-based programs to provide academic supports.
- District Coordinators support teachers to build capacity in literacy and ELL instructional practices and assessment.
- Math lead teachers create a plan focused on improving math achievement.
- Support continued professional development for teachers with District focus on assessment practices.

OUTCOME ONE:

ALBERTA'S STUDENTS ARE SUCCESSFUL (CONTINUED)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.3	78.8	74.2	75.5	72.0	85	Low	Declined	Issue	80	80	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.0	17.0	16.4	23.0	13.5	15	Intermediate	Declined	Issue	15	15	15

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

COMMENT ON RESULTS

- Achievement results school reflect a year of transition; many families displaced and recovering due to the May 2016 wildfire.
- Students missed substantial school time with the early end of the 2016 school year.
- School restoration post-fire resulted in loss of teacher resources which took time to replenish.
- Improvements in June 2017 results over January 2017 which were possibly more impacted by post-wildfire challenges.
- Many post-fire related challenges for students mental health; increased mental health supports to provide students with school readiness.
- Learning Bridge, academic tutorials on weekends, support student learning.

STRATEGIES

- Continue to provide collaborative professionally learning time for staff to plan for instruction and assess for learning.
- Continue academic counseling support in secondary schools to increase number of students writing four or more Diploma examinations.
- Continue to partner with Edmonton Regional Learning Consortium to provide teachers professional development to improve high school results.
- Academic tutorials available in school day and weekends through The Learning Bridge and other school-based programs.
- Support students with instruction in test-taking strategies

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.8	72.8	70.9	77.0	70.1	78	Intermediate	Declined	Issue	78	80	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.4	1.5	3.6	2.5	0.3	2.0	Very High	Improved Significantly	Excellent	0.3	0.3	0.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.2	51.1	56.9	59.1	48.0	60	Intermediate	Declined Significantly	Issue	60	65	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	47.9	53.0	50	n/a	Improved	n/a	55	60	62
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.4	43.2	39.3	47.4	17.0	48	n/a	n/a	n/a	48	50	52

Notes:

9. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
10. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
11. 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.
12. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
13. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
14. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
15. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
16. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

COMMENT ON RESULTS

- Data for the performance measures indicated above reflect results as of 2016. The data for these measures are potentially impacted by the 2016 wildfires.
- Fort McMurray students were excused from writing June 2016 Diploma exams. This would have greatly affected the percentage of students writing four or more diploma exams and may have had impact on the 3 year completion rate and transition rate.
- Dropout rate for FMPSP continues to decrease and is below provincial average.
- Frank Spragins High School provides outreach programming to meet the needs of students who require an alternative high school structure. Student enrollment continues to increase including new students registering from outside of FMPSP. Frank Spragins offers a successful program with increased numbers of graduates over the years. Transition rates from the alternative high school are lower than that of a traditional high school.

STRATEGIES

- Increase number of students eligible for Rutherford Scholarships.
- Share best practices and flexible learning pathways for high school completion with principals and school counsellors.
- Collaborate with Keyano College to facilitate transition from high school to post-secondary studies.
- Encourage students in grade 10 to plan to write four diploma exams by grade 12.
- Support dual credit opportunities to provide students advanced standing if applying to a trades program at Keyano College.
- Collaborate with CAREERS Next Generation to promote career pathways into trades training and Registered Apprenticeship Programs.
- Ensure Guidance Counselors at high schools connect with all students to support career pathways to school completion.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL (CONTINUED)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	80.9	81.8	81.8	84.9	82	Very High	Improved Significantly	Excellent	85	86	87
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.	79.6	83.0	80.4	85.4	84.5	86	High	Maintained	Good	86	89	90

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

COMMENT ON RESULTS

- Student citizenship is excellent and has shown steady improvement over the past five years.
- Work preparation is rated as high and has been maintained over the past four years.

STRATEGIES

- Implement WITS anti-bullying universal program to students in all elementary schools.
- Support APPLE Schools and advocate for provincial funding for nutrition programs in all schools.
- Promote comprehensive school health, environmental stewardship and citizenship.
- Support school-based projects that teach students generosity, caring for others, and developing community citizenship.
- Promote career pathway planning in collaboration with local business, CAREERS Next Generation and SKILLS Alberta.
- Provide students programs of choice and greater flexibility to earn high school credits.
- Continue district-wide foci on promoting healthy schools and healthy environment with a focus on increasing results.
- Develop student leadership through The Leader in Me, implemented in 9 elementary schools, and student leadership groups in secondary schools.
- Continue to enhance communication to parents regarding programs and activities.
- Promote and encourage students to take part in work experience, job shadowing and volunteer opportunities to give students real world experiences.
- Continue recognition of students' achievements (academic, citizenship, fine arts, etc.) by the Board during monthly Spotlight on Students portion of the Board meetings.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL (CONTINUED)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	67.2	73.8	70.0	74.6	73.2	75	n/a	n/a	n/a	75	77	80

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

COMMENT ON RESULTS

- Preparing students for lifelong learning remains above provincial average.
- Full day kindergarten is provided in socially vulnerable neighborhoods.
- Early Childhood Development Program offered 3 hours daily to prepare children for Kindergarten and Grade 1.
- Career Fairs, Guest Speakers and tutoring emphasize school completion and paths to potential career choices.

STRATEGIES

- Enhancing communication regarding how schools promote lifelong learning.
- Continue to promote student leadership opportunities at secondary level.
- Promote student leadership development through school and community events such as WE Day, Sustainival, Destination Conservation, and Food Bank Drives.
- Implementation of The Leader In Me in seven new elementary schools. This is in addition to the two established Leader in Me Schools in the district.
- Off-Campus coordinators at high schools will support students in Registered Apprenticeship Program, partnership with Careers Next Generation, expand dual credit opportunities.
- Continue to expand the STEM programs and Tech Trade Academies in district schools.
- Continue to provide collaborative planning time for staff.

OUTCOME TWO:

THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	54.4	64.2	64.4	*	64.9	65	Very Low	Maintained	Concern	70	75	80
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).	4.8	8.4	11.2	*	10.6	12	Low	Maintained	Issue	12	15	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	77.6	71.2	72.2	79.5	70.2	85	Very Low	Maintained	Concern	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.6	6.8	4.1	10.3	7.9	15	Very Low	Maintained	Concern	15	15	15

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

COMMENT ON RESULTS

- Achievement results school reflect a year of transition; many families displaced and recovering due to the May 2016 wildfire.
- Students missed substantial school time with the early end of the 2016 school year.
- School restoration post-fire resulted in loss of teacher resources which took time to replenish.
- Many post-fire related challenges for students' mental health; increased mental health supports to provide students with school readiness.
- Trends mirror results for overall grade 6 and 9 cohorts. ELA grade 9 is higher than average for overall cohort.

STRATEGIES

- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Consult with local community members on recommendations to improve programming.
- Provide a mental health therapist for students who are First Nations, Métis or Inuit to complete high school.
- Access new provincial resources through sources such as Alberta Education, Alberta Teachers Association and ERLC for professional development to support FNMI knowledge and understanding of best teaching practices for FNMI learners.
- Maintain strong partnerships with organizations which focus on FNMI community needs such as Nistawoyou Friendship Centre (After school tutoring, Full Circle Program) and Learning Through The Arts.
- Continue to celebrate aboriginal culture through special school activities during annual Aboriginal Week, school clubs such as the Dr. Clark School *Oskayak* Drumming Group, artwork and dedicated spaces in schools that highlight aboriginal culture.
- Continue to provide professional development opportunities to build staff understanding of First Nations, Métis, and Inuit perspectives, culture and history.
- Infuse FNMI perspectives, culture and history, including the legacy of residential schools, into curriculum and instruction.

OUTCOME TWO: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED (CONTINUED)

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	67.7	57.4	46.8	63.8	44.9	65	Very Low	Declined	Concern	65	67	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.9	2.2	6.8	2.6	0.0	0	Very High	Improved Significantly	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	36.2	36.3	40.6	38.5	35.3	40	Very Low	Maintained	Concern	40	42	45
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	39.1	32.6	40	n/a	Maintained	n/a	40	42	45
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	23.5	31.4	15.6	26.2	3.5	28	n/a	n/a	n/a	28	30	32

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

COMMENT ON RESULTS

- School completion rates continue to increase and dropout rates continue to decrease. The current data reflects a 0% dropout rate.
- Results for FNMI writing Diploma exams, obtaining Rutherford Scholarships and transition to post-secondary studies reflect results affected by 2016 wildfire.
- Developed FMPSD Instructional Support Framework for students who are FNMI.

STRATEGIES

- Focus professional development on meeting the learning needs of students who are FNMI.
- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Consult with local community members on recommendations to improve programming.
- Provide a mental health therapist for students who are First Nations, Métis or Inuit to complete high school.
- Focus on maintaining the low dropout rate and increasing the high school completion rate for students who are First Nations, Métis or Inuit.
- Promote positive sense of belonging, mastery, independence and generosity through the Circle of Courage.
- Provide leadership training in the legacy of residential schools and intergenerational impact on families.
- Provide support to school-based FNMI Liaisons to impact student achievement in every school.
- Collaborate with First Nations and Métis communities to form effective partnerships, build capacity and enhance achievement of all students.
- Lobby for provincial funding to support an Elder-Per-School Mentorship program.
- Build cultural and community connections and engage students in FNMI cultural learning with support of a Cultural Navigator.
- Celebrate achievements of FNMI students through Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA).
- School counselors and school FNMI coordinator support academic and individual needs.

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	86.8	87.5	88.3	90.6	90	Very High	Improved Significantly	Excellent	92	95	98

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

COMMENT ON RESULTS

- Overall, schools in the Fort McMurray Public School District have achieved excellent results in the pillar of Safe and Caring.
- Fort McMurray Public Schools has continuously improved over the past four years in this performance measure.
- Schools focus on providing a safe and caring school environment.
- Increased mental health supports and counselling available to students following the wildfire.
- Promoted comprehensive school health and student wellness action teams in secondary schools.
- *Policy 19 - Sexual Orientation and Gender Identify*, adopted by FMPSD Board of Education.
- Wildfire Mental Health support person to coordinate and build capacity for resilience and recovery across the school district.

STRATEGIES

- Collaborate with community agencies to provide mental health and wellness supports in schools.
- Provide professional development training in Psychological First Aid, Skills for Psychological Recovery, CBITS, Trauma Informed Schools, Journey of Hope, FRIENDS and Who Do You Tell programs to promote safe and caring schools.
- Continue to share best practices and evidence-based programs to promote safe, caring and inclusive schools (Tribes, Zones of Regulation, Leader In Me, character education programs). WITS anti-bullying universal program piloted and will be implemented in district elementary schools.
- Monitor effectiveness of *Sexual Orientation and Gender Identify* policy to support student sexual orientation and gender identity.
- Continue to provide support and space for school Gay-Straight Alliances (GSAs).
- Provide support to LGBT students with one to one therapy, parent support group and building staff capacity through the support of a specialized Psychologist.
- Continue to provide a safe and caring environment, creating a sense of belonging for all learners.
- Provide training in Hour Zero crisis management protocols.
- Continue to build capacity, developing the skills and knowledge of educators to create flexible and responsive learning environments.
- Continue to respond to individual learner differences with appropriate and differentiated strategies for success.

OUTCOME FOUR:

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	78.5	79.2	81.0	81.4	84.1	82	Very High	Improved Significantly	Excellent	85	88	90

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

COMMENT ON RESULTS

- Parents, teachers and students results indicate they are very satisfied with the programs of studies provided at Fort McMurray Public Schools.
- Results for this performance measure have continuously improved over the past five years, are considered excellent, and are above provincial average.
- Professional development opportunities are available to staff to increase capacity and improve instructional practice in the following ways:
 - Teachers new to the profession were provided mentorship and training to meet the Teaching Quality Standard
 - Aspiring Leaders Program provided new, or aspiring school leaders, the skills and knowledge to support a broad program of study and extra-curricular programming at the school level.
 - Provided twelve professional collaborative days for staff.

STRATEGIES

- Continued collaboration with many community agencies to provide a broader program of study, including Learning Through the Arts, APPLE Schools, CAREERS Next Generation, First Nations, Multicultural Association and the Regional Municipality of Wood Buffalo.
- Implementation of programs to provide students with additional opportunities to learn: Tech-Trades Academies, PEAK Athletics, Fine Arts programming, CTS.
- Support professional learning and collaborative learning time in the District calendar.
- Align new District initiatives and school-based programs to ensure a common focus for staff.
- Support teachers new to the profession through mentorship and building capacity to support students with diverse learning needs.
- Ensure learning supports continue to be integrated into regular classroom routines and reduce the amount of time individual students are pulled out of classroom instructional time.
- Ensure classroom teachers receive the support of Learning Assistance Teachers, FNMI Liaisons, Guidance Counselors, Mental Health Therapists and Family School Liaison Workers.
- Continue to enhance communication to the community regarding programs of study offered at District schools.

OUTCOME FIVE:

THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	80.6	81.7	79.9	80.2	82.4	82	Very High	Improved	Excellent	85	87	88
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.1	84.3	82.6	82.2	84.7	85	Very High	Maintained	Excellent	87	90	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.2	88.2	88.2	88.5	89.6	90	High	Improved	Good	90	90	92

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

COMMENT ON RESULTS

- Results for each of the performance measures are high or very high, and are improved over previous year.
- Parent involvement and School Improvement in Fort McMurray Public Schools are rated excellent and higher than provincial average.
- Overall quality of basic education is rated high when compared to school districts across the province.
- High satisfaction rates have been maintained and gradually improving over a five year period
- All school councils meet regularly. Representatives from school councils meet as District Networks Committee monthly.
- Students are involved in decisions that affect them through the District's Student Advisory Committee, Speak Out and OurSchool Survey.
- Senior Leadership team regularly engages in community advisory meetings to identify and champion solutions on various issues impacting our local community.
- Parents and members of School Councils Association are supported to attend the Alberta School Council's Association's annual conference.

STRATEGIES

- Ensure school growth plans are aligned to provincial goals and strategies.
- Present annual presentations of school growth plans to the Board of Trustees by school principals and parent council chairs highlighting each school's achievements and strategies for improvement.
- Expand innovative and creative ways to increase parent engagement.
- Promote programs of choice and achievement results to the community.
- Engage community and parents on recommended programming in schools.
- Promote Parent Portal to access grades and attendance through PowerSchool.
- Continue to provide support for school council members through Networks Meetings and attendance at annual conference for School Councils.

SUMMARY OF FINANCIAL RESULTS

Information on our jurisdiction's budget is available at: <http://fmpsdschools.ca/annualreports.php>

The Audited Financial Statement Report for the 2016-2017 school year is available at:

<http://fmpsdschools.ca/annualreports.php>

For information on average class sizes for Alberta please visit: <https://education.alberta.ca/class-size/averages/everyone/current-class-size-averages-by-jurisdiction/>

Jurisdiction Report - to be Included with AERR

CORE SUBJECTS ONLY

3280 - Fort McMurray Public School District No. 2833

Jurisdiction:

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Beacon Hill School	23.5	18.1	14.7	17.3	16.7	20.5	18.0	19.0				
Christina Gordon Public School			20.8			15.0						
Dr Karl A Clark Elementary	20.3	18.2	21.0	18.6	14.5	17.4	23.1	13.5				
École Dickinsfield School	20.7	19.2	22.3	21.0	18.9	23.2						
École McTavish Junior High School							27.0	25.6	26.8			
Fort McMurray Composite High School							18.4	23.5	22.5	14.9	16.0	22.7
Gresly Road School	14.6	9.8	23.0	9.8	9.2	16.9	9.7	8.7				
Thickwood Heights School	19.4	18.5	17.0	23.7	25.0	24.0						
Timberlea Public School	20.1	18.5	18.9	23.7	20.3	19.2						
Walter & Gladys Hill Public School	19.4	16.7	19.0	22.0	19.5	22.5						
Westview School	17.3	18.5	19.2	22.6	29.7	26.0						
Westwood Community High School										27.0	25.2	24.3
Total for Jurisdiction 3280	19.7	17.8	19.9	19.9	18.4	20.7	23.1	22.1	25.5	22.9	22.0	23.9

Jurisdiction Report - to be Included with AERR

ALL SUBJECTS

3260 - Fort McMurray Public School District No. 2833

Jurisdiction:

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Beacon Hill School	23.5	18.5	14.7	17.5	16.4	20.5	15.8	17.6				
Christina Gordon Public School			20.8			15.0						
Dr Karl A Clark Elementary	20.2	18.0	21.0	19.0	16.2	18.2	22.9	13.0				
École Dickinsfield School	20.7	19.1	22.3	21.0	17.7	23.3						
École McTavish Junior High School							26.1	25.1	24.9			
Fort McMurray Composite High School							17.6	18.5	22.3	16.5	12.0	19.1
Gresly Road School	14.6	9.7	22.5	10.5	9.7	19.4	10.2	9.1				
Thickwood Heights School	19.4	18.5	17.0	23.6	24.9	24.0						
Timberlea Public School	20.1	18.6	18.9	22.2	20.0	19.2						
Walter & Gladys Hill Public School	19.4	16.6	19.0	17.9	17.0	22.1						
Westview School	17.2	16.7	19.2	22.7	29.6	26.0						
Westwood Community High School										26.0	22.3	20.3
Total for Jurisdiction 3260	19.7	17.8	19.8	19.6	18.2	21.0	22.6	21.3	24.3	22.5	17.7	19.9

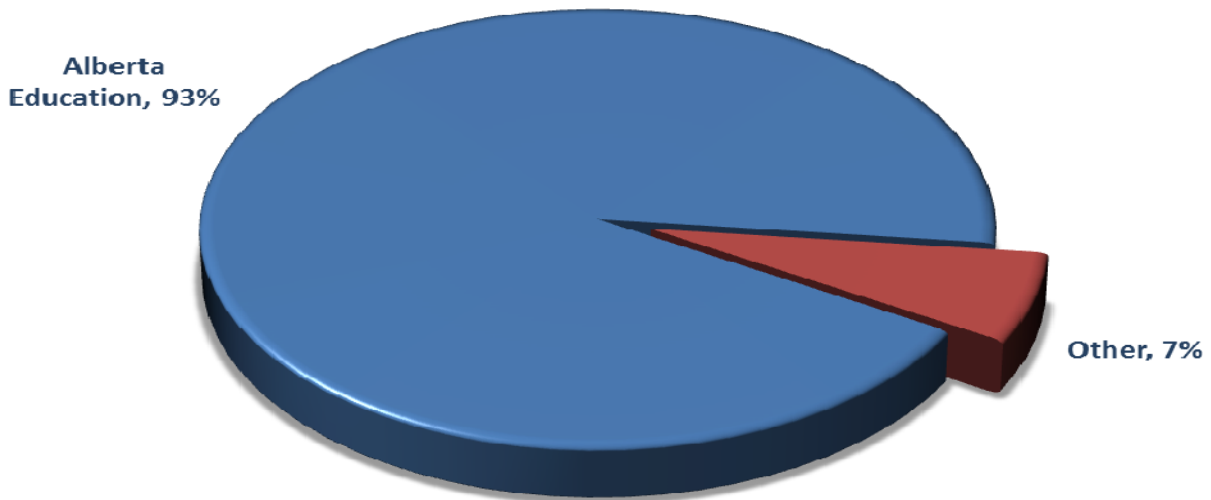
BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31 , 2017

	Approved Budget 2017/2018	Fall Budget Update 2017/2018
REVENUES		
Alberta Education	74,603,262	78,578,880
Other - Government of Alberta	1,117,185	1,111,856
Federal Government and First Nations	31,890	53,150
Other Alberta school authorities	100,000	25,000
Fees	831,650	927,610
Other sales and services	753,494	1,231,244
Investment income	150,000	150,000
Gifts and donations	194,551	488,551
Rental of facilities	925,000	850,000
Fundraising	683,000	585,000
Gains on disposal of capital assets	-	-
Other revenue	145,000	145,000
TOTAL REVENUES	79,535,032	84,146,291
EXPENSES		
Instruction - Kindergarten	9,567,557	8,096,598
Instruction - Grades 1-12	53,260,411	58,308,851
Plant operations & maintenance	15,447,716	16,677,812
Transportation	2,305,484	2,140,484
Administration	3,490,375	3,381,978
External Services	-	-
TOTAL EXPENSES	84,071,543	88,605,723
ANNUAL SURPLUS (DEFICIT)	(4,536,511)	(4,459,432)

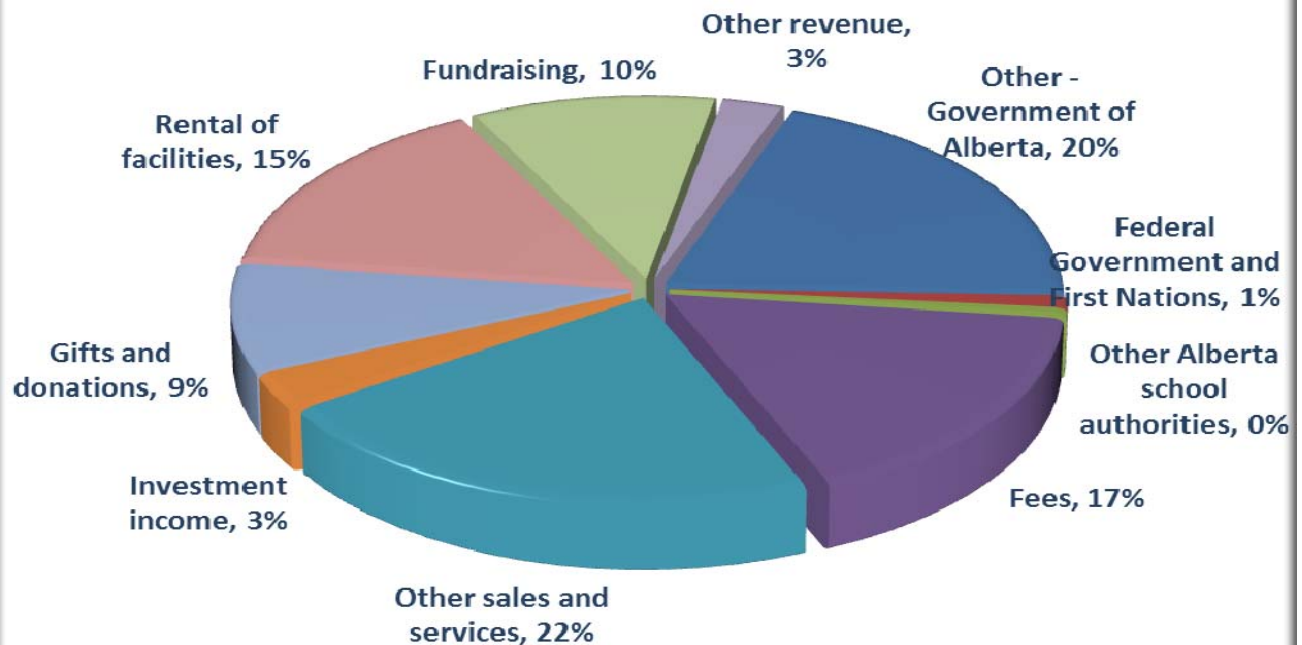
Information on our jurisdiction's budget is available at:

<http://fmpsdschools.ca/annualreports.php>

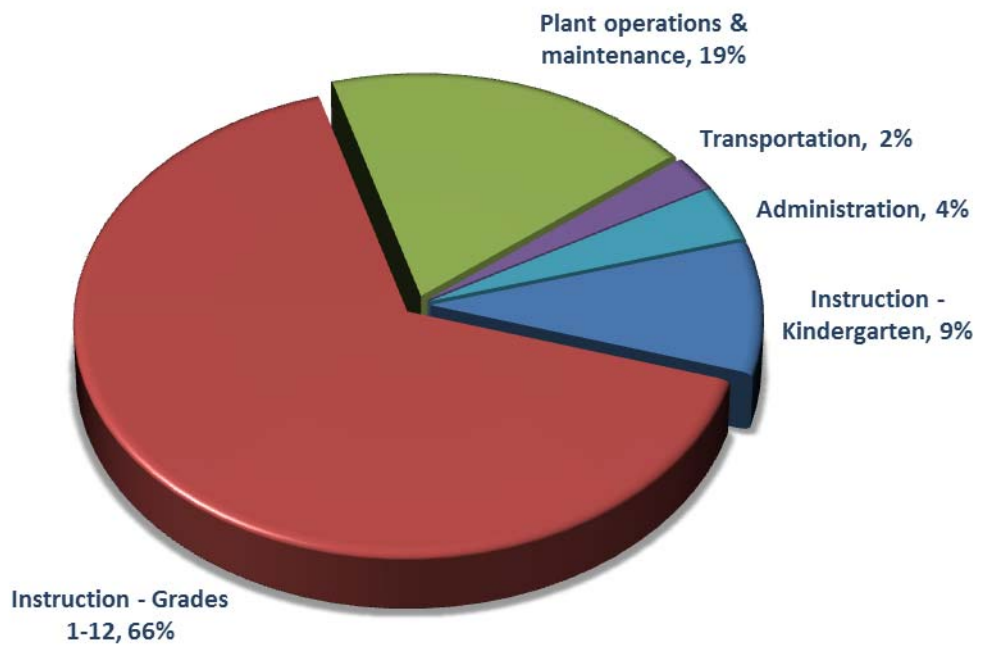
BUDGETED STATEMENT REVENUES 2017/2018



BREAKDOWN OF OTHER REVENUES 2017/2018



BUDGETED STATEMENT EXPENSES 2017/2018



FINANCIAL

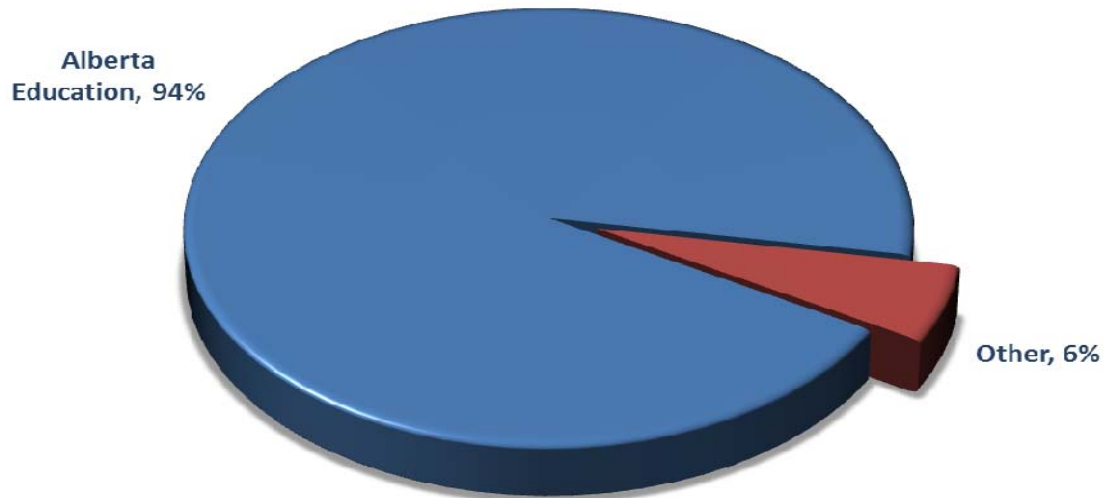
SUMMARY

STATEMENT OF OPERATIONS for the Year Ending August 31 , 2017

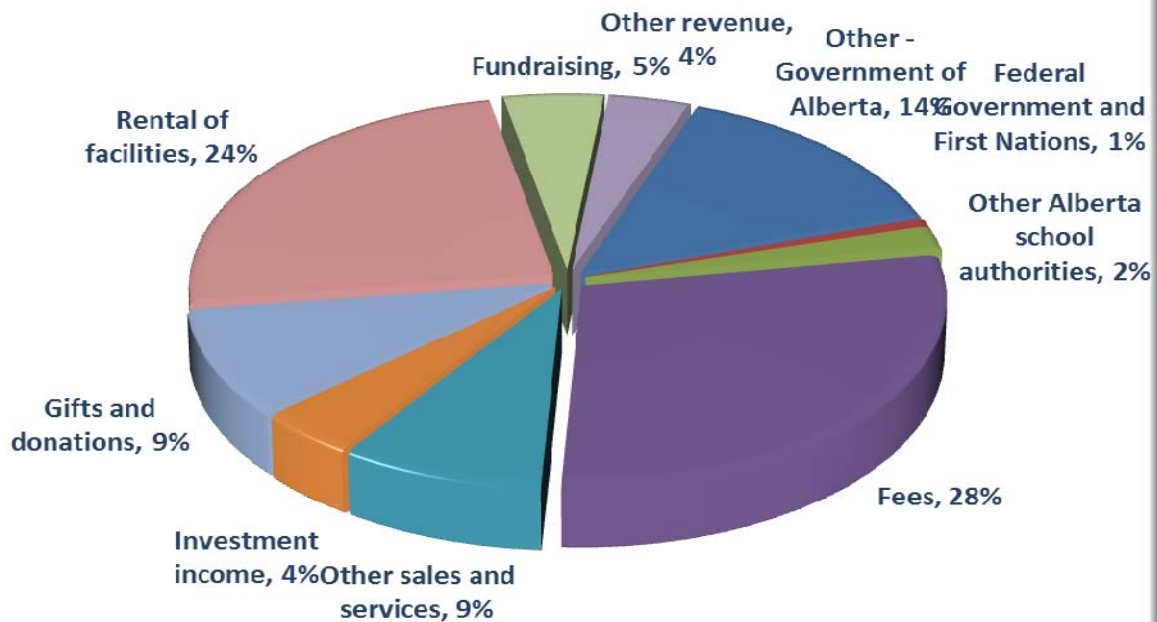
Actual 2017

REVENUES	
Alberta Education	75,863,757
Other - Government of Alberta	651,387
Federal Government and First Nations	30,631
Other Alberta school authorities	82,940
Fees	1,298,709
Other sales and services	394,071
Investment income	185,512
Gifts and donations	420,422
Rental of facilities	1,100,519
Fundraising	215,991
Gains on disposal of capital assets	-
Other revenue	174,223
TOTAL REVENUES	80,418,162
EXPENSES	
Instruction - Kindergarten	8,251,073
Instruction - Grades 1-12	52,580,167
Plant operations & maintenance	13,057,316
Transportation	2,128,907
Administration	3,007,095
External Services	-
TOTAL EXPENSES	79,024,558
ANNUAL SURPLUS (DEFICIT)	1,393,604

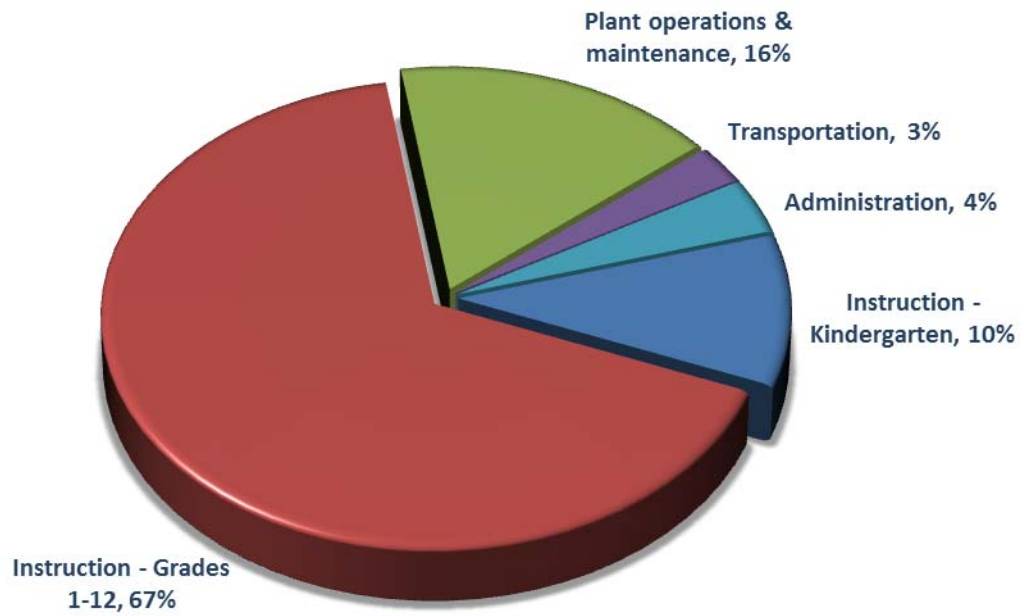
REVENUES AFS AUGUST 31, 2017



BREAKDOWN OF OTHER REVENUES AFS AUGUST 31, 2017



EXPENDITURES AFS AUGUST 31, 2017



SCHOOL GENERATED FUNDS

	2017	2016
School Generated Funds, Beginning of Year	\$ 1,074,515	\$ 1,409,261
Gross Receipts:		
Fees	505,917	791,821
Fundraising	267,476	453,748
Gifts and donations	33,710	76,919
Grants to schools	-	-
Other sales and services	331,612	451,918
Total gross receipts	1,138,715	1,774,406
Total Related Expenses and Uses of Funds	691,693	1,633,905
Total Direct Costs Including Cost of Goods Sold to Raise Funds	213,761	475,247
School Generated Funds, End of Year	<u>\$ 1,307,776</u>	<u>\$ 1,074,515</u>
Balance included in Deferred Revenue	\$ 96,779	\$ 239,363
Balance included in Accumulated Surplus (Operating Reserves)	\$ 1,210,997	\$ 835,152

Weblink to detailed information on School Generated Funds and its uses for 2016-17:

<http://fmpsdschools.ca/annualreports.php>

Weblink to provincial rollup of jurisdiction AFS for 2016-17 can be found at:

<https://education.alberta.ca/media/3069525/fort-mcmurray-public-school-district-no-2833.pdf>

Weblink to Capital Plan:

[Master Facility and Capital Plan](#)

For additional information please contact:

Fort McMurray Public School District

Finance Department

231 Hardin Street

Fort McMurray, AB

T9H 2G2

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www.fmpsdschools.ca

SUMMARY OF FACILITY AND CAPITAL PLANS

- The District's Capital plan requires new modular relocations and modernizations.
- 2016 Stats Canada Census shows 8.4% of the urban population in Fort McMurray is ages 0 to 4 years old, which would result in a school population of over 7000 for FMPSD if this trend continues.
- Many District facilities are over 30 years old and require modernization. These have been prioritized in the Capital Plan. The 7 year Infrastructure Maintenance Renewal (IMR) Plan. The IMR totals \$23.9 million or \$3.4 million per year. This is more than double our IMR grant allocation of \$1.5 million annually.

Modular Classrooms Requested:

1. Relocate four modular classrooms to Walter and Gladys Hill Public School

Provincially funded school projects approved by the Minister of Education are:

1. High School Expansion to École McTavish Junior High School
2. Fort McMurray Composite High School Modernization, Lower Townsite
3. Modular class relocation or Walter and Gladys Hill Public School

The top three School Modernization projects requested:

1. École Dickinsfield Public School
2. Westwood Community High School
3. Thickwood Heights School

For additional information, navigate to the Master Facility and Capital plan on our website:

<http://fmpsdschools.ca/annualreports.php>

WHISTLEBLOWER PROTECTION

The Board of Trustee believes that our Ethics and Business Conduct requires our trustees, managers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As a representative of the District, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. In return all should expect a positive supportive environment where they can seek advice and if necessary disclose wrong doings without fear of reprisal knowing such disclosure will be taken seriously.

Fort McMurray Public School District's policy and procedures on Whistleblower protected is posted on the website at http://www.fmpsdschools.ca/documents/general/AP_403_Duty_To_Report.pdf.

In the 2016-2017 school year, there were no reports or disclosures received.

PARENTAL ENGAGEMENT

- Parent involvement occurred at five District level Network Meetings and Joint Networks meeting (parents, school and District administrators).
- Parents were consulted and provided input to the 2017-2020 strategic plan.
- Combined SEP & AERR posted on the Fort McMurray Public School District website.
- The combined SEP & AERR printed version is available upon request.
- Parents were consulted in the modernization and building of our new schools and capital plan.
- Parents were consulted and provided input into the annual budget process.
- Parent representatives from each school were supported to attend the annual conference by the Alberta School Councils Association.
- Parents continue to be encouraged to follow the District's daily announcements on Facebook and Twitter.

TIMELINES AND COMMUNICATION

- The Board of Trustees approved the Annual Education Results Report on November 29, 2017.
- Annual Education Results Report will be posted on the website at www.fmpsdschools.ca/annualreports.php.
- Summary of FMPSD Annual Education Results Report is available by calling 780.799.7900.

The largest tournament in Alberta hosted by FMPSD Tech, the sixth annual Robotics tournament saw 550 students, and 55 teams in attendance.

Frank Spragins won the coveted High Flying Award from Georgia Southern University in Savannah. The school was recognized for high achievement, community collaboration, and active citizenship development among other criteria.

Premier Notley visited Westwood Community High School to speak with students and staff about post-wildfires support.

We received our largest wildfire donation to date - \$373,677.73 thanks to the Tzu Chi Foundation based in Vancouver.

Fantastic year of Fine Arts with Thidwood Heights School seeing a full house for their musical Madagascar, Westwood's hit The Ad dams Family and École McTavish featuring Aladdin.

Fort McMurray Public Schools



Inaugural Inventor and Innovators Fair hosted by FMPSD Tech featuring 29 teams from grades four to nine.

Student group Eco YOLO, promoting environmental sustainability - made up of eighth graders Krish Shah, Chintan Desai, and Rafui Mostafa replanted Saprae Creek with 1650 trees also featuring 200 students in grade eight.

Kristen Craig, École Dickinsfield teacher won the coveted Edwin Parr Award from the Alberta School Boards Association (ASBA) for first-year teachers. The annual award is given to six outstanding first-year teachers across the province. She won for Zone 2/3.

École McTavish Junior High School sports teams brought home 12 City Championship banners out of a possible 16!

Thanks to our student, Maddie Ross, Family Channel visited Westview Public School for anti-bullying rally with Backstage TV series stars Colin Petherie and Julia Tomason, who co-hosted the event.

Bayan Asraf, a grade five student from Fort McMurray Islamic School placed second among 10,000 entries in Genworth Canada's essay contest supporting Habitat for Humanity. As one of the 10 second place winners of the contest, Bayan awarded \$5,000 to Habitat Wood Buffalo.

Confucius Classroom launched at Walter and Gladys Hill Public School in partnership with the Confucius Institute of Edmonton, and China (Hanban). Confucius Classroom features a visiting teacher from China who teaches Mandarin to K-6 students.

Fort McMurray Composite High School student Bailey Haas won the SADD (Students Against Drunk Driving) Liquor Bag Design contest in the grades 10-12 category. Bailey's piece was selected from more than 300 entries province-wide.

Fort McMurray Public School District No. 2833

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@FMPSD

First annual Coding competition held at Greely/Islamic schools 2016/2017. Over 70 students in 23 teams competed with 75 per cent scoring perfect scores.

Madison Davis, grade two student at Beacon Hill Public School received First Book Canada's Five Millionth book. The Ontario-based non-profit donated over 20,000 books to the region following the wildfires.

2017's Canada Wide Science Fair winners were Dhvani Patel, Dhruvil Shah, and Shaaf Baba, who secured Silver and Bronze in Regina. Both Dhvani and Dhruvil attended Westwood Community High School, and were in grade 11. Shaaf was in grade 7 at École McTavish Junior High School.