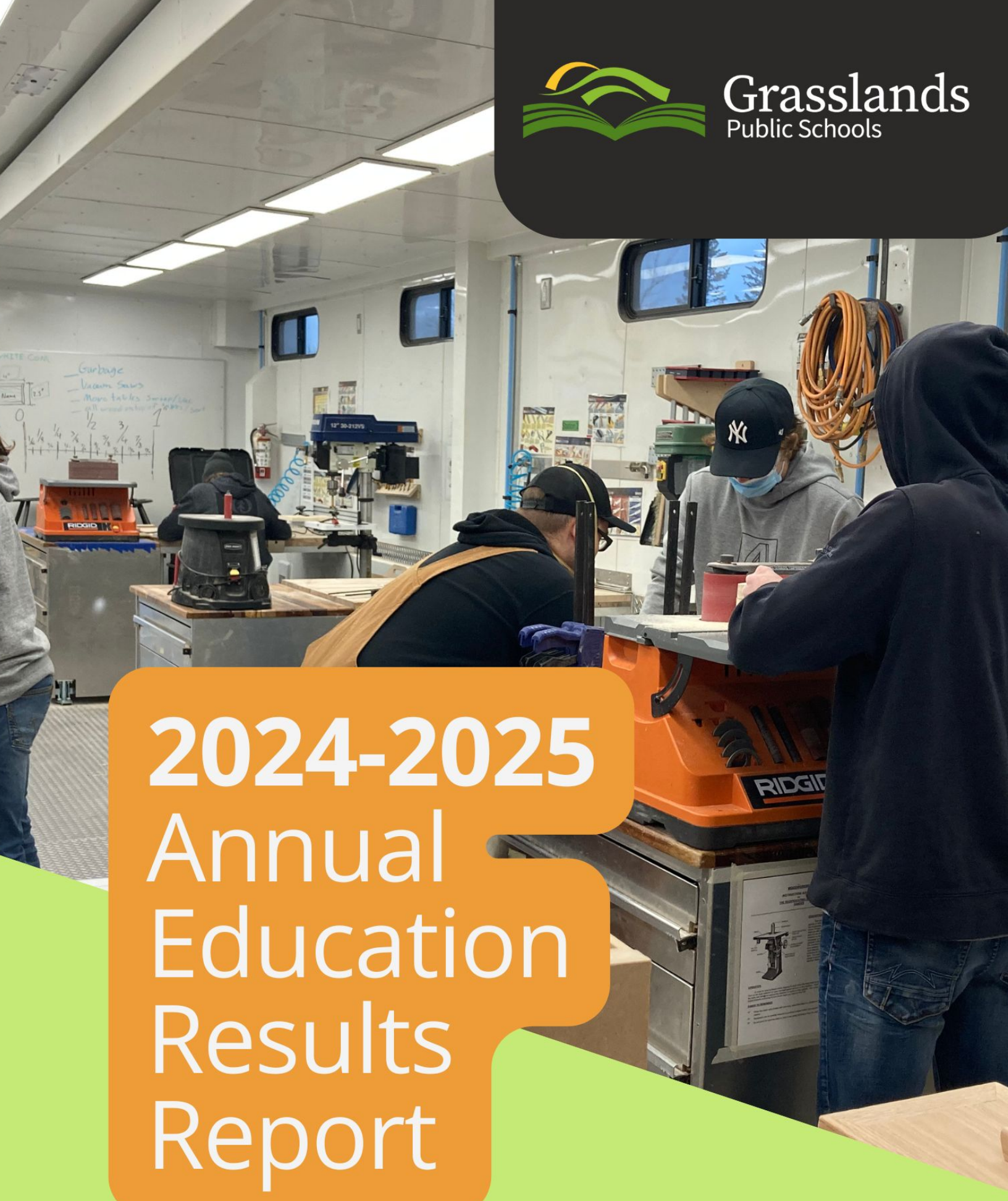
Grasslands
Public Schools



2024-2025 Annual Education Results Report

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Glossary of Terms

AEAM	Alberta Education Assurance Measure. These measures include our exam scores and survey results tabulated from the yearly Alberta Education Assurance Online Survey completed by students, parents and teachers.
N/A	Not Applicable. This indicator is used in results from Alberta Education when the survey question, or exam result being reported, was not run that year. For example, the results of our Grade 6 PATs for Mathematics and ELAL are N/A. In the past school year, those exams did not take place.
*	An asterisks is used in Alberta Education results reports when the sample size, or number of people completing a survey or students writing an exam, is too small to protect the anonymity of those people. For example, you can see that many of our EAL and K&E PAT exam scores are suppressed, or have an * letting you know that while students wrote the test, there were fewer than 6 students.
CRM	Collaborative Response is a school framework that values collaborative, action-focused responses, data-informed discussions, and timely support to ensure all students can experience success. To learn more, visit jigsawlearning.ca
CTM	Collaborate Team Meeting. Part of the Collaborative Response Model. This meeting involves groups of teachers working together to generate meaningful strategies and sharing expertise to enhance student learning. To learn more, visit jigsawlearning.ca
PL Plan	Professional Learning Plan created by each school to facilitate staff professional development on key areas related to division and school goals.
ILET Plan	Instructional Leadership for Exemplary Teaching Plan. School administration creates a plan to supervise the teaching and learning within their building. Each plan is passed by Senior Administration as part of their ongoing work to support the growth and development of teachers and school administrators.
DHH & AAC	DDH: Deaf and Hard of Hearing students. AAC: Augmented and Assisted Communication.
EYA	Early Years Assessments - Alberta Education and Childhood's mandatory screenings in fall and winter for all students in grades 1 to 3, with a follow-up screening in spring for those students requiring additional supports based on results of the winter assessment. Mandatory screenings in winter for all children in Kindergarten.

Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government provides certainty that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

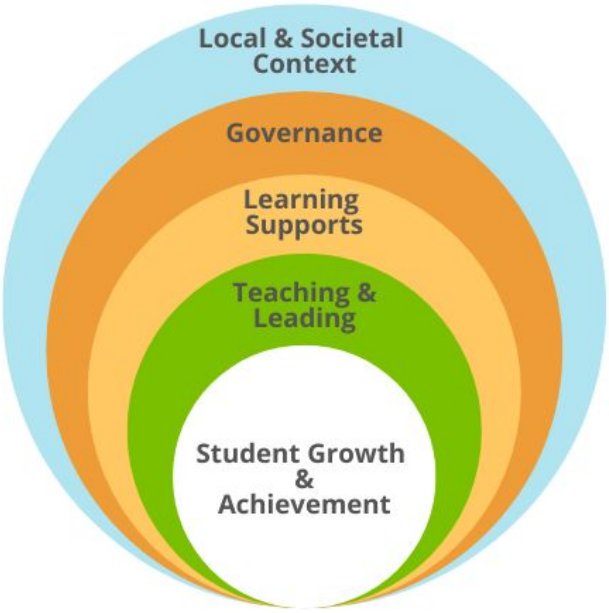
In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is "local data"?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students reading, or mathematics skills, surveys from schools that ask questions specifically about our school.





Local & Societal Context

A community of learners, dedicated to student success.

Grasslands Strategic Plan - Vision

Stakeholder Engagement

Grasslands Public Schools values and appreciates the feedback it receives from all stakeholders. During the 2024-2025 school year Board Trustees engaged with our parents, students and staff in a number of meaningful ways including:

- Council of Councils: Twice-yearly meetings with the chairs of each school council. At these meetings topics included new curriculum implementation, calendar feedback and information on healthy fundraising to support student wellness.
- Wellness Steering Committee: Trustee and senior administration representatives receive feedback from representative employee groups which assist in the formation of strategies related to our staff and student wellness goals.
- City of Brooks and County Councillor Meetings: Trustees and Senior Admin met with representatives from both the City of Brooks and County of Newell to discuss matters related to education.
- Grasslands Board Liaison meetings twice yearly between teacher representatives and trustees.
- Grasslands Colony Elder meeting between Hutterite Elders, German Teachers and Senior Administration.
- Superintendent Student Advisory Groups: Students in grades 7-12 who met with the Superintendent to discuss their experiences in our schools. Each school was visited and representatives met in one additional advisory meeting with the board of trustees.
- Calendar engagement through surveys and parent council sessions.
- Support Staff Working Relations Committee met twice to discuss compensation, working conditions and ways to improve our division.
- Grasslands students completed surveys from the division and individual schools.
- Meeting with our local MLA/Premier.

Whistleblower Protection

Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

In the 2024-2025 school year Grasslands did not have any disclosures.

Accountability Statement

The Annual Education Results Report for Grasslands Public School Division for the 2024/2025 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024-2025 was approved by the Board on December 15, 2025.

Pat Connor, Board Chair

December 15, 2025
Date

Local & Societal Context

A community of learners, dedicated to student success.

Grasslands Strategic Plan - Vision

Grasslands Public Schools

745 2nd Ave East Brooks T1R 1L2	Phone: 403-793-6700	Website grasslands.ab.ca	Social Media: @gpsd6

Administration

Superintendent	Associate Superintendent	Assistant Superintendent	Assistant Superintendent
Scott Brandt	*Rhian Schroeder*	*Nicole Short*	*Katie Graham*

Division Profile

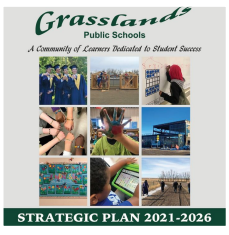
- Grasslands Public Schools is located in the southeastern part of the province.
- Grasslands serves a population of about 3400 students in Brooks, Rainer, Bassano, Duchess, Gem, Rolling Hills, Rosemary and Tilley. Diversity is celebrated in our many unique cultural groups.
- The schools within the city of Brooks include populations which encompass up to thirty percent English as an Additional Language Learners.
- Seven Hutterite Colony schools work collaboratively to offer an exemplary education in these unique settings.
- Our rural schools also offer flexible and inclusive programming for our Low German Mennonite students.
- Bassano School works closely with the Siksika Nation to provide an excellent FNMI (First Nations, Metis & Inuit) education.
- Although each school in the district is very unique, the district values collaboration and works toward common goals and effective teaching practices.
- To learn more about each of our schools, please visit the "Our Schools" page on the Grasslands Division website.

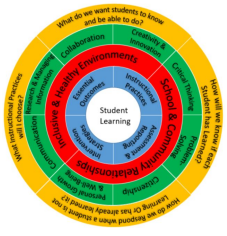
2024-2025 Staffing and Student Enrollment Full Time Equivalency (FTE)

Student Enrollment FTE	Teacher FTE	School-Based Support Staff FTE
3400.5	217	188

Alberta Education Outcomes	Grasslands Public Schools Key Areas of Action	2024-2025 Division Education Plan Goals
Domain 1: Student Growth & Achievement **Domain 2:** Teaching & Leading **Domain 3:** Learning Supports **Domain 4:** Governance **Domain 5:** Local & Societal Context	**KAA 1**: Student Learning **KAA 2**: Inclusive & Healthy Environments **KAA 3**: School & Community Relationships	**Goal 1**: Student Learning **Goal 2**: Career Pathways **Goal 3**: Staff & Student Wellness







Local & Societal Context

A community of learners, dedicated to student success.

Grasslands Strategic Plan - Vision

Grasslands Strategic Plan

To provide opportunities that inspire students to achieve and succeed as resilient learners who positively impact their communities.

Grasslands Strategic Plan - Mission

Key Area of Action 1: Student Learning

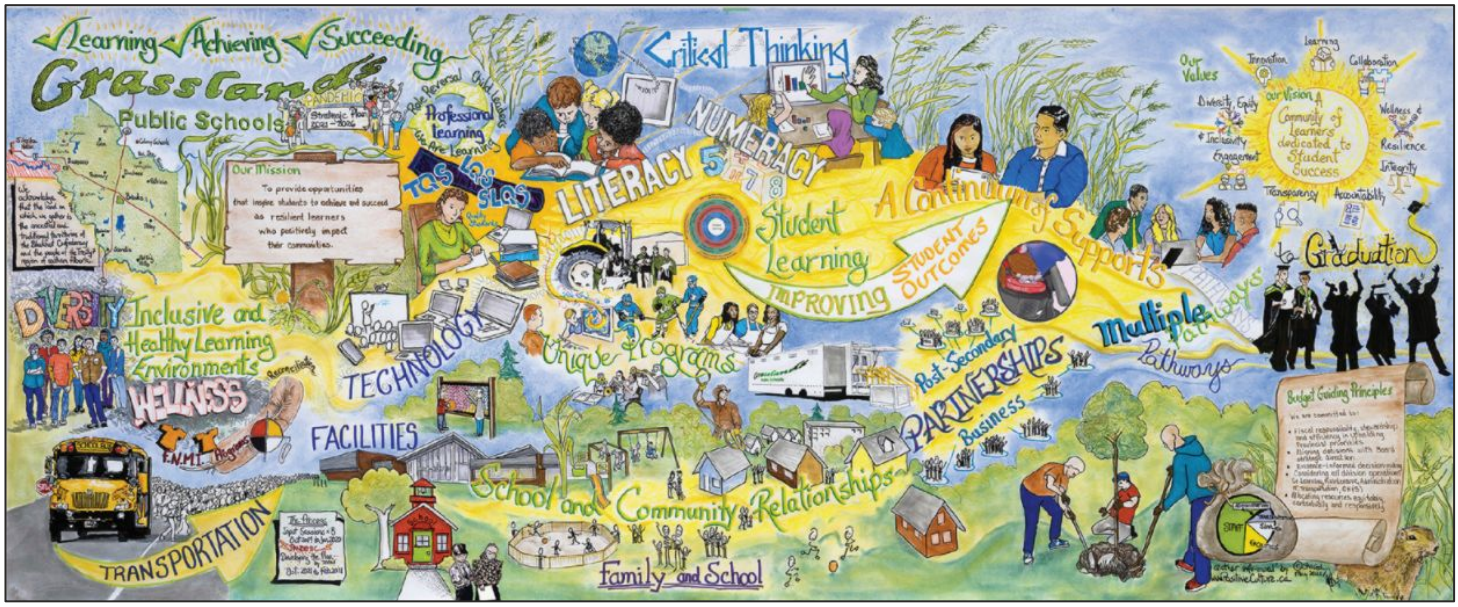
Everything we do in Grasslands supports student learning and achievement. Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs. Grasslands strives for 100% high school completion.

Key Area of Action 2: Inclusive and Healthy Environments

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members. In order for this to occur, the social and emotional well-being and the physical safety of people must be thoughtfully and purposefully addressed.

Key Area of Action 3: School and Community Relationships

Effective relationships that promote student success are at the core of our division. In order for students to be successful, relationships and engagement are fostered, nurtured and valued.



Alberta Education Assurance Measures

Overall Summary Tables

GRASSLANDS OVERALL SUMMARY TABLE

Assurance Domain	Measure	GPSD			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	85.0	**82.3**	83.8	**83.9**	83.7	84.4
	Citizenship	78.5	**75**	76.6	**79.8**	79.4	80.4
	3-year High School Completion	91.9	**80.3**	81.8	**81.4**	80.4	81.4
	5-year High School Completion	89.1	**88.9**	87.9	**87.1**	88.1	87.9
	PAT9: Acceptable	65.2	**63.5**	61.8	**62.5**	62.5	62.6
	PAT9: Excellence	12.4	**11.3**	10.2	**15.6**	15.4	15.5
	Diploma: Acceptable	69.9	**65.7**	63.4	**82**	81.5	80.9
	Diploma: Excellence	7.3	**7.9**	8.7	**23**	22.6	21.9
Teaching & Leading	Education Quality	87.8	**86.4**	87.3	**87.7**	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	**81.3**	82.8	**84.4**	84.0	84.9
	Access to Supports and Services	82.1	**78.4**	80.1	**80.1**	79.9	80.7
Governance	Parental Involvement	80.2	**78.1**	77.6	**80**	79.5	79.1

SUPPLEMENTAL ALBERTA EDUCATION ASSURANCE MEASURES

Measure	GPSD			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	**45.1**	45.4	45.4	**54.5**	52.7	52.7
Drop Out Rate	**3.6**	2.3	2.4	**2.4**	2.5	2.4
In-Service Jurisdiction Needs	**78.1**	77.7	79.8	**81.7**	81.1	82.3
Lifelong Learning	**83.1**	78.2	78.0	**80.8**	79.9	80.4
Program of Studies	**80.1**	76.5	77.3	**83.0**	82.8	82.9
Program of Studies - At Risk Students	**84.0**	79.7	81.1	**80.5**	80.6	81.2
Rutherford Scholarship Eligibility Rate	**54.5**	54.6	60.6	**69.4**	70.7	70.9
Safe and Caring	**87.9**	85.3	86.5	**87.3**	87.1	87.8
Satisfaction with Program Access	**75.7**	72.9	73.7	**72.1**	71.9	72.5
School Improvement	**78.2**	72.2	72.7	**76.6**	75.8	75.1
Transition Rate (6 yr)	**49.0**	54.1	55.2	**59.9**	60.1	60.0
Work Preparation	**90.3**	81.1	82.0	**83.7**	82.8	83.6

Alberta Education Assurance Measures

Overall Summary Tables

FIRST NATIONS, METIS & INUIT STUDENT SUMMARY

Assurance Domain	Measure	GPSD FNMI			Alberta FNMI		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth & Achievement	Student Learning Engagement	**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
	3-year High School Completion	**81.9**	67	78.5	59.8	58.6	58.4
	5-year High School Completion	**93.5**	81.2	85.9	69.7	69.4	69.6
	PAT9: Acceptable	**37.9**	70.4	49.2	41.6	41.4	40.4
	PAT9: Excellence	**7.6**	1.9	1.7	6.3	6.1	5.7
	Diploma: Acceptable	**75.9**	80.6	76.2	77.5	76.9	75.9
	Diploma: Excellence	**13.8**	3.2	4.2	11.9	11.8	11.6
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	n/a	n/a	n/a

ENGLISH AS AN ADDITIONAL LANGUAGE LEARNERS SUMMARY

Assurance Domain	Measure	GPSD EAL			Alberta EAL		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth & Achievement	Student Learning Engagement	**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
	3-year High School Completion	**40.2**	60.3	63	**73.5**	72	74.4
	5-year High School Completion	**62.6**	94.7	82.8	**85.3**	88.1	87.6
	PAT9: Acceptable	**14.3**	25	23.4	**51.2**	52.7	54
	PAT9: Excellence	**2.9**	4.8	4.6	**10**	10.1	10.5
	Diploma: Acceptable	**47.3**	28.4	32.9	**67.4**	66.3	66.7
	Diploma: Excellence	**1.1**	0	0.9	**14.8**	14	13.9
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a

Alberta Education Assurance Measures

Overall Summary Tables

Grasslands Overall Summary Table

The 2024-2025 school year was a time filled with positive growth for the Grasslands Public School Division. Based on our AEAM measures, Grasslands has demonstrated improvement in several key areas notably in Student Learning Engagement with a 2.7% increase and in our High School Completion Rates where our 3-year completion rate jumped up by 11.6% and our 5-Year Completion Rate now exceeds the province by 1.8%. When taken as a whole, our division is trending towards positive growth, a testament to the incredibly hard work of our teachers, support staff and students.

Grasslands Supplementary Measures Table

Here again we see the story of the hard work of our teachers, support staff and students paying off in Grasslands. Overall our division has improved in nearly every measure, especially in our Work Preparation rating which now sits at 90.3%, a 9.2% improvement and testament that our staff is working to prepare our students for life outside of school and succeeding at above the provincial average by 6.6%. Another success area to highlight is our Lifelong Learning measure which improved 4.9% and places Grasslands again above the Province in terms of how our well our stakeholders feel we are doing.

First Nations, Metis & Inuit Learners Summary Table

Our First Nations, Metis and Inuit learners within Grasslands continued to complete high school at a rate that is well above the provincial average at 22.1% higher for 3-year High School Completion and 23.8% for 5-Year High School Completion. This continues to be a strength within our division and can be attributed to the considerable work done by Bassano School and the longstanding relationship our division has with the Siksika First Nation. Where our students continue to need our support is in academic achievement, with few students having achieved the acceptable standard on the PAT and standard of excellence on their diploma exams.

English as an Additional Language Learners Summary Table

Grasslands Public Schools continues to be enriched by the multitude of cultures, languages and stories our newcomer students bring into our classrooms each day. Over the 2024-2025 school year Grasslands continued its work to provide support for students, as well as for their teachers, through sheltered EAL programming that was informed by leading researchers in the field. This work, supported by Dr. Kathy Salmon from the University of Calgary continued to highlight the necessity of not only supporting students with language-rich instruction who were new to Canada, but also supporting those students who were ready to exit into mainstream programming through universal design for learning principles, focusing on oracy as a key piece in ALL classrooms and the continued support for our EAL Sheltered Program teachers.

We are beginning to see the results of this work reflected in our results. While there was a reduction in scores related to graduation (-20.1% for 3-year high school completion and -30.1% for 5 year high school completion), the students who completed their diploma exams showed positive improvement with 47.3% meeting the acceptable standard, an increase of 18.9%. This data point demonstrates that we are getting students on the correct pathways, an important part of their educational journey.

Student Growth & Achievement

Everything we do in Grasslands supports student learning and achievement.

Grasslands Strategic Plan - KAA 1: Student Learning

EARLY YEARS LITERACY AND NUMERACY ASSESSMENT RESULTS

Literacy & Numeracy Assessments	# GPSD Students	# Students At Risk Fall	# Students At Risk Spring	# Sts At Risk Fall to Spring
Kindergarten EYA Literacy Assessments	180	84	N/A	**N/A**
Kindergarten EYA Numeracy Overall Performance	180	70	N/A	**N/A**
Grade 1 EICS PA	227	132	8	**-124**
Grade 1 EICS Math	208	12	4	**-8**
Grade 2 EICS PA	229	92	18	**-74**
Grade 2 EICS Math	234	96	15	**-81**
Grade 3 EICS PA	254	53	15	**-38**
Grade 3 EICS Math	254	48	7	**-41**

Grasslands was approved to use the Elk Island Catholic Phonological Assessment and Elk Island Catholic Math Assessment for Grades 1-3. Students in Grades 1-3 were screened in September, January and At-Risk students were screened again in June. Kindergarten Students were screened using the Alberta Education Early Years Assessments. This screening took place in January, as required by Alberta Education and Childcare.

Grasslands Early Years Literacy and Numeracy Intervention Program

In the 2024-2025 school year Grasslands continued its work with our youngest learners as they worked to master key literacy and numeracy skills. Our results demonstrate the hard work that our teachers, support staff and students put into closing the achievement gap from the fall to the spring. On average our students gained 7.07 months of growth as a result of the intervention they received.

Grasslands continued to make use of high-quality resources purchased through previous grants alongside the guidance of our division instructional coach, numeracy consultant and use of the Collaborative Response Model to provide teachers with the time and resources needed to analyze the screening data, create comprehensive plans for intervention and then action those plans both inside their daily instructional routines and in pull-out groups where possible.

Support strategies used in our schools included small group instruction in pre-reading, phonemic awareness activities, systematic phonics instruction, counting, ordering and comparing numbers, numbers on the number line and fact fluency.

Student Growth & Achievement

Everything we do in Grasslands supports student learning and achievement.
Grasslands Strategic Plan - KAA 1: Student Learning

Student Learning Engagement

Innovative and exemplary instruction, focused on all students' needs, aligns with the Grasslands Instructional Framework for Exemplary Teaching...
Grasslands Strategic Plan

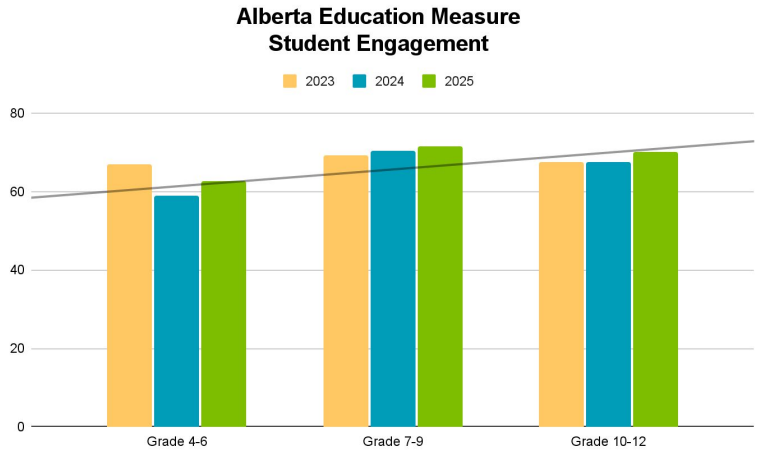
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

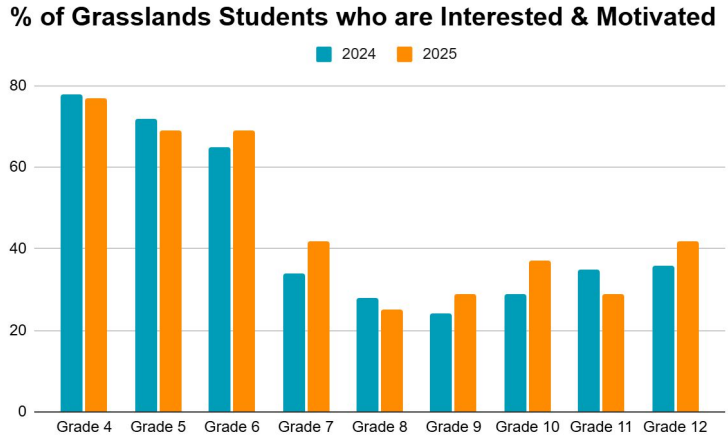
	Grasslands Public Schools											
	2021		2022		2023		2024		2025		Improvement	
	N	%	N	%	N	%	N	%	N	%	24 to 25	5 year avg
Overall	1,122	85.2	1,411	84.6	1,280	84.4	1,996	82.3	1,759	**85**	**2.7**	**84.3**
Parent	116	91	179	89.5	212	88.3	156	87	230	**90.1**	**3.1**	**89.2**
Student	818	67.7	1,023	68.9	878	67.9	1,629	65.7	1,328	**68.1**	**2.4**	**67.7**
Teacher	188	96.9	209	95.4	190	97	211	94.1	201	**96.8**	**2.7**	**96.0**

Measure Evaluation

Grasslands continued to demonstrate admirable growth in terms of student learning engagement over the 2024-2025 school year. We are particularly enthusiastic about the improvement in engagement from our students, who scored our division at 2.4% higher than the previous year. This growth is triangulated when examining the student data trend line grade by grade as well as local measures such as the OurSchool Survey which allows students the opportunity to provide us with their feedback.

Our increased focus on Career Pathways, the support found in the Collaborative Response Model and the creation of continuums of support which ensure all students are well supported ensure that our students feel they can do well and are engaged in their learning.





Student Growth & Achievement

Everything we do in Grasslands supports student learning and achievement.

Grasslands Strategic Plan - KAA 1: Student Learning

Grasslands High School Completion

Students have access to multiple pathways and real-life experiences for high school completion in preparation for life after high school.

Grasslands Strategic Plan

PERCENTAGE OF STUDENTS COMPLETING HIGH SCHOOL WITHIN 3, 4 AND 5 YEARS

Grasslands School Overall High School Completion

	Grasslands School Division										Alberta		GPSD TO AB
	2020		2021		2022		2023		2024		2024		2024
	N	%	N	%	N	%	N	%	N	%	N	%	%
3 Year Completion	243	79.5	239	82.8	258	82.1	240	80.3	**268**	**81.9**	51,148	**81.4**	**0.5**
4 Year Completion	272	83.5	240	87.9	240	86.9	258	87	**240**	**84.6**	49,293	**84.7**	**-0.1**
5 Year Completion	269	88.5	272	85.9	240	89	240	88.9	**258**	**89.1**	48,295	**87.1**	**2**

First Nations, Metis and Inuit High School Completion

	Grasslands School Division										Alberta		GPSD TO AB
	2020		2021		2022		2023		2024		2024		2024
	N	%	N	%	N	%	N	%	N	%	N	%	%
3 Year Completion	15	82	24	81	16	87.5	15	67	**16**	**81.9**	4,222	58.6	**23.3**
4 Year Completion	17	82.8	14	87.3	22	81.1	13	84.6	**14**	**72.6**	3,902	65.3	**7.3**
5 Year Completion	7	86.9	16	88.6	15	88	22	81.2	**14**	**93.5**	3,909	69.4	**24.1**

English as an Additional Language Student High School Completion

	Grasslands School Division										Alberta		GPSD TO AB
	2020		2021		2022		2023		2024		2024		2024
	N	%	N	%	N	%	N	%	N	%	N	%	%
3 Year Completion	24	50	29	77.2	14	51.5	20	60.3	**25**	**40.2**	2,974	73.5	**-33.3**
4 Year Completion	12	51.2	22	81.8	29	91.1	13	63.1	**14**	**86.7**	3,202	81.1	**5.6**
5 Year Completion	16	79.1	12	70	22	83.7	28	94.7	**13**	**62.6**	3,079	85.3	**-22.7**

What does it mean?

The 2024-2025 school year was a successful final year of high school for many Grasslands students. Completing high school is the work of the entire school division from Pre-K all the way through to Grade 14 Outreach at Sunrise School. It truly takes a village to ensure that our students leave our classrooms having successfully navigated their way through their public education.

In the 2024-2025 school year Grasslands began work on our Career Pathways goal in earnest. This included ensuring that each high school student was on a completion pathway and that they were enrolled in the correct classes for their identified career pathway. This work will take more than a single year to yield results, but it is heartening to see that for our First Nations, Metis and Inuit students we are seeing significant progress already, are holding steady in our overall completion rates and that there is evidence of strong growth in our 5-year completion rate for our EAL students.

As we continue to focus on how we can best support our students through high school completion and Career Pathways, we will continue to develop and refine the curricular pathways and career pathways for our EAL students who enter high school.

Student Growth & Achievement

Everything we do in Grasslands supports student learning and achievement.

Grasslands Strategic Plan - KAA 1: Student Learning

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

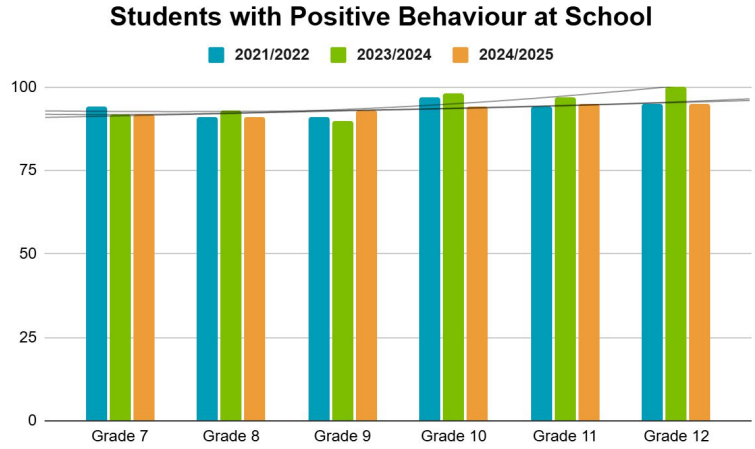
	Grasslands School Division											Alberta	
	2021		2022		2023		2024		2025		24-25	2025	
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	1,121	80.3	1,412	78.4	1,278	76.4	1,999	75	1,759	**78.5**	**3.5**	269,117	79.8
Parent	116	82.4	179	81	212	79	157	74.9	229	**80.9**	**6**	34,441	78.6
Student	817	67.5	1,024	68.5	876	65	1,631	63	1,329	**65.3**	**2.3**	201,119	70.3
Teacher	188	90.9	209	85.9	190	85.1	211	87.3	201	**89.2**	**1.9**	33,557	90.5

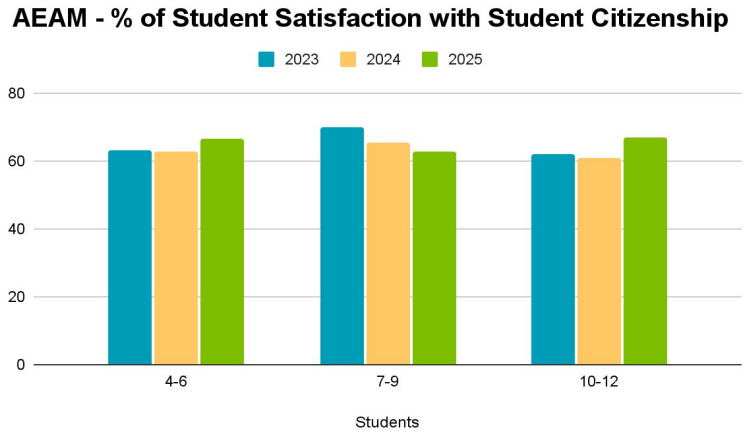
What does it mean?

Attending school in Grasslands means more than simply entering a building. Each day our teachers and support staff work hard to ensure that our students are warmly welcomed and taught the importance of respect, caring for one another and recognizing the uniqueness and importance of each individual. In the 2024-2025 school year we saw each of our elementary schools focus on Social-Emotional Learning as one of their primary School Education Plan goals. This work was contextualized in each building from morning meetings, Peace Learning Circles and celebrations at assemblies where students were taught the importance of recognizing pro-social behaviour.

In our junior and senior high schools we saw staff focus on connecting with students through different activities to ensure no student was left out, running surveys on student interest and promoting the successes of students in Dual Credit courses, athletics and fine arts. Grasslands students were taught, in a very focused manner, to value one another.

The impact of this is reflected in our data with an overall gain in citizenship of 3.5%, nearing provincial levels and a significant gain from students of 2.3%. This is further reinforced in our OurSchool Survey data, where students surveyed in secondary have indicated a positive trend towards good behaviour over the past 4 years.





Student Growth & Achievement

GPSD Overall PAT Achievement								
	Grasslands School Division					Alberta		
Course & Standard	2023	2024	2025	3 Yr. Avg.	24-25 Diff.	2025	3 Yr. Avg.	GPSD to AB.
ENGLISH LANGUAGE ARTS 6								
Acceptable Standard %	84.6	N/A	**50.9**	N/A	**N/A**	69.1	72.7	**-18.2**
Standard of Excellence %	13.3	N/A	**7.5**	N/A	**N/A**	12.7	15.6	**-5.2**
MATHEMATICS 6								
Acceptable Standard %	70.5	N/A	**45.7**	N/A	**N/A**	52.1	N/A	**-6.4**
Standard of Excellence %	13.2	N/A	**7.1**	N/A	**N/A**	14.9	N/A	**-7.8**
SCIENCE 6								
Acceptable Standard %	69.5	77.7	**N/A**	N/A	**N/A**	**N/A**	N/A	**N/A**
Standard of Excellence %	19.1	28.1	**N/A**	N/A	**N/A**	**N/A**	N/A	**N/A**
SOCIAL STUDIES 6								
Acceptable Standard %	67.1	72.5	**52.1**	63.9	**-20.4**	**64.1**	66.3	**-12**
Standard of Excellence %	13.9	12.4	**5.6**	10.6	**-6.8**	**19.1**	19.2	**-13.5**
ENGLISH LANGUAGE ARTS 9								
Acceptable Standard %	82.7	84.6	**73.1**	80.1	**-11.5**	**69.8**	71.8	**3.3**
Standard of Excellence %	9.1	10.5	**8**	9.2	**-2.5**	**11.1**	13.8	**-3.1**
KNOWLEDGE & EMPLOYABILITY ENGLISH LANGUAGE ARTS 9								
Acceptable Standard %	85.7	100	**94.4**	93.4	**-5.6**	**47.4**	57.7	**47**
Standard of Excellence %	7.1	0	**16.7**	7.9	**16.7**	**5.2**	9.7	**11.5**
MATHEMATICS 9								
Acceptable Standard %	64.7	52.8	**52**	56.5	**-0.8**	**50.5**	51.4	**1.5**
Standard of Excellence %	9.5	9.6	**10.2**	9.8	**0.6**	**13.6**	13.7	**-3.4**
KNOWLEDGE & EMPLOYABILITY MATHEMATICS 9								
Acceptable Standard %	94.1	90.9	**91.3**	92.1	**0.4**	**49.3**	42	**42**
Standard of Excellence %	23.5	27.3	**43.5**	31.4	**16.2**	**11**	32.5	**32.5**
SCIENCE 9								
Acceptable Standard %	70.7	69.8	**62.8**	67.8	**-7**	67.8	0	**-5.0**
Standard of Excellence %	14.1	13.9	**9.1**	12.4	**-4.8**	21.0	0	**-11.9**
KNOWLEDGE & EMPLOYABILITY SCIENCE 9								
Acceptable Standard %	94.1	90.9	**89.5**	91.5	**-1.4**	**50.3**	39.2	**39.2**
Standard of Excellence %	11.8	22.7	**42.1**	25.5	**19.4**	**8**	34.1	**34.1**
SOCIAL STUDIES 9								
Acceptable Standard %	64.2	64.3	**64.2**	64.2	**-0.1**	**52.1**	12.1	**12.1**
Standard of Excellence %	10.2	10.2	**14.8**	11.7	**4.6**	**5.6**	9.2	**9.2**
KNOWLEDGE & EMPLOYABILITY SOCIAL STUDIES 9								
Acceptable Standard %	75	90.9	**94.4**	86.8	**3.5**	**50**	44.4	**44.4**
Standard of Excellence %	12.5	36.4	**38.9**	29.3	**2.5**	**10.8**	28.1	**28.1**

PAT Achievement for English as an Additional Language Students

Course & Standard	Grasslands School Division					Alberta		
	2023	2024	2025	3 Yr. Avg.	24-25 Diff.	2025	3 Yr. Avg.	GPSD to AB.
ENGLISH LANGUAGE ARTS 6								
Acceptable Standard %	N/A	N/A	**24.0**	24.0	**N/A**	**70.4**	70.4	**-46.4**
Standard of Excellence %	N/A	N/A	**0**	0	**N/A**	**9.0**	9.0	**-9.0**
MATHEMATICS 6								
Acceptable Standard %	n/a	n/a	**23.1**	23.1	**N/A**	**58.1**	58.1	**-35**
Standard of Excellence %	n/a	n/a	**3.8**	3.8	**N/A**	**16.6**	16.6	**-12.8**
SCIENCE 6								
Acceptable Standard %	54.5	40	**N/A**	N/A	**N/A**	**N/A**	N/A	**N/A**
Standard of Excellence %	12.1	0	**N/A**	N/A	**N/A**	**N/A**	N/A	**N/A**
SOCIAL STUDIES 6								
Acceptable Standard %	61.1	44.4	**17.6**	41.1	**-26.8**	**69.0**	72.0	**-51.4**
Standard of Excellence %	19.4	0	**0**	6.5	**0**	**17.2**	17.9	**-17.2**
ENGLISH LANGUAGE ARTS 9								
Acceptable Standard %	35.3	55.6	**30**	40.3	**-25.6**	**65.8**	69.5	**-35.8**
Standard of Excellence %	5.9	0	**0**	2.0	**0**	**5.6**	6.7	**-5.6**
KNOWLEDGE & EMPLOYABILITY ENGLISH LANGUAGE ARTS 9								
Acceptable Standard %	*	*	*	N/A	**N/A**	**41.9**	50.9	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	**3.2**	3.4	**N/A**
MATHEMATICS 9								
Acceptable Standard %	54.5	26.3	**33.3**	38.1	**7**	**52.7**	55.2	**-19.4**
Standard of Excellence %	9.1	5.3	**0**	4.8	**-5.3**	**13.5**	13.7	**-13.5**
KNOWLEDGE & EMPLOYABILITY MATHEMATICS 9								
Acceptable Standard %	N/A	*	*	N/A	**N/A**	**54.1**	49	**N/A**
Standard of Excellence %	N/A	*	*	N/A	**N/A**	**15**	7	**N/A**
SCIENCE 9								
Acceptable Standard %	25	38.1	**10**	24.4	**-28.1**	**68.4**	68.6	**-58.4**
Standard of Excellence %	8.3	4.8	**0**	4.4	**-4.8**	**16.4**	16.9	**-16.4**
KNOWLEDGE & EMPLOYABILITY SCIENCE 9								
Acceptable Standard %	N/A	*	*	N/A	**N/A**	**50.8**	48.2	**N/A**
Standard of Excellence %	N/A	*	*	N/A	**N/A**	**2.5**	4.5	**N/A**
SOCIAL STUDIES 9								
Acceptable Standard %	22.7	13.3	**9.4**	15.1	**-3.9**	**47.9**	49.2	**-38.5**
Standard of Excellence %	4.5	3.3	**0**	2.6	**-3.3**	**10.4**	10.3	**-10.4**
KNOWLEDGE & EMPLOYABILITY SOCIAL STUDIES 9								
Acceptable Standard %	N/A	*	*	N/A	**N/A**	**56.3**	53.1	**N/A**
Standard of Excellence %	N/A	*	*	N/A	**N/A**	**3.7**	4.8	**N/A**

Student Growth & Achievement

PAT Achievement for First Nations, Metis and Inuit Students

Course & Standard	Grasslands School Division					Alberta		
	2023	2024	2025	3 Yr. Avg.	24-25 Diff.	2025	3 Yr. Avg.	GPSD to AB.
ENGLISH LANGUAGE ARTS 6								
Acceptable Standard %	84.6	N/A	**16.7**	16.7	**N/A**	**65.6**	65.6	**-48.9**
Standard of Excellence %	7.7	N/A	**0**	0	**N/A**	**6.7**	6.7	**-6.7**
MATHEMATICS 6								
Acceptable Standard %	64.3	N/A	**0**	0	**N/A**	**38.3**	38.3	**-38.3**
Standard of Excellence %	7.1	N/A	**0**	0	**N/A**	**6**	6	**-6**
SCIENCE 6								
Acceptable Standard %	46.2	50	**N/A**	N/A	**N/A**	**N/A**	N/A	**N/A**
Standard of Excellence %	15.4	12.5	**N/A**	N/A	**N/A**	**N/A**	N/A	**N/A**
SOCIAL STUDIES 6								
Acceptable Standard %	60	66.7	**50**	58.9	**-16.7**	**56.3**	59	**-6.3**
Standard of Excellence %	0	0	**0**	0	**0**	**10.2**	9.3	**-10.2**
ENGLISH LANGUAGE ARTS 9								
Acceptable Standard %	90	81.8	**53.8**	75.2	**-28**	**68.8**	69.9	**-15**
Standard of Excellence %	10	0	**0**	3.3	**0**	**6.4**	6.5	**-6.4**
KNOWLEDGE & EMPLOYABILITY ENGLISH LANGUAGE ARTS 9								
Acceptable Standard %	*	N/A	*****	N/A	**N/A**	**7.7**	7	**N/A**
Standard of Excellence %	*	N/A	*****	N/A	**N/A**	**36.5**	33.9	**N/A**
MATHEMATICS 9								
Acceptable Standard %	16.7	54.5	**16.7**	29.3	**-37.8**	**37.2**	39.2	**-20.5**
Standard of Excellence %	0	9.1	**0**	3	**-9.1**	**6.4**	6.1	**-6.4**
KNOWLEDGE & EMPLOYABILITY MATHEMATICS 9								
Acceptable Standard %	N/A	*	*****	N/A	**N/A**	**11.3**	11.3	**N/A**
Standard of Excellence %	N/A	*	*****	N/A	**N/A**	**44.8**	40.9	**N/A**
SCIENCE 9								
Acceptable Standard %	45.5	81.8	**50**	59.1	**-31.8**	**63.4**	61.8	**-13.4**
Standard of Excellence %	0	0	**8.3**	2.8	**8.3**	**11.8**	11.1	**-3.5**
KNOWLEDGE & EMPLOYABILITY SCIENCE 9								
Acceptable Standard %	N/A	*	*****	N/A	**N/A**	**62.2**	63.4	**N/A**
Standard of Excellence %	N/A	*	*****	N/A	**N/A**	**9.1**	10	**N/A**
SOCIAL STUDIES 9								
Acceptable Standard %	27.3	41.7	**39.6**	38.6	**-2.1**	**51.4**	50.8	**-11.8**
Standard of Excellence %	0	0	**0**	0	**0**	**8.5**	8	**-8.5**
KNOWLEDGE & EMPLOYABILITY SOCIAL STUDIES 9								
Acceptable Standard %	N/A	*	**N/A**	N/A	**N/A**	**60.5**	59.9	**N/A**
Standard of Excellence %	N/A	*	**N/A**	N/A	**N/A**	**13**	11.6	**N/A**

Student Growth & Achievement

PROVINCIAL ACHIEVEMENT EXAM ANALYSIS

What does it mean? **Overall PAT Achievement**

Grasslands students demonstrate strong achievement in Grade 9 subjects in particular, where we continue to exceed the provincial average in both acceptable standard and on the standard of excellence. An area of growth for Grasslands will continue to be our achievement in Grade 6 as we continue to work to implement the new curriculum, find high-quality resources to support our teachers in their work in implementation of this curriculum and as we become more experienced with the new Provincial Achievement Tests and their requirements. Our professional development in the 2025-2026 school year is focused on Social Studies curriculum implementation and the use of AI as a resource for teachers to assist them in selecting and developing high-quality resources and assessments for their students. Combining this with our Collaborative Response work and stability in curriculum within elementary, we anticipate measurable growth in Grade 6 scores.

What does it mean? **EAL Student PAT Achievement**

English as an Additional Language instruction is a complex task, one that is heightened by the wide variety of languages spoken within our City of Brooks schools. With well over 50 languages within our EAL classrooms, our teachers work diligently to ensure that our students have the best possible opportunities to learn English as quickly as possible while still having a positive experience at school. In examining the PAT data for our EAL students, it is clear that student achievement in this area is significantly below the provincial average, with performance gaps exceeding 45% in several subjects and students not achieving the Standard of Excellence. In working with experts in the field of English as an Additional Language instruction, ensuring students are enrolled correctly into mainstream courses is essential. In the 2024-2025 school year Brooks Junior High, for example, reimagined their approach to English as an Additional Language Instruction, building in a tiered approach to their sheltered EAL program and staffing the program with experienced subject specialists. Two other elementary schools in Brooks took a similar approach. We are looking forward to seeing how this impacts student learning in the 2025-2026 school year with a full-year of implementation complete.

What does it mean? **FNMI Student PAT Achievement**

Overall Grade 6 achievement remains below both the provincial average and internal historical trends. This is primarily attributed to the ongoing process of teacher familiarity with the new curriculum, the development of resources, and the necessary work to address knowledge and skill gaps in student learning. A significant decline was observed in the achievement of FNMI students in the Grade 9 PATs. Quantified Achievement Gap: The observed gap between FNMI student achievement and the overall school average was 37.8% in Mathematics 9 and 28.0% in English Language Arts (ELA) 9. This result is significantly influenced by two compounding factors:

- Small Sample Size: The data is based on a small cohort of six students, which disproportionately magnifies the impact of individual performance.
- Socio-Emotional and Attendance Challenges: Inconsistent attendance and significant student socio-emotional obstacles were identified as major contributing factors.

The primary strategy is to treat this data as an anomaly, rather than a trend, by focusing on systemic support for FNMI students as they transition into high school.

Note: The Science 6 exam was not written provincially during the 2024-2025 school year.

GPSD Overall Diploma Exam Results

Course & Standard	Grasslands School Division					Alberta		
	2023	2024	**2025**	3-Yr Avg	**24-25 Change**	2025	23-25 Avg.	**2025 GPSD to AB.**
ENGLISH LANGUAGE ARTS 30-1								
Acceptable Standard %	62.4	74.5	**76.7**	71.2	**2.2**	85.3	84.4	**-8.6**
Standard of Excellence %	3.8	2.2	**2.3**	2.8	**0.1**	10.9	10.5	**-8.6**
ENGLISH LANGUAGE ARTS 30-2								
Acceptable Standard %	75.3	73	**78.3**	75.5	**5.3**	85.6	85.8	**-7.3**
Standard of Excellence %	4.7	4.9	**4.3**	4.6	**-0.6**	11.3	12.3	**-7**
MATHEMATICS 30-1								
Acceptable Standard %	56.7	50.7	**64.1**	57.2	**13.4**	77.8	74.7	**-13.7**
Standard of Excellence %	11.7	5.3	**14.1**	10.4	**8.8**	37.1	33.7	**-23**
MATHEMATICS 30-2								
Acceptable Standard %	35.3	40.3	**50.5**	42.0	**10.2**	73.6	71.8	**-23.1**
Standard of Excellence %	4.4	3.9	**3.7**	4.0	**-0.2**	17.3	16	**-13.6**
SOCIAL STUDIES 30-1								
Acceptable Standard %	64	68.3	**69.2**	67.2	**0.9**	84.6	84.4	**-15.4**
Standard of Excellence %	8.1	6.2	**6**	6.8	**-0.2**	16.8	17.1	**-10.8**
SOCIAL STUDIES 30-2								
Acceptable Standard %	58.6	55.4	**70.8**	61.6	**15.4**	77.5	77.7	**-6.7**
Standard of Excellence %	7.1	3.8	**4.4**	5.1	**0.6**	12.3	12.4	**-7.9**
BIOLOGY 30								
Acceptable Standard %	60	74.5	**61.3**	65.3	**-13.2**	82.7	82.8	**-21.4**
Standard of Excellence %	18	14.7	**14.5**	15.7	**-0.2**	34.8	33.8	**-20.3**
CHEMISTRY 30								
Acceptable Standard %	62	69.4	**75**	68.8	**5.6**	83.8	82.4	**-8.8**
Standard of Excellence %	18.5	27.8	**14.8**	20.4	**-13**	40.6	38.5	**-25.8**
PHYSICS 30								
Acceptable Standard %	81.3	72.3	**75**	76.2	**2.7**	85.6	84.4	**-10.6**
Standard of Excellence %	25	12.8	**25**	20.9	**12.2**	43.6	42.2	**-18.6**
SCIENCE 30								
Acceptable Standard %	70.6	80	**76.2**	75.6	**-3.8**	79.6	80.1	**-3.4**
Standard of Excellence %	5.9	24.4	**7.1**	12.5	**-17.3**	26.2	24.6	**-19.1**

GPSD First Nations, Metis and Inuit Student Diploma Exam Achievement Results

Course & Standard	Grasslands School Division					Alberta		
	2023	2024	**2025**	23-25 Avg.	**24-25 Diff.**	**2025**	23-25 Avg.	**2025 GPSD to AB.**
ENGLISH LANGUAGE ARTS 30-1								
Acceptable Standard %	66.7	*	*	66.7	**N/A**	**80.6**	80.2	**N/A**
Standard of Excellence %	0	*	*	0	**N/A**	**5.3**	6.1	**N/A**
ENGLISH LANGUAGE ARTS 30-2								
Acceptable Standard %	85.7	**100**	**85.7**	90.5	**-14.3**	**88.6**	87	**-2.9**
Standard of Excellence %	0	**12.5**	**14.3**	8.9	**1.8**	**9.3**	10	**5**
MATHEMATICS 30-1								
Acceptable Standard %	*	*	*	N/A	**N/A**	**67.8**	64.3	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	**23.2**	18.4	**N/A**
MATHEMATICS 30-2								
Acceptable Standard %	*	N/A	*	N/A	**N/A**	**71.6**	67.4	**N/A**
Standard of Excellence %	*	N/A	*	N/A	**N/A**	**11.5**	11.2	**N/A**
SOCIAL STUDIES 30-1								
Acceptable Standard %	*	*	*	N/A	**N/A**	**77.5**	76.5	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	**9.1**	9.5	**N/A**
SOCIAL STUDIES 30-2								
Acceptable Standard %	66.7	62.5	**66.7**	65.3	**4.2**	**72.1**	72.4	**-5.4**
Standard of Excellence %	0	0	**0**	0	**0**	**5.7**	5.9	**-5.7**
BIOLOGY 30								
Acceptable Standard %	*	*	*	N/A	**N/A**	**74.0**	73.1	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	**20.3**	18.8	**N/A**
CHEMISTRY 30								
Acceptable Standard %	N/A	*	*	N/A	**N/A**	**75.6**	74.6	**N/A**
Standard of Excellence %	N/A	*	*	N/A	**N/A**	**22.9**	23.4	**N/A**
PHYSICS 30								
Acceptable Standard %	*	N/A	*	N/A	**N/A**	**76.5**	76.3	**N/A**
Standard of Excellence %	*	N/A	*	N/A	**N/A**	**30.3**	26.8	**N/A**
SCIENCE 30								
Acceptable Standard %	*	N/A	*	N/A	**N/A**	**77.9**	77.1	**N/A**
Standard of Excellence %	*	N/A	*	N/A	**N/A**	**18.5**	18.6	**N/A**

English as an Additional Language Student Diploma Exam Achievement

Course & Standard	Grasslands School Division					Alberta		
	2022	2023	**2024**	22-24 Avg	**23-24 Change**	2024	22-24 Avg	**2024 GPSD to AB.**
ENGLISH LANGUAGE ARTS 30-1								
Acceptable Standard %	*	*	*	N/A	**N/A**	61.3	62.3	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	2.7	3.2	**N/A**
ENGLISH LANGUAGE ARTS 30-2								
Acceptable Standard %	12.5	45	**36**	40.5	**-9**	70	70.7	**-34**
Standard of Excellence %	0	0	**0**	0	**0**	5.2	5.4	**-5.2**
MATHEMATICS 30-1								
Acceptable Standard %	*	*	*	N/A	**N/A**	64	62.6	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	27.6	25.4	**N/A**
MATHEMATICS 30-2								
Acceptable Standard %	N/A	*	*	N/A	**N/A**	57.7	58.1	**N/A**
Standard of Excellence %	N/A	*	*	N/A	**N/A**	9	9.4	**N/A**
SOCIAL STUDIES 30-1								
Acceptable Standard %	N/A	*	*	N/A	**N/A**	70.5	71.6	**N/A**
Standard of Excellence %	N/A	*	*	N/A	**N/A**	10.7	9.8	**N/A**
SOCIAL STUDIES 30-2								
Acceptable Standard %	0	11.1	**14.8**	13	**3.7**	63.2	62.9	**-48.4**
Standard of Excellence %	0	0	**0**	0	**0**	8.3	8.1	**-8.3**
BIOLOGY 30								
Acceptable Standard %	*	*	*	N/A	**N/A**	69.7	71.3	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	23.6	24.1	**N/A**
CHEMISTRY 30								
Acceptable Standard %	*	*	**N/A**	N/A	**N/A**	73.2	73.3	**N/A**
Standard of Excellence %	*	*	**N/A**	N/A	**N/A**	29.6	29.8	**N/A**
PHYSICS 30								
Acceptable Standard %	*	N/A	*	N/A	**N/A**	71.3	73.5	**N/A**
Standard of Excellence %	*	N/A	*	N/A	**N/A**	32.9	32.6	**N/A**
SCIENCE 30								
Acceptable Standard %	*	*	*	N/A	**N/A**	69	68.2	**N/A**
Standard of Excellence %	*	*	*	N/A	**N/A**	16.2	16.2	**N/A**

Student Growth & Achievement

DIPLOMA EXAM ANALYSIS

What does it mean? **Overall Diploma Exam Achievement**

Grasslands overall diploma exam achievement for the acceptable standard is headed in the right direction for the majority of our courses. This is a positive indication that our strategies to improve student achievement are having a positive impact. An example of this can be found in our English Language Arts 30-1 achievement were we saw an improvement of 12.1%, and in Mathematics 30-2 where we saw an increase of 5%. While we are still seeing a significant gap in the achievement of Grasslands students and the province (average of -15.7%) and we still see a significant gap between course marks and diploma exam marks, the improved exam achievement is a reason to celebrate.

Each school in the 2023-2024 school year included goals related to literacy and numeracy. Strategies such as professional learning, high-quality resources, assessment professional development and the implementation of the Collaborative Response Model and associated intervention and student supports is creating conditions for success. In the 2024-2025 school year Grasslands has become more intentional with school goals around literacy and numeracy, asking schools to create goals for both literacy and numeracy as well as a goal for career pathways. This will increase the focus on data use, hands-on learning and engagement in our schools and will translate to increased student achievement.

What does it mean? **EAL Student Diploma Exam Achievement**

Our EAL students are completing high school and increasing their achievement in English 30-1, Biology 30, Chemistry 30 and Social Studies 30-1. Our achievement in Social Studies 30-2 and Physics 30 declined, as well as our Standard of Excellence scores in ELA 30-1, Math 30-1, Math 30-2, Social 30-1, Social 30-2, Bio 30 and Physics 30. Overall, however, this is cause for celebration as our students from across the globe tackle diploma exam subjects within 5 years of entering Canada and learning English.

Strategies that we enacted, and continue to use include supporting our teachers with high-quality professional learning, restructuring our classes, using translation services, Settlement Workers in Schools, and providing EAL teachers with a collaborative working group to discuss their practice, build capacity and to provide support as they serve as informal leaders for teachers in their schools and mentors to their fellow teachers. We will continue to support our newcomer families as we celebrate the achievements of the past school year and keep a careful eye on this data.

What does it mean? **FMNI Student Diploma Exam Achievement**

Our First Nations, Metis and Inuit data is slight, but shows student achievement that is strong in our English Language Arts 30-2 and that our students continue to achieve higher than the provincial average in this course. Likewise, we see that our Social Studies 30-2 students require greater support, having decreased their achievement and that they remain below the provincial average. For more on the strategies our division employs to support our Indigenous student achievement, see page 18.

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
8. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Student Growth & Achievement

Grasslands Key Area of Action One: Student Learning

Grasslands students are numerate, literate and engaged in their learning.

Grasslands Division Education Plan, 2024-2027

Measures & Evidence	Learning	Achieving	Succeeding
Students in Grasslands will demonstrate year over year improvement on Provincial Literacy Screening.		X	
Grasslands students continue to make positive strides towards closing the gaps in the Early Years as a result of the strong instruction they receive in grades K-3 combined with effective intervention. While the overall complexities of our classrooms remain high (see page 28 for a summary of codes within Grasslands), our teachers are able to do excellent work in supporting our students and the data indicates this with a reduction in the overall percentage of students requiring supports in Fall Grade 3 VS Fall Grade 1.			
Student scores will demonstrate improvement on division literacy screening (BAS) in grades 1-7		X	
Grasslands has made use of the Benchmark Reading Assessment for well over a decade to support teacher understanding of student comprehension and fluency. In the 2024-2025 school year our data showed that fewer students in grades 5 in particular (125 in Spring 2025 vs 94 in Fall, 2024) did not make as much progress as usual. This data was shared with schools through Dossier and used to create intervention groups. Our Fall, 2025 screening was not completed due to the teacher labour dispute, but intervention groups were in place following the labour disruption and we anticipate that students will be back on track.			
First Nations, Metis and Inuit students will demonstrate year over year improvement on all provincial literacy and numeracy measures.	X		
This is an area for growth in Grasslands. Our First Nations, Metis and Inuit students did not perform at standard in the past school year. In past years, they have done much better. Working with our teachers to better understand what occured in our school in which the majority of our First Nations students are enrolled will be key to ensuring that this does not become a trend.			
Grasslands will meet the acceptable standard, at the provincial rate, on ELA & Math PATs by 2027	X		
Grasslands is doing well on this measure, but not quite achieving this goal. Our students performed well in Grade 9 having met or exceeded the provincial acceptable standard on all PATs with the exception of Science 9, but we still need to ensure we are meeting, and then exceeding, the Standard of Excellence. In Grade 6 we have much work to do to still understand the new curriculum. This work is ongoing in the 2025-2026 school year as we continue to implement new Social Studies, find resources for ELAL, Science and Social and continue our work with Mathology.			

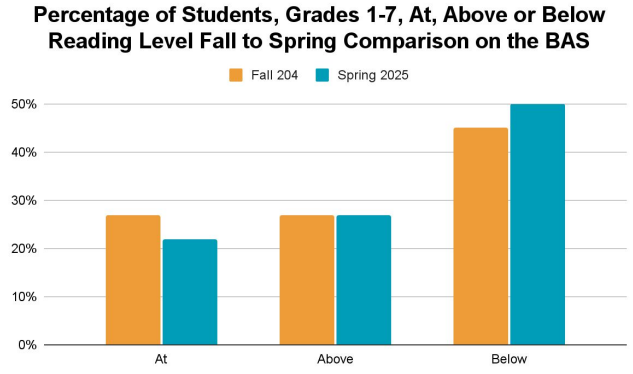


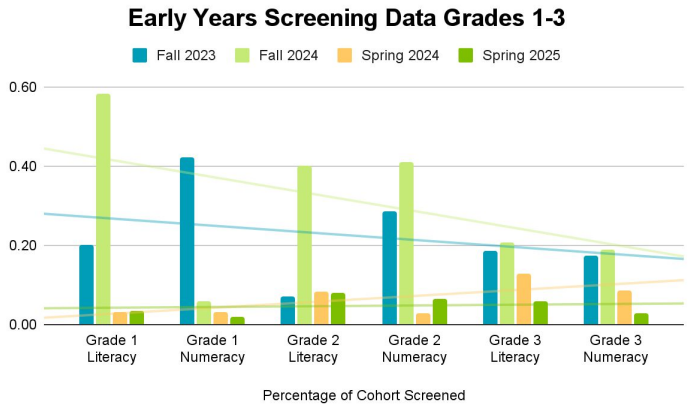


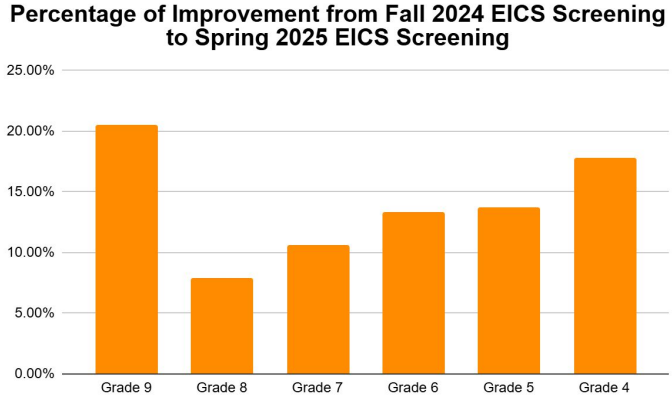
Student Growth & Achievement

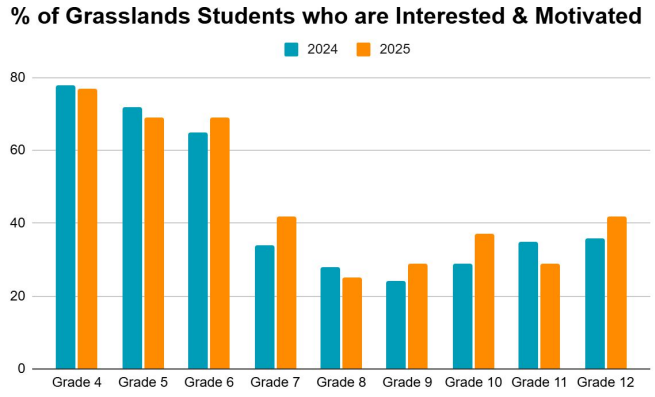
Grasslands Key Area of Action One: Student Learning

Measures & Evidence	Learning	Achieving	Succeeding
Grasslands will meet the acceptable standard, at the provincial rate, on ELA & Math DIPs by 2027		X	
Grasslands continues to demonstrate positive growth in all Diploma Exam subjects on the Acceptable Standard. On the 2025 diploma exams we saw year over year growth of 13.4% in 30-1 mathematics, 10.2% in mathematics 30-2 and 15.4% in Social Studies 30-2. We are still working to close gaps provincially, but we are well on our way. This can be attributed to the ongoing work on numeracy around engagement (Building Thinking Classrooms) as well as on disciplinary literacy (Oracy and Layers of Literacy - Writing and HLAT screening data use) completed within the division over the past few years.			
Students in Grades 1-3 will demonstrate year over year improvement on Provincial Numeracy Screening.		X	
Student scores will demonstrate improvement on division numeracy screening in grades 4-10		X	
Over the 2024-2025 school year Grasslands students demonstrated admirable growth in scores on the Elk Island Catholic Math Screen. Our greatest grade demonstrating growth was Grade 9 in which students entered with an average score of 39.6% on the screen and completing Grade 9 with an improvement of 20.9%. This aligns with our PAT scores which demonstrated a bit of a dip this past school year, but is encouraging in that it shows that these students made positive gains within the school year itself and will continue to receive supports in our high schools.			
Local Data Measure - Engagement		X	
Grasslands students reported that they were experiencing greater engagement with school on the OurSchool Survey compared to the 2023 administration of the survey. This can be attributed to our work on Building Thinking Classrooms in numeracy which has begun to make it's way across all disciplinary areas in several of our schools, on the intense intervention work we are seeing completed in all grades as well as the ongoing work of Collaborative Response, which provides teachers with the time and structures for effective collaboration.			









Student Growth & Achievement

Grasslands Key Area of Action One: Literacy

Grasslands high school students will transition to post-secondary at a rate of 60% within 6 years of completing high school.

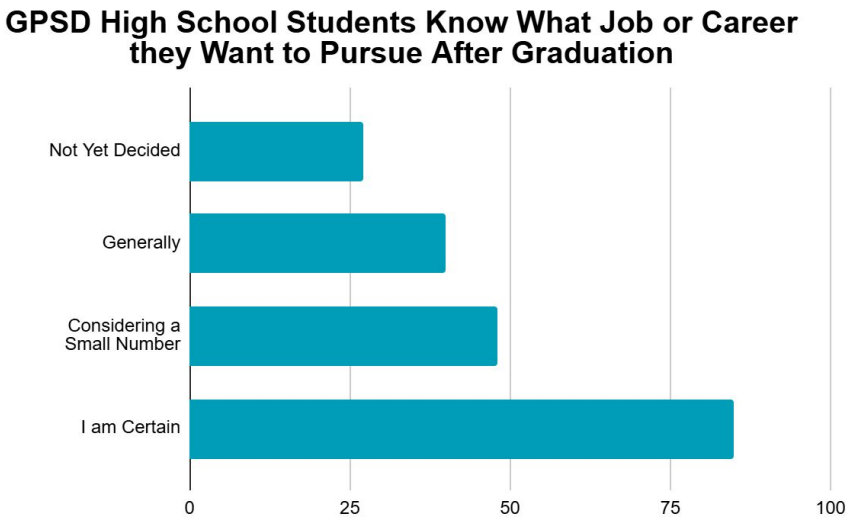
Grasslands Division Education Plan, 2022-2025

What does it mean?

The 2024-2025 school year marked a highly successful launch for Grasslands' dual credit programming, with 26 students participating. Key achievements include the approval of a Collegiate School and the awarding of a Dual Credit Enhancement Grant for Automotive Service Technician.

Beyond Education Plan goals, data indicates positive growth in areas such as preparing students for work. The significant increase in parent agreement that students are taught necessary work attitudes and behaviors suggests that our collaboration with employers and post-secondary partners are successful.
Future efforts to boost post-secondary transition rates involve closer, individualized career monitoring for high school students beginning in Grade 9 implementing the new Grades 7-9 Career Education and Financial Literacy curriculum, and piloting related high school Career Education programming.

Prairie Sky Collegiate



Measures & Evidence	Learning	Achieving	Succeeding
Increased transition to post secondary from 52.8% to 60% by 2027.	X		
Grasslands Student Survey - Career Pathways indicators at 90% by 2027		X	
First Nations, Metis and Inuit transition rate from 54.7% to 60% by 2027		X	

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.

	Grasslands School Division School Improvement											Alberta	
	2021		2022		2023		2024		2025		24-25	2025	
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	291	86.9	362	83.3	376	81.7	353	81.1	405	**90.3**	9.2	63,905	**83.7**
Parent	110	80.9	162	74.7	193	71	145	73.8	211	**87.2**	13.4	31,770	**76**
Teacher	181	92.8	200	92	183	92.3	208	88.5	194	**93.3**	4.8	32,135	**91.4**

Teaching & Leading

Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs.

Grasslands Strategic Plan - KAA One: Student Learning

Education Quality

The percentage of teachers, parents and students satisfied with the overall quality of basic education in Grasslands.

	Grasslands School Division Education Quality											Alberta	
	2021		2022		2023		2024		2025		24-25	2025	
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	1,122	89.8	1,410	88.2	1,282	87.3	2,002	86.4	1,761	**87.8**	1.4	269,550	87.7
Parent	116	89.3	179	87	212	84.8	157	83.4	230	**86.6**	3.2	34,466	84.3
Student	818	82.4	1,022	83.8	880	82	1,634	82	1,330	**82.1**	0.1	201,514	84.8
Teacher	188	97.6	209	93.7	190	95.2	211	93.7	201	**94.8**	1.1	33,570	93.9

What does it mean?

Grasslands is proud of the quality of education it provides to its students each day. In the 2024-2025 school year we welcomed 3400 students from all over the County of Newell, and from all over the world, into our schools. Within our rural context we were proud to provide not only top-quality teaching and learning to our students, but also post-secondary dual credit opportunities not available in our area, occupational therapy, speech and language therapy, physical therapy, psychology and wellness mentoring among other programs families struggle to access. Grasslands has filled gaps in programming within the broader community to support our students and to address classroom complexity and needs; this is reflected in our data and it is a positive reflection of the incredibly hard work our staff has done.

When we examine the data in depth we see that parents in grades 4-6 were the most satisfied with the overall quality of their student's basic education, with an increased rating of 7.7%. This is again, a reflection of the great work taking place in our elementary schools where curriculum implementation has been ongoing for a few years and where our students were engaged in the greatest amount of social-emotional learning. In our Grades 7-9 parent group, we also saw a 1.1% increase in positive feedback. Our high school parents, however, demonstrated a level of concern with a decrease of 0.2%, something we will monitor over the next year as we continue to provide students with a wealth of career-related opportunities and engaging program through our work. Interestingly, students in high school increased their rating from 77.5% to 76.5%.



Teaching & Leading

Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs.

Grasslands Strategic Plan - KAA One: Student Learning

Professional Learning, Supervision and Evaluation in Grasslands

Staff build capacity through a variety of collaborative professional learning opportunities that are aligned with multiple sources of current evidence and student need.

Grasslands Strategic Plan, 2021-2026

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.

	Grasslands School Division School Improvement											Alberta	
	2021		2022		2023		2024		2025		24-25	2025	
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	1,098	80.2	1,376	72.7	1,265	73.2	1,957	72.2	1,725	**78.2**	6	262,745	**76.6**
Parent	108	83.3	169	74	211	74.4	153	70.6	221	**82.8**	12.2	32,755	**76.4**
Student	810	72.2	1,012	72.8	873	71	1,610	68.2	1,316	**70.9**	2.7	198,914	**74.4**
Teacher	180	85	195	71.3	181	74	194	77.8	188	**80.9**	3.1	31,076	**79.1**

What does it mean?

In the 2024-2025 school year Grasslands continued to place a high value on ensuring that all staff within the division were afforded the ability to engage in high-quality professional learning that targeted their specific work, that they were well-supervised by their leaders and that our administration were well-versed in Collaborative Response and instructional leadership. Additionally, Grasslands school administrators met with Senior Administration within a supportive, collaborative structure to engage in Instructional Leadership meetings to discuss ongoing successes and challenges as they related to Collaborative Response implementation, their School Education Plans and other timely matters. These meetings included feedback on teacher and support staff supervision plans, School Education Plans, school Annual Education Results Reports and allowed Senior Administration to then work to target schools who required additional support, allowing for a more efficient use of resources across the division. Senior Administration uses an ongoing data collection tool to gather evidence of the growth, monitoring and development of our schools over time as we work to maximize impact across the system. Our data regarding the perceived improvement of our division is a testament to this ongoing work.





Learning Supports

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members.

Grasslands Strategic Plan - KAA 3: Inclusive and Healthy Environments

Welcoming, Caring, Respectful & Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Grasslands School Division WCSRLE											Alberta	
	2021		2022		2023		2024		2025		24 to 25	2025	
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	1,121	85.7	1,413	84.4	1,282	82.7	2,001	81.3	1,758	**84**	2.7	269,282	84.4
Parent	116	88.8	179	87	212	86.4	157	82.5	229	**88.1**	5.6	34,452	85.2
Student	817	73.8	1,025	74.4	880	71.5	1,633	69	1,328	**70.3**	1.3	201,268	75.7
Teacher	188	94.6	209	91.7	190	90.3	211	92.3	201	**93.5**	1.2	33,562	92.3

What does it mean?

The 2024-2025 school year brought with it a strong focus on student social-emotional learning in many of our schools. This focus was apparent in School Education Plans and has since become a goal in the latest iteration of the Division Education Plan.

The impact of schools focusing on Social-Emotional Learning across the board has been significant and is reflected in our data, with parents rating our schools above the provincial average by over 3%. We are also heartened to see students closing the gap between Grasslands and the province as well; they truly are the ones we want to see reporting that they feel welcomed, safe, respected and cared for at school each day.

For more information on the strategies our schools employed in the 2024-2025 school year, please visit page 31.





Grasslands celebrates student culture and identity through cultural fairs (left) and culturally responsive teaching practices, highlighted here through a completed student assignment (above) , collected as part of a research project partnership with the University of Calgary.

Learning Supports

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members.

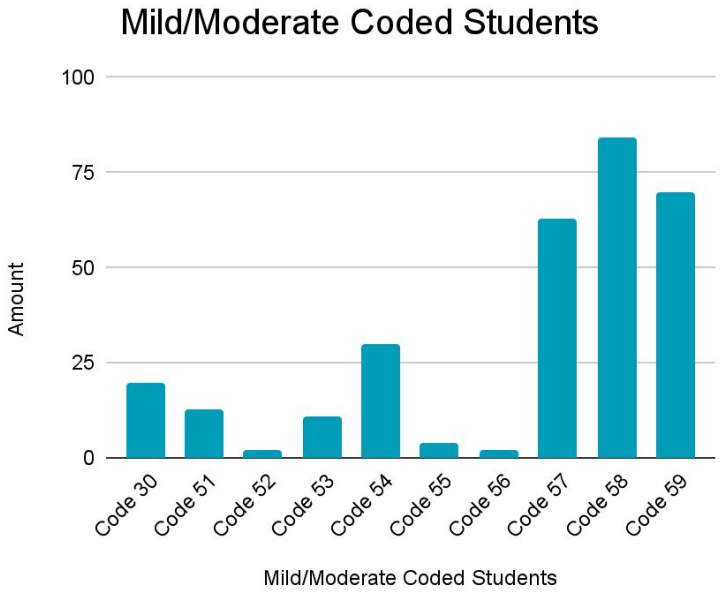
Grasslands Strategic Plan - KAA 3: Inclusive and Healthy Environments

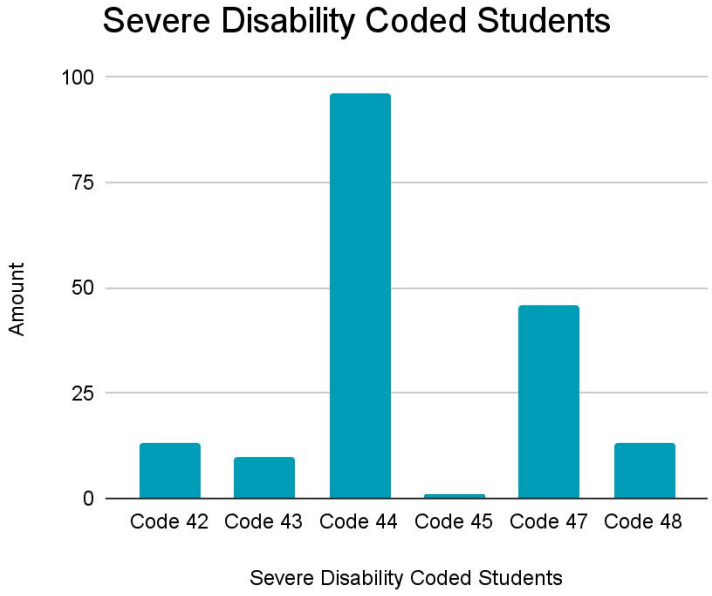
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Grasslands Public Schools									Alberta	
	2022		2023		2024		2025		24-25	2025	
	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	1,412	82.9	1,278	79.1	1,995	78.4	1,752	82.1	**3.7**	268,786	80.1
Parent	179	85.4	212	78.5	157	77.4	227	84.7	**7.3**	34,400	75.5
Student	1,024	78.6	876	75.2	1,627	75.3	1,326	78	**2.7**	200,841	78.7
Teacher	209	84.7	190	83.7	211	82.3	199	83.8	**1.5**	33,545	86

What does it mean?

In the 2024-2025 school year Grasslands continued to see a great deal of complexity in our early years classrooms in particular. This is reflected in our Early Years Assessment data (see page 10) and is also reflected in our codes across our system. We are proud of the work our Student Support Services team, Learning Support Teachers, classroom teachers, educational assistants, sheltered EAL program teachers and administrators accomplished during this school year. They were able to provide AAC devices to a record number of students, allowing them a voice, worked to build capacity in learners across our system to provide independence and intervened to close significant learning gaps which allowed students opportunity. This is reflected in our data above, where parents ranked GPSD above the province by 9.2%.



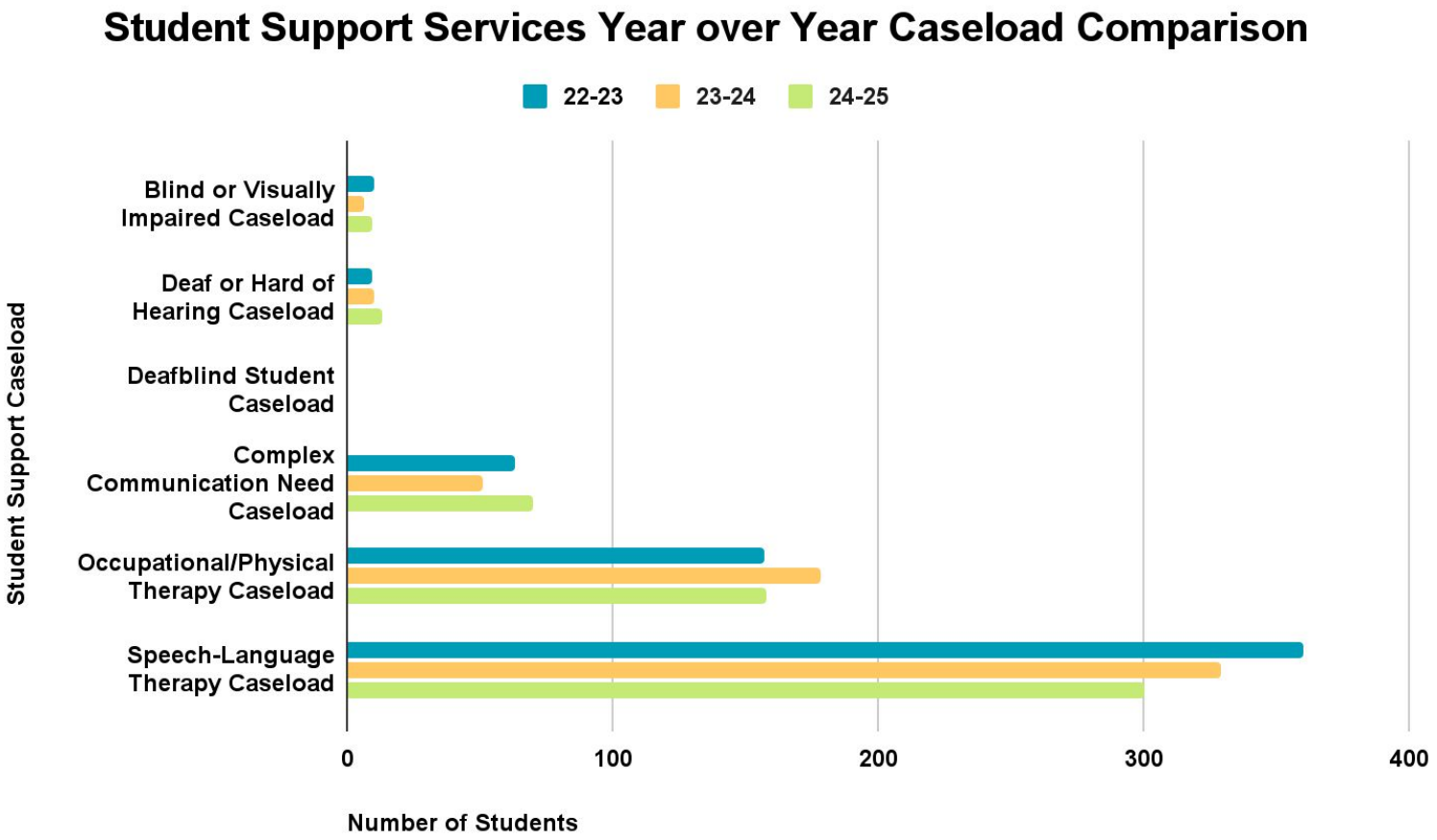


For definitions of each of these codes, please refer to the Alberta Special Education Coding Criteria.

Learning Supports

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members.

Grasslands Strategic Plan - KAA 3: Inclusive and Healthy Environments



Learning Supports

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members.

Grasslands Strategic Plan - KAA 3: Inclusive and Healthy Environments

Supporting First Nations, Metis and Inuit Student Success

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school

	Grasslands School Division					Alberta
	2021	2022	2023	2024	24-25	2024
N	24	16	15	16	1	4,397
% Writing 0 Exams	n/a	25	26.5	24.4	-2.1	35
% Writing 1+ Exams	n/a	75	73.5	75.6	2.1	65
% Writing 2+ Exams	n/a	37.5	67	69.3	2.3	60.8
% Writing 3+ Exams	n/a	12.5	26.8	37.8	11	34.2
% Writing 4+ Exams	n/a	0	26.8	31.5	4.7	24.4
% Writing 5+ Exams	n/a	0	6.7	18.9	12.2	13.6
% Writing 6+ Exams	n/a	0	0	0	0	3.5

BASSANO SCHOOL

Grasslands First Nations students mainly attend Bassano School. In the 2024-2025 school year, Bassano welcomed 53 students from Siksika Nation.
An area of growth, despite our strong graduation statistics, is ensuring that our students continue to achieve academic success, writing the write type of diploma exams to allow for post-secondary access along their chosen career pathway.

Taking steps towards Truth and Reconciliation

First Nations, Metis and Inuit students within Grasslands enhance our classrooms and the diversity of our division. Ensuring they have the best education possible is important and involves more than just our school division. We are fortunate to work with the Siksika Board of Education to welcome students from the Siksika Nation into Bassano School, where the majority of our First Nations students attend school. Grasslands employs a Cultural Liaison from Siksika to support the Bassano students and to embed Blackfoot culture within the school. Grasslands Senior Administration works each year to collaborate on an updated Educational Services Agreement with Siksika and hopes to ratify a new agreement in the 2025-2026 school year to ensure supports for the First Nations students in Bassano School are culturally responsive and up to date.

Within the division at large, professional learning around culturally responsive teaching took place to ensure that all teachers and support staff have a good understanding of how deeply rooted culture is within an individual, and how this can be powerfully leveraged. Curriculum implementation has yielded discussion around actioning indigenous cultural outcomes in our classrooms in a meaningful way for all students and the Grasslands Truth and Reconciliation Committee held its first Reconciliation Walk in each school, providing students with the opportunity to move throughout their communities and reflect on the Calls to Action.

Learning Supports

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members.

Grasslands Strategic Plan - KAA 3: Inclusive and Healthy Environments

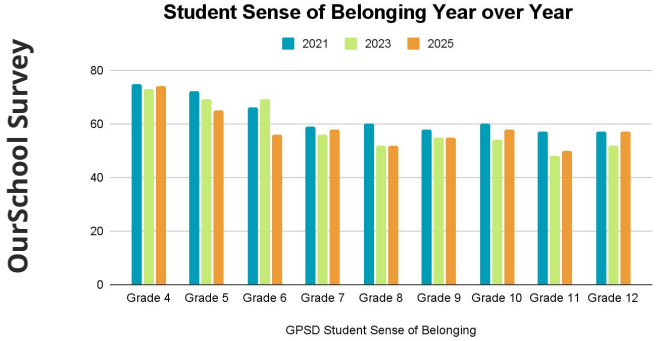
Staff & Student Wellness

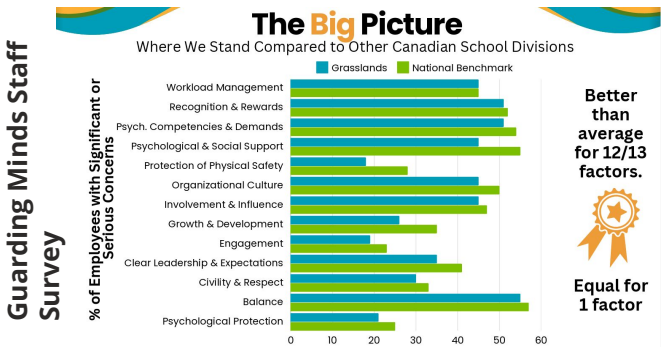
Grasslands staff and students report positively on all local measures of health and wellness.

Measures & Evidence	Learning	Achieving	Succeeding
Alberta Assurance Survey - Safe and Caring Schools		X	
Our Safe and Caring data has remained consistent across the 24-25 school year. In comparison to the province, we are above the provincial average for parents and teachers (3.7 and 1.7, respectively), but remain below the province and slightly below our past year for students (-3.5% and down 0.7%). In digging deeper, we can see that our high school students reported a difference in their experience at school resulting in a 2.4% drop in our rating. The other group reporting a difference was our elementary students who reported a 1% drop.			
Grasslands Local Data - Sense of Belonging		X	
Grasslands students continue to feel a strong sense of connection to their schools. On the OurSchool Survey, student responses indicated that in elementary our data remains the strongest, but that the dip from 2023 we experienced in sense of belonging has stabilized and students are now feeling more connected.			
Grasslands Student Data - Student Attendance	X		
Grasslands is beginning to track this data over the 2025-2026 school year in a consistent manner, having worked to establish common coding of absences in the 2024-2025 school year.			
Grasslands Staff Survey - Wellness		X	
Grasslands worked to share the results of the Guarding Minds survey with staff in the 2024-2025 school year. This is an ongoing strategy that has been recodified in our current Division Education Plan.			

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.

	Grasslands Public Schools									Alberta		
	2022		2023		2024		2025		24 to 25	2025		GPSD to AB
	N	%	N	%	N	%	N	%	% Diff	N	%	%
Overall	1,121	88.8	1,412	87.7	1,279	86.6	1,758	87.9	**1.3**	269,159	87.3	**0.6**
Parent	116	92	179	89.5	212	89.4	229	91.6	**2.2**	34,446	87.9	**3.7**
Student	817	79.1	1,024	79.6	877	77.8	1,328	77.1	**-0.7**	201,157	80.6	**-3.5**
Teacher	188	95.5	209	94.1	190	92.6	201	95.1	**2.5**	33,556	93.4	**1.7**





Governance

Effective relationships that promote student success are at the core of our division.

Grasslands Strategic Plan - KAA Three: Student Learning

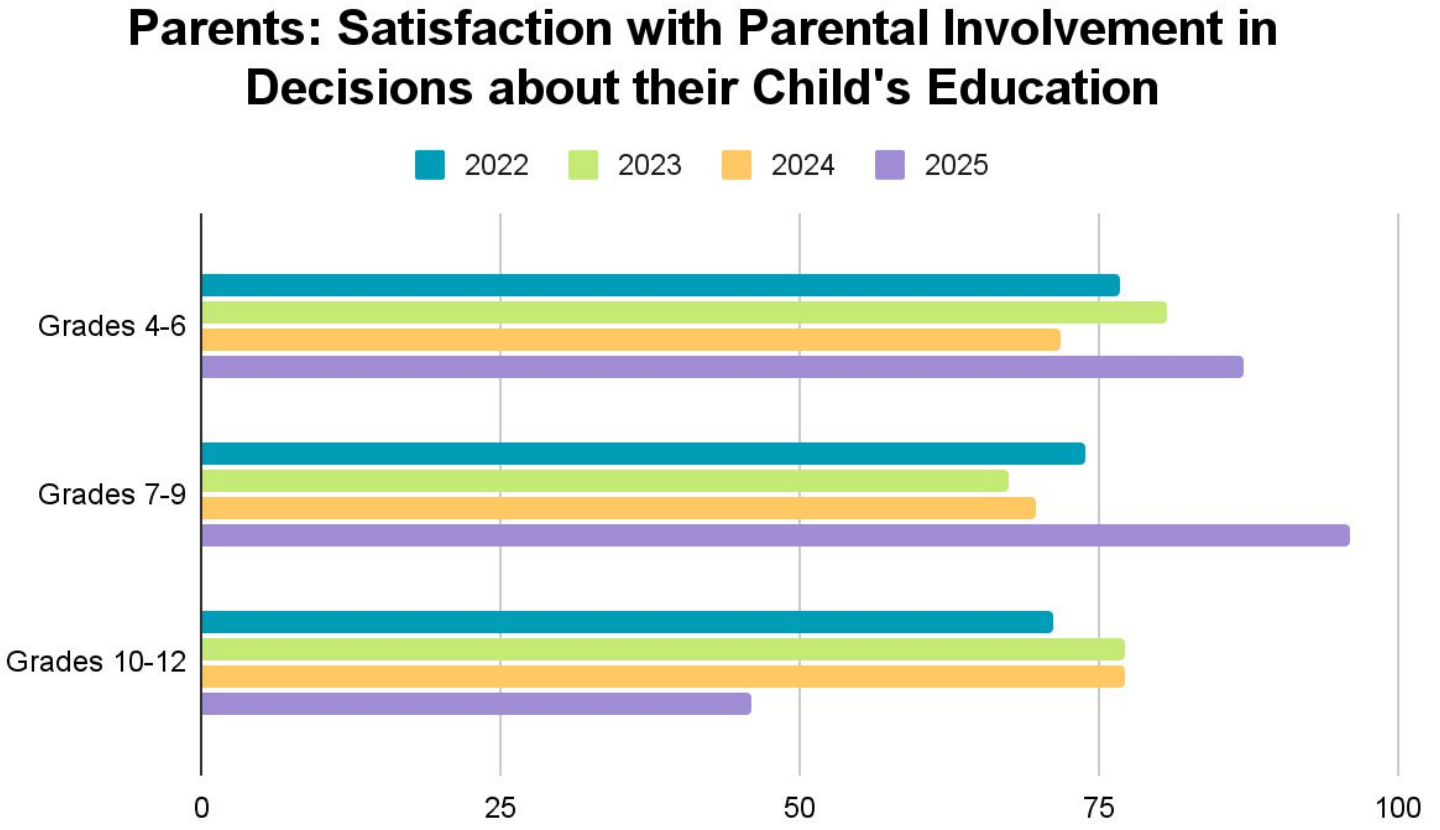
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Grasslands School Division											Alberta	
	2021		2022		2023		2024		2025		24-25	2025	
	N	%	N	%	N	%	N	%	N	%	% Diff	N	%
Overall	303	77.6	388	77.3	400	77.5	366	**78.1**	366	**80.2**	2.1	67,669	80.0
Parent	116	73.4	179	74.4	210	74.8	156	**72.2**	156	**81.9**	9.7	34,316	85.6
Teacher	187	81.9	209	80.2	190	80.1	210	**84.0**	210	**78.5**	-5.5	33,353	84.3

What does it all mean?

Grasslands parents continue to be pleased with their opportunities for involvement in their child's education as an overall cohort. This is especially true for our elementary and junior high parents, which was good to see. Strategies that have been put into place at those levels include active parent-council recruitment, the use of the Parent Council grant to provide learning opportunities for families around keeping children safe online and activities at schools such as Winter Festivals and Cultural Fairs.

The data does not hold the same message for our high school parents, who ranked their opportunities for involvement significantly lower than in other years. In desegregating our data it appears that in the 2024-2025 survey year, Grade 10 parents in our rural schools felt they could have more input into their children's education, however, their results are suppressed which makes analysis challenging.



Governance

Effective relationships that promote student success are at the core of our division.

Grasslands Strategic Plan - KAA Three: Student Learning

Grasslands Budget Guiding Principles

We are committed to:

- Fiscal responsibility, stewardship and efficiency in upholding provincial priorities
- Aligning decisions with Board strategic direction
- Evidence-informed decision-making
- Considering all division operations (ie. Learning, Maintenance, Administration, IT, Transportation, OH&S)
- Allocating resources equitably, contextually and responsively

To view our 2024-2025 financial statements and 3 year Capital Plan, please visit our website at grasslands.ab.ca or follow the links below:

Grasslands 2026-2029 Capital Plan

Grasslands 2025 Audited Financial Statements

Provincial Financial Statements

For a detailed discussion of Grasslands financial statements, please contact Associate Superintendent Rhian Schroeder at Grasslands Division Office.

	Budget	Actual	Difference	
Revenue	52,050,156	52,738,936	688,780	1.32%
Expenses by Program				
Instruction PreK-12	39,528,523	39,727,313	198,790	0.50%
Operations & Maintenance	7,179,239	7,619,059	439,820	6.13%
Transportation	3,155,001	3,396,165	241,164	7.64%
System Administration	2,326,894	2,322,813	(4,081)	-0.18%
External Services	417,957	437,001	19,044	4.56%
Total Expenses	52,607,614	53,502,351	894,737	1.70%
Annual Operating Surplus (Deficit)	(557,458)	(763,415)	(205,957)	

QUESTIONS?

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www.grasslands.ab.ca

