



# Grande Prairie Public School Division

Board Chair: Joan Nellis

Superintendent of Schools: Alexander (Sandy) McDonald

## 3-Year Division Education Plan

For the school years 2024/2025 to 2026/2027

Year 2 - 2025/2026

Submitted May 2025



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds

<http://www.gppsd.ab.ca>



GPPSD2357

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## Message from the Chair of the Board of Trustees

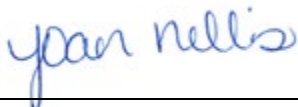
The work of our school division is to ensure every student succeeds, and our Board shares the high expectations that our stakeholders have for student success in Grande Prairie Public. Our collective high expectations are reflected in the core priorities of this plan, of the outcomes for students and staff we plan to achieve, and in the strategies our schools will use to achieve those outcomes and ensure the success of every student. As part of our governance role, our Board engages with staff liaison groups and school councils throughout the year. We also hear directly from school administration teams about the work staff are doing in each school to support student success. As we engage with stakeholders, we are very proud to see and hear references to this plan and to hear of the significant efforts of our staff to promote the continual improvement of the quality of education in our schools. Thank you for reading this plan, and for the contribution you make to ensuring every student succeeds.

## Message from the Superintendent of Schools

This plan identifies the priorities our staff will focus on to drive student growth and achievement for the next three years. The priorities in this plan are very similar to those in our previous 3-year plan and have been identified through the analysis of student achievement data and through engagement with students, parents and staff in a variety of different surveys. This plan extends and goes deeper than our prior 3-Year Education Plan, however. Included are the strategies we will use to achieve our goals for students and the measures we will use to track our progress. If you are interested in learning more, I encourage you to speak to your school's principal to learn more about the specific details of what you can expect to see in our schools as we all work to realize the priority outcomes included in this plan. Thank you for reading this plan and your support for our mission!

## Accountability Statement

The Education Plan for Grande Prairie Public School Division, in effect commencing May 27, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in consideration of the context of the provincial government's business and fiscal plans. The Board has used evidence of student growth and achievement from its performance results and other sources of information to develop this plan and is committed to implementing the strategies contained within the plan to continually improve student learning and results. The Board approved and adopted this updated 2024-2027 3-Year Education Plan on May 27, 2025.



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**Joan Nellis**  
Chair, Board of Trustees



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**Alexander (Sandy) McDonald**  
Superintendent of Schools

# Who we are!

## *A Learning Community in which Every Student Succeeds*

**Preschool to Grade 12**



**9000 Students**



**1000 Staff**



The Grande Prairie Public School Division has been helping students achieve personal growth and academic success in the city of Grande Prairie since 1911.

### **Public Meetings of the Board of Trustees**

Public meetings of the Board are held on the 2nd and 4th Tuesday of every month at 6:00 pm. Some exceptions apply. Visit <https://www.gppsd.ab.ca/board/Pages/Board-Meetings> for current dates/times and to learn more about the process for attending meetings.

## Universal Guiding Principles

The Board of Trustees established the universal principals that follow to guide decision making in the division. For everything we decide to do, we will hold ourselves accountable and we will ask:

- Is it good for students?
- Will it build trust and good relationships?
- Will it help us improve?
- Is it a responsible thing to do?
- Are we being open, honest, and ethical?

## Our Programs of Choice

We are proud to offer parents a variety of different high quality learning choices for their students. The programs listed below exist to provide enhanced opportunities for students to learn and grow:

Pre-Kindergarten

French Immersion Preschool to Grade 12

Christian Education

Outreach Education

Off-Campus, Dual Credit & Trades Education

STEM Learning

International Student

KinderPAL

Montessori Preschool to Grade 6

Academy Sports & Athletics

International Baccalaureate

Music Programming

Home Schooling

Child Care Provider Partnerships

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## Our Commitment

Learning is not just an expected outcome for students, it is a system-wide belief that is necessary for us to ensure every student succeeds. Prioritizing student growth and achievement requires that our division commits fully to supporting the professional learning of the adults in our division. Our school year calendar, system structures, practices and expectations all support ongoing professional learning of individuals and groups.

Evidence of student growth and achievement is used to inform the planning and decision making that happens in the division and to assess our progress. A summary of our evidence of progress will be prepared annually into an Annual Education Results Report (AERR) in the fall of every school year. The AERR will be shared with Alberta Education and shared and reviewed with our school division community as well.

This plan also acknowledges our collective responsibility to the reconciliation process and to work towards the 'Calls to Action on Education' established by the Truth and Reconciliation Commission. We are committed to providing opportunities for all staff and students to understand, and to appreciate, the historical and contemporary experiences, traditions, cultures, worldviews, and ways of knowing of Indigenous peoples.

## What's New in The Second Year of This Plan

The updated 3-Year Education Plan, approved May 27, 2025, continues the work described in the previous year plan and reported on in the division's Annual Education Results Report. Evidence from student achievement results, staff, student, and parent survey results, and in individual school plans support a continued focus on our current 3 priority areas. There are, however, a few small changes from the previous plan worth noting:

- The three priority areas in this plan remain the same.
- Priority Area 2, Belonging, feedback from schools was to broaden the work of anti-racism. To achieve this, the focus has widened to include the development of strategies to build capacity for understanding, empathy and mutual respect for all to address intolerance and discrimination.
- Priority Area 3, Leading, has an additional strategy focused on building instructional capabilities of staff to provide equitable learning opportunities for all students.

# Our Education Plan has 3 Priorities:

## Priority 1: Teaching and Learning

**Outcome: Student success is ensured through quality teaching in optimum learning environments.**

- The Optimum Learning Framework outlines expectations for responsive planning, assessment practices, and instruction, aligned to the curriculum, to support the diverse learning needs of all students
- Literacy and Numeracy Guiding Documents identify consistent practices to advance students' literacy and numeracy skills
- Teachers are supported to implement curriculum
- Intentional communication between school and families to support individual student growth and achievement

**Outcome: Students are supported to succeed from early learning to high school completion and beyond.**

- Multiple pathways and a continuum of supports respond to student needs to prepare them to complete high school
- Students are taught to self-reflect, set goals, and persevere to increase their preparedness to transition through their schooling
- Students and families are provided opportunities to explore career pathways and develop their preparedness to transition to life beyond high school

**Outcome: Students who self-identify as Indigenous experience improved achievement.**

- Indigenous Education Guiding Document identifies knowledge, processes, and actions that support culturally responsive pedagogy

### *Measures*

#### **Alberta Education Assurance Measures**

- PAT & Diploma
- High School Completion Rates
- Student Learning Engagement
- Access to support & services
- Parental Involvement
- Education Quality
- Lifelong Learning
- Successful at work
- Broad Range of Studies

#### **Local Measures**

- Early Years Literacy & Numeracy Assessments (All Students & Indigenous Students)
- Coordinated Classroom Assessments (All Students & Indigenous Students)
- Off Campus CTS, online, and Bridge Network credit attainment (All Students & Indigenous Students)
- Access to a continuum of supports and services
- Prepared to complete and for after high school
- Student engagement & satisfaction
- Student Attendance (All Students & Indigenous Students)
- Parental involvement and satisfaction with learner supports
- Student transition structures and processes



## Priority 2: Belonging

**Outcome: Schools are welcoming, caring, respectful and safe environments where all students, staff, and families have a strong sense of belonging.**

- Continue to build understanding for empathy and mutual respect to address intolerance and discrimination
- Increase understanding of the cultural, contemporary, and historical experiences of Indigenous peoples that support reconciliation

**Outcome: The emotional, physical, and mental health of all students and staff is supported.**

- Sustain and strengthen a supportive culture and structures that support student emotional, physical and mental health
- Continued implementation of Division Wellness Framework to support staff wellness
- Strengthen collaborative connections within the community

### *Measures*

#### **Alberta Education Assurance Measures**

- Welcoming, Caring, Respectful and Safe Learning Environment
- Citizenship

#### **Local Measures**

- Acquiring and applying foundational knowledge
- Welcoming Caring, Respectful, and Safe
- Learner supports
- Citizenship, community, prepared for life after high school
- Active, healthy, well
- Workplace supports wellness
- Student sense of belonging in schools (All Students & Indigenous Students)

## Priority 3: Leading

### Outcome: Leadership ensures quality teaching in optimum learning environments

- Embedded professional growth planning process for all certificated staff
- Strengthen instructional capabilities to provide equitable learning opportunities
- Collaborate with school community to implement a shared vision for student engagement, learning, and well-being
- Use evidence to plan, monitor and assess progress
- Promote innovation, positive change and commitment to continuous improvement

### Outcome: Leadership is distributed and collaborative

- Build staff leadership capabilities to enhance distributed leadership
- Strengthen collaborative skills, structures, and processes with students, staff, and school councils
- Continue to engage with the school community to inform decision-making

#### *Measures*

##### **Alberta Education Assurance Measures**

- Professional Learning
- Students involved in school community

##### **Local Measures**

- Professional Learning
- Collaborate in decision making
- Inquiry-based professional growth plan process
- Leadership program participants and staff leadership course completion

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## IMPLEMENTATION PLAN

Successful implementation of this plan will occur from the collective commitment of staff, at all levels, to the following key concepts and principles:

### Processes

It is evident, from practice and research, that the quality of instruction students receive and the leadership that exists in the system are the most important school-based factors that impact student growth and achievement.

This plan:

- Establishes outcomes and strategies for staff;
- Outlines the alignment of planning, at all levels of the system;
- Is developed to support all staff to connect with our priorities and desired outcomes;
- Uses evidence of student growth and achievement to inform the planning and decision making in the division.

### Insights from Results Analysis

The 2023-2024 Annual Education Results Report (AERR) identified a system focus on supporting student academic achievement highlighting areas of growth and opportunities to support students.

The collective efforts of all staff have seen a positive impact on student growth throughout kindergarten to grade 12. Intentional planning for all students ensures multiple entry points for learners. Multiple interventions and a focus at the high school on multiple pathways to high school completion, continues to support students. Student transitions within K-12 and into the world of work are identified as areas for growth.

Division Assurance Survey results identified a high level of staff satisfaction with support for professional learning within the division. The strategic focus of System Leadership's planning to support school administration as instructional leaders, and school administration planning to support their staff, is key in ensuring continued growth.

Indigenous ways of being, knowing and doing enhance our learning for staff and students. The Division's Indigenous Education guiding document will provide a foundation upon which staff members can deepen individual and collective knowledge to meet the holistic needs of all students. While Indigenous students are at or above provincial averages on most PAT exams and over half of Diploma exams, we continue to support the achievement of our Indigenous students at all grade levels.

A focus on social emotional learning, wellness, and Indigenous foundational knowledge have supported welcoming, caring, respectful and safe school communities. We continue to strengthen strategies for improving student and staff sense of belonging. Making diversity and cultures visible in



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schools will provide opportunities for increased equity, intercultural understanding and outcomes related to Reconciliation.

In the 2025-2026 school year we are engaging in a collaborative partnership with CASA Mental Health and Peace Wapiti Public School Division to intentionally support more targeted student mental health within a CASA Classroom.

After analyzing results from our Division Assurance Survey we engaged in a more targeted ThoughtExchange with families of students who have either an Individualized Program Plan or an Individualized Behaviour Support Plan. Common themes we heard from parents across the Division are:

- Parents desire meaningful involvement in the creation and review of their child's individual program plan, programming, and goals. Parents want to be active members of their child's learning team.
- There is a need for more frequent and meaningful communication between teachers and parents.
- Parents value the efforts of teachers and want to increase ways to work together to create and implement effective strategies that lead to furthering success for their students.

Our next steps are to work directly with school leadership and other dedicated staff in using what we learned to improve parental experience as they navigate schooling for their child who has specialized needs.

### Professional Learning

With a focus on ensuring student growth and achievement, division structures support professional learning at the system, school, and individual level. These include:

- Inquiry-based professional growth plans, aligned with the professional practice standards, are supported by leadership;
- Staff professional learning days, which may include school improvement planning, professional learning, individual growth planning or collaborative time, are scheduled monthly;
- Administrator professional learning is scheduled monthly;
- Facilitated teacher professional learning, aligned with the Optimum Learning Framework and curricular areas;
- Supported opportunities to increase our system understanding of Truth and Reconciliation.

### Resourcing our System

The division's allocation model resources the priority areas and strategies outlined in the Division 3-Year Education Plan. Targeted staffing, a focus on professional learning and operational support for key initiatives support the implementation of the plan.

Staffing allocations:

- Instructional Staff: Classroom Teachers, Administrators, Learning Support Teachers, High School Completion, Curriculum Lead, Numeracy/Literacy Coordinators, PUF Pre-Kindergarten, Educational Programmers, music specialists, STEM leads, Intervention Program Leads.
- Non-Instructional Staff: Social Workers, K-3 Interventionists, EAL Interventionists, multi-disciplinary professional support staff, indigenous programming coordinator, indigenous liaisons, family outreach.

### **Supports for Key Initiatives:**

#### **Frameworks and Resource Documents**

Frameworks serve as guidelines providing a common language and shared understanding around expectations of consistent practice for both the teacher and the leader.

- Optimal Learning Framework (OLF): foundational framework for quality teaching (planning, instruction, assessment through the curriculum)
  - Numeracy and Literacy Guiding Documents
  - Planning Companion Document
  - Indigenous Education Guiding Document
  - English as an Additional Language Resource Guide
- Wellness Framework
- Career Pathways Framework

#### **Curriculum Implementation**

The division has been intentional and purposeful to ensure the system is prepared to support continued implementation. Lead teachers with subject-area expertise support the implementation of new curricula through enhancing teacher understanding of curriculum design and architecture, planning, assessment and supporting instruction with resource development and curation. The flexibility of the system ensures that continued teacher and leader knowledge is differentiated. Working groups ensure that classroom teachers have the opportunity to be supported through the piloting and implementation processes.

#### **Intervention**

- K-3: Early Literacy and Numeracy intervention project: Focusing on students identified through provincial assessments, this intervention program is supported by lead teachers and education assistants;
- 4-8: English as and Additional Language (EAL) project: Focusing on EAL this intervention program is supported by lead teachers and education assistants at schools with needs identified among the target population;
- 9-12 High School Completion: Focusing on ensuring students complete high school, this is supported by teachers at high school who work within the student services teams at each site.

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## Engagement

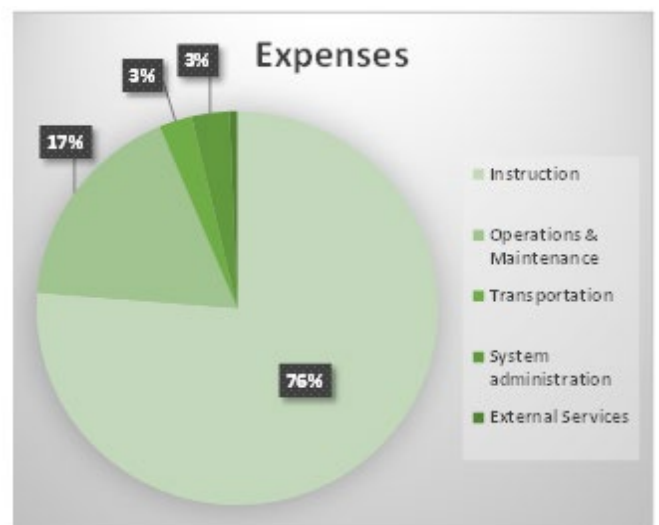
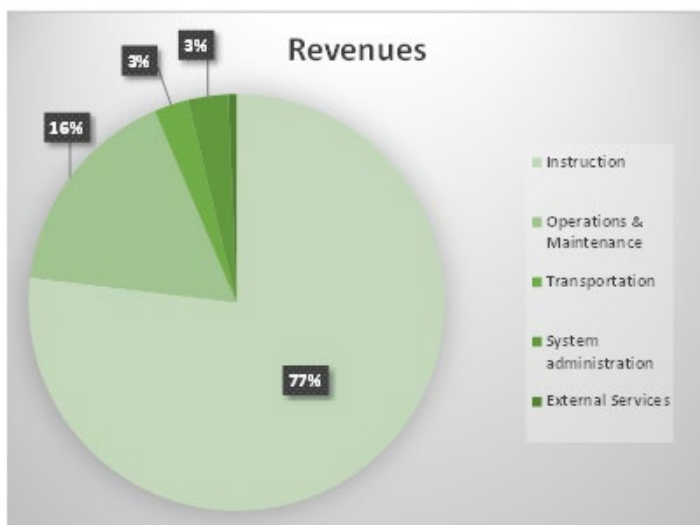
Meaningful engagement is evident in our work. Informing, collaborating, seeking feedback and engaging in structured activities with stakeholders enhances decision making. The work of principals with their School Councils and the information collected from staff, student, and parent Assurance Surveys, are examples of practices that help us to identify evidence to inform our planning and to assess our success. Other types of engagements include employee liaison groups, administration and teacher committees, Council of School Councils, Board of Trustee Student Advisory, and school-trustee assurance meetings.

# 2025-2026 Budget

## Budget Principles

The Board of Trustees reaffirmed the following budget principles to guide the Division's administration team in preparing the budget:

- The 2025-2026 GPPSD Budget shall be developed in alignment with the principles identified in Board Policy 1: GPPSD Mission and Guiding Principles.
- The Division's budget shall be developed to support the 3 priority areas identified in the Division's Strategic Plan: Teaching and Learning, Belonging, and Leading.
- The Division's budget shall be developed collaboratively. Principals and site supervisors will discuss the school and system priorities with staff and school councils and provide feedback from their school to inform the budget development process.
- All students deserve access to a learning environment that will meet their specific needs. The Division's budget shall support diversity and equity in our schools for the purpose of helping every student to succeed.
- The Division's budget shall support the continuous improvement of our Division.
- The Division's budget shall prioritize the provision of front-line services to students.
- The Board and Division administration shall continue to strive to find financial efficiencies inside and outside the Division.
- The Division's budget shall consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board.
- The budget planning process shall consider the long-term sustainability of optional programs offered within the Division.
- The Division shall allocate resources equitably to ensure that all schools, regardless of size, allow students to have access to high quality education resources regardless of socioeconomic status or demographic factors



	Revenues	Expenses
Instruction	\$ 90,120,705	\$ 90,054,922
Operations & Maintenance	19,490,782	20,585,870
Transportation	3,122,803	3,122,803
System administration	3,666,829	3,588,291
External Services	747,805	747,805
<b>Total</b>	<b>\$ 117,148,924</b>	<b>\$ 118,099,691</b>

Link to budget documents: [Division Budget - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca/Division-Budget)

## 2026-2029 Capital Plan

The Grande Prairie Public School Division maintains 18 facilities for a student population of nearly 9,000 students. In the recent couple of years, the City of Grande Prairie has benefited from families moving into the province from across Canada as well as outside of the country. As a result, our Division has experienced significant growth over recent years. With enrolment growth near 1.7% in the current year, our short-term outlook indicates increased enrolment pressure to occur in our high schools. To meet future growth our three-year capital plan focuses on the need to expand the Division's high school capacity from current level. To meet the growth needs, the three-year capital plan addresses the largest priorities for the Division's facilities. The latest three-year plan includes core building additions at one of our two high schools, along with a new school, modernization and a new replacement school.

### Capital Plan Priorities

Facility	Configuration	Project Description	Capacity
Kensington School	K-8	New School	750
Harry Balfour School	K-8	Modernization	600
Charles Spencer High School	9-12	Core building addition	1,200
Crystal Park School	K-8	Replacement School	680

Link to Capital plans: [Division: School & Facilities Planning - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca/Division-School-Facilities-Planning)

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## Infrastructure, Maintenance and Renewal Projects

The Division's maintenance team continually addresses the normal wear and tear on our facilities to ensure the safety of all students, staff, and public visitors. Planning in this area includes the following identified priorities:

Infrastructure, Maintenance and Renewal Planning	Location
Playground Repairs	Roy Bickell
Landscaping	Riverstone
Replacing Ceiling Tiles	Parkside
Painting	All Schools
Sidewalk and Fencing	Ecole Montrosse
Landscaping	Isabell Campbell
Flooring	Crystal Park
Heating Coils Replacement	Charles Spencer High School
Ceiling Tiles and Lighting Replacement	Avondale
Landscaping	Aspen Grove

## Capital, Maintenance and Renewal Projects

Capital, Maintenance and Renewal Planning	Location
Flooring Replacement	Alexander Forbes
Concrete and Parking Lot Repair	Composite High School
Sidewalk Replacement	I.V. Macklin Public School
Lighting Controls Upgrade	Maude Clifford