Wild Rose School Division
2024-25 Annual Education Results Report



Table of Contents

Message from the Board Chair……2

Introduction and Accountability Statement……..…..3

Who We Are……..….4

WRSD Schools in 2024 - 2025……..……..5

Foundation Statements……6

Powerful Learning Environment……..…7

Alberta Education Assurance Measures……8

Student Growth and Achievement……..…..11

Early Years……..……15

High School Completion Rates……..……...25

Citizenship……..……..…29

Student Learning Engagement……..……30

Teaching and Leading……..……..31

Learning Supports……..……..…36

First Nations, Métis and Inuit Student Success……..43

Governance……..……46

Financial Information……..…… 48

Whistleblower Protection……..……..50

Message from the Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the Wild Rose School Division 2024-25 Annual Education Results Report.

Wild Rose School Division is honoured to serve the students and families throughout our geographic region. Our schools play an important role within each of our communities and we value the partnership between our communities, families and schools.

The Board is pleased to report on several ongoing strategies and successful results from the 2024-25 school year including, but not limited to:

- Science achievement and excellence rates are consistently high, both on the Grade 9 Provincial Achievement Test (PATs), and Diplomas in the Sciences (Biology, Physics, Chemistry) We are seeing increasing numbers of students taking the Science 30 Diploma, including in our small rural high schools.
- CASA Classroom opened for grades 8-11 to provide support for this group of students in the area of mental health.
- Work integrated learning opportunities significantly increased due to summer school programming which included work experience, RAP and Green Certificate.
- Three students from the RISE behaviour program successfully transitioned back to their home schools.
- Self identification of First Nations, Métis and Inuit students saw an increase in 2024-25.
- The Aunties and Uncles in training land-based learning program was successfully started in collaboration with community partners.

Further details regarding these successful strategies and results, as well as many others, are contained in this report.

This year's Annual Education Results Report provides a broad overview of our school division as well as a summary of the work completed in the Division during the 2024-2025 school year. The Alberta Assurance Measures data included in this report are based on surveys completed by 199 parents, 1373 students and 187 teachers.

While we are proud to share these results, we also acknowledge that there is much more work to do as we continue to move forward in our mission to create powerful learning environments and our vision for all students to experience dignity, purpose, and hope throughout their education in Wild Rose School Division.

Sincerely,

"Original Signed"

Daryl Scott
Board Chair

Introduction

As part of the Wild Rose School Division's continuous improvement cycle, this Annual Education Results Report presents the Division's results for the 2024-25 school year. It shows how the Division advanced its priorities and education plans, as well as advancing the priorities set by the province. It is a key document for providing public assurance.

This report analyzes both provincially and locally collected data for the purpose of developing insights, drawing conclusions and determining next steps. These results are used to report on our performance and to determine where improvements are needed in each of the following four domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance

Evidence-based decision making is central to the Division's assurance model, where data is used to to reflect on what has been accomplished and to help inform actions and the use of resources in the future.

Accountability Statement

Under the direction of the School Board, the Annual Education Results Report for Wild Rose School Division for the 2024/2025 school year was prepared under the direction of the Board 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 16, 2025.

"Original Signed"

Daryl Scott
Board Chair

Who We Are

Wild Rose School Division serves the communities of Rocky Mountain House, Drayton Valley, Caroline, Leslieville, Condor, Breton, Nordegg, O'Chiese Nation, Sunchild Nation, and Big Horn Nation, as well as the inclusion of two Métis (Otipemisiwak) districts. We have 17 schools that serve approximately 4,500 students across 6700 square kilometers. Wild Rose School Division employs approximately 507 full time and part time staff members, including teachers, support staff, maintenance staff and IT specialists. In addition, we employ another 115 casual employees.

We are a strong professional learning community committed to providing powerful learning environments for our students. We believe our students' success depends on a shared effort between the school, home and community. Involving our parents and community stakeholders in the educational process is an important part of what we do.

We take pride, in accordance to the Education Act, in the fact we:

- Provide safe, welcoming, inclusive and caring schools
- Reflect best practices for instruction and assessment in powerful learning environments
- Focus on literacy and numeracy
- Provide and use appropriate technology in our instruction
- Recognize and accommodate individual differences and abilities, to the fullest extent possible
- Provide equity and access for all our students
- Continue growing and learning as a professional learning community.

Together with our families and community partners we are improving the life chances of all our students.

The Wild Rose School Division Board of Trustees in 2024-25 were:

- Daryl Scott - Ward One & Board Chair
- Heidi Hetherington - Ward Five & Vice Chair
- Vacant - Ward One
- Mae Tryon - Ward Two
- Penni Lougheed - Ward Three
- Jackie Janes - Ward Four



WRSD Schools in 2024-25

School Name	Grade Configuration	Number of Students
Aurora Elementary School	Grades K-4	367 Students
Breton Elementary School	Grades K-6	168 Students
Breton High School	Grades 7-12	143 Students
Caroline School	Grades K-12	381 Students
Charlotte Small Elementary School	Grades K-6	262 Students
David Thompson High School	Grades 7-12	243 Students
Drayton Christian School	Grades K-9	206 Students
Drayton Valley Community Outreach School	Grades 9-12	101 Students
École Rocky Elementary	Grades K-5	239 Students
Evergreen Elementary School	Grades K-4	181 Students
Frank Maddock High School	Grades 9-12	462 Students
HW Pickup School	Grades 5-8	464 Students
Lochearn Elementary School	Grades K-5	309 Students
Pioneer Middle School	Grades 6-8	302 Students
Rocky Christian School	Grades K-9	166 Students
Visions West Outreach School / RISE / Kootenay	Grades 9-12	120 Students
West Central High School	Grades 9-12	478 Students
TOTAL		**4528 Students**

Foundation Statements

Motto
To improve the life chances of ALL students

Mission
To create powerful learning environments that inspire individual growth in learning and support the well-being of all students and staff

Vision
All students will have dignity, purpose, and hope throughout and upon completion of their education with Wild Rose School Division

Values
Continuous Improvement: Commitment to growth
Innovation: Design creative learning environments
Empathy: Compassionate support regarding individual circumstances
Integrity: Act with honesty, fairness and respect

Priorities
Learning

- Create powerful learning environments based on research and the Teaching Quality Standard
- Foundational focus on Literacy and Numeracy
- Provide individualized, timely, data-informed support for student needs
- Support the infusion of First Nations, Métis and Inuit foundational knowledge into classroom instruction and school culture
- Support implementation of new curriculum

Leading

- Empower students and staff to take on leadership roles
- Provide support for school leaders based on research and the Leadership Quality Standard
- Plan and support student transition to post-secondary and the world of work

Well-being

- Promote student and staff wellness
- Develop a culture that respects diversity and belonging
- Encourage healthy minds and bodies

Powerful Learning Environment



The Powerful Learning Environment (PLE) Framework grounds our practice and planning for Wild Rose School Division.

The goal of the PLE is to ensure the effectiveness of the teacher in each and every classroom.

The gear represents the work and movement of constant improvement in every classroom.

Wild Rose School Division's mission is to create powerful learning environments. This is the reason for which we exist. We believe that the creation of these powerful learning environments requires purposeful attention to the learning and wellbeing of our students and staff. The blue ring represents wellbeing and the green ring represents the work of learning. These two rings work together to improve the life chances of students. Learning requires the understanding and implementation of connected outcomes, purposeful instruction, personalized learning and balanced assessment. Wellbeing requires the building of healthy relationships and school culture.

By putting all of our efforts into the learning and wellbeing of our students and staff, we can achieve our mandate to improve the life chances of all our students.

Alberta Education Assurance Measures:
Overall Summary

Required Alberta Education and Childcare Assurance Measures - Overall Summary
Fall 2025

Authority: 1325 The Wild Rose School Division

Assurance Domain	Measure	Wild Rose School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**81.6**	80.7	81.8	**83.9**	83.7	84.4	Low	Maintained	Issue
	Citizenship	**74.3**	74.8	75.8	**79.8**	79.4	80.4	Intermediate	Declined	Issue
	3-year High School Completion	**76.6**	73.2	75.0	**81.4**	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	**82.8**	83.6	83.1	**87.1**	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	**54.7**	54.9	54.9	**62.5**	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	**8.5**	9.3	9.3	**15.6**	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	**75.6**	76.7	79.4	**82.0**	81.5	80.9	Low	Declined	Issue
	Diploma: Excellence	**13.1**	14.7	17.1	**23.0**	22.6	21.9	Intermediate	Declined	Issue
Teaching & Leading	Education Quality	**85.0**	84.8	85.5	**87.7**	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**80.6**	81.3	82.0	**84.4**	84.0	84.9	Low	Declined	Issue
	Access to Supports and Services	**77.0**	78.8	78.2	**80.1**	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	**74.1**	75.7	75.6	**80.0**	79.5	79.1	Low	Maintained	Issue

Insights from Results Analysis

Wild Rose continues to focus on providing all students with a focus on learning and wellbeing through the implementation of our Powerful Learning Environment Framework in all schools.

For further details regarding instructional strategies and results please see the
- 📚 Learning Services Report to the Board - 2025
- WRSD 2013-2025 Diploma Exam Multiyear Results & Graphs by Exam
- High School Course Completion Data 2021-2025
- WRSD 2013-2025 PAT Exam Multiyear Results & Graphs
- WRSD GLA K-8 Data 2020-2025
- Grades K-3 Literacy and Numeracy Screener Data 2022-2025

Teachers and school leaders have access to a dashboard of assessment results that summarizes all of the learning data being collected for their students and for other schools for comparison. This helps schools to see specific areas of strengths and plan more effectively for addressing areas in need of improvement.

Literacy and Numeracy supports curriculum and assessments to improve Educational Quality and long term Provincial Achievement Tests and Diploma exam results.

These results are based on 199 Parent Results, 1373 Student Results and 187 Teacher Results.

Student attendance has been a significant issue over the past few years. In 2024-25 a review of the division attendance procedures was started, with several administrators attending a provincial attendance conference. See Attendance Procedure Graphic.

Alberta Education Assurance Measures:
First Nations, Métis, and Inuit Learners Summary

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 1325 The Wild Rose School Division (FNMI)

Assurance Domain	Measure	Wild Rose School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	56.1	64.7	58.0	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	53.9	70.2	64.9	69.7	69.4	69.6	Very Low	Declined	Concern
	PAT9: Acceptable	42.1	29.6	29.6	41.6	41.4	40.4	Very Low	Improved	Issue
	PAT9: Excellence	5.9	4.6	4.6	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	69.0	75.4	74.1	77.5	76.9	75.9	Very Low	Maintained	Concern
	Diploma: Excellence	9.5	11.4	8.7	11.9	11.8	11.6	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	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	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	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	n/a	n/a	n/a

Insights from Results Analysis

The Wild Rose School Division (First Education, Métis, Inuit) continues to focus on improving Student Growth and Achievement, as reflected in the data. While the Division's 3-year and 5-year High School Completion rates are currently showing a decline and remain a concern when compared to provincial averages, we note an Improvement in the PATs: Acceptable category. Student outcomes in PATs: Excellence and Diploma: Acceptable and Excellence levels remain a Concern, showing a need for continued, targeted instructional support and intervention.

In direct response to student success and well-being needs, the Division has introduced several key initiatives:

- **Indigenous Team:** Designated staffing to support Indigenous programming across Wild Rose School Division. For additional information see page 30 and 40.
- **Student Support:** An early Grade 11/12 Student Check-in Procedure was introduced in 2024-2025 for high school students. This proactive measure aims to identify barriers to success early on, ensuring students are on track for high school completion and planning for their future career and education aspirations.
- **Awards & Bursaries:** Targeted support has resulted in an increase in nominations for provincial awards, bursaries, and scholarships, connecting more students with opportunities for post-secondary funding.
- **Cultural Integration:** We have enriched WRSD school environments by formally integrating cultural pieces connected to graduation. This includes and is not limited to: inviting Elders to participate, incorporating the option to receive a blanket in front of their peers/community with cultural significance, and offering Métis students the choice of a traditional or a custom WRSD sash, fostering a sense of identity and belonging.

These initiatives are designed to directly address the factors that contribute to student completion rates and overall academic engagement, with a blended approach that includes holistic and targeted support.

The Indigenous Education team consists of a Director and 3 Indigenous Education leads, who are all Indigenous. They support all 17 schools with professional learning, student support, Elder and Knowledge Keepers connections, community ties and family events.

Alberta Education Assurance Measures: Students who require and receive English as an Additional Language Supports (EAL) Summary

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 1325 The Wild Rose School Division (EAL)

Assurance Domain	Measure	Wild Rose School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	*	*	n/a	73.5	72.0	74.4	*	n/a	n/a
	5-year High School Completion	*	*	89.1	85.3	88.1	87.6	*	*	*
	PAT9: Acceptable	50.0	*	n/a	51.2	52.7	54.0	Very Low	n/a	n/a
	PAT9: Excellence	16.7	*	n/a	10.0	10.1	10.5	Intermediate	n/a	n/a
	Diploma: Acceptable	57.1	66.7	66.7	67.4	66.3	66.7	Very Low	Maintained	Concern
	Diploma: Excellence	3.6	20.8	20.8	14.8	14.0	13.9	Very Low	Declined	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	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	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	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	n/a	n/a	n/a

Insights from Results Analysis

N/A indicates that we did not have enough students to have results for this measure. With only 82 students coded EAL across 18 schools and 17 grade levels, with a high number in the early years, this is expected. This data is a challenge to extrapolate any conclusions due to the lower number of students represented.

Student Growth & Achievement

Outcome: All students will progress in their learning and wellbeing.

Provincially Collected Results

Acceptable & Excellence on Provincial Achievement Tests & Diploma Exams: All Students

	2024-25	2023-2024	2022-23	2021-22	2020-21
PAT6 Acceptable	n/a	72.4	47.8	n/a	n/a
PAT6 Excellence	n/a	14.1	8.5	n/a	n/a
PAT9 Acceptable	54.7	54.9	52.9	n/a	n/a
PAT9 Excellence	8.5	9.3	7.6	n/a	n/a
Diploma Acceptable	75.6	76.7	82.0	78.0	n/a
Diploma Excellence	13.1	14.7	19.5	16.7	n/a

Insights from Results Analysis

Provincial Achievement Tests (PAT) and Diploma Exams were not written during the 2020-21 school year due to COVID-19. Alberta Education did not provide PAT numbers for grade 6 and 9 in 2021-22. Grade 6 PATs are not yet fully reported with the transition to the new curriculum. In 24-25 English Language Arts & Literature (ELAL) and Grade 6 Math were written again after a pause while the new curriculum was being implemented. Comparison data is not available as it is the first year of Grade 6 ELAL and Math with the new curriculum.

PAT 6 results for 2024-25 are the first year with a new curriculum. Grade 6 English Language Arts & Literature was a successful first run with higher results than provincial average, especially on the reading portion of the exam.

PAT 9 results remained very strong in the area of Science, but showed issues, especially in Math. This is an area of focused and targeted improvement. Several strategies are being implemented and explored including Math 9/Math 15 sequencing, Math 9 cohorting and middle school outreach style support. These results do recover into high school as we start to stream the students into varying levels of math. Math Diploma exams have stronger results than Math PAT results.

For further details regarding 2024-25 Provincial Achievement Test results by subject area and grade level, see 2024-2025 WRSD Provincial Achievement Test Results.

Diploma results continue to be very strong in the sciences and English language arts. The science success builds off of strong grade 9 PAT results. The practice of students working through both English 30-2 and English 30-1 as connected quarter courses, which is in place in

two of the 5 core high school programs, has been successful and is expanding across the division.

For further information regarding 2024-25 Diploma Exam results by course, see Combined 2024-25 WRSD Diploma Exam Results.

Acceptable & Excellence on Provincial Achievement Tests & Diploma Exams: First Nations, Métis and Inuit Students

	2024-25	2023-24	2022-23	2021-22	2020-21
PAT6 Acceptable	n/a	70.6	29.2	n/a	n/a
PAT6 Excellence	n/a	8.8	4.2	n/a	n/a
PAT9 Acceptable	42.1	29.6	42.9	n/a	n/a
PAT9 Excellence	5.9	4.6	9.5	n/a	n/a
Diploma Acceptable	69.0	75.4	72.7	73.5	n/a
Diploma Excellence	9.5	11.4	6.1	14.3	n/a

For further detailed information regarding First Nation Métis and Inuit results by course results please see First Nation, Métis, and Inuit PAT & Diploma course 2024-25 results

Insights from Results Analysis

The recent increase in Grade 9 Provincial Achievement Test (PAT) Acceptable Standard for Indigenous students—from 29.6% to 42.1%—is a positive indicator of the impact of culturally relevant instructional strategies, including land-based learning, targeted supports, and diverse opportunities that promote engagement and connection to curriculum.

At the same time, Diploma Exam results show a decline from the previous year, with both Acceptable and Excellence rates decreasing. These results highlight the ongoing need for strengthened high school transitions, targeted academic supports, culturally responsive instructional practices in senior high courses, and continued collaboration with the Indigenous Education Team, Elders, families, and teachers to reinforce foundational skills and confidence leading into diploma-level coursework.

Together, these patterns illustrate both important progress in middle years achievement and clear areas for continued improvement in high school, informing WRSD's next steps in addressing the systemic education gap and supporting Indigenous learners through evidence-informed instructional and relational strategies.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 1325 The Wild Rose School Division (FNMI)

		Wild Rose School Division (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	7	57.1	34	70.6	3,434	43.7	4,444	47.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	7	14.3	34	8.8	3,434	7.9	4,444	6.9
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	35	45.7	37	27.0	4,495	50.7	4,420	49.3
	Standard of Excellence	Very Low	Maintained	Concern	35	0.0	37	2.7	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	400	5.3	343	4.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	165	63.0	148	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	165	5.5	148	5.0
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	84.2	22	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	5.3	22	11.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	35	28.6	36	22.2	4,390	27.4	4,279	28.7
	Standard of Excellence	Very Low	Maintained	Concern	35	5.7	36	8.3	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	508	41.5	463	46.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	508	8.5	463	8.7
Science 9	Acceptable Standard	Low	Improved	Acceptable	35	60.0	37	40.5	4,512	47.7	4,429	44.1
	Standard of Excellence	Very High	Improved	Excellent	35	17.1	37	5.4	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	*	*	*	3	*	n/a	n/a	381	6.6	327	7.7
Social Studies 9	Acceptable Standard	Very Low	Improved	Issue	35	37.1	37	21.6	4,528	38.6	4,446	36.6
	Standard of Excellence	Very Low	Maintained	Concern	35	2.9	37	2.7	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	*	*	*	3	*	n/a	n/a	367	9.3	307	8.3

Insights from Results Analysis

*Social 6 is only one school - as the other schools piloted new Grade 6 SS
The highlight here is the improvement column, all other areas were maintained or improved which shows an upward trend.

Acceptable & Excellence on Provincial Achievement Tests & Diploma Exams: EAL Students

	2024-25	2023-24	2022-23	2021-22	2020-21
PAT6 Acceptable	n/a	77.8	n/a	n/a	n/a
PAT6 Excellence	n/a	0.0	n/a	n/a	n/a
PAT9 Acceptable	50	*	n/a	n/a	n/a
PAT9 Excellence	16.7	*	n/a	n/a	n/a
Diploma Acceptable	57.1	66.7	*	60.0	n/a
Diploma Excellence	3.6	20.8	*	10.0	n/a

Insights from Results Analysis

*Data values have been suppressed where the number of respondents is fewer than 6. Provincial Achievement Tests (PAT) 6 are not reported on as the PATs are in the first year of the new curriculum cycle.

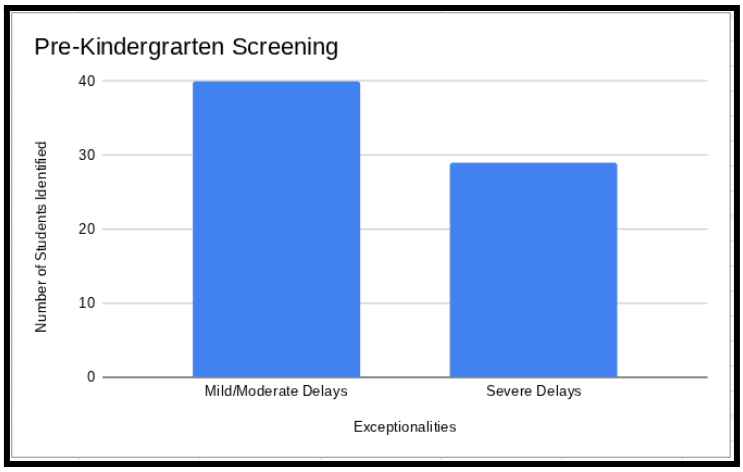
We support students who have English as an additional language through two regional Education Assistants and the Learning Services Coordinator. We provide push in and pull out support in early years to support in class learning and vocabulary development. At middle years it is supported with fluency and in high school support is based on individual assignment support and transition to post secondary opportunities.

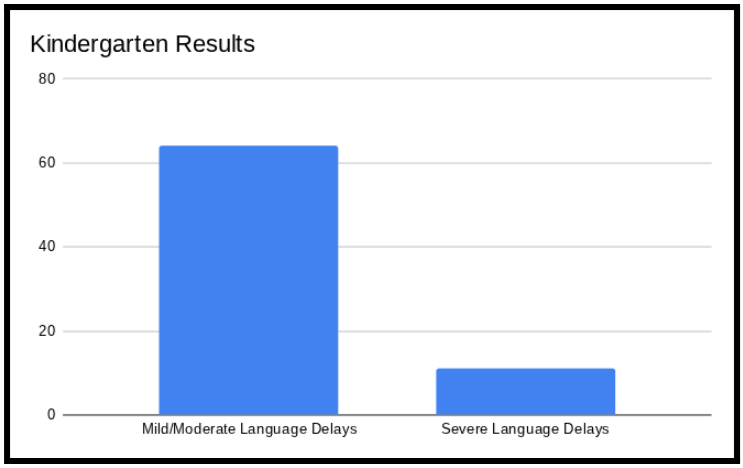


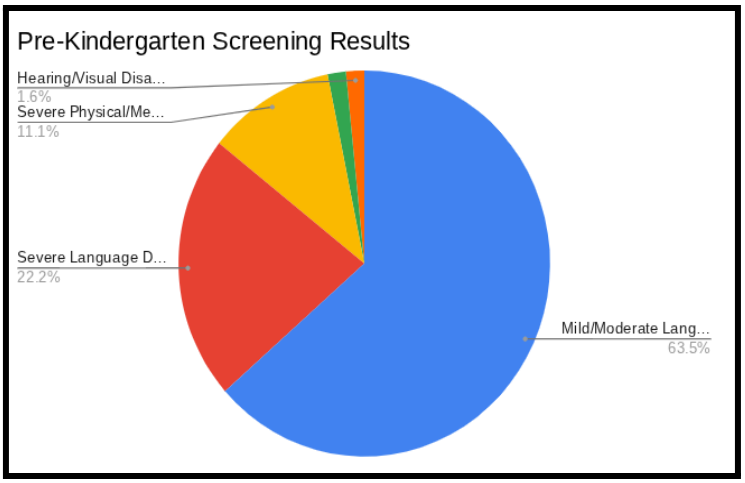


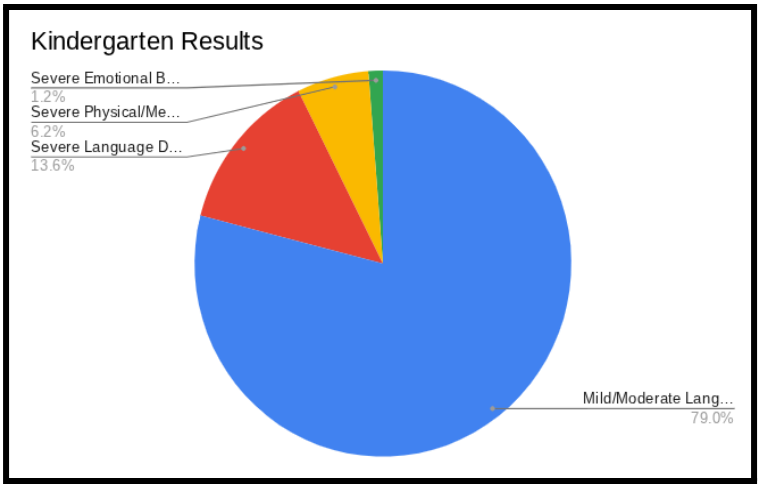
Pre-Kindergarten Screening

Inclusive Services implements a division wide screening process each spring for all Pre-Kindergarten students to ensure a more comprehensive process for identifying children at risk and to be better prepared to offer appropriate programming. This screening process targets speech and language, Social sensory sensitivities, regulation skills and fine and visual motor skills. This screening is completed in May and June prior to the start of Pre-Kindergarten each September. By June 30, 2024 we identified 40 children who had mild/moderate delays and 23 children who had severe delays prior to entering PreK for the 2024-25 school year.



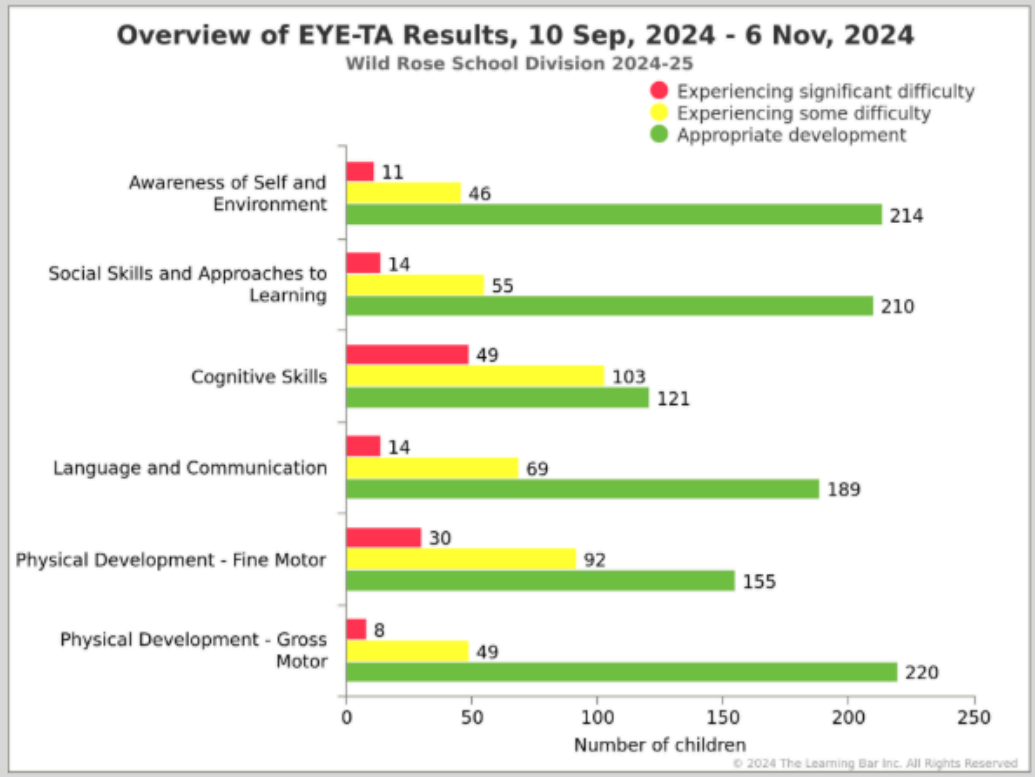


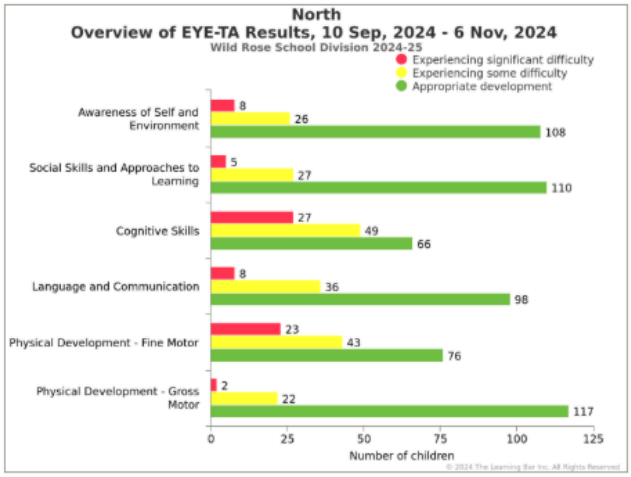


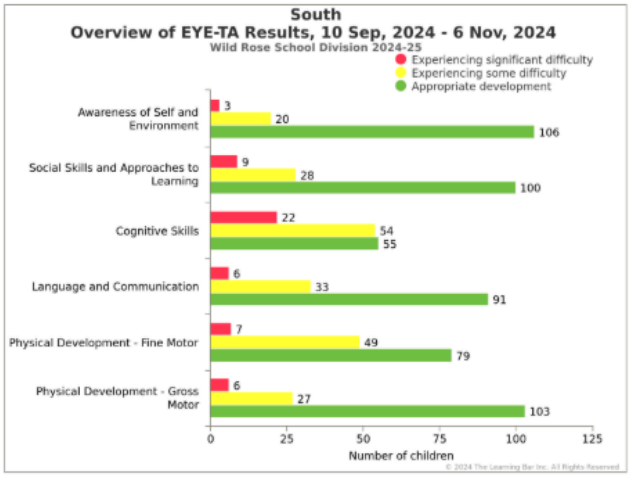


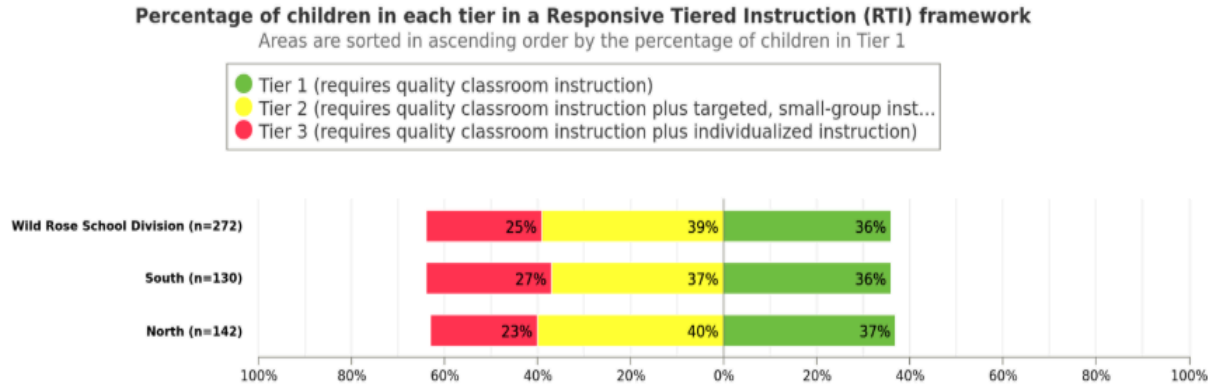
Early Years Evaluation Assessment Tool (EYE-TA)

At the start of 2024-2025 school year all children in kindergarten were assessed with the Early Years Evaluation Assessment Tool (EYE-TA) regarding the following five key domains: (1) Awareness of Self and Environment, (2) Social Skills and Approaches to Learning, (3) Cognitive Skills (literacy & numeracy), (4) Language and Communication, and (5) Physical Development (Fine & Gross). The intent of this assessment tool is to identify developmental issues early and provide learning interventions within the classroom.









Insights from Results Analysis

- 17% of our Pre-Kindergarten students are entering the program with mild, moderate, or severe developmental delays.
- 54% of our Kindergarten students are beginning the school year with identified delays, which is a considerable portion of the cohort.
- The largest area of growth continues to be Speech and Language concerns, indicating an increasing need for targeted support and specialized intervention.
- We are also observing a steady rise in the number of children entering Pre-Kindergarten and Kindergarten with Autism Spectrum Disorder.
- Additionally, the ongoing effects of COVID-19, including the closure of key ECS programming across the province in 2020–2021, continue to have a measurable impact on children's readiness and developmental progress.

Our Prekindergarten/Kindergarten programs support students in a number of key areas including:

- Capped PreKindergarten Classroom size of 18
- One Educational Assistant is assigned to every PreKindergarten program to provide intensive classroom Speech and Language Therapy support through targeted classroom practice at least once per day.
- We have 4 SLPAs (Therapy Assistants) employed by the Division to support students' daily speech and language therapy in Kindergarten.
- WRSD privately contracts enhanced SLP, OT & PT support. We provide weekly SLP support, Bi-weekly support for our OT services and Monthly PT support for those students who require support in our ECS.
- A Dedicated SLP & SLPA to support students with complex communication needs. This includes early identification of needs, partnering with AHS to support AADL trials
- Our Inclusive Services Coordinator supports Instructional Leadership for the PreKindergarten & Kindergarten teachers in developing programming for students with mild/moderate and severe disabilities.
- Wild Rose School Division used the following Alberta Education approved screen assessments:
    - Kindergarten: RAN, PAST, LeNS, Alberta Education Numeracy Screener
    - Grade 1: RAN, PAST, LeNS, CC3 & Alberta Education Numeracy Screener
    - Grade 2: LeNS, CC3 & Alberta Education Numeracy Screener
    - Grade 3: CC3 & Alberta Education Numeracy Screener

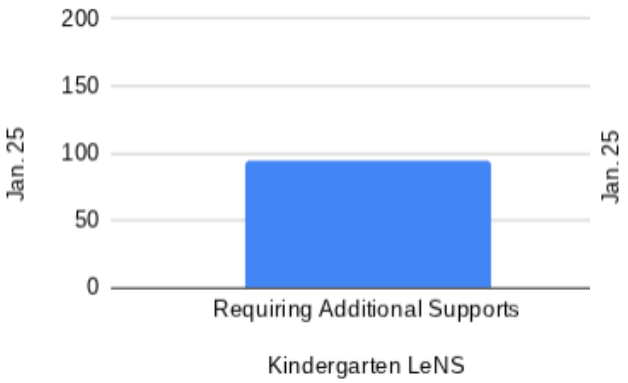
Kindergarten results out of 176 students in French and English:

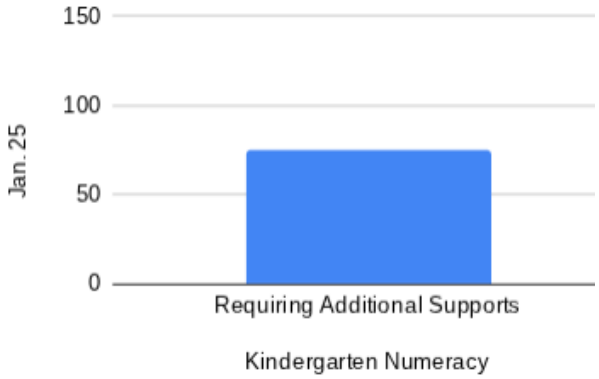
Kindergarten LeNS	Jan. 25
Requiring Additional Supports	94
Not Requiring Additional Supports	170

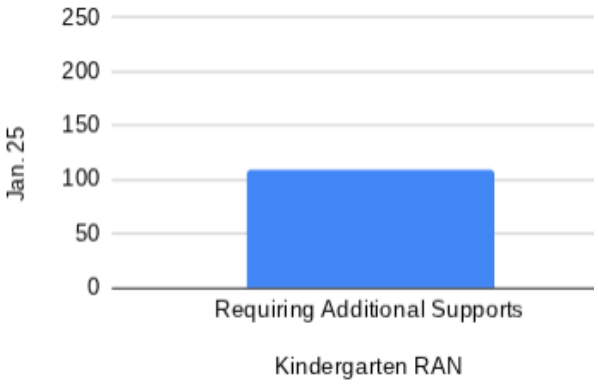
Kindergarten Numeracy	Jan. 25
Requiring Additional Supports	75
Not Requiring Additional Supports	192

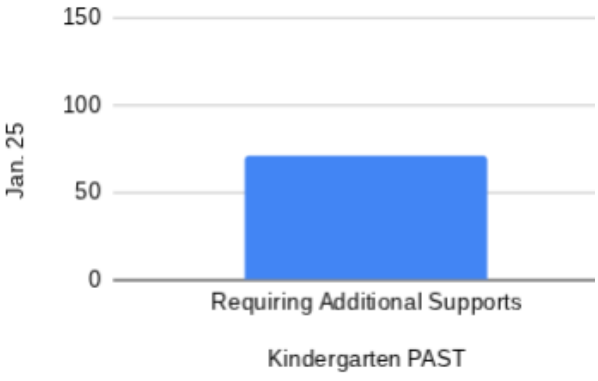
Kindergarten RAN	Jan. 25
Requiring Additional Supports	109
Not Requiring Additional Supports	160

Kindergarten PAST	Jan. 25
Requiring Additional Supports	71
Not Requiring Additional Supports	183









LeNS: Letter Names and Sounds
RAN: Students' cognitive speed and automaticity of digit recognition
PAST: Phonemic awareness and proficiency

Grade 1 Results:

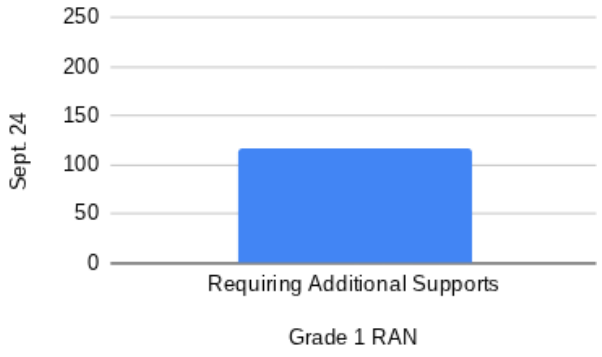
Grade 1 CC3	Jan. 25	June 25
Requiring Additional Supports	34	28
Not Requiring Additional Supports	242	248

Grade 1 LeNS	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	84	68	43
Not Requiring Additional Supports	209	241	266

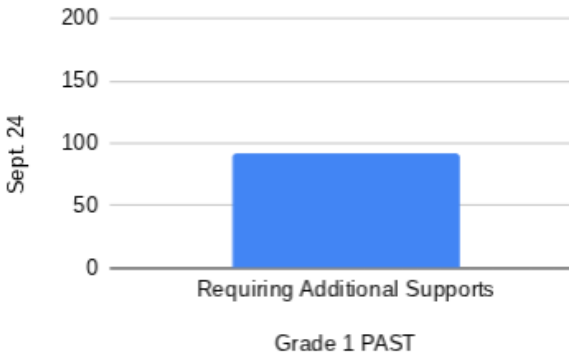
Grade 1 Numeracy	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	103	88	57
Not Requiring Additional Supports	192	211	242

Grade 1 RAN	Sept. 24
Requiring Additional Supports	116
Not Requiring Additional Supports	180

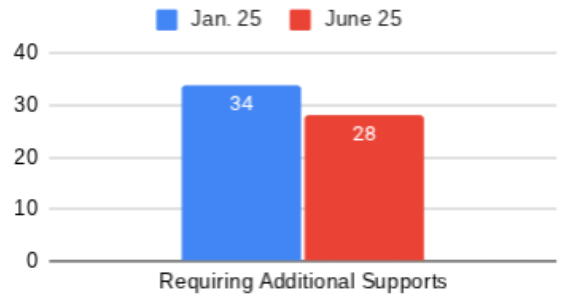
Grade 1 PAST	Sept. 24
Requiring Additional Supports	92
Not Requiring Additional Supports	192



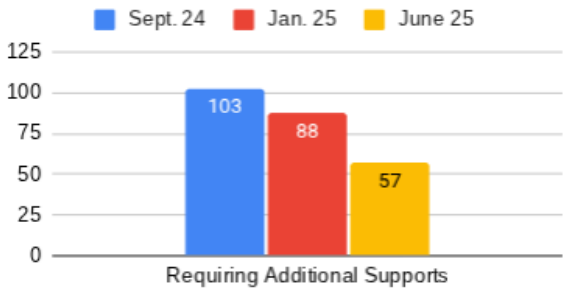
Grade 1 RAN



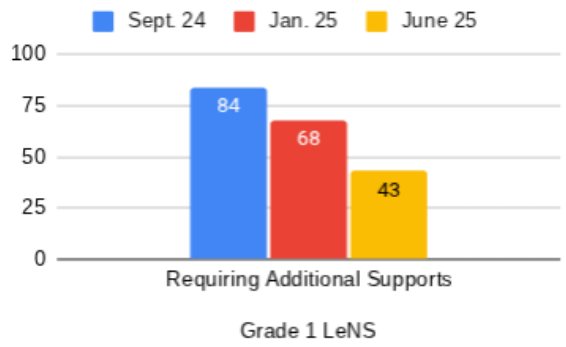
Grade 1 PAST



Grade 1 CC3



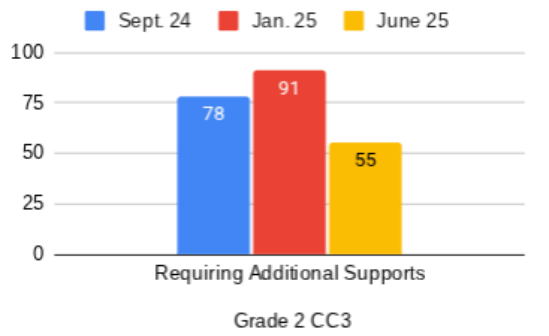
Grade 1 Numeracy



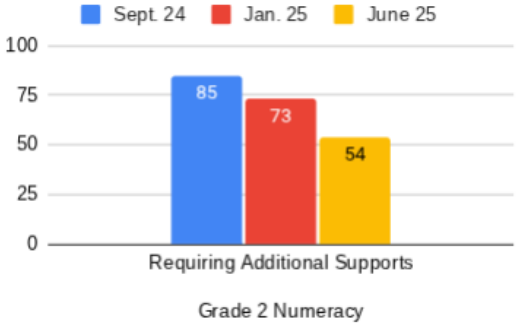
CC3:Test identifies students' ability to decode words

Grade 2 Results:

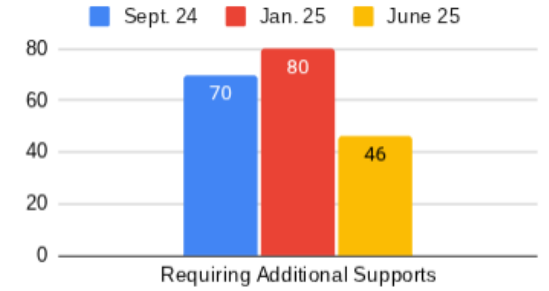
Grade 2 CC3	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	78	91	55
Not Requiring Additional Supports	208	195	231
Grade 2 LeNS	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	70	80	46
Not Requiring Additional Supports	228	222	256
Grade 2 Numeracy	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	85	73	54
Not Requiring Additional Supports	216	234	253



Grade 2 CC3



Grade 2 Numeracy

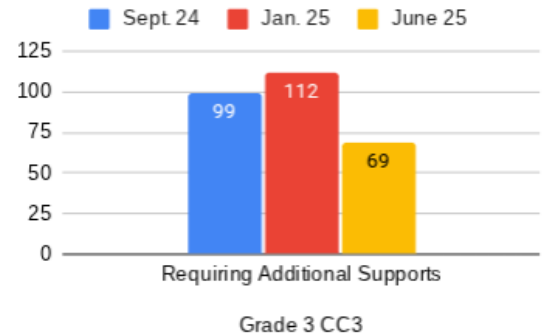


Grade 2 LeNS

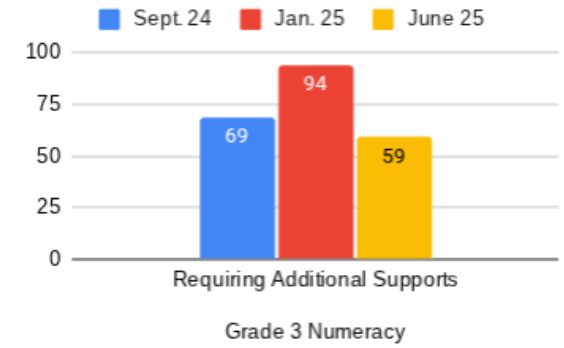
Grade 3 Results:

Grade 3 CC3	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	99	112	69
Not Requiring Additional Supports	212	207	250

Grade 3 Numeracy	Sept. 24	Jan. 25	June 25
Requiring Additional Supports	69	94	59
Not Requiring Additional Supports	235	213	248



Grade 3 CC3



Grade 3 Numeracy

Insights from Results Analysis

The overall results show growth for all grade levels and screeners with fewer students requiring additional supports over the course of the year. The jump in January in grade 2 and 3 is one that we want to watch over the course of time as it was the first year of January screeners. The norms did shift in 24-25, but will remain consistent going forward.

Summary of support strategies used for students identified as being at risk at each grade level:
Literacy - Students who are at risk were supported by intensive intervention programs for literacy. It was a specific targeted time and program with small groups of students for 6 weeks. Students get more personalized attention to assist with learning gaps in literacy using targeted strategies. The program was developed to be sequential and consistent each day in order to accelerate learning. Students were supported with explicit, systematic phonics instruction as well as quality literature.
Teachers engaged in professional learning to ensure the effective implementation of universal literacy strategies. Using research based on Miriam Ramzy and Michelle Bence's work (2022) on Layers of Literacy to develop skills in all aspects of reading instruction.
Phonemic awareness - discriminating individual sounds in words
Phonics - linking letters and sounds
Comprehension - making sense of text
Vocabulary - knowing what the words mean
Writing - composing and spelling
Fluency - reading text accurately, smoothly and expressively

Numeracy - Students who are at risk were supported by intensive intervention programs for numeracy. It was a specific targeted time and program with small groups of students for 6 weeks. Students received more personalized attention to assist with learning gaps in numeracy using targeted strategies. Students focused on foundational mathematical skills and numeracy comprehension, as well as, the progression of number sense and specific numeracy intervention lessons.

Teachers engaged in professional learning to ensure the effective implementation of universal numeracy strategies. Using research based on Graham Fletcher's work (2022) on Progressions of Counting, number sense, and fractions to develop skills in all aspects of math instruction including rich math tasks and number comprehension.

	Mathematics					Reading					Writing				
	20-21	**21-22**	**22-23**	**23-24**	**24-25**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**	**20-21**	**21-22**	**22-23**	**23-24**	**2**
K	82.1	81.5	84.2	83.8	78.8	76.5	71.9	73.9	78.9	70.8	75.1	75.4	75.2	76	
1	75.9	77.2	70.1	74.1	82.1	61.4	52.0	43.1	57.3	62.1	65.8	61.4	51.6	70.1	6
2	86.1	76.4	73.1	79.8	79.3	66.8	59.3	58.1	66	64.3	55.8	59.3	57.8	67.6	
3	74.2	73.0	73.7	68.7	71.1	61.1	65.1	65	64.3	64.6	64.7	61.3	60.7	64.6	5
4	77.2	71.9	75.6	74.4	73	74.6	64.5	67.8	67.5	75	68.4	62.3	65.8	63.8	6
5	69.0	72.7	73.3	77.3	67.6	67.3	72.7	71.6	71	66	64.3	70.9	68.3	69.8	6

6	66.0	71.5	74.7	64.6	71.5	61.9	63.2	65.5	56.6	68.2	68.9	72.6	71.3	60.8	
7	76.1	71.2	66.6	75.3	73.2	58.3	55.3	60.3	74.7	71.5	63.0	62.7	64.6	69.9	
8	73.4	66.0	69.3	70.7	68.2	62.5	62.7	67.2	68.7	66.5	72.8	67.5	68.8	69	

Insights from Results Analysis

Percent of Grade K-8 Students At or Above Grade Level in Numeracy & Literacy:

Our Grade Level of Achievement (GLA) data gives a great deal of insight into curriculum implementation. This level is determined based on the teachers' judgement. It isn't one particular outcome or assessment that teachers use, but an overall judgement based on multiple results and in class observations. In the area of reading comprehension,teachers use running records and the RCAT to help determine the GLA. In Math, the Elk Island Catholic Screener is used to help teachers give fidelity to the GLA measure and inform instruction for growth.

The teachers measure if a student is below or at/above grade level based on student learning outcomes and with the new curriculum, in K-6 the expectations of those outcomes have shifted dramatically. This shift is the largest in math. We have seen some lower results, especially in math and writing, as students enter the new curriculum, but have seen improvement with those grade levels of achievement as students stay in the new curriculum for multiple years, especially in early years writing and upper years reading.

We have seen a dip in north results consistently post the Drayton Valley fire and evacuation in 2023.

Percent of Grade 9-12 Students Passing Courses

	2021-22	2022-23	2023-24	2024-2025
English 9	83.9	84.9	90.2	84
Math 9	77.5	75.7	82.6	80.9
Social Studies 9	86.8	85	85.6	90.4
Science 9	83.2	88.2	87.2	87.9
English 10 (-1, -2, -4)	93.4	86.8	93.1	89.2
Math 10 (C, -3, -4)	90.0	86.5	90.6	85.9
Science 10 (10, -4, 14)	95.6	91.0	94.4	89.1
Social Studies 10 (-1, -2, -4)	92.7	86.8	97.3	87.9
English 20 (-1, -2, -4)	94.5	92.9	96.1	91.8
Math 20 (-1, -2, -3, -4)	90.8	91.6	97.3	92.7
Social Studies 20 (-1, -2, -4)	91.0	95.7	96.2	94.3
Biology 20	95.7	96.8	98.4	96.2
Chemistry 20	93.1	96.3	99.3	89.4
Physics 20	94.9	98.7	99.2	95.3
Science 20 (20, -4, 24)	96.2	94.0	97.6	90.4
English 30 (-1 ,-2, -4)	95.0	93.2	96.4	96
Math 30 (-1, -2, -3, 31)	95.3	95.5	97.9	93.5
Social Studies 30 (-1, -2)	94.6	96.9	95	95.4
Biology 30	97.4	96.6	98.8	95.3
Chemistry 30	95.2	93.2	97.9	93.5
Physics 30	100	97.9	98.4	96.6
Science 30	97.6	90.9	98.4	95

Insights from Results Analysis

This data is utilized to support teacher efficacy. The percentage of grade 9-12 students passing courses is steadily rising in most subjects and grades. We have seen more student success as we build on diverse assessment strategies focused on student understanding and knowledge. Triangulating data across conversations, products and observations, not just tests, has allowed teachers to tap into more ways of students showing what they know. The work of the balanced assessment component of the Powerful Learning Environment Framework is ongoing. Grade nine results showed less growth than other areas. We are working to restructure grade 9 to offer more support in math and consistency of teachers. In some schools this is modelled as a cohorted structure while in others we are examining the sequencing of math programming, including a Math 15 course between Math 9 and 10C.

High School Completion Rates

High School completion rates of students within 3 and 5 years of entering Grade 10: All Students

	2024-25	2023-24	2022-23	2021-22	2020-21
Three Years	76.2 Intermediate & Maintained	73.2 Low & Maintained	72.9 Low & Declined	78.8 Intermediate	77.3
Five Years	82.8 Intermediate & Maintained	83.6 Intermediate & Maintained	81.8 Intermediate & Maintained	84.0 Intermediate	81.0

Insights from Results Analysis

These results show an increase in our three year completion rates. We are targeting using the High School Equivalency Diploma as an alternative credential to support students.

High School completion rates of students within 3 and 5 years of entering Grade 10: First Nations, Métis and Inuit Students

	2024-25	2023-24	2022-23	2021-22	2020-21
Three Years	56.1 Very Low & Maintained	64.7 Very Low & Improved	42.1 Very Low & Declined	67.3 - Low	43.5
Five Years	53.9 Very Low & Declined	70.2 Very Low & Maintained	55.4 Very Low & Declined	68.9 - Very Low	71.1

Insights from Results Analysis

The fluctuations in completion rates, particularly the "Very Low & Declined" figures in 2024-25, reflect the critical impact of inconsistent educational resources. The mid-year removal of learning supports, previously funded through Jordan's Principle, created significant instability. Students initially benefited from these vital supports but faced immediate academic challenges upon their unexpected withdrawal, undermining continuity and contributing to the reported decline in high school completion rates.

The Indigenous Education team supported the schools after this shift in staffing, but couldn't fully replace the staff lost. They continued staff professional learning, individual student support and graduation support.

High School completion rates of students within 3 and 5 years of entering Grade 10: EAL Students

	2024-2025	2023-24	2022-23	2021-22	2020-21
Three Years	*	*	*	*	80.0
Five Years	*	*	89.1	*	*

Insights from Results Analysis

*Data values have been suppressed where the number of respondents/students is fewer than 6. Alberta Education did not start calculating the 5 year completion until the 2019-20 school year.

Teacher, parent and student agreement that students are engaged in learning at school

	2024-2025	2023-24	2022-23	2021-22	2020-21	2019-20
Overall	81.6 Maintained	80.7 Declined	81.9 Maintained	82.6	84.6	n/a
Parent	83.2 Maintained	81.6 Maintained	84.5 Maintained	82.5	83.9	n/a
Student	66.4 Maintained	64.0 Declined Significantly	67.0 Declined Significantly	70.3	71.8	n/a
Teacher	95.3 Maintained	96.5 Maintained	94.4 Maintained	95.1	98.0	n/a

Insights from Results Analysis

Note: Alberta Education did not start collecting student engagement data until the 2020-21 school year

These results are stronger than last year and maintained. Adults report strong results in this category, students see it differently. Utilizing student data collected via local (school based) measures will be reviewed to gain a better understanding from the student perspective which will guide our next steps in addressing this challenge.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																					
	Authority													Province							
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	366	77.3	351	78.8	360	72.9	330	73.2	363	76.6	Intermediate	Maintained	Acceptable	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	375	82.2	366	80.4	350	81.3	359	80.0	330	78.8	Intermediate	Maintained	Acceptable	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	361	81.0	376	84.0	366	81.8	350	83.6	360	82.8	Intermediate	Maintained	Acceptable	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

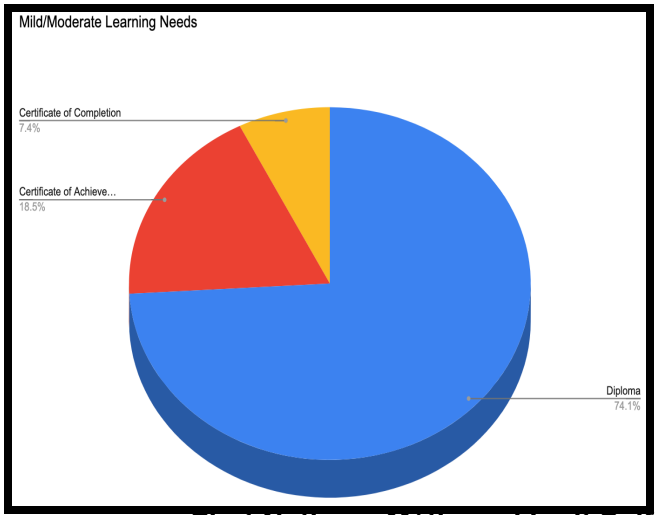
Insights from Results Analysis

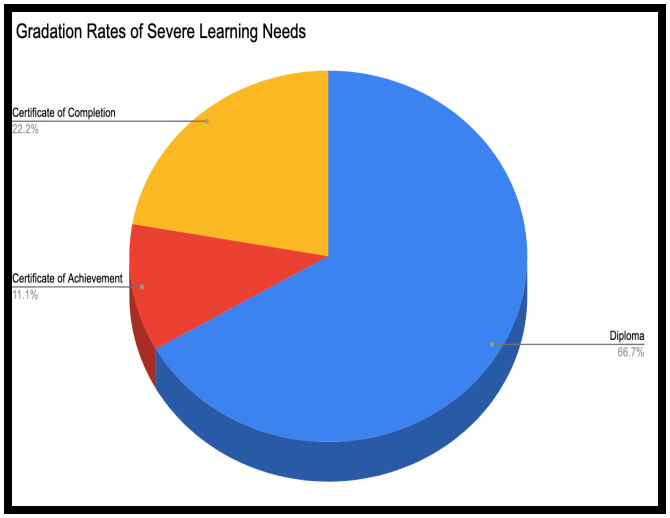
Three, 4 & 5 year completion rates were maintained. We are working on the High School Certificate of Completion option as a support for more students as they transition from high school to the working and post secondary world. We have just started awarding this credential.
There was an increase in work integrated learning opportunities through the summer school program. The Wild Rose Summer School is division wide with students from all 10 eligible schools. In addition, having students in long term work placements, afforded by the summer schedule, in RAP placements, work experience programs, and green certificate opportunities has earned 972 credits. When students aren't balancing a course load they can spend more dedicated time in work integrated learning.

Total Graduation

Graduation Rates for Students with Exceptionalities

In June of 2025 WRSD had a total of 363 students graduate. Of those 363 students, 36 students (10%) had exceptional needs: 9 with severe learning needs and 27 with mild/moderate learning needs. Of these 27 students, 20 graduated with a high school diploma, 7 graduated with a certificate of achievement and 6 graduated with a certificate of completion. These positive results can be attributed to the hard work of these students and their families, as well as the teachers, educational assistants and inclusive Learning Services teacher who worked hard to provide multiple ways to access and assess curricular outcomes.





First Nations, Metis and Inuit Self Identified Students & Graduation Rates

High School Completion Rates - Measure History

Authority: 1325 The Wild Rose School Division (FNMI)
Province: Alberta (FNMI)

	Wild Rose School Division (FNMI)													Alberta (FNMI)								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**43**	**43.5**	**38**	**67.3**	**42**	**42.1**	**39**	**64.7**	**49**	**56.1**	Very Low	Maintained	Concern	**3,814**	**62.0**	**3,972**	**59.5**	**3,943**	**57.0**	**4,222**	**58.6**	**4,397**	**59.8**
4 Year Completion	40	68.6	43	49.9	39	65.8	41	49.7	44	67.0	Very Low	Improved	Issue	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8
5 Year Completion	**45**	**71.1**	**40**	**68.9**	**44**	**55.4**	**39**	**70.2**	**40**	**53.9**	Very Low	Declined	Concern	**3,469**	**68.1**	**3,593**	**68.0**	**3,719**	**71.3**	**3,909**	**69.4**	**3,848**	**69.7**

Insights from Results Analysis

The overall results for The Wild Rose School Division's (First Nation, Métis, Inuit) Assurance Measures reveal a mixed yet concerning trend in Student Growth and Achievement.

Analysis of Measures: While the 4-year High School Completion Rate significantly improved to 67.0% (up from 49.7% in the previous year), key long-term metrics demonstrate an overall negative trajectory and remain areas of significant concern. The 3-year and 5-year High School Completion rates and the Diploma: Acceptable results have all declined substantially. This compounding negative change across core achievement measures points to systemic challenges. The sudden reduction or shift in educational funding is a probable factor exacerbating these challenges.

The operational instability includes the significant disruption caused by the removal of ongoing Jordan's Principle one-one supports, which were vital for providing consistent educational assistance to First Nations students off-reserve. In direct response, WRSD has strategically pivoted toward delivering quality programming through expanded partnerships with community stakeholders. These partnerships are central to advancing the sustained success of students by focusing on credits, culture, and connection. Specifically, initiatives such as the Aunties in Training and Uncles in Training programs actively engage community members to embed culturally relevant mentorship and sustained support directly into the student experience, building long-term resilience and equity.

Teacher, parent and student agreement that students model characteristics of active citizenship

	2024-2025	2023-24	2022-23	2021-22	2020-21
Overall	74.3 Intermediate & Declined	74.8 Intermediate & Declined	75.3 Intermediate & Declined Significantly	77.5 Intermediate	81.1
Parent	70.7 Intermediate & Maintained	72.1 Intermediate & Maintained	72.1 Intermediate & Maintained	73.3 Intermediate	79.3
Student	64.6 Intermediate & Maintained	63.0 Intermediate & Declined Significantly	65.1 Intermediate & Declined Significantly	68.8 High	72.4
Teacher	87.6 Intermediate & Maintained	89.3 Intermediate & Maintained	88.5 Intermediate & Maintained	90.3 Intermediate	91.7

Insights from Results Analysis

Citizenship results are steady across the Grades 4-6, 7-9 and 10-12 groups, but have declined for all three stakeholder groups, with the results declining over a number of years. This appears to be a reflection of the increased mental health and wellness issues we are observing in our students, families and communities over the past few years. We hope to improve these results moving forward through intentional strategies connected to our Powerful Learning Environment Framework in all schools. In particular, with a focus on Relationships and Culture.

Student Learning Engagement

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 1325 The Wild Rose School Division
Province: Alberta

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

	Wild Rose School Division										Measure Evaluation			Alberta								
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,661	84.6	1,874	82.6	2,050	81.9	1,730	80.7	1,759	81.6	Low	Maintained	Issue	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	140	83.9	193	82.5	216	84.5	188	81.6	199	83.2	Low	Maintained	Issue	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	1,306	71.8	1,463	70.3	1,650	67.0	1,399	64.0	1,373	66.4	Low	Maintained	Issue	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	215	98.0	218	95.1	184	94.4	143	96.5	187	95.3	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Insights from Results Analysis

Students reported this measure lowest in Grades 4-6, but slightly higher in grades 7-9 and Grade 10-12. Teachers report the measure much higher. This is a concern that we want to address with a potential middle years outreach model and more land based learning.



Teaching & Leading

Outcome: WRSD school administrators will ensure all staff and students are in a powerful learning environment.

Provincially Collected Results

Education Quality for Wild Rose School Division

Teacher, parent and student satisfaction with the overall quality of basic education

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20
Overall	85.0 Intermediate & Maintained	84.8 Intermediate & Maintained	85.5 Intermediate & Declined	86.3 Intermediate	88.3	88.3
Parent	80.2 Intermediate & Maintained	79.1 Intermediate & Maintained	80.9 Intermediate & Maintained	80.1 Intermediate	81.5	83.3
Student	82.0 Low & Maintained	80.6 Very Low & Declined	82.4 Low & Declined	83.5 Intermediate	86.4	85.4
Teacher	92.9 Intermediate & Maintained	94.6 Intermediate & Maintained	93.1 Intermediate & Declined	95.2 Intermediate	97.2	96.3

Insights from Results Analysis

To build a consistent approach to meeting student needs across Wild Rose School Division, Collaborative Response work was targeted at the school administration level with dedicated sessions on Team meetings, using Data and creating a continuum of supports. The Coordinator of Learning Services supports this work in schools in an ongoing manner.

At each school, administrative teams developed a school inquiry question to drive their Education Plans and Professional Learning as a school team.

In 2024-25, each school administrative team was assigned a member of the Division Leadership Team for monthly instructional leadership visits for the purpose of providing support and encouraging leadership growth. To support lateral growth, our school administrators were split into leadership learning teams that met several times throughout the year to share best practices and provide support to one another.

At a student level, Work Experience, RAP, Green Certificate growth in collaboration with local businesses allowed for community buy-in to education programs and allowed for work integrated learning opportunities. Digging into the data, there is a strong showing overall that students clearly understand what they are expected to learn. Option courses are an area that can be improved.

Dual Credit programming has expanded by adding SAIT program offerings to students. This compliments current offerings through Olds College, Lakeland College and Northern Lakes College.

Wild Rose School Division applied for a Collegiate school with a significant capital investment. The application was not successful. The goal of this application was to bring the existing large shop spaces at Frank Madddock up to industry standards and renovate the music room to be a fourth trades space for increased community partnerships. This was a main strategy to bring trades education forward to a rural community, but smaller student numbers held back this application. Having student numbers as a measure is a challenge for rural communities that simply don't have a large mass of students, but have access to the trades community support. We are exploring other avenues with Ministries on making this a possibility for Wild Rose School Division.

Further expanding future possibilities, the division actively explores alternative career options, connecting Indigenous students with programs such as Trade Winds to Success, and fostering relationships with post-secondary institutions, including exploring pathways with the Werklund School of Education at the University of Calgary. Strategically, First Nations, Métis, and Inuit students are also introduced to specialized guidance and support, with connections to Rupertsland Institute career counselors specifically for Métis citizens, and general information about accessing Indigenous services and supports at any post-secondary or trade school they may consider.

Foundational anti-racism training for trustees and senior leadership was initiated to improve outcomes and awareness for all students and staff.

Professional Learning, Supervision and Evaluation

The key areas of focus for professional development and curriculum implementation across the school district, spanning from K-12, with a strong emphasis on the K-6 and Middle School levels.

I. Curriculum Implementation and Transition

- New K-6 Curriculum Focus: Intensive professional development on the K-6 New Curriculum, specifically focusing on Grade 4-6 Math, Grade 4-6 English Language Arts and Literacy (ELAL), and K-6 Science.
- Social Studies Curriculum: Piloting the Social Studies (SS) Curriculum with cohort groups, integrating Indigenous Education collaboration. Includes a dedicated day for Unpacking the K-6 Social Studies Curriculum.
- Middle School Transition: Support for the Grade 5-8 Math and Science curriculum transition, focusing on overlaps between old and new curricula and providing pedagogy support.
- Assessment & Reporting: Training on Assessment and Report Cards aligned with the new K-6 curriculum, with a focus on assessing 4-6 Science and new Social Studies.

II. Literacy and Numeracy Development

- Literacy Expertise: Training sessions led by Adrienne Gear (Reading & Writing Power) and the development of a Writing Progression K-6.
- Numeracy Expertise: Sessions led by Dave Martin (Supporting Mathematic Knowledge Development) for Grades 5-12.
- Literacy & Numeracy Champions: Ongoing learning for Champions using a "bring a friend" model to expand impact.
- Writing Support: A series of "Layers of Writing" online sessions for K-6 teachers and K-12 literacy champions.
- Middle School Focus: Support for middle school literacy and writing development to address learning disruption and aid in RCAT implementation.

III. Collaborative and Foundational Supports

- Collaborative Practice: Cohort curriculum days to promote horizontal and vertical grade-level engagement.
- Response to Intervention: Collaborative Response Refresher Training for Administrators.
- Technology Integration: Sessions on Assistive Technology for teachers and students, covering tools like Readwrite Google, Orbit Note, and Equatio.

IV. Student Support, Behaviour, and Complex Needs

- Emotional and Behavioural Support: Training on Supporting Students through Valued Attachments (SIVA) and "From Chaos to Calm - Strategies to Support Co-Regulation" for student support staff.
- Complex Needs and Communication:
- AAC 101 for parents on Augmentative Communication.
- Sessions on Purposeful Instruction, Implementing Visuals Support, and Sensory Strategies for Students with Traumatic Backgrounds.
- Specific Learning Needs: Training on Current Research & Strategies to Work with Students with ADHD and using Level C Assessments for student programming.

- SLPA Professional Development: Focused sessions for Speech-Language Pathologist Assistants (SLPAs).

V. Indigenous Education

- Indigenous Professional Learning: Sessions focused on culturally relevant topics and practices, guided by the WRSD Indigenous Team and Elders and Knowledge Keepers from the Métis Nation of Alberta, Sunchild First Nation, O'Chiese First Nation and Big Horn First Nation.

The impact of professional learning has been a rebuilding of our collaborative culture. After COVID and the restrictions that lingered, teachers weren't coming together as much. Increasing the number of opportunities has allowed teachers to start to work together again and cross pollinate ideas. For example, the numeracy expertise sessions added a component of building thinking classrooms philosophy around using vertical writing surfaces to demonstrate work and thinking in small groups. This has spread widely and we've seen it used beyond math to even look at big concepts in other subject areas.

Safety and behaviour training such as SIVA and the Calm in the Chaos sessions (in person) has furthered relationships, added staff strategies and directly increased student safety.

Instructional leadership visits allowed Directors to meet with principals to discuss their school plans and professional learning offered at the school level related to their inquiry questions. This allowed for targeted staff professional learning data informed goals at the school level.

Our teacher growth, supervision and evaluation procedures were guided by the following administrative procedures:

- AP422 Teacher Growth & Supervision
- AP 423 Teacher Evaluation
  All 28 of our teachers on probationary contracts were evaluated during the 2024-25 school year, fifteen of which were given continuing contracts for 2025-26.

Principal evaluations in 2024-25 were guided by AP 432 Evaluation of School Administrators and the Leadership Quality Standard. Four of our seventeen principals received written evaluations in 2024-25 listing accommodations and areas for growth.

Learning Supports

Outcome: All school staff will contribute towards personalized learning for all students.

Provincial Results for Welcoming, Caring, Respectful and Safe Learning Environment

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

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20
Overall	80.6 Declined	81.3 Maintained	81.0 Declined Significantly	83.6	86.8	n/a
Parent	79.0 Maintained	82.5 Maintained	79.6 Maintained	81.5	86.2	n/a
Student	70.9 Maintained	69.0 Declined Significantly	72.2 Declined Significantly	75.4	79.4	n/a
Teacher	91.9 Maintained	92.5 Maintained	91.3 Declined	94.0	94.7	n/a

Note: Alberta Education did not start collecting welcoming, caring, respectful and safe data until the 2020-21 school year

Insights from Results Analysis

Parents, teachers and students all highlighted the importance of respect and how this is an area that requires focus and a strategic approach to address the respect shown student to student across all grades from all stakeholders.

The elimination of the dedicated mental health grant effective June 2025 has immediately and severely compromised our student wellness supports. This loss results in the removal of four part-time Mental Health Therapists, essential clinical staff for schools lacking direct AHS access, and the discontinuation of all Connection Coach positions. The removal of Connection Coaches severs crucial collaborative ties with community partners (e.g., Family Resource Network) and eliminates vital school-based resources for emotional support, self-regulation training, and attendance intervention. These simultaneous reductions dismantled both our clinical intervention capacity and our proactive social-emotional support infrastructure, significantly worsening the existing trauma-related challenges faced by our students and staff.

Two Wild Rose schools adjusted staffing to maintain Connection Coaches with internal funds, foregoing some other supports, demonstrating the importance of the program. However, this was not possible across the division, especially in smaller schools with less flexibility.

For our 10.5 FTE Family Wellness Staff our caseloads were 3021 over the 2024/25 School Year.

The ongoing presence of trauma-related stress continues to be a central factor impacting the well-being and performance of our staff and students. This issue has not only persisted but has been dramatically magnified over the past three years profoundly impacting and destabilising family systems across our school communities.

This magnification and the concurrent strain on families have resulted in a marked increase in the complexity of the core educational mandate. It poses significant obstacles to both the delivery of instruction and the successful engagement of students in the learning process. Essentially, the foundation of teaching and learning has become substantially more intricate to navigate, requiring holistic support that acknowledges the interconnected stress experienced by students, staff, and their families. In October 2024, Kevin Cameron , Executive Director of the Centre for Trauma Informed Practices, conducted a two day training on Family Assessment Level one and in May 2025 Family Assessment Level Two.

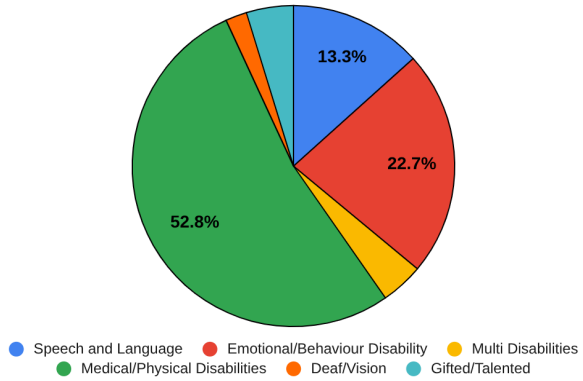
Further in April 2025 the division offered level one Violent Threat Risk Training to staff and community partners . We had 37 participants . In March 2025, WRSD Wellness team received the trainer training for Moving Forward Beyond Anger and Anxiety: Adolescent Program.

Access to a Support Services

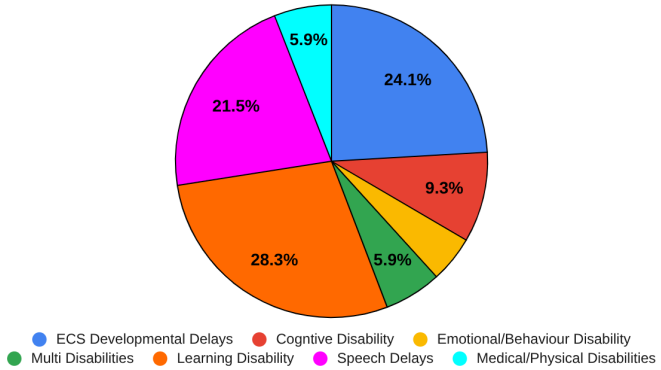
Below is the breakdown of total exceptionality codes for 2024-25:

School Year	Total Enrollment	Exceptional Needs	Severe	Mild/Moderate
2020-21	4424	334 (8%)	162 (4%)	172 (4%)
2021-22	4445	507 (11%)	228 (5%)	279 (6%)
2022-23	4417	514 (12%)	210 (5%)	304 (7%)
2023-24	4528	590 (13%)	214 (5%)	376 (8%)
2024-25	4522	568 (13%)	206 (5%)	362 (8%)

Percentage of Students with Severe Delays/Diagnosis



Number of Students with Mild/Moderate Delays



Teacher, parent and student agreement that students have access to the appropriate supports and services at school

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20
Overall	77 Maintained	78.8 Maintained	76.5 Declined Significantly	79.3	83.8	n/a
Parent	67.8 Maintained	71.2 Maintained	64.9 Declined	70.8	76.5	n/a
Student	78.1 Maintained	76.7 Declined	78.1 Maintained	78.6	83.0	n/a
Teacher	85.1 Maintained	88.6 Maintained	86.5 Maintained	88.5	92.0	n/a

Note: Alberta Education did not start collecting welcoming, caring, respectful and safe data until the 2020-21 school year

Insights from Results Analysis

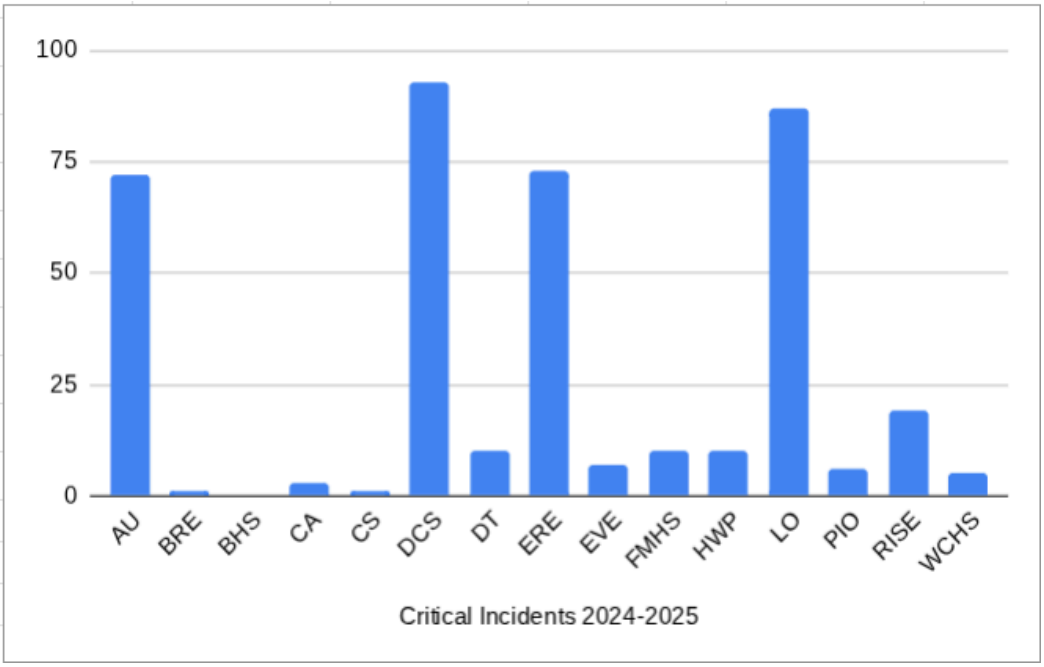
Wrap Around Support Team

The Wrap Around Support Team is a collaboration of community and school division members. This includes the parents, student, Mental Health Therapist, Child Services, Family Support for Children with Disabilities, Family Resource Network, Student Resource Officer, School Principal, Student Support Facilitator, Director of Student Services and any other relevant stakeholder.

There were 42 **WRAP Around Support Team** Meetings in 2024-25 in the following divisions:
Division 1: **8**
Division 2: **11**
Division 3: **13**
Division 4: **10**

There were 35 **VTRA** Meetings in 2024-25 in the following divisions:
Division 1: **3**
Division 2: **9**
Division 3: **15**
Division 4: **8**

Critical Incidents 2024-2025	
AU	72
BRE	1
BHS	0
CA	3
CS	1
DCS	93
DT	10
ERE	73
EVE	7
FMHS	10
HWP	10
LO	87
PIO	6
RISE	19
WCHS	5
Total	**397**



Insights from Results Analysis

Another area of concern for Wild Rose School Division has been the increase in critical incidents involving student aggression and violence toward staff. In the 2024–2025 school year, there were 397 incidents involving physical aggression toward staff members, including incidents in which a staff member was injured while intervening in a violent altercation between students. A critical incident is defined as any situation in which a student demonstrates intent to physically harm a staff member or volunteer, including behaviors such as hitting, kicking, pinching, pulling hair, biting, projecting bodily fluids, or throwing objects.

We have introduced several key initiatives to support Wild Rose School Division staff who are currently working with students with aggressive or violent behaviours, including:

a) **Increased Support Staff:** (Educational Assistants) from 87 positions (2022-2023) to 95 positions (2024-2025). Supporting Students with Valued Attachments (SIVA) Training: This crisis intervention program equips staff with the skills to manage challenging situations effectively and safely. We also had 47 EAs provided by Jordan's Principle from September to December 2025. Centrally this resulted in a large administrative burden and shifted the need for support at a school level and additional central planning.

b) **Congregated Settings for Students with Violent Behavior:** This specialized classroom is designed to provide targeted support for students exhibiting violent behavior, ensuring a safe and structured setting for both students and staff. We have continued our Reaching Individual Successful Everyday (RISE) program for severe Students with Behaviour Challenges. We supported 8 students last year and 4 students were successfully transitioned back to their community school.

c) **Positive Behavior Support Plans:** We are developing individualized behavior support plans to address the specific needs of students, helping to foster a positive and conducive learning environment. These plans are regularly reviewed and adapted by school learning teams.
d) **Enhanced Personal Protection Equipment Practices:** Staff are required to wear head protection, appropriate footwear, kevlar clothing to reduce injuries when working with aggressive or violent students.

Individual Program Plans (IPP)

Each school year, internal school audits are conducted to review IPP documents. These audits review all Individual Pupil Programs (IPP) to assess their content in a number of specific areas. Our audit showed that:

	Diagnostic Assessment/ Letter Uploaded	Current Performance Updated	I CAN Achievable Relevant Goals	IPP Goals Reviewed and Updated	Goals Met	Appropriate Domains Represented	IPP Goals Tied to Curriculum (AB Ed or Lifeskills)
WRSD	70%	87%	93%	97%	53%	82%	78%

- 93% of the IPP goals embraced the new I CAN format and goals are relevant and achievable.
- 97% of all student program goals were updated regularly with specific detailed information on student growth and continued programming challenges.
- 87% of the IPP reported Current Level of Performance Updated on Student IPPs.
- 53% of all student's Individual Program Plan goals were met.
- 78% of program goals were tied to the Alberta Curriculum

Access to Continuum of Supports and Services

- The Inclusive Services department in 2024-2025 consisted of 2.2 FTE in Division Office and 12.7 FTE in Schools. This is a reduction in central office staff for Inclusive Services
  - 1.0 Director of Student Support Services
  - 1.0 Student Services Coordinator
  - 0.2 Administrative Specialist
  - 12.7 Student Support Facilitator (Inclusive Learning Support Teachers)

- Here is the breakdown of the Educational Assistant Allocation for 2024-2025. It is important to note that we did not receive our funding from Jordan's Principle for Educational Assistants that were paid for in previous years. Therefore, we had a reduction in Educational Assistant Allocation in December 2025. While there was a significant decrease in staff due to Jordan's principle the Division Office staff experienced an increase in expectation.

September 2024		
	Division Totals	
	Staff #s	Staff FTEs
EA	87.5	67.6004
EA - JP	38.5	31.7126
	126	99.313

June 2025		
	Division Totals	
	Staff #s	Staff FTEs
EA	104	80.4486
EA - JP	0	0
	104	80.4486

Inclusive Services contracts the following therapy services to support students in Wild Rose School Division including the following:

- The Inclusive Services department contracts the following specialists to provide support to schools. This included:
  - 2.8 FTE Speech and Language Pathologists (SLP)
  - 1.0 FTE Occupational Therapists (OT)
  - 0.2 FTE Physiotherapist (PT)
  - 0.2 FTE Psychologists
  - 4.3 FTE Therapy Assistants (SLPA)

- Wild Rose School Division also contracts with the Central Alberta Low Incidence Cooperative (CALIC) for the following services:
  - Deaf/Hard Hearing Consultant
  - Audiologist
  - Blind/Low Vision Consultant
  - Orientation and Mobility

- The WRSD Therapy Team provides individualized therapy services through school-based partnerships across the division. The breakdown below reflects individual therapy support delivered in partnership with a therapist and a practice partner (EA, SLPA or parent/guardian) during the 2024–2025 school year.
- In addition to individual therapy, the WRSD Therapy Team delivers targeted small-group interventions and consultative universal support for classroom teachers. These services are designed to strengthen inclusive practices, support student regulation and engagement, and build staff capacity across learning environments.

School	Speech and Language Therapy	Occupational Therapy	Physiotherapy
Drayton Valley & Breton			
Aurora School	35 students	25 students	3 students
Evergreen School	20 students	8 students	2 students
Drayton Christian School	15 students	6 students	1 student
HW Pickup Middle School	2 students	2 students	2 students
Frank Maddock High School	3 students	1 student	1 student
Breton Elementary	15 students	8 students	None

Breton High school	None	None	None
School	**Speech and Language Therapy**	**Occupational Therapy**	**Physiotherapy**
Corridor			
Charlotte Small School	20 students	15 students	3 students
David Thompson High School	1 student	27 students	1 student
Caroline School	20 students	12 students	3 students
School	**Speech and Language Therapy**	**Occupational Therapy**	**Physiotherapy**
Rocky Mountain House			
Lochearn Elementary School	25 students	20 students	5 students
Ecole Rocky Elementary School	25 students	20 students	2 students
Pioneer Middle School	1 students	4 students	None
Rocky Christian School	15 students	5 students	1 student
West Central High School	4 students	6 students	1 student



First Nations, Métis and Inuit Student Success

Funding Allocation

For the 2024–2025 school year, Wild Rose School Division received **$810,566** in First Nations, Métis and Inuit grant funding. These funds supported staffing, cultural programming, land-based learning, Elder and Knowledge Keeper involvement, and professional learning aligned with the Truth and Reconciliation Commission (TRC), the Teaching Quality Standard (TQS), and the Leadership Quality Standard (LQS).

1. Improving Education Outcomes for First Nations, Métis and Inuit Students

WRSD strengthened system, program, and instructional supports to enhance student success, belonging, and well-being.

Indigenous Education Staffing

WRSD employs three Indigenous Education Leads and one Director of Indigenous Education, all First Nations or Métis professionals whose lived experience and cultural knowledge guide programming across the division. Their work includes classroom instruction (synchronous and asynchronous), curriculum integration, resource development, and staff professional learning—fulfilling TQS/LQS expectations for foundational Indigenous knowledge and culturally responsive leadership.

Division-Wide Instructional & Cultural Support

Across the 2024–25 school year, the Indigenous Education Team consistently provided multiple weekly supports in WRSD schools, demonstrating a sustained and relational presence across the division. Schools received regular classroom teaching, individualized student support, small-group cultural learning, and collaborative programming with Elders and Knowledge Keepers. These ongoing touchpoints strengthened cultural safety, relationships, and student engagement throughout the year.

To maximize impact, WRSD dedicates 100% of the First Nations, Métis, and Inuit grant funding to Indigenous education, ensuring comprehensive support for Indigenous students and families and fostering system-wide capacity development for all staff and students.

2. Addressing the Systemic Education Gap

High School Transitions & Academic Support

WRSD continued to support high school students through enhanced transitions work, credit tracking, and culturally grounded graduation supports. These strategies respond to provincial data trends and align with **Truth and Reconciliation Commission (TRC) Calls to Action 7 and 10**, which emphasize closing education gaps and improving outcomes for Indigenous learners.

Indigenous Studies Partnership

Indigenous Studies 10–20–30 classes are further supported through a partnership with *In and Beyond the Classroom*, which provides enhanced land-based learning, Elder-led instruction, and experiential opportunities. This collaboration strengthens curricular learning, increases student engagement, and ensures culturally grounded perspectives are embedded throughout the course.

Family & Community Engagement

Seasonal Indigenous Family Gatherings experienced a 30–40% increase in attendance, with strong participation in the south and substantial growth in the north. Combined with regular classroom instruction, small-group programming, and community events, these gatherings contributed to hundreds of meaningful touch points with students, families, and staff—strengthening relationships and reducing barriers to participation.

3. Supporting Implementation of the Truth and Reconciliation Commission Recommendations

WRSD's Indigenous Education programming reflects a commitment to the spirit and intent of reconciliation.

System Professional Learning

All staff had the opportunity to engage in professional development focused on:

- Spirit and Intent of the Treaties
- Residential schools
- Doctrine of Discovery
- Land claims and scrip
- Indigenous law and social justice

This work advances **TRC Calls 62–63** and supports TQS/LQS competencies by ensuring that all educators deepen their understanding of Indigenous histories, perspectives, and contemporary realities.

Cultural Revitalization & Land-Based Learning

Students across K–12 engaged in experiential learning including:

- tipi teachings and ceremony
- plants and medicines
- Indigenous games
- drumming, singing, Métis arts
- ribbon skirts, moss bags, traditional tools
- natural law and land stewardship

These activities fulfill **TRC Call 10** by ensuring culturally relevant, land-based education is accessible to all learners.

Protocols, Recognition & Graduation Supports

WRSD strengthened cultural recognition in several ways:

- **Honouring Spirit Awards (ASBA)**: Nominations increased from 4 students to 8 students, demonstrating growing visibility of Indigenous excellence.

- **Cultural Graduation Supports**: Graduates were offered the choice of a traditional Métis sash or a custom WRSD-coloured sash. **Recognition Practices**: Personalized letters, blanket presentations, and sash ceremonies honoured student identity, resilience, and cultural pride.

- **Staff Recognition**: Métis staff were also offered custom WRSD-coloured sashes to honour identity and visibility within the division.

These culturally grounded practices advance TRC Calls 14, 15, and 22, strengthening belonging and affirming students' identities.

Through enhanced staffing, strengthened partnerships, sustained cultural programming, and alignment with TRC, Teacher Quality Standard, and Leadership Quality Standard expectations, WRSD continues to advance Indigenous Education in measurable and impactful ways. These developments—rising engagement, expanded curricular integration, and strengthened partnerships—represent important steps forward. WRSD also recognizes that reconciliation is an ongoing responsibility; continued efforts are needed to remove systemic barriers, deepen foundational knowledge, and ensure that Indigenous students and families experience equitable and culturally grounded education across all schools. (For further information see Strategies, Activities, Programs and Impact.)

Governance

Outcome: The Board of Trustees engagement with provincial, municipal and community partners will enrich the learning and wellbeing of our students and staff.

Results for Parental Involvement in WRSD

Satisfaction with parental involvement in decisions about their child's education

	2024-25	2023-24	2022-23	2021-22	2020-21
Overall	74.1 Low	75.7 Intermediate	74.0 Low & Declined	77.0 Intermediate	77.1
Parent	66.6 Intermediate	66.9 Intermediate	61.8 Low & Declined	67.0 Intermediate	65.4
Teacher	81.6 Low	84.6 Low	86.2 Intermediate & Maintained	87.1 Intermediate	88.8

Insights from Results Analysis

Board governance during the 2024-2025 school year was focused on supporting powerful learning environments for all students through a focus on learning and wellbeing.

Parental satisfaction with involvement in decisions in their child's education increased in 2024-25 for parents and decreased slightly for teachers. We hope to see further improvements in this measure as we continue to communicate with parents and create opportunities for parents to be involved in their children's education.

In 2024-25 the following strategies were implemented by the Board as a way to offer stakeholders an opportunity to be engaged in the development of division priorities and in the sharing of division progress and results:

- Four Umbrella School Council meetings were held during the school year (November 12, November 13, April 8 and April 9). These meetings gave the Board an opportunity to communicate key priorities and gave school councils the opportunity to raise issues that were important to them. A summary of these discussions can be found at the following links:
    - November 12 & 13, 2024 Umbrella School Council Meetings Summary
    - Summary - April 8 & 9, 2025 Umbrella School Council

- The Board held joint meetings with the municipalities in our region as follows:
    - March 5, 2025 - Clearwater County, Town of Rocky
    - March 6, 2025 - Brazeau County, Town of Drayton Valley, Village of Breton

  Agenda items included sharing our capital plans, Joint Use Planning Agreements, teacher recruitment, and partnerships regarding our Resource Officer Program, Family Wellness Worker program and opportunities for future shared services.
- The Board held liaison meetings with the Timberline Alberta Teachers' Association (ATA) Local on October 15, February 25 and May 20 to discuss concerns and support for teachers. The Board also regularly meets with Central Alberta Association of Municipal and School Employees (CAAMSE) and the International Union of Operating Engineers (IUOE).
- The Board of Trustees engaged an external consultant to review their mission, vision and values for Wild Rose School Division. The consultant engaged with all stakeholders for input. The end result was the data collected would be used by the incoming Board of Trustees and new Superintendent to plan forward for the 2026-27 Education plan.
- Communication and advocacy with Alberta Education took place at various times throughout the year. This included two letters sent to the Minister of Education-throughout the school year on various topics of concern. As well as several letters advocating for Jordan's Principle funding.
- The Board are members of the Alberta School Boards Association, Public School Boards Association of Alberta and Rural Caucus of Alberta School Boards.
- School Education Plans and School Annual Education Results Reports are shared with school councils and are available at the school, on the school's website, and on the jurisdiction's website. Schools must include in their annual education plans and annual education results report how they included school councils in the development of these reports. All school education plans and annual education results reports can be found at the following link: Education Reports

In 2025-26 the Board of Trustees will continue to engage students, parents and staff, as well as, local municipal and provincial partners with a focus on enriching the learning and wellbeing of our students. For further details see the Governance section of the 2022-26 WRSD Education Plan.



Summary of Financial Results

Wild Rose School Division prioritizes student success through a robust network of community partnerships. Key initiatives include the Family Wellness and School Resource Officer programs, the WRAP & VTRA program (collaborate with community agencies including Alberta Recovery, Children and Family Services, AB Addiction, Probation, Family Resources Network, Primary Carer Network), and collaborations with the Asokewin Friendship Centre.

To ensure continuous alignment with our stakeholders, we host annual "Umbrella" meetings with the Council of School Councils. Additionally, we hold joint council meetings with our municipal partners in Clearwater County, Rocky Mountain House, Brazeau County, Drayton Valley, and Breton. These sessions allow us to explore innovative ways to support one another for the collective betterment of our communities.

Audited Financial Statements

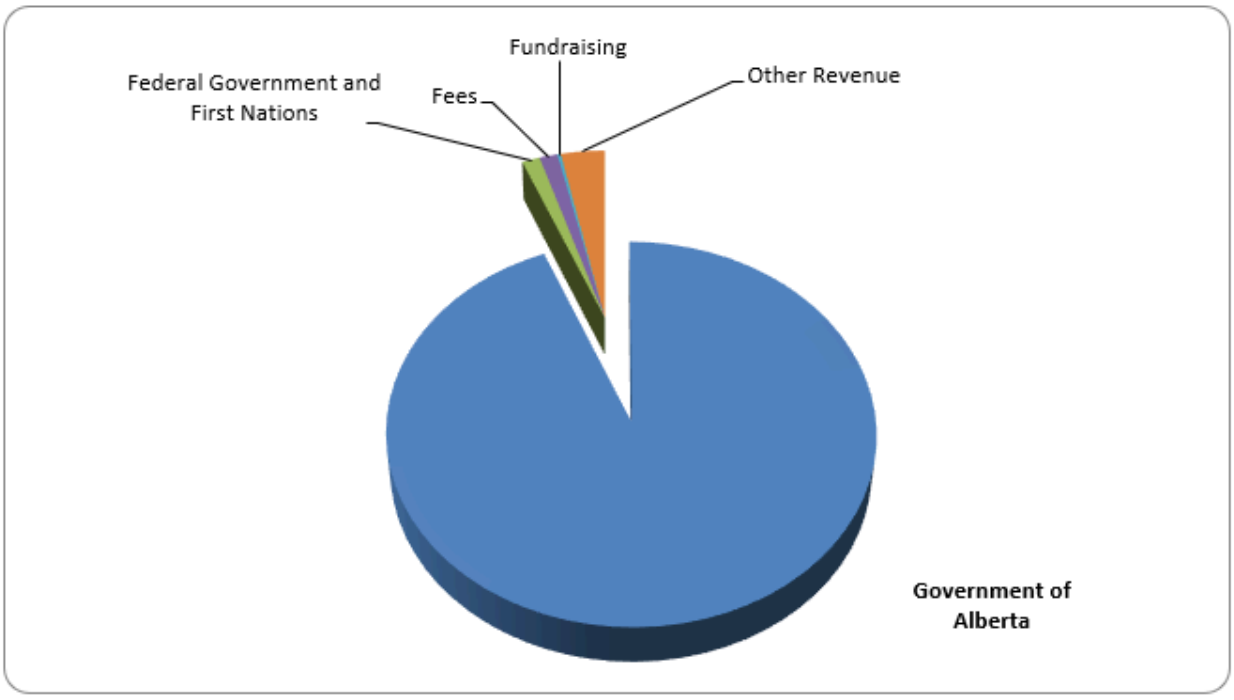
The 2024-2025 Audited Financial Statements were approved by the Board in November 2025. The school division ended the year with a $500,282 deficit. The division had originally anticipated a deficit of $1,875,480. The following tables provide a brief summary of the division's financial results versus budget:

	2024-25 Budget	2024-25 Actual	Variance	2023-24 Actual
Revenue	65,759,136	68,006,672	2,247,536	65,521,304
Expense	67,634,616	68,506,955	872,339	66,274,909
Surplus (Deficit)	(1,875,480)	(500,283)		(753,605)

Revenue by Source (2024-2025 Actual):

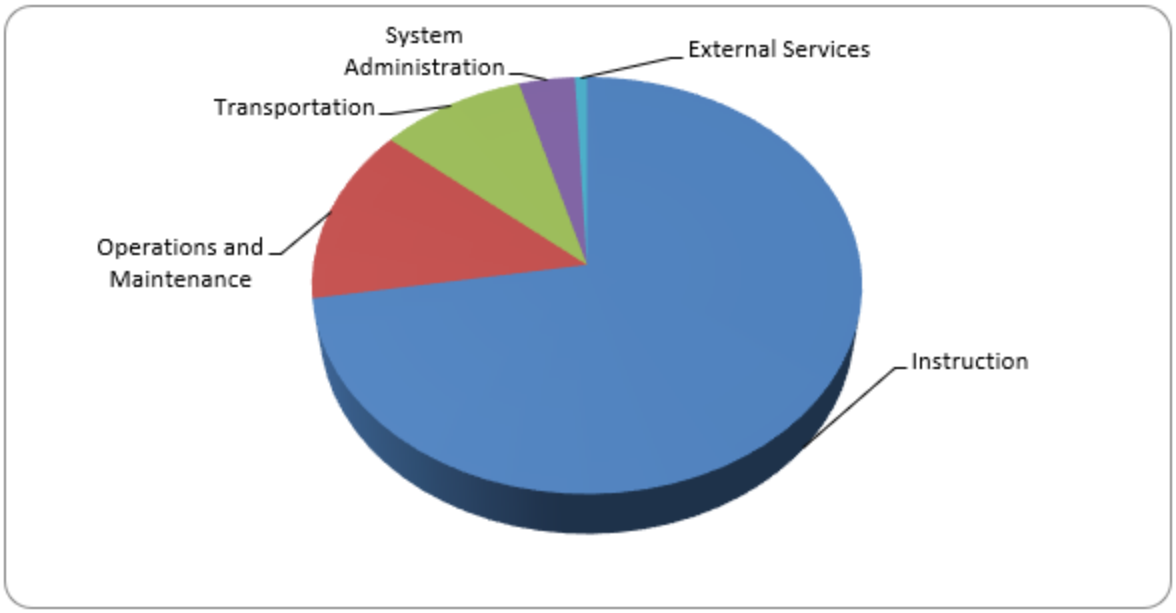
Revenue by Source				
	2024-25 Budget	2024-25 Actual	from Budget ($)	Variance from Budget (%)
Government of Alberta	62,686,764	63,495,792	809,028	1.3%
Federal Government and other government grants	350,000	615,274	265,274	75.8%
Fees	831,834	947,775	115,941	13.9%
Sales of Services and Products	854,556	915,522	60,966	7.1%
Investment Income	348,344	375,172	26,828	7.7%
Donations and other contributions	560,623	734,557	173,934	31.0%
Other Revenue	127,015	922,580	795,565	626.4%
Total	**65,759,136**	**68,006,672**	**2,247,536**	3.4%

In 2024-2025, the division sold the Eldorado land to the Town of Drayton Valley. This is noted above under the Other Revenue category.



Expense by Program (2024-2025 Actual):

Expense By Program				
	2024-25 Budget	2024-25 Actual	Variance from	Variance from Budget (%)
Instruction	47,330,537	48,144,812	814,275	1.7%
Operations and Maintenance	10,697,271	10,630,814	(66,457)	-0.6%
Transportation	7,039,571	7,022,890	(16,681)	-0.2%
System Administration	2,279,954	2,344,222	64,268	2.8%
External services	287,283	364,217	76,934	26.8%
Total	**67,634,616**	**68,506,955**	**872,339**	1.3%



For more information, please contact Associate Superintendent - Business and Finance at 403-845-3376 or secretarytreasurer@wrsd.ca

[WRSD Audited Financial Statements]

[Provincial roll up of AFS information]

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report. Wild Rose School Division reported no disclosures for 2024-25.