



Livingstone Range
SCHOOL DIVISION

ANNUAL EDUCATION RESULTS REPORT

2023-2024



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Board of Trustees



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Accountability Statement

The Annual Education Results Report for Livingstone Range School Division for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023-2024 was approved by the Board on November 26, 2024.

Lori Hodges
Board Chair
(original signed)

Foundational Statements



Livingstone Range
SCHOOL DIVISION

Mission

Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.

Vision

Every student, every day.

Core Values

- Student-Centered
- Leadership
- Integrity
- Wellness
- Place-Based

Stakeholder Engagement

The Board of Trustees of LRSD believes strongly in involving stakeholders in the planning and reporting process - most importantly parents, students, staff, and communities. The Board has an [Assurance Framework Policy](#) that clearly articulates the need for transparency, collaboration, and full parental, student, and staff involvement throughout this process. Schools within our jurisdiction are expected to:

- Review data with their School Councils, school staff and students
- Annually review and revise school-based Education Plans
- Display 'scoreboards' in the school highlighting school priorities and progress
- Engage regularly with stakeholders through surveys or other engagement strategies

Livingstone Range School Division [Administrative Procedure 102 School Education Plan & Annual Education Results Report](#) contains additional information for principals when preparing their school education plans and results reports.

Student Success Plan Measurement Survey

November 2023 | From November 1 to 8, 2023 staff, parents/guardians, and Grade 5 & 11 students were invited to provide feedback on progress toward select goals in Livingstone Range School Division's Student Success Plan 2021-2024.

792 respondents provided feedback to questions in our priority area of Engagement, as it relates to students setting and achieving goals. 80% of participants indicate that they are aware of personal and collective goal-setting opportunities at school, while 81% of respondents agree that setting and achieving goals is integrated into their school culture. 88% of staff reported that students are taught how to set achievable goals and develop a plan to accomplish them.



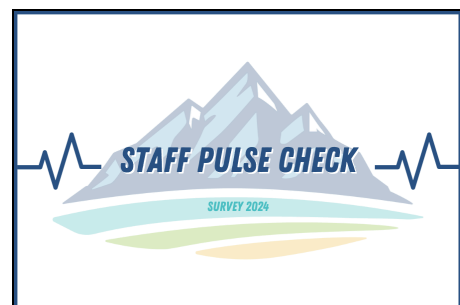
Granum School 4-Day Week

February-March 2024 | At a community engagement session on February 27, 2024 Superintendent Darryl Seguin presented information about a 4-day school week. Feedback from parents indicated that a lack of childcare in the community was a major barrier to a 4-day school week. LRSD worked with childcare providers in neighboring Fort Macleod to develop a childcare option in Granum School. With this support in place, on March 18, 2024 families of Granum School voted 94.4% in favor of a 4-day school week to begin in the 2024-2025 school year.



STAFF PULSE CHECK SURVEY

February 2024 | We asked all current staff to provide feedback on their employee experience in the areas of



Engagement, Empowerment, Culture, Communication, Recognition, Growth, Wellness, and Leadership. 382 staff members responded to the survey. The results showed that staff feel proud to be part of LRSD, that they have opportunities to make meaningful contributions in their roles, and that their manager or team understands and appreciates the work they do. The survey also revealed that we have work to do when it comes to inspiring staff with our mission, vision, and core values; continuous growth and career opportunities; and integrating our value of wellness in all we do.

This feedback is used to help departments and schools find strategies to help ensure a positive staff experience for our valuable staff division-wide.

Student Success Plan Measurement Survey

February 2024 | From February 12-19, 2024 Grade 10-12 students and their parents were invited to provide feedback on progress toward select goals in Livingstone Range School Division's Student Success Plan 2021-2024.

156 respondents provided feedback to questions in our priority area of 21st Century Knowledge, Skills, & Attributes (Life Skills) area goals that: 1) All students have access to career and life preparation programming, and 2) LRSD schools continue to offer robust off campus programs. The results indicated that 71% of respondents are aware of career and life preparation programming opportunities and 46% have accessed the school's Career Practitioner. 69% of respondents are aware of Off Campus programming and 51% have participated in programs such as work experience, RAP, or Green Certificate.

A lower-than-expected participation rate may affect the results of this survey. Despite the good work being done in career and life preparation programming and off campus programming, there is a general lack of awareness of offerings.



4-Day School Week Stakeholder Engagement

April-June 2024 | As the Board of Trustees explores the option of a 4-day school week they seek the feedback from staff, parents, students, education partners, and the community. From April to June 2024, more than 300 stakeholders were invited into conversation, either in person or through a staff survey. In this exploratory phase, the majority of feedback is related to concern for staff losing income and the effect of a longer day on students. Stakeholder engagement will continue through November 2024.



MEASURABLE RESULTS ASSESSMENT

May 2023 | The Measurable Results Assessment (MRA) tool is used to focus on improving leadership, culture,



and academics in the *Leader in Me* process. Parents, students, and staff across the division are invited to participate annually in the MRA, which identifies strengths and weaknesses in order to develop improvement plans and monitor progress.

NANTON SCHOOLS ADVISORY COMMITTEE

Composed of elected officials in these communities, Trustees, and Division staff, the Nanton Schools Advisory Committees met to provide feedback on new and modernized schools, programming opportunities to consider for the future, and to engage stakeholders.



ONGOING ENGAGEMENT OPPORTUNITIES

- **School Councils:** Schools engage with families in conversation around school goals and strategies as well as school operations and budgets. Trustee representatives attend each school council meeting.
- **Regional School Council:** Led by Trustees, the Regional School Council meets three times per year. Meetings focus on creating greater awareness and understanding of division priorities and provide capacity building for school council chairs.
- **First Nations, Métis and Inuit Staff Working Committee:** Supported by Division staff, each school provides a representative who attends meetings throughout the year to build capacity and knowledge around TQS and LQS #5.
- **Literacy and numeracy committees:** Supported by Division staff, school representatives gather regularly to analyze division literacy and numeracy data, discuss research based best practices and provide input into strategies for continued improvement.

Publication

Information included in the Annual Education Results Report will be communicated to parents and the public on the Livingstone Range School Division website at <https://www.lrsd.ca/our-division/aerr-3-year-plan>, and at School Council Meetings.

Information to determine the progress in LRSD was primarily gathered through the use of:

- 2023 Alberta Education Assurance Measures
- Provincial Achievement Tests and Diploma Examinations
- Common Division Assessments (STAR, CAT's) & Provincial screeners
- Data obtained from our 14 community schools, Virtual School and 13 Hutterite Colony Schools from the 2023-2024 school year
- Schools' Annual Education Results Reports
- Measurable Results Assessment (perception survey grades 3-12 for students, parents & staff)

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, division office personnel, and school administrators.

Profile of Livingstone Range School Division

Where the prairies meet the Rocky Mountains in southwestern Alberta, Livingstone Range School Division (LRSD) inspires excellence through meaningful relationships, innovation, and collaboration.

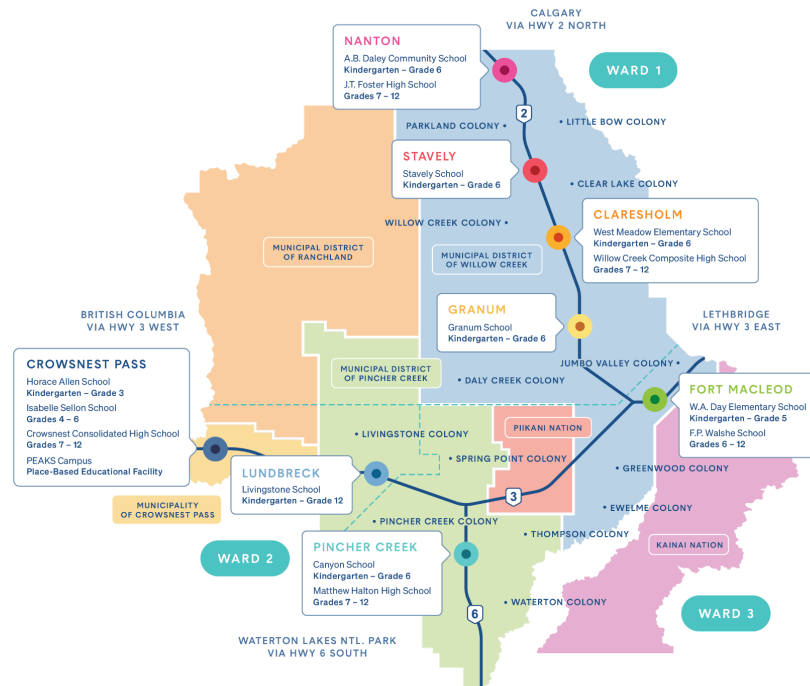


Our Division is home to 14 schools and 13 Hutterite Colony schools in 8 distinct communities. The Division serves a population of approximately 25,000 and spans more than 9,500 square kilometers. From the Town of Fort Macleod in the east, to the Crowsnest Pass at the western provincial border, and from the Town of Nanton in the north, to Waterton Lakes National Park at the southern provincial border, Livingstone Range School Division's people are as diverse as its natural landscape.

There were 3,776 (3,602 Full-Time Equivalent) students during the 2023-2024 school year, with an operating budget of approximately \$57.2 million.

The School Division is bordered by two First Nation communities, Kainai (Standoff) and Piikani (Brocket). While both of these communities have their own education systems that are federally funded, some students choose to attend schools in LRSD. In addition to those students that attend school from the reserve, LRSD also has numerous self-identified Indigenous students that live in the local communities. The Division has a close working relationship with the two Indigenous school boards in the area, and strives to develop positive Indigenous cultural awareness in our schools.

The economy of the area is predominantly agriculture/ranching-based with an energy sector and light manufacturing employment as well. Our rural communities have experienced population decline, making it challenging to offer comprehensive programs and services in some areas.



Wildly Important Goals (WIGs), Outcomes, & Strategies

Leadership

Target: Students develop the mindsets, behaviors, and skills to be effective, lifelong leaders.

Wildly Important Goal #1 | Leadership

LRSD student leadership, as measured by the Measurable Results Assessment (MRA), will increase from 69% to 80% by June 2026.

Culture

Target: Livingstone Range School Division is a welcoming, inclusive, supportive environment where students feel valued and actively engaged.

Wildly Important Goal #2 | Culture

Livingstone Range School Division supportive student environments as measured by the Measurable Results Assessment will increase from 71% to 80% by June 2026.

Academics

Target: Teachers play a meaningful role in helping their school reach their Wildly Important Goals that includes providing their students with the knowledge, opportunity, and support to set and achieve personally meaningful goals.

Wildly Important Goal #3 | Academics

LRSD will increase the number of students achieving the acceptable standard in the following assessments by June 2026.

- Cumulative Provincial Achievement Test results will increase from 62.2% to 80% acceptable standard by June 2026.
- Cumulative -1 Diploma results will increase from 67.8% to 95% acceptable standard by June 2026.
- Cumulative -2 Diploma results will increase from 69.4% to 85% acceptable standard by June 2026.

Alberta Education Assurance Measures – Overall Summary

Fall 2024 Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Livingstone Range 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	81.7	81.6	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.5	79.8	80.4	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	75.3	78.5	80.8	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	85.4	87.7	83.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	71.2	67.9	67.9	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	21.5	12.0	12.0	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	55.8	54.9	54.9	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	12.2	10.9	10.9	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	77.2	72.1	72.1	81.5	80.3	80.3	Low	Improved	Acceptable
Diploma: Excellence	13.8	10.2	10.2	22.6	21.2	21.2	Intermediate	Improved	Good	
Teaching & Leading	Education Quality	86.5	85.9	87.0	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	84.1	85.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.9	78.6	80.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	78.0	73.7	74.4	79.5	79.1	78.9	Intermediate	Improved	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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

Domain: Student Growth & Achievement

COMMENTS ON RESULTS

STUDENT LEARNING

Overall, the grade six achievement and proficiency results remained at or above the provincial average in the category of acceptable standard in both social studies and science. LRSD grade six students achieved the standard of excellence at rates higher than the province. The grade nine cohort did not achieve similar results in acceptable or excellence standards compared to the province. Junior high academic results remain an area of concern. Mathematics 9 is an area in particular that Livingstone Range continues to focus on. Strategies that will continue include allocating time for numeracy lead teachers to meet and discuss best practices, analyze data from common assessments and participate in professional learning around [Building Thinking Classrooms](#) with Peter Liljedahl.

Combined Grade 6 PAT Results Across All Courses

Grade 6 PAT Results	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Acceptable Standard	N/A	N/A	72.0	67.9	71.2	Intermediate	Maintained	Acceptable
Standard of Excellence	N/A	N/A	18.7	12.0	21.5	High	Improved Significantly	Good

Combined Grade 9 PAT Results Across All Courses

Grade 9 PAT Results	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Acceptable Standard	N/A	N/A	50.9	54.9	55.8	Very Low	Maintained	Concern
Standard of Excellence	N/A	N/A	8.7	10.9	12.2	Low	Maintained	Issue

PAT Results Course By Course Summary (Overall)

		Livingstone Range School Division						Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Low	Maintained	Issue	138	69.6	249	71.9	53,806	68.8	54,859	66.7
	Standard of Excellence	High	Improved Significantly	Good	138	30.4	249	20.9	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	316	71.2	249	67.9	60,804	68.5	57,655	66.2
	Standard of Excellence	High	Improved Significantly	Good	316	21.5	249	12.0	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	266	65.8	279	65.6	59,096	69.5	56,255	71.4
	Standard of Excellence	Low	Maintained	Issue	266	8.3	279	8.6	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	Low	n/a	n/a	13	46.2	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	Low	n/a	n/a	13	0.0	n/a	n/a	1,465	5.6	1,254	5.7
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	259	42.9	270	45.2	58,577	52.7	55,447	54.4
	Standard of Excellence	Low	Maintained	Issue	259	10.8	270	8.5	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	Low	Improved	Acceptable	20	50.0	13	30.8	1,967	52.2	1,815	52.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	15.0	13	7.7	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	267	60.7	276	59.8	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Improved	Excellent	267	19.1	276	15.6	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	Low	n/a	n/a	12	41.7	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	Low	n/a	n/a	12	0.0	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	267	55.4	281	51.6	59,125	60.5	56,309	58.4
	Standard of Excellence	Low	Maintained	Issue	267	11.6	281	11.0	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	Low	n/a	n/a	12	50.0	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	Intermediate	n/a	n/a	12	8.3	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

COMMENTS ON RESULTS

STUDENT LEARNING

LRSD high school students performed better on Diploma Exams this year than in past years with Acceptable Standard results being higher than the provincial Acceptable Standard results in four exams. LRSD continued to provide professional development for staff especially in literacy and numeracy. InterSchool Collaboration Days provided opportunities for subject specialist teachers to meet and share best practices. Additionally, LRSD students are encouraged to participate in Diploma Prep courses offered in January and June.

	Livingstone Range School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	273	321	329	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	72.1	72.1	77.2	Low	Improved	Acceptable	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	10.4	10.2	13.8	Intermediate	Improved	Good	n/a	n/a	18.2	21.2	22.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

LRSD Diploma Exam Results

Course		Measure		Livingstone Range School Division						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	135	78.5	101	73.3	33,001	84.2	31,493	83.7		
	Standard of Excellence	Intermediate	Improved	Good	135	6.7	101	2.0	33,001	10.1	31,493	10.5		
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	100	89.0	124	91.1	19,219	85.7	17,112	86.2		
	Standard of Excellence	Intermediate	Maintained	Acceptable	100	10.0	124	8.9	19,219	12.9	17,112	12.7		
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7		
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	91	65.9	47	66.0	21,035	75.4	19,763	70.8		
	Standard of Excellence	n/a	Maintained	n/a	91	19.8	47	14.9	21,035	34.9	19,763	29.0		
Mathematics 30-2	Acceptable Standard	n/a	Declined	n/a	44	50.0	62	61.3	15,676	70.9	14,418	71.1		
	Standard of Excellence	n/a	Maintained	n/a	44	9.1	62	9.7	15,676	15.4	14,418	15.2		
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	87	80.5	111	70.3	25,167	85.2	24,023	83.5		
	Standard of Excellence	Intermediate	Improved	Good	87	9.2	111	4.5	25,167	18.7	24,023	15.9		
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	134	82.8	112	75.0	23,985	77.6	21,045	78.1		
	Standard of Excellence	Low	Maintained	Issue	134	6.7	112	6.3	23,985	12.7	21,045	12.3		
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	87	65.5	102	63.7	24,414	83.1	23,270	82.7		
	Standard of Excellence	Low	Maintained	Issue	87	17.2	102	21.6	24,414	33.7	23,270	32.8		
Chemistry 30	Acceptable Standard	High	Improved Significantly	Good	99	83.8	56	53.6	19,955	82.9	18,364	80.5		
	Standard of Excellence	Intermediate	Improved Significantly	Good	99	23.2	56	8.9	19,955	38.0	18,364	37.0		
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	23	91.3	37	83.8	9,955	85.1	9,241	82.3		
	Standard of Excellence	Very High	Improved Significantly	Excellent	23	65.2	37	32.4	9,955	43.1	9,241	39.9		
Science 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	8,439	81.3	8,007	79.4		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	8,439	24.6	8,007	23.1		

Notes

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS ON RESULTS - First Nations, Métis and Inuit STUDENT LEARNING

Our First Nations, Métis and Inuit students experienced lower than anticipated achievement results this year. It is encouraging to see that the First Nations, Métis and Inuit results for ELA 30-2 and Social 30-2 are higher than the provincial averages. We are committed to continue focusing on designing appropriate support structures to help them experience greater success. Strategies such as Indigenous land-based camps, Elders in schools, increased mental health support and the utilization of success coaches will continue as supports for First Nations, Métis and Inuit students in our schools. Additionally, staff will participate in professional development focused on building their individual and collective efficacy through Collaborative Response structures and learning more about high impact instructional strategies and conditions through a study of Hattie's Visible Learning and Teaching meta-analysis.

LRSD Provincial Achievement Test Results — Grade 6 & 9 First Nations, Métis and Inuit

		Livingstone Range School Division							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Very Low	Declined Significantly	Concern	10	20	21	61.9	3,851	51.4	3990	46.0
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	21	9.5	3,851	12.3	3990	9.0
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	33	33	21	57.1	4,556	48.7	4332	45.3
	Standard of Excellence	Very Low	Declined	Concern	33	3	21	9.5	4,556	7.3	4332	6.5
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	27	33	37	29.7	4,556	49.5	4375	49.2
	Standard of Excellence	Very Low	Maintained	Concern	27	0.0	37	0.0	4,556	4.7	4375	4.4
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	N/A	N/A	388	42.8	297	43.8
	Standard of Excellence	*	*	*	3	*	N/A	N/A	388	4.9	297	3.7
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	20	4.0	35	2.9	4361	28.7	4197	28.7
	Standard of Excellence	Very Low	Maintained	Concern	25	0.0	35	0.0	4361	4.8	4197	3.8
K&E Mathematics 9	Acceptable Standard	*	*	*	5	*	N/A	N/A	485	43.7	440	48.9
	Standard of Excellence	*	*	*	5	*	N/A	N/A	485	6.2	440	11.1
Science 9	Acceptable Standard	Very Low	Maintained	Concern	27	22.2	37	18.9	4477	46.0	4380	42.1
	Standard of Excellence	Very Low	Maintained	Concern	27	0.0	37	0.0	4477	8.5	4380	7.1
K&E Science 9	Acceptable Standard	*	*	*	3	*	N/A	N/A	373	46.6	281	48.4
	Standard of Excellence	*	*	*	3	*	N/A	N/A	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Very Low	Improved	Issue	27	33.3	37	18.9	4498	39.0	4393	34.1
	Standard of Excellence	Very Low	Maintained	Concern	27	0.0	37	0.0	4498	6.3	4393	4.9
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	37	18.9	351	46.2	262	45.4
	Standard of Excellence	*	*	*	3	*	37	0.0	351	9.4	262	7.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Combined Grade 9 FNMI PAT Results Across All Courses

Grade 9 PAT Results	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Acceptable Standard	N/A	N/A	32.8	18.4	26.7	Very Low	Maintained	Concern
Standard of Excellence	N/A	N/A	1.1	0.7	0.8	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

LRSD Diploma Exam Results — First Nations, Métis and Inuit

		Livingstone Range School Division						Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	7	71.4	6	66.7	1402	81.7	1286	78.3
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	6	0.0	1402	6.9	1286	6.1
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	18	88.9	13	92.3	2010	86.0	1833	86.5
	Standard of Excellence	Very Low	Declined	Concern	18	0.0	13	15.4	2010	10.8	1833	9.9
Mathematics 30-1	Acceptable Standard	*	*	*	4	*	N/A	N/A	634	64.4	566	60.6
	Standard of Excellence	*	*	*	4	*	N/A	N/A	634	17.0	566	15.0
Mathematics 30-2	Acceptable Standard	*	*	*	4	*	N/A	N/A	785	64.8	742	65.8
	Standard of Excellence	*	*	*	4	*	N/A	N/A	785	10.1	742	12.1
Social Studies 30-1	Acceptable Standard	*	*	*	5	*	6	50.0	1071	79.1	986	73.0
	Standard of Excellence	*	*	*	5	*	6	0.0	1071	10.6	986	8.6
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	18	83.3	13	92.3	2091	72.9	1933	72.3
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	13	0.0	2091	6.6	1933	5.4
Biology 30	Acceptable Standard	*	*	*	4	*	N/A	N/A	1041	72.8	902	72.5
	Standard of Excellence	*	*	*	4	*	N/A	N/A	1041	17.0	902	19.1
Chemistry 30	Acceptable Standard	*	*	*	1	*	N/A	N/A	614	78.2	550	70.0
	Standard of Excellence	*	*	*	1	*	N/A	N/A	614	23.5	550	24.0
Physics 30	Acceptable Standard	*	*	*	1	*	N/A	N/A	280	80.4	250	72.0
	Standard of Excellence	*	*	*	1	*	N/A	N/A	280	23.2	250	26.8
Science 30	Acceptable Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	480	78.1	470	75.3
	Standard of Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A	480	18.5	470	18.7

Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS ON RESULTS - English as an Additional Language (EAL)

STUDENT LEARNING

The majority of LRSD EAL students are from our 13 Hutterite Colonies. The number of EAL students in LRSD has remained consistent over the past several years. Additional academic support is provided to EAL students in LRSD. Low numbers of EAL students write the Provincial Achievement Tests and Diploma Exams. Although the LRSD EAL students who wrote Diploma Exams were small in number, they performed well, exceeding the provincial average for Acceptable Standard as well as in the Standard of Excellence. The LRSD EAL students who wrote the Provincial Achievement Tests struggled this year. Teaching staff will participate in professional development focused on building their individual and collective efficacy through Collaborative Response structures and learning more about high impact instructional strategies and conditions through a study of Hattie's Visible Learning and Teaching meta-analysis.

Fall 2024 Alberta Education Assurance Measures – EAL Summary

Assurance Domain	Measure	Livingstone Range 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	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	76.4	*	N/A	72.0	72.8	76.7	Intermediate	N/A	N/A
	5-year High School Completion	*	*	N/A	88.1	88.7	87.2	*	N/A	N/A
	PAT6: Acceptable	40.6	41.4	41.4	64.6	65.4	65.4	Very Low	Maintained	Concern
	PAT6: Excellence	3.1	0.0	0.0	16.5	15.7	16.7	Very Low	Maintained	Concern
	PAT9: Acceptable	39.6	4.8	4.8	52.7	55.3	55.3	Very Low	Improved	Issue
	PAT9: Excellence	14.6	0.0	0.0	10.1	11.0	11.0	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	81.3	53.1	53.1	66.3	67.1	67.1	Intermediate	Improved	Good
	Diploma: Excellence	21.9	6.1	6.1	14.0	13.8	13.8	High	Improved	Good
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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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

LRSD Diploma Exam Test Results — English as an Additional Language

Diploma Course	LRSD EAL Acceptable Standard (%)	LRSD EAL Standard of Excellence (%)	Previous 3 Year EAL Average Acceptable Standard (%)	Previous 3 Year EAL Average Standard of Excellence (%)
ELA 30-1	*	*	50.0	0.0
ELA 30-2	*	*	85.7	0.0
Math 30-1	*	*	N/A	N/A
Math 30-2	*	*	N/A	N/A
Social 30-1	*	*	50.0	0.0
Social 30-2	*	*	N/A	N/A
Bio 30	*	*	42.9	14.3
Chem 30	87.5	37.5	N/A	N/A
Physics 30	*	*	N/A	N/A
Science 30	N/A	N/A	N/A	N/A

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

LRSD focused on providing opportunities for small group instruction during class time through increased staffing or reorganization of the school day. Staff and students focused on phonological and phonemic awareness, phonics, word study, vocabulary, fluency and comprehension during this dedicated time. Intervention specific digital resources were provided (Accelerated Reader/ST Math) along with accessing a professional literacy intervention consultant to work alongside staff and students when appropriate. Baseline and lead measures were identified using a divisional tool (Star Reader) and the Provincial Screeners (LENS/CC3/Numeracy Screener). The results and school progress were reviewed monthly with school administration. Professional learning opportunities

were provided to staff and literacy resources were provided to all K-3 classrooms (decodable books, Alberta Education's Reading Intervention Lessons, and phonemic awareness).

Literacy

Grade	Assessment	#of students assessed at the beginning of the school year	#of students at risk at the beginning of the school year	Total #of students identified as being at risk at the end of the school year	Average #of months behind grade level after the administration of the initial assessment for at risk students	Average number of months gained at grade level after the final assessment for at risk students
1	CC3	255	57	52	5.5	-0.8
2	CC3	266	76	67	8.5	-3.6
3	CC3	258	58	50	13.8	-0.7

Numeracy

Grade	Assessment	#of students assessed at the beginning of the school year	#of students at risk at the beginning of the school year	Total #of students identified as being at risk at the end of the school year	Average #of months behind grade level after the administration of the initial assessment for at risk students	Average number of months gained at grade level after the final assessment for at risk students
1	Numeracy Screener	255	78	73	8.2	0.8
2	Numeracy Screener	267	84	65	10.6	0.6
3	Numeracy Screener	257	74	61	9.6	1.7

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall	N/A	84.9	84.1	81.6	81.7	N/A	Maintained	N/A
Parent	N/A	86.1	87.5	81.8	81.7	N/A	Maintained	N/A
Student	N/A	71.5	69.8	70.5	67.8	N/A	Declined	N/A
Teacher	N/A	97.0	94.9	92.3	95.6	N/A	Maintained	N/A

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

STUDENT LEARNING ENGAGEMENT

The results indicate that student perceptions are lower than parent and teacher results. When analyzing the data further, the grade 4-6 and 7-9 student perceptions declined from the previous year whereas teacher perceptions improved. Based on this information, we will work with our elementary and jr. high school administrators to get a better understanding of the reasons for this decline. LRSD high school students have access to a diverse range of programs and option courses. Dual credit opportunities have experienced a growing interest among LRSD high school students. A number of academies are available throughout the school division including a Flight Academy, Hockey Academy, Sports Academy, Firefighting Academy and a Ski Academy. LRSD has a full complement of CTS programs available including culinary arts, drama, fabrication, automotives, construction, cosmetology, leadership, etc. Pre-employment certifications are offered to students including WHMIS, Food Safety, Hunter’s Education, Flrst Aid, etc. Place-based learning is available in every school.

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall	84.1	83.5	80.9	79.8	79.5	High	Maintained	Good
Parent	80.4	77.8	78.9	78.0	74.4	High	Maintained	Good
Student	78.3	78.3	74.2	72.4	70.3	High	Declined	Acceptable
Teacher	93.6	94.4	89.7	88.9	93.9	High	Improved	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

CITIZENSHIP

LRSD stakeholders indicated in a February 2021 engagement survey that safe and caring schools continue to be very important in defining success for LRSD students. Over the past 3 years, LRSD schools and students continued to participate in many local, provincial, national and global citizenship efforts helping students model the characteristics of active citizenship and make a difference for those in need.

Performance Measure	Results (in percentages)					Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
3 Year High School Completion	74.4	83.5	80.4	78.5	75.3	Intermediate	Declined	Issue
4 Year High School Completion	79.9	79.5	86.7	83.5	84.1	Intermediate	Maintained	Acceptable
5 Year High School Completion	83.3	83.4	80.3	87.7	85.4	Intermediate	Maintained	Acceptable
FNMI 3 Year High School Completion	65.4	62.9	53.4	64.3	48.9	Very Low	Maintained	Concern
FNMI 4 Year High School Completion	51.0	73.7	72.1	58.4	76.1	Low	Maintained	Issue
FNMI 5 Year High School Completion	51.4	53.1	70.2	67.5	66.5	Very Low	Maintained	Concern
EAL 3 Year High School Completion	*	*	*	*	76.4	Intermediate	N/A	N/A
EAL 4 Year High School Completion	*	*	*	*	*	*	*	*
EAL 5 Year High School Completion	*	*	*	*	*	*	*	*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

HIGH SCHOOL COMPLETION

The data shows that our First Nations, Métis and Inuit students' three year high school completion rate dropped significantly from the previous year. This has impacted the overall results for the school division. LRSD has recently created additional support programs for our First Nations, Métis and Inuit students through Jordan's Principle funding. We believe the additional programming support will make a positive difference in helping more of our First Nations, Métis and Inuit achieve high school completion in a shorter amount of time. LRSD continues to provide a broad range of programming for high school students in an effort to increase student engagement and to better prepare graduates for life after high school. The continued effort of LRSD academic counselors and career practitioners have helped LRSD students to complete high school. In addition, LRSD schools have recently implemented a collaborative response model designed to create a systemic process that is action-focused and data-informed helping all students experience success.

Domain: Teaching & Leading

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall	89.7	89.4	88.1	85.9	86.5	Intermediate	Maintained	Acceptable
Parent	83.1	86.0	85.3	80.5	80.1	Intermediate	Maintained	Acceptable
Student	89.9	86.4	85.0	85.5	84.2	Intermediate	Maintained	Acceptable
Teacher	96.0	95.7	93.9	91.7	95.2	Intermediate	Maintained	Acceptable

MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Academic Measure	2021-2022	2022-2023	2023-2024
Student Led Practices: Teachers empower students to play a more proactive role as they apply the knowledge and skill to accelerate and deepen their learning	72%	77%	80%
Self-Efficacy: Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits	70%	76%	79%

COMMENTS ON RESULTS

Our staff work hard to create positive learning experiences for students each day. We are pleased to see that the overall result has remained consistently high over the past five years. Our Local Measures indicate improvements in teachers empowering students to play a more active role in their education.

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

LRSD's robust focus on continued professional growth continued with staff sharing best practices with each other on Interschool Collaboration Days and school administration continuing to provide staff with ongoing and responsive professional development based in accordance with their school education plans.

Since 2020, LRSD has held a locally developed professional development course for aspiring school leaders. 36 participants completed the course to date and several participants have secured school-based administrative positions. New school based administrators are provided with the opportunity to participate in the CASS Start Right program for beginning school administrators as

well as a locally developed school administration leadership series of professional development sessions.

As part of a continual growth mindset and in alignment with LRSD Administrative Procedures 410, 420, 421 and 431, every year school-based administrators as well as division-based administration conduct performance evaluations of new staff in addition to regular supervision practices. This past year the following performance evaluations were completed:

Teacher	Administrator	Support Staff
15	8	27

Every school in LRSD identifies a staff representative who attends division professional learning in literacy, numeracy, First Nations, Métis and Inuit professional development, learning support and mental health & wellness. These school representatives attend and report back at monthly school staff meetings.

Inter-School Collaboration Days (ISCD) consist of two professional development days each year and are dedicated to provide staff an opportunity to organize and model professional learning based on the unique needs and challenges posed in their current assignments and in alignment with jurisdictional goals. ISCD, unlike other LRSD school planning days in which PD may be mandated by school goals, supports staff in choosing their own professional development and is solely decided by each staff member.

Domain: Learning Supports

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall	N/A	88.2	86.5	84.1	84.9	N/A	Maintained	N/A
Parent	N/A	86.4	87.7	84.4	83.5	N/A	Maintained	N/A
Student	N/A	82.9	78.8	76.2	75.8	N/A	Maintained	N/A
Teacher	N/A	95.2	92.9	91.7	95.3	N/A	Improved	N/A

MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Culture Measure	2021-2022	2022-2023	2023-2024
School Belonging: Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.	69%	74%	79%

Leadership Measure	2021-2022	2022-2023	2023-2024
Personal Development: Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.	70%	75%	78%

COMMENTS ON RESULTS

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

In addition to the Alberta Education Assurance Measure, LRSD surveyed stakeholders using a local measure called the Measurable Results Assessment (MRA) to better understand their perspective on sense of belonging, personal development, family engagement and community engagement. The Alberta Education Assurance Measure results indicate that LRSD stakeholders are similarly satisfied in their agreement that school learning environments are welcoming, caring, respectful and safe compared to provincial results. In response to the stakeholder feedback from February 2021, the safe and caring school environments and citizenship continue to be a focus area in LRSD.

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall	N/A	83.2	82.7	78.6	78.9	N/A	Declined	N/A
Parent	N/A	77.8	76.5	72.6	70.7	N/A	Maintained	N/A
Student	N/A	80.9	80.4	79.0	79.1	N/A	Maintained	N/A
Teacher	N/A	90.9	91.2	84.3	86.9	N/A	Maintained	N/A

MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Engagement Measure	2021-2022	2022-2023	2023-2024
Family Engagement: Students' caregivers are satisfied with the way the school includes them in their children's learning through inclusive opportunities, communication, and support for learning at home.	71%	70%	75%
Community Engagement: The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.	77%	77%	75%

COMMENTS ON RESULTS

ACCESS TO SUPPORT AND SERVICES

Over the past several years, LRSD school-based administration and school-based teams participated in professional development involving the creation of systemic collaborative responses to support students. The school teams have developed action-focused and data-informed processes to ensure all students can experience success. Ongoing development of a visible continuum of supports and services is a focus in each school.

The division employs numerous support professionals including a Registered Psychologist who supervises a team of Family School Liaison Counselors (FSLC's) who work in every school in the school division assisting students with mental health and wellness assistance. Increased Family School Liaison Counseling continued in LRSD primarily focusing on small group programming and class presentations designed to assist students with the awareness and skills needed to cope better with stress, anxiety and mental wellness. Family School Liaison Counselors (FSLC's) work alongside teachers and students to collectively create a learning environment to support optimal learning for all students. We have increased the number of Child Youth Care Workers in our division to support small group work with students and to support the increased complexity of individual student needs.

Livingstone Range School Division is a core member of Southwest Collaborative Support Services (SWCSS). We work collaboratively with neighboring school divisions to employ and provide our students with services from Speech Language Pathologists, Occupational Therapists, Physiotherapists, Educational Audiologist, Teacher for the Blind/Visually Impaired, and a dDeaf and Hard of Hearing Teacher. Livingstone Range is a member of the SWCSS Complex Case Team. The team works together to support students and families through cross-ministry partnerships and consultation.

Additionally, the school division employed Career Practitioners who provided guidance and support to students and families around career paths and post secondary education pursuits. Off Campus teachers provided students with placements for work experience, RAP, and Green Certification.

Alberta Education Assurance Measures – Overall Summary – FNMI

Fall 2024 Alberta Education Assurance Measures - Overall Summary (FNMI)

Assurance Domain	Measure	Livingstone Range 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	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	48.9	64.3	63.6	58.6	57.0	59.5	Very Low	Maintained	Concern
	5-year High School Completion	66.5	67.5	63.6	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	33.3	57.1	57.1	48.7	45.3	45.3	Very Low	Declined	Concern
	PAT6: Excellence	3.0	9.5	9.5	7.3	6.5	6.5	Very Low	Declined	Concern
	PAT9: Acceptable	26.7	18.4	18.4	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	0.8	0.7	0.7	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	74.2	74.5	74.5	76.9	74.8	74.8	Low	Maintained	Issue
Diploma: Excellence	1.6	3.9	3.9	11.8	11.3	11.3	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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

- Approximately 10% (378) of our student population is First Nations, Métis, and Inuit.
- LRSD has observed increased numbers of students self-identified as Métis as we have focused more on learning more about Métis perspectives and experiences.

- When reviewing the achievement data it is clear that First Nations, Métis, and Inuit students are not finding success in the provincial learning agenda at the same rate and to the same degree as non-indigenous students.
- While an Indigenous Elder is available to assist students in all LRSD schools, a formal Elder in Residence support person has been implemented in some schools with higher FNMI populations. A Success Coach has been in place in another school. We believe these supports will help our FNMI students complete high school and will help students in the coming years be more successful in school.
- LRSD held its first Land-Based Education camp in the spring of 2022. In 2023 & 2024 two Land-Based Education camps were held each year. Two LRSD staff members were previously trained as Indigenous Land Camp Instructors through ACTUA. The [Land-Based Camps](#) were a huge success and through partnerships we will be able to continue offering this opportunity in the years ahead.
- The LRSD FNMI Staff Working Committee consisting of a staff representative from each school in the division continued to meet regularly throughout the school year to build leadership capacity. The Committee continues to work with teachers and school leaders to build capacity in the TQS requirements; specifically #5 where teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.
- Several years ago LRSD created a document entitled [Reconciliation is What We Do](#), outlining the various calls to action related to education and the ways LRSD is working toward reconciliation. LRSD remains committed to improving educational outcomes for our First Nations, Métis and Inuit students.



Domain: Governance

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall	80.7	80.5	75.2	73.7	78.0	Intermediate	Improved	Good
Parent	72.0	74.1	65.0	62.8	67.4	Intermediate	Maintained	Acceptable
Teacher	89.3	87.0	85.3	84.6	88.5	Intermediate	Improved	Good

COMMENTS ON RESULTS

PARENT INVOLVEMENT

Parents play a key role in their child's educational progress and LRSD believes that input from the parents is key to ensuring a strong system. As part of the School Board's obligations under Section 12 of the School Councils Regulation to provide the opportunity for school councils to be involved in developing school education plans, Livingstone Range School Division works with parents via School Councils, Regional School Council and through public engagement sessions.

Over the past three years, the LRSD Board of Trustees have engaged stakeholders more often in preparation for their decision making responsibilities. The Trustees have gathered stakeholder input into the following areas in recent years: Budget Priorities, Mission, Vision and Core Values, Defining Student Success & Follow Up Measurements, development of the Division Calendar, 4 Day School Week, Honoring Truth & Reconciliation, and community engagements focused on programming and facilities. Similarly, LRSD schools have a variety of approaches to involve parents at the school level.

School Board Trustees attend School Council Meetings on a regular basis and provide updates on Divisional and Board activities. In addition, they bring information back to the Board from the parents and report these at Board meetings. Regional School Council provides the parents the opportunity to gain further information in regards to new policies, procedures, trends, and updates from the division and province. Community engagement sessions allow parents the opportunity to discuss current trends, issues, and concerns with the school administrators and the board.

Viewing parents as partners in education, Livingstone Range School Division has provided parents with access to view their child's academic progress via digital platforms, which allows for immediate feedback and information keeping the lines of communication between the teacher and the parent open at all times.

Domain:

Local & Societal Context

LRSD CORE VALUES

STUDENT-CENTERED • LEADERSHIP • INTEGRITY • WELLNESS • PLACE-BASED

With the establishment of the school division's new vision, mission and core values in 2020, the school division community has embraced the LRSD Core Values.

LRSD students regularly and increasingly have opportunities to learn from their communities and surrounding natural environments. Some of the highlights include:

- Incredible community support in running the [Day on the Creek](#) held annually in Pincher Creek
- Extensive use of [Flumerfelt Park](#) in Coleman by Horace Allen School
- [Livingstone School Ski Academy](#)'s partnership with [Castle Mountain Ski Resort](#)
- ["School as basecamp; community as classroom" philosophy](#) in our three Crowsnest Pass Schools
- [Outdoor Pursuits programming](#) at Crowsnest Consolidated High School
- Place-Based Education opportunities at [PEAKS Campus](#) and throughout the school division

Students and staff in LRSD have many leadership opportunities available to them. The Livingstone Leaders is a junior high/high school student leadership group which consists of representative student leaders from each of the six junior/senior high schools in the school division. These students spend time learning and practicing their leadership skills and increasing their leadership knowledge every time they meet. They participate in school improvement initiatives and strive to make their schools better places.

The LRSD [FACES](#) Summer Education Program opportunity is well attended each year by students within LRSD and from around the province. This outdoor experiential learning opportunity is student-centered and leadership focused. It aspires to instill integrity in each student by fostering a sense of self-worth. By the end of each session every student leaves better equipped to understand their own personal wellness strategies by connecting with nature and others as a support network.

Summary of Financial Results

The Audited Financial Statements for LRSD, for the period ending August 31, 2024 reflect operating revenues of \$57,222,719 and operating expenditures of \$57,410,943 resulting in an operating deficit of (\$188,224). (See accompanying tables.) The Audited Financial Statements 2023-2024 can be found online at <https://www.lrsd.ca/our-division/departments/finance>.

For this same period, there was: no change to unrestricted net assets, an operating reserve decrease of (\$361,079) down to \$1,710,432, a capital reserve increase of \$227,475 up to \$2,203,883 and an investment in tangible capital assets decrease of (\$54,620) down to \$5,488,330. This leaves the Board with an Accumulated Surplus of \$9,402,645 as of August 31, 2024 (a decrease of \$188,224).

Gross revenue from School Generated Funds totaled \$1,208,367 with related expenses of \$1,149,864 to generate those funds resulting in a net amount of \$58,499. The net sources of these funds were fundraising \$13,065, non-instructional student fees \$22,360, donations and grants \$12,797 and miscellaneous \$10,277. The deferred balance of unexpended School Generated Funds as at August 31, 2024 is \$1,850,680.

The analysis below will provide greater detail on what was budgeted and what was received and expended during the year.

Variance Analysis on Total Revenues and Total Expenditures

FOR THE PERIOD SEPTEMBER 1, 2023 - AUGUST 31, 2024

Category	Budget	Actual	Difference	% Received / Expended
Revenues	\$55,899,308	\$57,222,719	\$1,323,411	102.36%
Expenditures	\$56,353,806	\$57,410,943	\$1,057,137	101.88%
Surplus (Deficit)	(\$454,498)	(\$188,224)	\$266,274	

Total Revenues:

Government of Alberta Funding was (\$573,863) lower than budgeted. Although the division received other GOA grants during the year there were two factors that resulted in the recognition of less revenue than budgeted. \$339,000 of Infrastructure Maintenance and Renewal expenditures were capitalized resulting in the funding being deferred and will be recorded as revenue when the project amortization is recognized. Instruction from the GOA to defer any Transportation funding in excess of expenditures also resulted in less funding being recorded as revenues. Although the plan was to use surplus funds toward the purchase of buses, with the new instruction it was determined that we would use the remaining capital reserves first.

Other Funding was \$1,897,274 higher than budgeted. Applications for funding under the Jordan's Principle to support indigenous students was not included in the budget as the approval came after the budget submission. Other significant increases to other revenue include the sale of the old division office in Claresholm, higher interest income, more international students than anticipated, higher donation and activity fees, and some third party grants.

Total Expenditures:

Overall expenditures were up \$1,057,137 from the original budget. The majority of increased expenditures were related to the additional funding received in the areas of Jordan's Principle and smaller government grants such as curriculum and innovation and low incidence supports and services.

Salaries and Benefits were higher due to the filling of positions related to Jordan's Principle support after the budget was finalized.

Services, Contracts and Supplies were higher due to Supplies exceeding the budget, however this increase in spending was triggered by the receipt of additional targeted grant funding. Other areas above budget were legal, professional and technical services and software & licenses.

Amortization was up due to capital assets purchased during the year or after the budget was finalized.

Information on the impact of the operating surplus on the financial position of the Livingstone Range School Division can be found in the "Facts Sheet on Reserves 2024-08-31" at the following link: <https://www.lrsd.ca/our-division/departments/finance>

The following table reflects the historical comparison of spending on a per-student basis for Livingstone Range School Division:

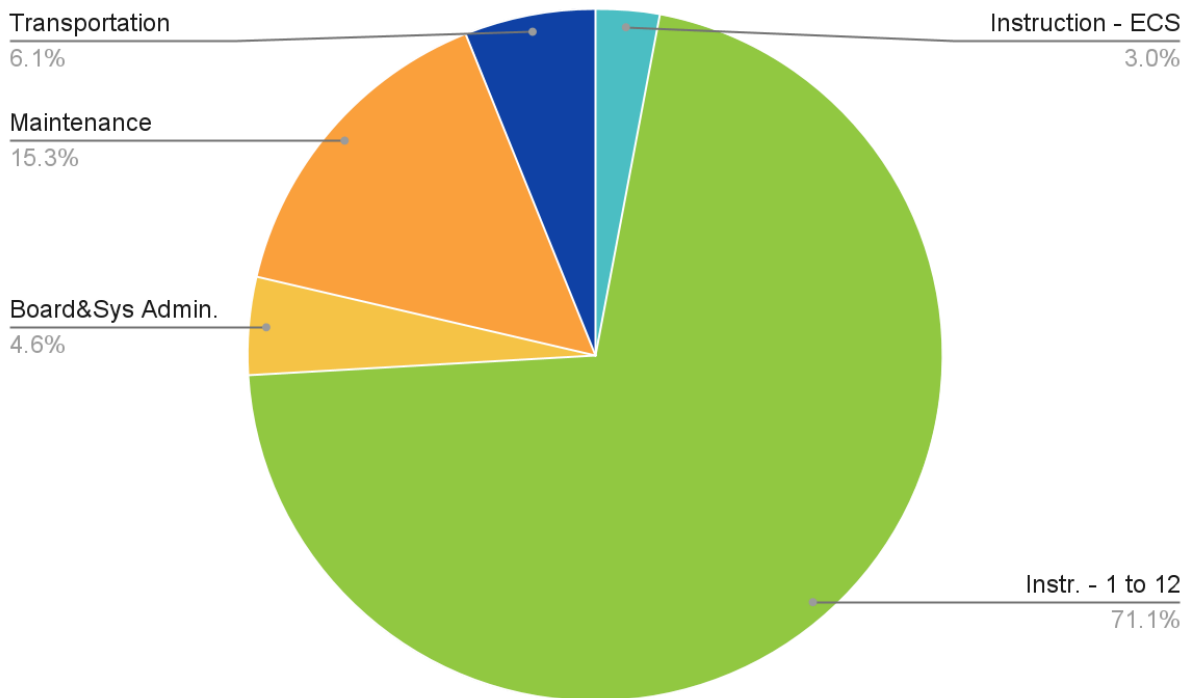
Year	Enrollment	Instructional Spending Per ECS – Grade 12 Year / Student	Support Services Spending Per ECS – Grade 12 Year / Student
2023-2024	3,602.00	\$11,802.55	\$4,136.08
2022-2023	3,583.50	\$11,445.01	\$4,086.05
2021-2022	3,567.00	\$11,127.99	\$4,088.79
2020-2021	3,415.75	\$11,192.87	\$4,024.88
2019-2020	3,487.25	\$10,837.93	\$3,604.82
2018-2019	3,453.25	\$11,603.63	\$3,982.75
2017-2018	3,448.25	\$11,777.51	\$4,027.57
2016-2017	3,456.25	\$ 11,351.19	\$3,908.93
2015-2016	3,384.00	\$ 11,057.98	\$3,552.77
2014-2015	3,385.50	\$ 11,214.10	\$3,426.36
2013-2014	3,445.50	\$10,521.03	\$3,468.23
2012-2013	3,499.75	\$10,266.12	\$3,413.11
2011-2012	3,605.25	\$10,254.86	\$ 3,505.93
2010-2011	3,659.50	\$ 9,627.14	\$ 3,822.43

Copies of the 2023-2024 Audited Financial Statements for LRSD are available at www.lrsd.ca/our-division/departments/finance. Additional information on school-generated funds can also be found in the Audited Financial Statements. The web link to the provincial roll-up of jurisdiction AFS information is [Alberta Education and School Jurisdictions Financial Statements](#).

Final Expenditure Summary by Program

FOR THE PERIOD SEPTEMBER 1, 2023 - AUGUST 31, 2024

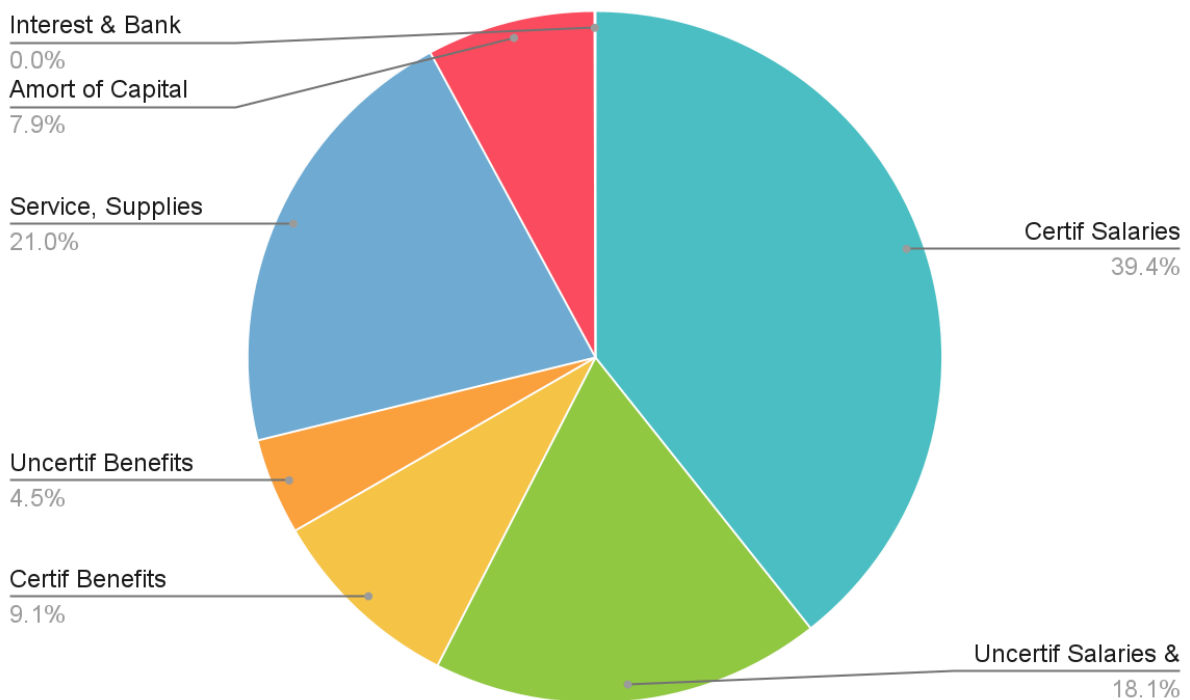
Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - ECS	\$1,714,980	2.99%
Instruction - 1 to Grade 12	\$40,797,808	71.06%
Board and System Administration	\$2,630,136	4.58%
Operations & Maintenance of Schools	\$8,789,812	15.31%
Transportation	\$3,478,207	6.06%
Total Expenditures	\$57,410,943	100.00%



Final Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2023 - AUGUST 31, 2024

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$22,591,841	39.35%
Uncertificated Salaries & Wages	\$10,405,644	18.12%
Certificated Benefits	\$5,250,551	9.15%
Uncertificated Benefits	\$2,597,815	4.52%
Services, Contracts, & Supplies	\$12,041,384	20.97%
Losses on Disposal of Capital Assets	\$0	0.00%
Amortization of Capital Assets	\$4,511,566	7.86%
Interest & Bank Charges	\$12,142	0.02%
Total Expenditures	\$57,410,943	100.00%



Budget compared to Expenditures

FOR THE PERIOD SEPTEMBER 1, 2023 - AUGUST 31, 2024

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$22,182,579	39.36%
Uncertificated Salaries & Wages	\$10,128,665	17.97%
Certificated Benefits	\$5,274,840	9.36%
Uncertificated Benefits	\$2,590,598	4.60%
Services, Contracts, & Supplies	\$11,871,157	21.07%
Losses on Disposal of Capital Assets	\$-	0.00%
Amortization of Capital Assets	\$4,295,467	7.62%
Interest & Bank Charges	\$10,500	0.02%
Total Expenditures	\$56,353,806	100.00%

Summary of Capital and Facilities Projects

NANTON SOLUTION PROJECT – BUILD NEW ELEMENTARY SCHOOL, MODERNIZATION OF AB DALEY COMMUNITY SCHOOL TO HOUSE THE JR/SR HIGH STUDENTS AND DEMO J.T. FOSTER HIGH SCHOOL

On March 1, 2023, Education Minister Adriana LaGrange announced provincial funding for the design stage of LRSD's number one capital priority, the Nanton Solution Project

The number one capital priority for the Livingstone Range School Division is a Nanton Solution that will see a replacement school built for elementary students and a modernization of the A.B. Daley Community School for the junior and senior high school students. It was determined that this solution would maintain the largest footprint, provide the highschool with a larger gymnasium needed for programming and extra-curricular events as well as provide a community solution that will result in new and significantly updated educational spaces. Livingstone Range has seen a lot of success in community solution proposals to Alberta Education and feels that this solution will meet that standard of success as well.

On April 24, 2024 LRSD received official word that the Nanton School Projects had been approved for construction funding. As of the writing of this report, divisional staff are finalizing work with GGA Architects in the design development stage and construction working documents in preparation for tendering out the project. It is the hope of the division that the tender process for construction will commence in the latter part of the 2024 calendar year. A Nanton School Advisory Committee has also been created to meet with municipal partners to discuss related items such as communications, partnerships and possible decanting solutions.

For recent communication updates, history of the project and answers to frequently asked questions go to the following link on the Livingstone Range School Division website. <https://www.lrsd.ca/our-division/capital-projects/nanton-solution>



NEW BUILD ELEMENTARY SCHOOL



LEARNING COMMONS



CURRENT ELEMENTARY SCHOOL MODERNIZED FOR JUNIOR/SENIOR HIGH SCHOOL



GATHERING SPACE

2023-2024 THREE-YEAR CAPITAL PLAN AND TEN-YEAR FACILITY PLAN

Based on an independent facility review by Ferrari Westwood Babits Architects, the Board of Trustees for the Livingstone Range School Division have approved the following facility plan. The table below identifies the priorities and projects, as well as the action required.

After the approval of construction funding for the Nanton Schools Solution the Board of Trustees have now passed a motion to establish their number one priority as seeking Pre-Planning and Planning Funding to identify the best value option for the Community of Lundbreck and surrounding area.

Priority ONE Project	Action Required
<p>Pre-Planning & Planning Funding:</p> <p>Community of Lundbreck</p> <p>Identify the best value option for the Community of Lundbreck and surrounding area.</p>	<ul style="list-style-type: none"> ● Engage with community stakeholders <ul style="list-style-type: none"> ○ Discuss possible partnerships ○ Discuss scope options ○ Clarify anticipated scope ○ Determine Schedule and costs for site readiness.
Priority TWO Project	Action Required
<p>Pre-Planning & Planning Funding:</p> <p>Community of Pincher Creek</p> <p>Identify the best value option for the Community of Lundbreck and surrounding area.</p>	<ul style="list-style-type: none"> ● Engage with community stakeholders <ul style="list-style-type: none"> ○ Discuss possible partnerships ○ Discuss scope options ○ Clarify anticipated scope ○ Determine Schedule and costs for site readiness.
Priority THREE Project	Action Required
<p>Capital Review:</p> <p>Divisional review of future capital needs</p>	<ul style="list-style-type: none"> ● Engage third party to perform a review on capital needs within the division

LRSD's Three-Year Capital Plan and Ten-Year Facility Plan can be found online at <https://www.lrsd.ca/our-division/supplemental/capital>.

Budget Summary

In accordance with LRSD Administrative Procedures 500 and 511, the School Division budget addresses the vision, mission, priorities, key results, and strategies to be achieved in a manner that provides the best quality education, and meets the needs of all children in the system, at the most reasonable cost to the taxpayer. Strategic priorities are reviewed periodically and confirmed annually in the School Division's Three Year Education Plan.

The following tables and charts reflect a summary of budgeted expenditures for the 2024-2025 school year based on the May 2024 budget report. The structure and process by Alberta Education in allocating resources to school divisions changed starting in the year 2020-2021 school year. The allocation provided in the spring of 2024 will be the allocation the division will receive for the year regardless of the enrollment numbers in September. Adjustments will be made at year end for differences in projected enrollment and actual enrollment based on the impact on the weighted moving average enrollment calculation and funding.

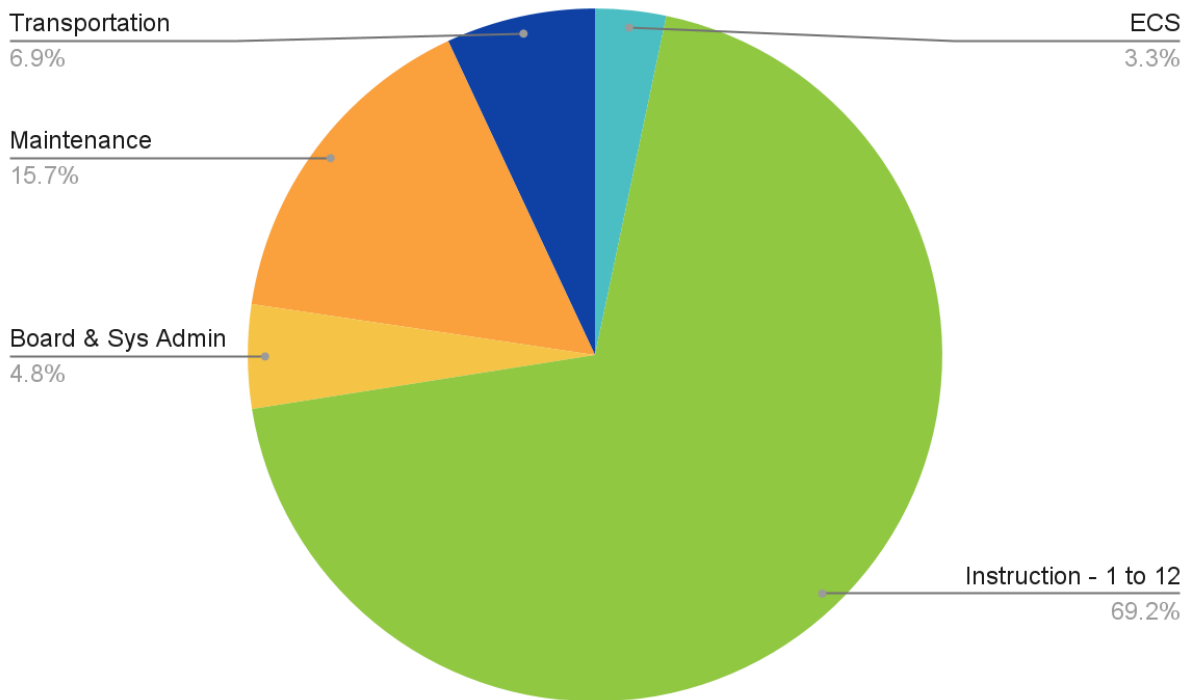
Projected revenues of \$56,275,456 are offset by projected expenditures of \$56,588,570 resulting in a planned operating deficit of (\$313,114). This budgeted deficit is to be taken from the instructional and board & system admin operating reserves. The transportation surplus will be utilized to procure additional buses for the implementation of the new transportation guidelines.

For more information on a summary of Budget Highlights, Plans, Assumptions and Risks visit the following link: <https://www.lrsd.ca/our-division/departments/finance>. All School Division accounts, including school-generated funds, are maintained in accordance with Canadian generally accepted accounting standards. The budgeted figures as well as the results are reported using the format provided by Alberta Education.

Budgeted Expenditure Summary by Program

FOR THE PERIOD SEPTEMBER 1, 2024 - AUGUST 31, 2025

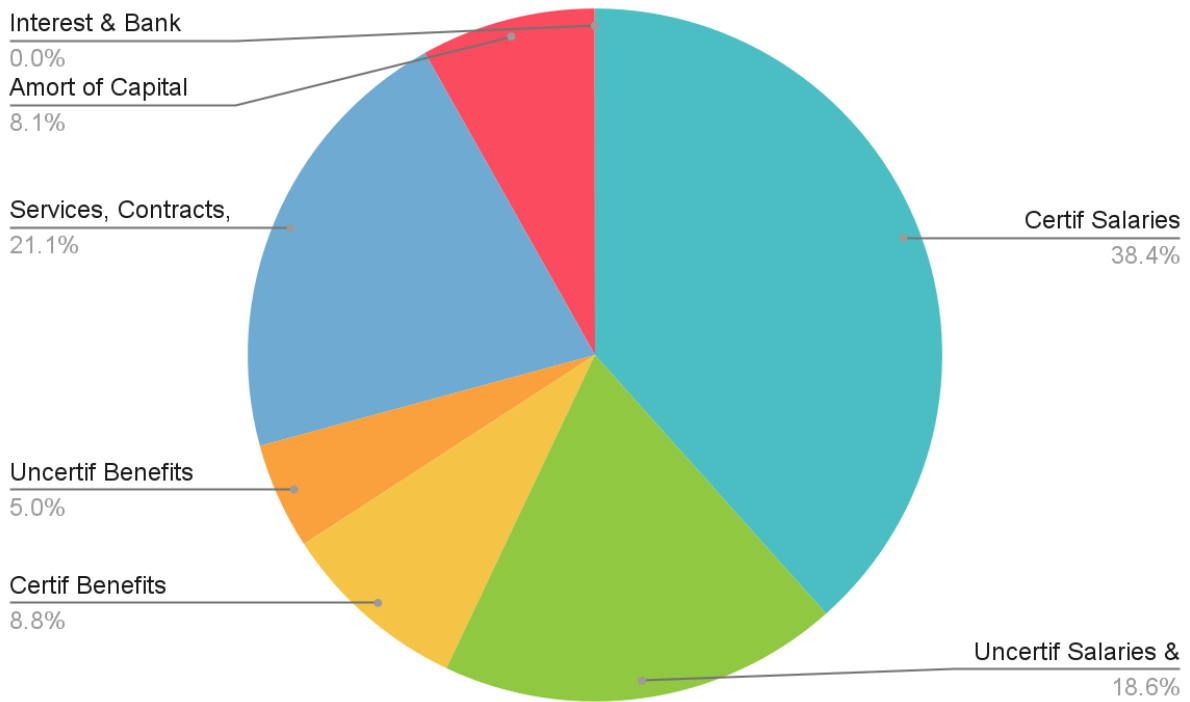
Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - ECS	\$1,866,128	3.30%
Instruction - Grades 1-12	\$39,164,516	69.21%
Board and System Administration	\$2,740,310	4.84%
Operations & Maintenance of Schools	\$8,885,377	15.70%
Transportation	\$3,932,239	6.95%
Total Expenditures	\$56,588,570	100.00%



Budgeted Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2024 - AUGUST 31, 2025

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,736,241	38.41%
Uncertificated Salaries & Wages	\$10,536,769	18.62%
Certificated Benefits	\$4,970,984	8.79%
Uncertificated Benefits	\$2,808,589	4.96%
Services, Contracts, & Supplies	\$11,925,235	21.07%
Losses on Disposal of Capital Assets	\$0.00	0.00%
Amortization of Capital Assets	\$4,599,852	8.13%
Interest & Bank Charges	\$10,900	0.02%
Total Expenditures	\$56,588,570	100.00%



Timelines & Communication

Information included in the Results Report will be communicated to parents and the public on the LRSD website (www.lrsd.ca), and at School Council Meetings.

A Summary will also be posted to the LRSD website.

LRSD's full AERR & Education Plan as well as summary can be found online at www.lrsd.ca/our-division/aerr-3-year-plan.

Whistleblower Protection

As per Board Policy 20, no disclosures or information under Section 32 of the Public Interest Disclosure Act have been reported to the Superintendent or designate during the 2023-2024 school year.

Contact Us

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